

**Developing English Learning Materials for Grade XI Students of Beauty  
Skincare Study Programme at Vocational High Schools**

**A Thesis**

**Presented as a Partial Fulfillment of the Requirements for the Attainment of the  
*Sarjana Pendidikan* Degree in the English Language Education**



by:

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**FACULTY OF LANGUAGES AND ARTS**

**YOGYAKARTA STATE UNIVERSITY**

**2015**

**APPROVAL**

**Developing English Learning Materials for Grade XI Students of Beauty  
Skincare Study Programme at Vocational High Schools**

**A THESIS**



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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal itu sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 8 November 2015

Penulis,



Lita Aviyanti



## DEDICATIONS

This thesis is dedicated to  
  
my mom, **Evie Syamsidar**,  
  
my dad, **Drs. Suharyanto, MBA.**,  
  
Fakih's Family,  
  
Ahlan Hadi Suwignyo's Family.

## **MOTTOS**

“Sesungguhnya sesudah kesulitan itu ada kemudahan.”

– **QS. An Nasyr: 6**

“Always do what you're afraid to do.

...

I will prove myself strong when they think I am sick.

I will prove myself brave when they think I am weak.”

– **E. Lockhart**

“Courage, dear heart.”

– **Aslan**

“Don't run from who you are.”

– **Aslan**

“Be thankful for what you have; you'll end up having more. If you concentrate on what you don't have, you will never, ever have enough”.

– **Oprah Winfrey**

## ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin, all praise is to Allah SWT, the Almighty who has always given His blessings to me, so that I could accomplish my thesis. Allah SWT always helped me through the time I studied in the college and finally wrote this thesis. Moreover, He sent me a lot of people who were always there with me after all this time. Therefore, my deepest gratitude is proudly dedicated to:

1. my supervisor, Dr. Agus Widyanoro, M.Pd., who has guided me in completing my thesis; has supported during the time I prepared for my thesis defense presentation.
2. my academic advisor, Tri Wahyuni Floriasti, M.Hum., who has supported me; who has given a lot of motivation, and guided me from the beginning until the end of my study time in the college.
3. all lecturers of English Education Department of Yogyakarta State University, particularly the lecturers and staffs of English Education Study Program who have shared their knowledge and given me a lot of memories I would never forget during my college years;
4. my beloved parents, Drs. Suharyanto, MBA., and Evie Syamsidar, for loving me, supporting me, giving comments on me to accomplish my thesis very soon.
5. my sister, Yashinta Annisasary, who has accompanied me and laughed with me even by watching a reality show; who are always supporting me to do the best that I can.
6. my future best friend in my life, Zandy Resdana, S.E., who has accompanied me everytime; a person who gives me his cares, love, advices even I can make him bad mood easily.
7. my best partners that are always there to help me: Nana Meilida Astari, Dwi Aprilia Kumala Dewi, for being right beside me in this college; for loving me, giving me support, helping me in everything; who always laugh with me and

make wonderful memories. I hope we can keep this friendship until we grow older.

8. all my dear classmates in K class, Ratna Yunita, Datik Yunitasari, Merita Tiarisani, Ratih Tri Wijayanti, Dyah Ayu Winarti Putri, Ellyta Ardianisa, Sari Hardiani, Anin Karin, Muh. Wildani, M. Baharudin Jamin, Adam Anjar Shena, Ghazie Arsalan Syihaabullah, Ahmad Taufik, and Akhmad Bakir Sultan Hadi Al-Khaedri, for being good friends to me, Nana and Lia; who have laughed with me and made great memories. I hope we can have reunions someday.
9. my best friends: Asalia Noor Hanjani, S.IKom, Nike Malinda, S.E., Diah Anggraini, who have shared their stories; who have supported me since we were in Senior High School, laughed with me, spent their time to meet up and had karaoke time.
10. all people who have helped me along the whole process of finishing my thesis, but whose names I cannot mention.

I realize that this thesis is still far from perfection. However, I really hope this thesis will be useful for everyone who reads it. Thus, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 8 December, 2015

Lita Aviyanti

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI  
STUDENTS OF BEAUTY SKIN CARE STUDY PROGRAMME  
AT VOCATIONAL HIGH SCHOOLS**

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**ABSTRACT**

The objectives of this research were: (1) to find out the target needs of grade eleven students of beauty skin care study programme at vocational high schools, (2) to find out the learning needs of grade eleven students of beauty skin care study programme at vocational high schools, (3) to develop the appropriate English learning materials for grade eleven students of beauty skin care study programme at vocational high schools. The study was a Research and Development (R & D) study. The subjects were grade eleven students of beauty skin care study programme at SMK Negeri 6 Yogyakarta. This study adapted the research procedure proposed by Thiagarajan (1974), then it was combined with the model of research procedure proposed by Jolly and Bolitho in Tomlinson (1998) and Borg and Gall (1983). The procedures of the study were conducting the needs analysis, developing the course grid, developing the first draft of materials, evaluating the materials through expert judgment, and writing the final draft of materials. The instruments to collect the data were the needs analysis questionnaire and the expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the quantitative data obtained from the expert judgment were analyzed through descriptive statistics. The results showed that the students needed English learning materials which were related to beauty skin care area and their life. This study developed three units in the second semester of grade eleven that based on Curriculum 2013 in the form of a textbook. The research findings showed that the developed materials was appropriate to be implemented. The mean score of the three units was 3.77 which was “Very Good”.

**Keywords:** *English Learning Materials, Vocational High School students, English for Specific Purposes*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English teaching and learning process in vocational high schools has problems dealing with the materials used. In the teaching and learning process, there are books needed to support the process. In Indonesia, which the teaching and learning process are based on Curriculum 2013, the lesson books for students are organized by the ministry of education. Relating to English teaching in vocational high schools, the government made an English lesson book for the students based on the grade levels and semesters without any different specifications of materials used for specific study programme. It means that, all study programmes in vocational high schools use the same books.

As there are no specifications in the materials used, so the contents of the materials are too general for the students. The government believes that the materials contained in the English lesson books are appropriate to be used. However, the vocational high schools students still have difficulties in relating the materials given with their specialities or even their future job because the contents of the books are not related to their study programme.

The same condition goes to English teaching and learning process in SMK Negeri 6 Yogyakarta. Based on an interview with the English teacher in SMK Negeri 6 Yogyakarta, it was found that the English teachers use the English lesson books that are from government. In SMK Negeri 6 Yogyakarta, the English book for grade eleventh students of beauty skin care and cullinary study

programme is the same. From this phenomena, it can be seen that the students do not meet their needs and interests.

SMK Negeri 6 Yogyakarta has a problem to find appropriate learning materials for the students. The materials which are relevant to the needs of the students of vocational high schools are limited. Teachers need to search the support materials that are related to each study programme by themselves. The absence of appropriate English materials affects students' achievement in learning English, especially for their study programmes.

Considering the fact above, providing relevant English learning materials for a particular study programme in vocational high schools that are useful to facilitate students in achieving the goals of learning and mastering higher proficiency of English is a must. The materials will be provided by developing English learning materials that are based on the learners' needs. An approach to language learning that is based on learners' needs is called ESP (English for Specific Purposes), as stated by Hutchinson and Waters (1987). In addition, Hutchinson and Waters (1987) say that in developing the materials, the target needs and learning needs of the students must be discovered by conducting the needs analysis in order to meet the materials with the learners' needs and interests.

The learning materials must cover the materials needed by the students, but it has to be made by associating the materials with the speciality of the students. The materials given must be related to their future job or their life. Oguz and Bahar (2008) as stated in Baghban and Ambigapathy (2011), state that if the learners interact with the materials with interest and without difficulty, they can



participate actively in the teaching and learning process and in the same way their motivation levels may raise. This study attempts to find out and develop the model of appropriate English learning materials which support the English teaching and learning process at SMKN 6 Yogyakarta.

### **B. Identification of the Problem**

Materials are really important for teaching and learning purposes. By using the right or appropriate learning materials, it affects the students' achievement in learning something. Materials must meet the needs and interests of the students. However, the problem in this study is that the materials given by the teacher still had some weaknesses. The English materials used by the students contain the general English inputs which are not specified yet to the student's specific needs. The textbooks used by the SMKN 6 Yogyakarta do not represent the language use in the target situations of each study programme.

### **C. Limitation of the Problem**

Developing appropriate learning materials for all study programmes in SMKN 6 Yogyakarta would be a very time consuming programme. Therefore, this study focused on developing a module of appropriate English learning materials in the form of textbook for the grade eleven students of beauty skincare study programme at SMKN 6 Yogyakarta in the academic year 2015/2016. The beauty skin care study programme was chosen because there is no research yet about this programme in SMKN 6 Yogyakarta.

The materials were developed by following the Core Competence and the Basic Competences of Curriculum 2013. Also, the target needs and learning needs of the students of beauty skincare study programme are the crucial parts that need to be considered in developing the materials.

#### **D. Formulation of the Problem**

Based on the limitation of the problem above, the problems were formulated as:

1. What are the target needs of Grade XI students of beauty skin care study programme at Vocational High Schools?
2. What are the learning needs of Grade XI students of beauty skin care study programme at Vocational High Schools?
3. What are the appropriate English learning materials for Grade XI students of beauty skin care study programme at Vocational High Schools?

#### **E. The Objective of the Study**

The objectives of this study are to:

1. Describe the target needs of Grade XI students of beauty skincare study programme at Vocational High Schools.
2. Describe the learning needs of Grade XI students of beauty skincare study programme at Vocational High Schools.

3. Develop the appropriate English learning materials for Grade XI students of beauty skincare study programme at Vocational High Schools.

## **F. Significance of the Study**

This study is expected to give a valuable contribution to the following parties:

### **1. For the Students of Vocational High School**

The materials developed by the researcher can enrich the knowledge about English and it relates with their future job. Also, the materials can motivate them in learning English. The materials developed hopefully can prepare students to compete with the global world.

### **2. For the English Teachers in Vocational High Schools**

This research not only provides materials but also encourages teachers to develop learning materials which are appropriate to students. The materials are expected to improve the learning process.

### **3. For Other Researchers**

This research can inspire other researchers to develop better learning materials. This research can be later an input of references to other researchers who conduct the same studies.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

Chapter II presents some theories, review of related studies and the conceptual framework of this study. The literature review covers the issues of English for Vocational High School Based on Curriculum 2013, English for Specific Purposes, Content-Based Instruction, Learning Materials, Materials Design, and Grading and Sequencing Tasks.

#### **A. Literature Review**

##### **1. English for Vocational High School Based on Curriculum 2013**

Curriculum based on the Indonesia Education Act No.20 Year 2003 is a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives. From the definition, the important things must be underlined are the plans and the methods of learning activities that must be well-organized in order to run the curriculum.

Curriculum in Indonesia has changed several times. It is modified and developed because the needs of the students, the technology, and the teaching-learning method change. The needs, the technology, and the method in teaching are different from those now.

Curriculum is modified and developed in order to make it relevant to the current condition. In 2004, Indonesia applied Competency-based curriculum

(KBK or *Kurikulum Berbasis Kompetensi*) that emphasized on the students' competence achievement. Then, it was revised into School-based curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*) in 2006 that called Curriculum 2006. The KTSP was applied for seven years, but then it was revised again in 2013. The government decided to use the Competency-based curriculum that was modified and developed and it is called Curriculum 2013. According to the Regulation of Minister of Education and Culture Number 70 Year 2013, Curriculum 2013 is designed to give the learning experience to the students in order to develop their competence.

Curriculum 2013 also emphasized on the character education. The content of Curriculum 2013 consists of competences in the form of core competences (*Kompetensi Inti/ KI*) and basic competences (*Kompetensi Dasar/ KD*), the existence of attitude, knowledge and skill aspect in the core competences. Curriculum 2013 has its own principles in learning which are stated in the law of ministry of education No.65. Some of those learning principles are:

- 1) Learning takes place through the scientific approach steps.
- 2) Learning activities are learner-centered.
- 3) Learning activities do not only take place in the classroom.
- 4) Learning process utilizes ICT.

Curriculum 2013 has scientific approach steps in the teaching-learning process; they are:

- 1) Observing: the students read and/or listen to the materials given (texts) to list items they need to know further.

- 2) Questioning: students list or limit the items they want to know, then formulate questions, and propose the temporary answer based on their knowledge.
- 3) Collecting data: students collect data/ information related to the questions by reading books, group discussions, etc.
- 4) Associating data: students work individually or in groups to connect the data they get with their temporary answer in the questioning step.
- 5) Communicating: students communicate their answer to the questions orally and/or in writing.
- 6) Creating: students try to make their own spoken or written text based on the knowledge they get.

In Curriculum 2013, there are four core competences (*Kompetensi Inti* or *KI*), and each core competences has some basic competences (*Kompetensi Dasar* or *KD*). The first and the second core competences are applied to develop the religious and social competences, while the third and fourth core competences are applied to develop knowledge and skill competences.

Based on the Regulation of Minister of Education and Culture Number 70 Year 2013, the basic competences for grade eleven students of Vocational High School contain some:

- A. Language functions:
  1. giving suggestions,
  2. giving and asking opinions,

3. hopes,
4. asking and telling about events,
5. conditional sentences.

B. Texts:

1. invitation letter,
2. personal letter,
3. procedure,
4. factual reports,
5. analytical exposition,
6. biography of people.

There is addition of the competence; it is learning the social function and linguistic structure of a simple English song.

Therefore, in developing materials for beauty skin care study programme, the aspects mentioned above were noted in order to make good form of materials that applies curriculum 2013.

## **2. English for Specific Purposes**

The concern of making specific materials to students aims to help students in learning English. According to Richards (2001: 28) ESP is made by the need to prepare materials for students who already mastered the general English, but now needed English for use in employment. Materials also are made for people needing English for business purposes. In contrast to students who learn English for general purposes, like mastering English for its own purposes or

in order to pass an exam, the ESP students learning English in order to carry out a particular role.

Based on Hutchinson and Waters (1987: 19), ESP is an approach to language learning that is based on learners need. The content and method making are based on the learners' reason for learning. So, to meet the learners need, the materials must be related to their area. The language contents must be suitable for beauty skin care study programme.

#### **a. Needs Analysis**

Before designing materials, the material developer was supposed to do an analysis called the needs analysis. The needs analysis is the procedure used to collect information about the learners' needs (Richards, 2001: 51). Nation and Macalister (2010: 24) state that the needs analysis is to discover what needs to be learned and what the learners want to learn. Needs analysis will contain relevant and useful things to learn.

In discovering needs, there are aspects that must be discovered. As Hutchinson and Waters (1987) say in Nation and Macalister (2010: 5), in discovering needs, the aspects must be discovered are:

- 1) necessities (what the learner has to know to function effectively),
- 2) lacks (what the learner knows and does not know already),
- 3) wants (what the learners' think they need).

Hutchinson and Waters also adds that these are discovered by testing, questioning and interviewing, recalling previous performance, consulting



teachers, collecting data such as textbooks that the learners will have to read, investigating the situations where the learners will need to use the language.

The purposes of the needs analysis in language teaching, based on Richards (2001: 52), are to find out what language skills a learner needs in order to perform a particular role; determine if an existing course adequately addresses the needs of potential students; determine which students from a group are most in need of training in particular language skills; identify a change of direction that people in a reference group feel is important; identify a gap between what students are able to do and what they need to be able to do; collect information about a particular problem learners are experiencing.

Graves (2000: 103) also says that there are types of information that can be gathered when analysing the needs, such as:

### **The present**

1. who the learners are;
2. the learners' level of language proficiency;
3. the learners' level of intercultural competence;
4. their interests;
5. their learning preferences;
6. their attitudes.

### **The future**

1. the learners' goals and expectations;
2. the target contexts: situation, roles, topics, and content;

3. types of communicative skills they will need and tasks they will perform;
4. language modalities they will use.

Hutchinson and Waters (1987) divide needs into *target needs* (what the learner needs to do in the target situation) and *learning needs* (what the learner needs to do in order to learn).

### **1) Target Needs**

Hutchinson and Waters (1987) in Nation and Macalister (2010: 24-25) states that the analysis of target needs can look at:

1. Necessities: what is necessary in the learners' use of language? It also fits into *required knowledge*. Hutchinson and Waters (1987: 55) say that necessities are what the learners have to know in order to function effectively in the target situation. They need to know the linguistic features that commonly used in the target situation.
2. Lacks: what do the learners lack? For example, the lack in doing a conversation related to something at work. It fits into *present knowledge*. Hutchinson and Waters (1987: 55) add that teachers have to know what the learners know already, so they can then decide which of the necessities the learners' lack.
3. Wants: what do the learners wish to learn? It fits into *subjective needs*.

## 2) Learning Needs

Target situation is like a destination of the learners, while learning needs are the routes of reaching the destination. Teachers have to choose the route according to the conditions of the learning situation; the learners' knowledge, skills and strategies; and the learners' motivation for travelling (learning the language), Hutchinson and Waters (1987: 62). Teachers not only know what people do with language, but also know how people learn to do what they do with language.

In analysing learning needs, some questions can be used, proposed by Hutchinson and Waters (1987: 62), which are:

- Why are the learners taking the course?
- How do the learners learn?
- What resources are available?
- Who are the learners?
- Where will the ESP class take place?
- When will the ESP class take place?

Hutchinson and Waters (1987) propose a number of ways that are frequently used in analysing needs, namely questionnaires, interviews, observations, and data collections.

According to the theories above, the researcher used questionnaires to gather information about the target needs and learning needs of grade eleven

students of Beauty Skin Care study programme. The information need to be used as the items must be taken account in developing the materials.

### **3. Content-Based Instruction for Vocational High School**

#### **a. Definition and Principles**

Content-Based Instruction is other principles in developing the learning materials. It focuses more on the content of the text rather than the grammatical structures. In CBI, students convey the content through the language. Krahne in Richards (2006: 27) defines CBI as the teaching of content or information in the language with little effort to teaching the language itself separately from the content being taught. CBI prefers teaching around content rather than teaching around the syllabus or linguistic (Richards and Rodgers, 2001: 204). Content itself is defined as the information or subject matter that is learn through language (Richards, 2006: 28).

For vocational high school students, the knowledge to understand and use the language is more important than the knowledge about the structures of the text. As the CBI focuses on the content rather than the grammatical structures, therefore, CBI which are based on Curriculum 2013 is an approach which is fit to be used in vocational high school.

The English learning materials for Beauty Skin Care study programme were developed by choosing the appropriate contents which are related to their study. The materials were developed by emphasising on content first before deciding the language skills. The materials were developed by using CBI as one

of the bases. In developing the materials, there are five principles of CBI proposed by Brinton in Nunan (2004: 132) that must be noted. The first principle is basing the instructional decisions on content rather than language criteria. It means that the content of the materials is determined first, then it followed by the language items. The content of the developed materials needed to be relevant with the students' needs.

The second principle is integrating skills. There are four skills that must be organized integrately. At the same time, grammar and vocabulary and the four skills are not taught separately. Those are combined as the content of the learning materials. Students need to enhance their ability in mastering the four skills in order to facilitate them in having communication using English. As, the contents are related to beauty skin care, therefore the vocabulary will be related to beauty skin care.

The third principle is involving students actively in all phases of the learning process. Therefore, the activities were developed in order to make students actively participated in the learning process. There are activities that need to be done in groups and/or in pairs. By doing group discussions, students can have more information and better understanding in learning the language because teachers give chances for the students to build their own understanding about the materials given. Teachers have a role as the supplement who provide information when the students have problems in learning.

The fourth principle is choosing contents that are relevant to students' lives, interests and/or academic goals. When the content of the materials fits the

students' needs, then the instructional process can be effectively conducted. This principle is similar to the theories of ESP in which all the learning materials must be relevant with the students' needs.

The last principle is selecting authentic texts and tasks. The materials were developed by using the authentic materials as the inputs. The authentic materials were related to beauty skin care study programme field, such as the report text of skin, the instruction of how to do a facial. These kind of materials will make students able to learn better because they can use the language that they learnt in a real life situation.

## **b. Theories in Content-Based Instruction**

There are two main theories in CBI about language teaching. The theories are language and language learning (Richards & Rodgers, 2001).

### **1) Theories of Language**

From the CBI viewpoint, there are four theories related to language. The first theory is language as the text and discourse-based. Language is delivered in written (texts) and spoken (discourse), so in CBI, the teaching process focuses on how the meaning and information communicated through texts and discourse.

The second theory is language presented integratedly. It means that in using a language, there are four language skills that are used as Brinton (2003) states that CBI views language use as the integrated skills. People will learn language through the four skills. It means that it is impossible to learn speaking

without learning listening and learn writing without reading. By integrating the four skills, students are able to learn language effectively.

Third is, language is purposeful. Language is an useful thing to be learnt, and each of language item has its purposes. When the students know that language is important for them to communicate well, they will not think that learning a language is wasting time.

Fourth is, language contains great potential for communicating meaning. In CBI, the teachers' way in delivering the language need to be the same as the way that native speakers communicate with second language students. The discourse is called "foreigner talk". Teachers that use CBI need to use "foreigner talk" in order to make the content more comprehensible for students.

The vocational high school students as the ESP learners, see the language as a tool of communication, not see the language like the linguists do. The ESP learners learn the language to facilitate them in having communication. CBI view is compatible with the view of ESP, so using CBI as one of the basis in developing the learning materials is necessary.

## **2) Theories of Learning**

CBI has its own theories related to the teaching and learning process. CBI believes that learners can learn well when the information or the materials are interesting, useful, and leading to the desired goals. It can affect the learners' motivation to learn, for example: the students of beauty skin care will enthusiast

to learn a report text about skin rather than a report text related to engineer. The topic of the contents are really important to be noted.

CBI also states about the grading steps of learning. The steps of learning must be from the easiest to the hardest. However, we need to know that the step of learning for each student is different, for example, some may find that learning descriptive texts after learning about present tense makes learning easier, while others may find it otherwise.

In CBI, the students learn best when the instruction addresses the students' needs. Students understand about why they have to attend the class and what they will do in order to achieve the learning goals. The last theory states that the teaching process is connected with the previous experience of the students. It means that what the students learn today will be used for the next meeting, so the materials must be useful for them. This way, the students will not easily forget the previous topic when they have to learn the new topic.

### **3) Learner Roles**

In terms of learners' roles, one of the CBI goals is for learners to become active and autonomous so that they can understand their own learning process and take charge of their own learning from the very start (Stryker and Leaver, 1993: 286). Students are expected to be active in doing activities in the teaching and learning process. Students are expected to decide how the course will be going, choosing the input, and the activity in the class.



#### **4) Teachers' Role**

Brinton (1989) in Richards and Rodgers (2001: 214) says that the main role of the teachers is to become the students' needs analysts and they can create the learner-centered classroom. Teachers need to have good knowledge about the subject matter and have the ability to draw out that knowledge to their students (Stryker and Leaver, 1993: 286). CBI prefers learner-centered learning, so teachers should not be too involved in the teaching and learning process. Teachers let the students learn independently and maintain that process.

#### **5) The Role of Materials**

CBI uses authentic materials as their learning materials. The authentic materials means that the materials are similar with the materials used in native language instruction, such as articles in a newspaper, magazine, and any other media. They are not originally produced for language teaching purposes (Brinton, 1989: 17). The materials can be in the form of texts, photographs, video, and other teaching resources that are not specially prepared for pedagogical purposes (Richards, 2001: 252).

Based on Phillips and Shettlesworth 1987; Clarke 1989; Peacock 1997 in Richards (2001: 252), there are advantages claimed for authentic materials, such as: has a positive effect on learner motivation, because they are intrinsically more interesting and motivating than created materials; provide authentic cultural information about the target culture; provide exposure to real language rather the artificial texts; relate more closely to learners' needs and hence provide a link

between the classroom and students' needs in the real world; support a more creative approach to teaching.

For vocational school students, the authentic materials that are related to their field are easily to be understood, so the teaching and learning process becomes more effective. It can be concluded from all statements regarding CBI that CBI can support the students in learning the language. The learning steps in the Curriculum 2013 can be integrated with the principles of CBI approach. Therefore, the use of Content-Based Instruction can be realized in the learning materials.

#### **4. Learning Materials**

There are theories related to the materials, principles, and many others that should be known by the material developer.

##### **a. The Nature of Materials**

Based on Tomlinson (1998: 2), materials can be anything that is used to increase the learners' knowledge and/or experience of the language. It can be from audio cassettes, videos, dictionaries, workbooks, photocopied exercises, newspaper, photographs, task written on cards, etc.

Dealing with the form of the materials, there are three types of materials as stated by Richards (2001: 251). The first type of materials can be printed materials, like books, workbooks, worksheets, or readers. The second type is non-print materials such as cassette or audio materials, videos, or computer-based

materials. The last type of materials can be both print and non-print sources such as self-access materials and materials on the internet.

Dudley-Evans and St.John (1998, 170-171) in Richards (2001: 251) suggest that in ESP courses, materials have functions, such as a source of the language; as the learning support; for motivating and stimulating student to learn; and for reference.

### **b. Characteristics of Good Materials**

Tomlinson (1998) in Richards (2001: 263) suggests that good language teaching materials should achieve impact; help learners feel at ease; help learners to develop confidence; provide the learners with opportunities to use the target language to achieve communicative purposes; take into account that the positive effects of instruction are usually delayed; take into account that learners have different learning styles and differ in affective attitudes; permit a silent period at the beginning of instruction; not rely too much on controlled practice; provide opportunities for outcome feedback; what is being taught should be perceived by learners as relevant and useful; require and facilitate learner self-investment. Learners must be ready to acquire the points being taught. Materials should expose the learners to language in authentic use. The learners' attention should be drawn to linguistic features of the input.

Characteristics of good material also proposed by Hutchinson and Waters (1987: 107). Good materials contain interesting texts; enjoyable activities which engage the learners' thinking capacities; opportunities for learners to use their

knowledge and skills; content which both learner and teacher can cope with; a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximise the chances of learning.

## **5. Materials Design**

### **a. The Principles in Designing Materials**

Hutchinson and Waters (1987: 107) propose the principles of materials. The materials can provide a stimulus to learning. The materials can help to organise the teaching-learning process, by providing a path through the complex mass of the language to be learnt. It can embody a view of the nature of language and learning. It can reflect the nature of the learning task. It has a very useful function in broadening the basis of teacher training, by introducing teachers to new technique. Also, the materials can provide models of correct and appropriate language use.

Graves (2000: 152, 155) proposes considerations related to the activities in developing materials that is related to the learners, learning, language, social context, activity, and materials.

- 1) Learners: materials should be relevant to the learners' experience and background; relevant to their target needs; relevant to their affective needs.
- 2) Learning: materials should engage in discovery, problem solving, analysis, and should develop specific skills and strategies.

- 3) Language: materials should target relevant aspects; integrate four skills; use authentic texts.
- 4) Social context: materials should provide intercultural focus and develop critical social awareness.
- 5) Activity: materials should aim for authentic tasks, vary roles and groupings, and vary activities and purposes.
- 6) Materials: materials should contain authentic texts, and they also should be varied (print, audio, visuals).

Nunan (1988) also offers principles of material design as follows:

- 1). Materials should be clearly linked to the curriculum they serve.
- 2). Materials should be authentic in terms of texts and tasks.
- 3) Materials should stimulate interaction. The interaction promotes language learning in several ways, including:
  - a) providing greater opportunity for students to use the language;
  - b) creating a less stressful environment for language use;
  - c) allowing students to use a greater range of language functions;
  - d) encouraging students to help one another;
  - e) increasing motivation to learn.
- 4) Materials should allow learners to focus on formal aspects of the language.
- 5) Materials should encourage learners to develop learning skills. Nunan (1998) says that there are five key aims of instruction which help

students acquire language learning skills:

- a) To provide learners with efficient learning strategies;
  - b) To assist learners to identify their own preferred ways of learning;
  - c) To develop skills needed to negotiate the curriculum;
  - d) To encourage learners to set their own objectives;
  - e) To develop learners' skills in self-evaluation.
- 6) Materials should encourage learners to apply their developing language skills to the world beyond the classroom.

Materials, therefore, can be defined as stimulus to learning that should be relevant to the learners' target.

### **b. The Model of Materials Design**

There is a model which can be used to design materials. The aim is to provide a coherent framework for the integration of the various aspects of learning as stated by Hutchinson and Waters (1987: 108). The model consists of 4 elements, proposed by Hutchinson and Waters (1987: 108-109):

#### **1. Input**

It may be a text, video-recording, dialogue, diagram or any piece of communication data. These are depending on the needs of the learners. Input provides stimulus material for activities; new language items; correct models of language use; a topic for communication;

opportunities for learners to use their information processing skills and their existing knowledge.

## 2. Content focus

It conveys information and feeling about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

## 3. Language focus

In language focus, learners have chances to take the language to pieces, study how it works and practice putting it back together again. It is a need to give opportunities for doing analyses and syntheses.

## 4. Task

The ultimate purpose of language learning is language use.

Materials should be designed to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

Task is defined as target tasks and pedagogical tasks as stated by Nunan (2004: 1). Based on Nunan (2004: 4), *target tasks* refer to the use of language in the real-world or beyond the classroom, while *pedagogical tasks* refer to the use of language that occurs in classroom. Pedagogical tasks is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while the learners' attention is on mobilizing their grammatical knowledge in order to express meaning.

Wesche and Skehan in Kaplan (2002: 217) also define tasks. Tasks is the range of work plans that have the overall purpose of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group problem solving or simulations and decision making.

Tasks, therefore, are defined as works that involves students to comprehend, manipulate, and produce in the target language. It facilitates language learning from the simplest to complex activities.

Further, Nunan (2004) says that a task consists of six components: goals, input, procedure, teacher's role, learners' role and setting.

#### 1) Goals

Task goal is the general intentions or aims behind any learning task. It provides a link between the task and the curriculum. There are four types of task goal:

- a) communicative
- b) socio-cultural
- c) learning-how-to-learn
- d) language and cultural awareness

#### 2) Input

It refers to the spoken, written and visual data that learners work with in the course to complete a task. Data can be provided by a



teacher, a textbook or some other source. It also can be generated by the learners themselves (Nunan, 2004: 47-48).

### 3) Procedures

Task procedure is what to do for achieving and processing the input. The characteristics of effective procedure are:

- a) developed for the output;
- b) rehearse the real-world task;
- c) relevant to the objectives.

### 4) Teacher's Roles

'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. There are some roles of teachers in a task. The teachers can be assistants, developers, facilitators, observers, and controllers. Teachers have to act as a facilitator of the communicative process; as a participant; and as an observer and learner, as Breen and Candlin (1980) say in Nunan (2004: 67).

### 5) Learners' Roles

Nunan (2004: 65) defines learners' roles in a task includes:

- a) the learner is a passive recipient of outside stimuli;
- b) the learner is an interactor and negotiator who is capable of giving as well as taking;

- c) the learner is a listener and performer who has little control over the content of learning;
- d) the learner is involved in a process of personal growth;
- e) the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes;
- f) the learner must take responsibility for his or her own learning, develop autonomy and skills in learning-how-to-learn.

#### 6) Settings

Settings refer to the classroom arrangements specified or implied in the task (Nunan, 2004: 71). In task-based learning settings, it is useful to distinguish between **‘mode’** and **‘environment’**. *Learning ‘mode’* refers to whether the learner is operating on an individual or a group basis; while *‘Environment’* refers to where the learning actually takes place (conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre), as stated by Nunan (2004: 71-72).

The materials were then developed by noticing the 4 elements proposed by Hutchinson and Waters in order to make the materials well organized.

### **c. The Evaluation of the Designing Materials**

Hall (1995) proposes criteria by which the materials might be evaluated:

#### 1) The needs to communicate

There are three conditions for the real communication:

- a) must have something to communicate;
- b) someone to communicate with;
- c) some interests in the outcome of the communication.

#### 2) The needs for long-term goals

The materials should provide students with the ability to:

- a) initiate the communication events;
- b) persist with the attempted communication even when it becomes difficult.

#### 3) The needs for authenticity

- a) authenticity response depends on the existence of the authentic needs;
- b) authentic response dictates the addressing of contents rather than forms;
- c) authentic discussion for clarification or expansion rather than for the mere checking of understanding.

#### 4) The needs for students centeredness.

### **d. Grading and Sequencing Tasks**

According to Richards, Platt and Weber (1986) in Nunan (2004), grading is the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words,

word meanings, tenses, structures, topics, functions, skills, and others are presented. Gradation could be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner. Nunan (2004) adds that grading and sequencing tasks are decisions on what to teach first, what second, and what last in a coursebook or a program.

Tasks must be graded and sequenced from the easy one to the difficult one. It can be seen in reading and listening skills in which the input becomes an important part that must be sequenced. Grammatical factors influence the complexity of the input. The difficulty will be affected by the length of a text, propositional density, the amount of low-frequency vocabulary, the speed of spoken text and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which it signaled (Nunan, 2004). The same input can be used for more than one task with different level of task difficulty. It can be done by adjusting the procedural demands on the learners.

Nunan (2004) also states that tasks must be sequenced from the less demanding to the more demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction.

## **B. Review of Related Studies**

The research conducted was related to ESP course in which the researcher developed the appropriate learning materials for specific group, in this case was the students of beauty skin care study programme. In order to develop the appropriate learning materials, the learners' specific needs must be known. A study related to this research was conducted by Kaur and Baksh (2010). The research was about developing English learning materials for Art and Design students of University of Science, Malaysia. Based on their research, it was found that the students wanted their lectures or practitioners to include the workplace-based materials, specialised vocabulary activities for the course material, also the topics must be relevant to students' area of specialization.

Dealing with the materials, the ESP course uses the authentic materials as the inputs. There were discussions related to the use of authentic materials in the teaching and learning process. Guariento and Morely (2001); Hyland (2003: 94) as stated in Al-Azri and Al-Rashdi (2014), say that authentic materials help to motivate learners to learn the language by making them feel they are learning the 'real' language. It gives a good impact on their learning process.

In addition, Oguz and Bahar (2008) as stated in Baghban and Ambigapathy (2011), state that if the learners interact with the materials with interest and without difficulty, they can participate actively in the teaching and learning process and in the same way their motivation levels may raise. Therefore, it is important to develop the English learning materials which the the topics are related to the learners' interest, especially for beauty skin care study programme.

The authentic materials are also needed as it can gather learners' interest and enhance the learners' motivation in the teaching and learning process.

### **C. Conceptual Framework**

In the teaching and learning process, the crucial aspect must be considered is the material. However, it is difficult to find English materials for vocational high schools especially that focus on Beauty Skin Care study programme, based on Curriculum 2013. By developing English learning materials for grade eleven students of Beauty Skin Care programme that based on their needs and Curriculum 2013 using scientific approach, it is expected that the materials will support the teaching and learning process and help students to develop their English competence to prepare themselves for their future job.

There are some factors need to be considered in developing English materials for Beauty Skin Care programme. English for Vocational High School can be categorised as English for Specific Purposes (ESP) which focuses on specific field. The first step of ESP is conducting needs analysis by using a questionnaire to know the students target needs and learning needs.

After conducting the needs analysis, the next step must be considered is the materials will be developed. Researcher choosed to use Content-Based Instruction as one of the basis in developing the materials. CBI was chosen because it focuses more on the content rather than the grammatical structures. For vocational high school students, the knowledge to understand and use the

language are more important than the knowledge about the structures of the texts. CBI believes that through language the learners can convey the content.

Therefore, the materials used in CBI are the authentic materials. It implies that the materials are similar with materials used in native language instruction, such as articles in a newspaper, magazine, and any other media that were not originally produced for the teaching and learning purpose. The learners learn the language indirectly. Through the CBI, the four skills, grammar, and vocabulary are not taught separately. The content chosen by the CBI view are relevance to students' lives, interests, and/or academic goals. These principles are met with the view of ESP.

The materials which are developed in the form of students' book consist of some units that are built around themes to support goals or objectives of the study. Each unit consist of several tasks that enable students to achieve the goals. The tasks are sequenced from the easiest to the hardest one and from receptive to productive activities. The tasks applied scientific approach that consists of six steps; observing, questioning, collecting data, analyzing data, communicating, and creating.

The last point to be considered is material evaluation. The aspects of materials will be judged by the materials experts which includes the measurement of the appropriateness of the content, the language, the presentation, and the graphic. This study needs to be conducted since it aims at finding out the target needs and the learning needs of Beauty Skincare study programme and develop

the appropriate learning materials for them based on Curriculum 2013 because there is an absence of existence of the appropriate materials.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **1. Type of Research**

This research belongs to Research and Development in which the materials are developed based on the needs analysis of learning English of the students. Gall and Borg (1983) said that Research and Development has main objectives, those are: to develop products, and testing-out the effectiveness of products in reaching the objectives of the research. The developed products can be textbooks or learning media. This research aims at developing materials in the form of a textbook/module which is appropriate for Grade Eleven students of Beauty Skincare study programme in SMKN 6 Yogyakarta. While the step of testing-out the effectiveness of products was in the form of expert judgment.

#### **2. Research Setting**

The setting of the research was conducted in SMK Negeri 6 Yogyakarta since there is a Beauty Skincare study programme which has employed the Curriculum 2013.

#### **3. Research Subject**

The subjects of the research were the grade eleven students of Beauty Skincare study programme. The population of the research was the students of XI *Kecantikan Kulit* class which consists of 28 students.

#### 4. Research Procedure

This research applied the model proposed by Thiagarajan (1974). Then, it was combined with the model of research procedure proposed by Jolly and Bolitho in Tomlinson (1998) and Borg and Gall (1983). Thiagarajan (1974) proposed four steps consists of define, design, develop, disseminate, that are called Four-D.

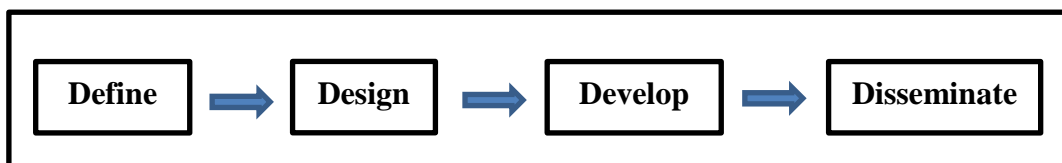


Figure 1: Research procedure proposed by Thiagarajan (1974).

The model was then modified by the researcher in order to fit the process of developing the materials for grade eleven students of beauty skin care study programme. The first and the third steps were taken from Jolly and Bolitho in Tomlinson (1998), while the fourth step was an implementation of Borg and Gall (1983) objective. The fifth step was also taken from Borg and Gall (1983). The second step was adjusted to the need of the research. The model of materials development in this research is presented below:

*continued*

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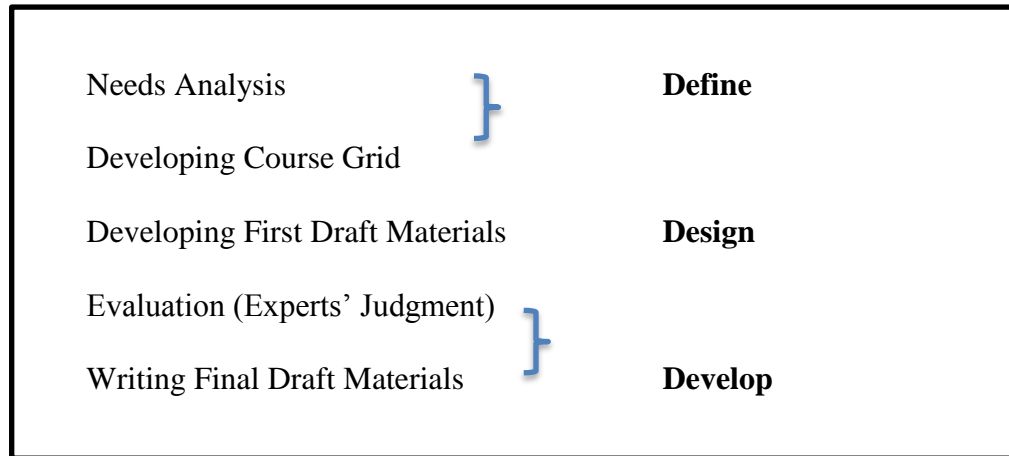


Figure 2: Combination of research procedures by Thiagarajan (1974), Jolly and Bolitho in Tomlinson (1998: 98) and Borg and Gall (1983).

- 1) Define includes the analysis of the needs of the learners and skills and sub-skills the learners need to be acquired. Also, in this step, the researcher develop the course grid.
- 2) Design has a purpose to design prototype of the materials, which includes the selection of the materials or media.
- 3) Develop: in this stage, the first draft of materials was evaluated by the expert. Then, from the judgment, the researcher develops the final draft materials.
- 4) Disseminate includes broader try out. This research ended in the experts' judgment, so there were no disseminate step.

## 5. Data Collection Techniques and Instruments

The data were collected by using two kinds of questionnaires, the needs analysis questionnaire and the expert judgment questionnaire.

### a. The Needs Analysis Questionnaire

The first questionnaire was used for obtaining the data for the needs analysis (close-ended questions). The needs analysis questionnaire consists of 30 questions that are related to the background of the students, target needs, and learning needs. The full organization of the questionnaire can be seen in **Appendix A**, and for the results of the needs analysis can be seen in **Appendix B**.

The organization of the needs analysis can be seen in the following table.

**Table 1: The Organization of Needs Analysis in Developing English Learning Materials for Grade XI Students of Beauty Skincare Study Programme at SMK Negeri 6 Yogyakarta in the Academic Year 2015/2016**

No	Divisions	Item Number	Explanation	Reference(s)
1.	Students' Personal Identity		to find out personal information about the students	
2.	Background	1	to find out the students' background related to the study (if the students have learned theories in Beauty Skincare Programme by using English.)	Graves (2000:103)

(continued)

(continued)

Target Needs				
3.	Objectives	4, 5, 6	to find out why the students need to learn English, and their aims in using English	Hutchinson & Waters (1987:59)
4.	Necessities	7	to find out what the students need to function in a target situation	Hutchinson & Waters (1987:55)
5.	Lacks	2, 8	to find out students' level of proficiency and how much it creates the gap with the target proficiency, based on the curriculum	Hutchinson & Waters (1987:55-56)  Adapted from Gravatt, Richards, and Lewis questionnaire (1997) as stated in Richards (2001:81-85)  Graves (2000:103)
6.	Wants	11	to find out students' perceptions about what they really need.	Hutchinson & Waters (1987:56)
Learning Needs				
7.	Interests/  Input	9, 10  12 – 17	to find out the ideal input the students would like to learn (through the course.)  to find out the input, the topic, and the length of the text which is ideal for them.	Graves (2000:103)  Nunan (2004:47)

(continued)

(continued)

8.	Learning Preferences	18 – 24 3, 25 – 27 28	to find out how the students want to be taught; the role of teachers and students; and the activities they need to support in learning.	Graves (2000:103)  Adapted from Gravatt, Richards, and Lewis questionnaire (1997) as stated in Richards (2001:86)  Adapted from Li and Richards questionnaire (1995) as stated in Richards (2001:79)
9.	Setting	29	to find out the setting the students need in learning English  to find out the setting of doing tasks that the students like most	Hutchinson & Waters (1987:63)  Nunan (2004:64)

### **b. The Expert Judgment Questionnaire**

The second questionnaire was used for obtaining the data about the appropriateness of the materials through experts' judgment; it is related to content, language, presentation, and graphic, based on criteria standard of the course book from BSNP. The questionnaire used likert-scale which is generally appropriate for obtaining respondents' views, judgments, and opinions about almost any aspects of language learning (Brown and Rodgers, 2002: 120).

In the second questionnaire, there was a space for the experts to give suggestions and comments related to the materials that were evaluated (close-ended questions). The full organization of the questionnaire can be seen in **Appendix E**. For the results of the expert judgment stage, it can be seen in **Appendix F**. The following table is the organization of the questionnaire for the expert judgment.

**Table 2: The Organization of Expert Judgment's Questionnaire**

NO	Aspects of the Questions	The Purpose of the Questions	Item Number	References
1.	Content	to evaluate the first draft of the materials developed in terms of its materials appropriateness.	1-11	BSNP
2.	Language	to evaluate the first draft of the materials developed in terms of its language appropriateness.	12-16	BSNP
3.	Presentation	to evaluate the first draft of the materials developed in terms of the presentation of the materials.	17-29	BSNP
4.	Graphic	to evaluate the first draft of the materials developed in terms of its graphic appropriateness	30-37	BSNP

## 6. Analysis Techniques

The data collected were in the form of qualitative and quantitative data. The qualitative data were from the suggestions and comments (open-ended), while the quantitative data were from the percentages, frequency of the close-ended questions. The results of the questionnaires were noted in developing the course grid, the first draft, and the final draft.

In the questionnaire, there were questions with the fixed answer, “yes” or “no”, which were calculated using percentage proposed by Suharto (2006). However, there were four questions in the questionnaire that could be answered with more than one answer. The example of the question can be seen as follows:

*Saya akan menggunakan kemampuan Bahasa Inggris di...*

☐ *Lingkungan kerja*

☐ *Sekolah*

☐ *Tempat wisata/umum*

☐ *Lainnya, sebutkan...*

Therefore, the process of calculation was different from the previous types of question. It can be calculated by seeing the frequency of the answer in descriptive statistics (Baroroh, 2008: 29).

The second questionnaire is used for evaluating the first draft. It consisted statements and the responses in the form of Likert-Scale. It asked the respondent to indicate their agreement and disagreement dealing with statements given.

**Table 3: The Categories of Expert Judgment**

NO	Categories	Score
1.	Strongly Agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

Then, the data were gathered from the expert. After that, it was calculated by using formula proposed by Suharto (2006) in order to find the range or the data interval. The data then was converted into descriptive statistics which aimed to



summarize the data set that cannot be represented entirely. The researcher used mean (F) as the indicator of measurement. After the means were calculated, then it was described by using data conversion table proposed by Suharto (2006).

**Table 4: Data Conversion Table (Suharto, 2006)**

<b>Scales</b>	<b>Interval</b>	<b>Descriptive Categories</b>
1	$3.00 < F \leq 3.25$	Poor
2	$3.25 < F \leq 3.50$	Fair
3	$3.50 < F \leq 3.75$	Good
4	$3.75 < F \leq 4.00$	Very Good

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the results of needs analysis, the course grid or the materials, the first draft of the materials, the result of materials evaluation by an expert (expert judgment), and the final draft of the materials.

#### A. Research Findings

##### 1. The Result of Needs Analysis

In doing needs analysis, there were two things must be known; target needs and learning needs. Target needs analysis was done to know the objectives or goals of the students in learning English; necessities; lacks; and wants of the students. The learning needs analysis was done to know about the students' interests of inputs, learning preferences, students' role, teacher's role, and what settings the students like.

However, before knowing the target needs and the learning needs of the students, it was important to know about the students' background. The result can be seen in the following table.

##### a. Students' Background

**Table 5: The Students' Background Related to Learning Experience**

Question	Items	N	Percentage
Have you ever learnt English which the materials are related to your study?	Yes	28	14%
	No	28	86%

From Table 5, it can be seen that mostly students of beauty skin care program did not learn yet the English which the topics were related to their study programme. This result was considered as the basic purpose to develop English materials which were related to beauty skin care study program. The materials were developed based on the Curriculum 2013.

## **b. Target Needs**

### **1. Objectives**

#### **a) Objectives of Learning English**

Before developing the materials, the material developer needed to know the students' reason in learning English. It aimed to know the students' opinion. Students stated that they learn English because their interest towards English. They realize that English will be useful for them. In the second place, the future career option could not be denied from the students' objective. Only few of students chose "to support my study in the university" because they took a study programme in vocational high school to find a job. Only few of them that want to continue their study to university level. The percentage of the students' reason in learning English can be seen in the table follows.

**Table 6: Students' Reason in Learning English**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>Percentage</b>
The reason why do I learn English...	english is interesting and useful to be learnt.	28	43%
	to support the future career.	28	39%
	to support my study in the university later.	28	11%
	Other...	28	7%

From this point, the materials were then developed based on their needs in future careers that relates to beauty skin care. The materials will be useful for them in mastering English, include the daily conversation in terms of beauty skin care. The language functions were developed based on the core competences and basic competences in curriculum 2013.

In learning English, the students also have their own perception on to whom and where they will use the language. Table 7 and 8 shows the result of it.

#### **b) To Whom the Students Will Use English to Communicate**

The students were also asked about to whom the students will use English to communicate. It aimed to know the students thought about to whom they will use the language. In this question, they might choose more than one answer. The result of to whom the students will use English can be seen in the following table.

**Table 7: To Whom the Students Will Use English to Communicate**

#### **Frequencies**

<b>Question</b>	<b>Items</b>	<b>Responses</b>		<b>Percent of Cases</b>
		<b>N</b>	<b>Percent</b>	
<b>To whom I will use English</b>	Teacher	4	12.5%	14.3%
	Friends	5	15.6%	17.9%
	Foreign People	22	68.8%	78.6%
	Other	1	3.1%	3.6%
<b>Total</b>		<b>32</b>	<b>100.0%</b>	<b>114.3%</b>

From Table 7, it can be seen that most of students argued that they will use English to foreigners because in the future or in the real situation they are expected to be able to communicate in English if it is necessary. It shows that most of students already thought about their future job.

### c) The Place the Students Will Use English

The place the students will use English also needed to be discovered in order to know the setting that the students like. In this question, the students might choose more than one answer. The result of place the students will use English can be seen in the following table.

**Table 8: The Place the Students Will Use English**

Frequencies				
Question	Items	Responses		Percent of Cases
		N	Percent	
<b>Where will I use English</b>	Work Place	11	29.7%	39.3%
	School	9	24.3%	32.1%
	Tourist Objects/Public Places	15	40.5%	53.6%
	Other	2	5.4%	7.1%
	<b>Total</b>	<b>37</b>	<b>100.0%</b>	<b>132.1%</b>

From Table 8, it can be seen that surprisingly most of the students chose the tourist objects/ public places option and “work place” option was in the second place. This research aimed to develop the materials which were related to

their specific area. Considering this result, the topic of the developed materials were related to beauty skin care study programme and also their life.

## 2. NECESSITIES

### a) The Skill the Students Really Need

Dealing with the communication, the material developer also needed to know what skill that the students really need in the target situation. The result can be seen in the table follows.

**Table 9: The Skill the Students Really Need**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>Percentage</b>
What skill do you really need?	Listening	28	11%
	Speaking	28	79%
	Reading	28	7%
	Writing	28	4%

From Table 9, it can be seen that the students wanted to speak more and then it followed by listening. However, the reading and writing options were also chosen by the students. This finding shows that the four skills were chosen by the students in beauty skin care class, which made a consideration to make integrated materials that were developed by following Curriculum 2013.

In knowing what skill the students really need, it was also important to know the lacks aspect; in terms of students' level of proficiency and what skill the students often had problems. It was important aspects to be known before making appropriate materials for the students. The students' level proficiency can be seen in the following table.

### 3. LACKS

#### a) Students' Level of Proficiency

In developing the materials, the material developer needed to know the students' level of proficiency. The materials must be developed based on their level of proficiency so the materials can be easily understood by the students. The result of students' level of proficiency can be seen in the table as follows.

**Table 10: Students' Level of Proficiency**

Question	Items	N	Percentage
Which one is your English level of proficiency?	Basic	28	82%
	Intermediate	28	14%
	Advance	28	4%

From Table 10, it can be seen that most of the students were in the basic level of English proficiency. Only few of the students stated that they were already in advance level. This result also could be noted as a matter of developing the materials. The materials were then developed based on their proficiency level. The materials may not be presented in too difficult ways.

Also the developer had to know what skill the students often had problems. This case also could be considered in developing the materials in order to help the students to fix that problem. The result can be seen in the table as followed.

#### b) Problems Usually Occurred

**Table 11: Problems Usually Occured**

Question	Items	N	Percentage
I have problems in...	Listening	28	39%
	Speaking	28	36%
	Reading	28	7%
	Writing	28	18%

In the Table 11, it can be seen that listening and speaking were the skills that most of students had problems with. Then, it followed by writing and reading skill. Considering the result, the integrated materials were developed, but listening and speaking skill were being noted.

#### 4. WANTS

The third aspects in knowing target needs were wants. In this research, it was represented by the English aspect the students want to achieve, which can be seen in the following table.

##### a) The English Aspect the Students Want to Achieve

**Table 12: The English Aspect the Students Want to Achieve**

Question	Items	N	Percentage
The English aspect I want to achieve is...	Pronunciation	28	14%
	Grammar	28	31%
	Vocabulary	28	54%
	Other	28	0%

Table 12 shows that the students want to have more vocabulary mastery activities since the English aspect the students want to achieve was vocabulary. The grammar aspect was in the second place, so there were also explanation about the grammar used in the materials being discussed. There were also students that chose pronunciation aspect. From the result, the developed materials were then focused on those three aspects, but activities related to vocabulary mastery would be more noted.



### c. Learning Needs

In doing the needs analysis, another thing to figure out was learning needs. It must be done in order to know about the students' interests of inputs, learning preferences, and what settings the students like. The discussion was also about the students' preferred input for each skill; preferred activity for each skill; preferred activity in mastering vocabulary, grammar, and pronunciation; students' role; teacher's role; and preferred learning style.

### 1. Input

#### a) Preferred Input

The material developer needed to know the students prefer to learn from. It aimed to provide the best input that are suitable for the students. In this question, the students might choose more than one answer. By using the inputs that were preferred by the students, it can affect the students' achievement in learning English. The result of the preferred input can be seen in the following table.

**Table 13: The Table of Preferred Input**

Frequencies				
Question	Items	Responses		Percent of Cases
		N	Percent	
<b>I prefer to learn English from...</b>	English Books	7	17.1%	25.0%
	Text of short story/fiction	1	2.4%	3.6%
	Magazine/Newspaper	2	4.9%	7.1%
	English song	15	36.6%	53.6%
	Movie	14	34.1%	50.0%
	Other	2	4.9%	7.1%
<b>Total</b>		<b>41</b>	<b>100.0%</b>	<b>146.4%</b>

From Table 13, it can be seen that the students more preferred to use English songs to learn something about the language, and then it followed by the movie, and English book. However, there were students who chose other options. Considering these result, the materials were developed by using those preferred input.

#### b) Preferred Topic

Dealing with the input, the topic of the input must be discovered in order to meet the materials with the learners' interests and needs. In this question, the students might choose more than one answer. The result of the preferred input can be seen in the following table.

**Table 14: The Table of Preferred Topic**

Frequencies				
Question	Items	Responses		Percent of Cases
		N	Percent	
<b>What topic do you want to learn?</b>	Face and/Body	19	47.5%	67.9%
	Massage	17	42.5%	60.7%
	Therapy			
	Hair treatment	4	10.0%	14.3%
<b>Total</b>		<b>40</b>	<b>100.0%</b>	<b>142.9%</b>

Table 14 shows the preferred topic that the students want. The face/body option had a high percentage since the subject of this research was the students of beauty skin care study programme. However, the massage therapy and hair treatment options were also chosen by the students. Considering the result, the developed materials were related to those three options, but the materials was focused on face and/body.

The preferred inputs mentioned above were too general. It was needed to know more about the preferred input. The tables below discuss about the preferred input of each skill.

## 1) Listening

### a) Preferred Listening Input

**Table 15: The Table of Preferred Listening Input**

Question	Items	N	Percentage
I prefer the listening input is taken from...	short monologue	28	21%
	monologue/dialogue with pictures	28	29%
	monologue/dialogue with the list of English words	28	36%
	Other	28	14%

From Table 15, it can be seen that the students wanted monologues/dialogues with the list of English words as the listening input. The students also wanted to have monologues/dialogues with pictures as the input. Considering these result, the listening input were developed based on that result.

Dealing with the inputs used in the developed materials, the developer also did a research to know the preferred duration of listening activity. The result can be seen in the following table.

### b) Preferred Duration of Listening Activity

**Table 16: The Table of Preferred Duration of Listening Activity**

Question	Items	N	Percentage
I can follow the listening activity if the duration is...	< 2 minutes	28	21%
	2-3 minutes	28	36%
	3-4 minutes	28	14%
	> 4 minutes	28	14%
	5 minutes	28	14%

From the Table 16, all of students had their arguments. There were students who wanted listening activities for 2-3 minutes. However, there were students who also wanted listening activities for 5 minutes. Considering the result of preferred duration of listening activity that were vary, the material developer decided to provide listening activities that the durations were about <2 minutes up to 5 minutes.

## 2) Speaking

### a) Preferred Speaking Input

**Table 17: The Table of Preferred Speaking Input**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>Percentage</b>
I prefer to learn speaking from...	short monologue	28	11%
	Dialogue	28	43%
	texts with pictures	28	29%
	Other	28	18%

Table 17 shows the students' opinion about the speaking input were going to be. The students wanted dialogues and texts with pictures as the speaking input. In contrast, the students did not want to use monologues which were too short as the speaking input. This result will be considered as important things to be noted for developing materials in terms of speaking input.

### 3) Reading

#### a) Preferred Reading Input

**Table 18: The Table of Preferred Reading Input**

Question	Items	N	Percentage
I prefer the reading input is taken from...	texts of monologue/ dialogue	28	43%
	texts with pictures	28	29%
	texts related with Beauty Skin care	28	18%
	texts from magazines/newspapers	28	11%
	Other	28	0%

From Table 18, it can be seen that most of the students wanted the reading input that was taken from texts of monologue/dialogue. In contrast, only few of the students were chose texts from magazines/newspapers. However, all of option were chosen by the students. Considering this result, the reading input were taken from those options in order to avoid the use of monotonous input.

In developing reading inputs, the preferred length of texts also must be considered too. The result can be seen in the table as follows.

#### b) Preferred Length of a Text

**Table 19: The Table of Preferred Length of a Text**

Question	Items	N	Percentage
I prefer to read an English text which consists of...	100 words	28	39%
	100-150 words	28	11%
	150-200 words	28	14%
	200-250 words	28	11%
	250-300 words	28	11%
	> 300 words	28	14%

Table 19 shows that there were a gap between the length of a text which were preferred by the students. There were students who wanted a text which consisted of 100 words. Surprisingly, there were the students who wanted a text that consisted of > 300 words. Considering this result, the length of developed texts was varying, but it also was matched by the level of students' proficiency.

#### 4) Writing

##### a) Preferred Writing Input

**Table 20: The Table of Preferred Writing Input**

Question	Items	N	Percentage
I prefer the writing input is taken from...	the example of texts that will be made.	28	29%
	texts with pictures.	28	28%
	explanation about the structure of sentences.	28	43%
	Other	28	0%

The preferred writing input can be seen from Table 20, in which explanation about the structure of sentences option had been chosen by most of the students. There were students who chose “the example of texts that will be made by students” option as the writing input. In contrast, only few of the students who chose texts with picture as the writing input. From this result, the materials were then developed by varying the texts; also there were explanation about structure of sentences.

## 2. Learning Preferences

In learning preferences, the preferred activities for each skill (4 skills); preferred activities to master vocabulary, grammar and pronunciation; the role of teachers and students were discussed. The activities that they are comfortable or happy with were expected to make them easy in studying English. It was done to support students in learning English.

### 1) Listening

#### a) Preferred Listening Activity

**Table 21: The Table of Preferred Listening Activity**

Question	Items	N	Percentage
I like the listening activity when it has to...	discuss about the content of monologues/dialogues	28	25%
	complete the uncompleted sentences	28	36%
	complete the uncompleted dialogues/monologues	28	25%
	Other	28	14%

From Table 21, it can be seen that most of the students wanted to complete sentences as the listening activity. Surprisingly, the options discuss about the content of monologues/dialogues and completing the uncompleted dialogues/monologues had the same percentage. Only few of the students wanted other idea for listening activities. Considering this result, the listening activities were be in those kinds of things. Also there were additions of activity to avoid monotonous activities.

## 2) Speaking

### a) Preferred Speaking Activity

**Table 22: The Table of Preferred Speaking Activity**

Question	Items	N	Percentage
I like the speaking activity when it has to...	practice to speak English individually in front of the class	28	7%
	practice to speak English with the partner	28	50%
	do Role Play	28	22%
	discuss about related topics	28	21%
	Other	28	0%

Table 22 shows that most of the students wanted to practice their speaking ability with their partners. In contrast, there were few of students who wanted to do role plays. There was a little gap in result which there were students who chose to have speaking activity in the form of discussing the related topics. The option practice to speak English individually in front of the class was the last to be chosen.

Considering this result, the speaking activities were developed by providing activities that needs togetherness. Through the activities, it was expected that students can speak their arguments or thoughts about some related topics. Also, the activities were being in role plays related to beauty skin care activities. It was related to their future job.



### 3) Reading

#### a) Preferred Reading Activity

**Table 23: The Table of Preferred Reading Activity**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>Percentage</b>
I like the reading activity when it has to...	find the main topic of a text	28	25%
	answer questions related to the text given	28	39%
	answer True/False questions	28	18%
	summarize the contents of a text	28	14%
	Other	28	4%

From Table 23, it can be seen that the students wanted to answer questions related to the text given. In contrast, there were students that wanted to summarize the contents of a text as the reading activity. Only few of the students who wanted other activities related to reading.

### 4) Writing

#### a) Preferred Writing Activity

**Table 24: The Table of Preferred Writing Activity**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>Percentage</b>
I like the writing activity when it has to...	arrange jumbled words into correct sentences	28	28%
	arrange jumbled sentences into good paragraphs	28	25%
	correct the incorrect sentences	28	43%
	write a text based on the example type of text	28	4%
	Other		0%

As the result, most of the students chose to correct the incorrect sentences as the preferred writing activity. In contrast, there were students that wanted to arrange jumbled words into correct sentences and good paragraphs. Only few of the students who wanted to write a text based on the example of the text. This result indicates that the students want to learn writing skill step by step, as we know that most of the students were still in basic level of English proficiency.

## 5) Vocabulary

### a) Preferred Activity in Mastering Vocabulary

**Table 25: The Table of Preferred Activity in Mastering Vocabulary**

Question	Items	N	Percentage
I like to increase the knowlege of vocabulary by...	pairing the English words with the meaning in Bahasa Indonesia	28	57%
	finding the synonym/antonym of an English word	28	18%
	fill in the blanks with the correct words	28	11%
	guessing the meaning of a word	28	14%
	Other	28	0%

Table 25 shows that most of the students wanted to have vocabulary activities that needed to pair the English words with the meaning in Bahasa. In contrast, only few of the students who wanted to fill in the blanks with the correct words. There was no student who chose other ideas. The options chose by the students then were compiled to make interesting vocabulary mastery activities.

## 6) Grammar

### a) Preferred Activity in Mastering Grammar

**Table 26: The Table of Preferred Activity in Mastering Grammar**

Question	Items	N	Percentage
I like to increase the knowledge of grammar by...	correcting incorrect sentences	28	11%
	identifying which sentences are correct	28	50%
	remembering the structure of sentences	28	10%
	making sentences based on the structure given	28	29%
	Other	28	0%

Dealing with the activity in mastering grammar, most of the students wanted to identify which sentences are correct which can be seen in Table 26. In not so big gap, there were students who wanted to make or generate sentences based on the structure given. Only few of the students who wanted to correct the incorrect sentences and remember the structure of sentences. From the result, the grammar mastery activities were then focused on identifying which sentences are correct. It was made to enhance the students awareness of grammar mistakes.

## 7) Pronunciation

### a) Preferred Activity in Mastering Pronunciation

**Table 27: The Table of Preferred Activity in Mastering Pronunciation**

Question	Items	N	Percentage
I want to learn pronunciation by...	listening how words or sentences are pronounced, then practice it	28	39%
	having discussions about how words/sentences are pronounced	28	4%
	pronouncing words by following <i>phonetic transcription</i>	28	46%
	reading aloud the words together	28	11%
	Other	28	0%

From Table 27, it can be seen that most of the students wanted to learn pronunciation through pronouncing words by following *phonetic transcription*. In not so big gap, there were students who wanted to listen how words or sentences are pronounced, then they practice it. Only few of the students who wanted to have discussions about how words/sentences are pronounced because they prefer to directly follow the *phonetic transcription*.

## 8) The students' Role

### a) Student Role

Dealing with the teaching and learning process, the developer must discover the students' role. It has to be done in order to relate the activities were

developed with the students. The result of the students' role in using English can be seen in the following table.

**Table 28: The Students' Role in Using English**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>Percentage</b>
In using English, I prefer to be...	active	28	14%
	passive	28	86%

As the result in Table 28, it can be seen that the students were passive in using English at the class. This result can be related to their level of English proficiency as most of the students were still in basic level. The materials were then developed by giving the students some activities that need them to speak or argue their opinions about related topics.

### **9) The teachers' Role**

Another thing must be discovered, relating to teaching and learning process, was the teachers' role. It aimed to know the students opinion about what teachers' role they prefer. The teachers' role that were discussed in this study were the preferred language the teacher use; teachers in giving feedbacks; and preferred teacher role in speaking activity.

#### **a) Preferred Language the Teacher Use**

**Table 29: The Table of Preferred Language the Teacher Should Use**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>Percentage</b>
In English class, I like teacher who speaks...	English only	28	0%
	Bahasa Indonesia only	28	18%
	Both	28	82%

In terms of the preferred language that the teacher use, the students wanted their teachers to use both English and Bahasa Indonesia when having English classes. In contrast, only few of the students who wanted the teachers to use Bahasa Indonesia only. There was no student who wanted the teachers to use English only when having the class. From this result, it is better for teachers to use both English and Bahasa Indonesia when conducting the class. It can be used to force students to activate their skills in listening and speaking.

#### **b) Teachers in Giving Feedbacks**

**Table 30: The Table of Teacher's Role in Giving Feedbacks**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>Percentage</b>
When I did mistakes, I like teachers who...	are correcting the students' performance directly in front of the class	28	0%
	are correcting the students' performance personally (not in front of the class)	28	14%
	are correcting the students' mistakes indirectly (by giving explanation or giving correct answers and/or examples)	28	82%
	Other	28	4%

In giving feedbacks, most of the students wanted the teachers to correct the students' mistakes indirectly (by giving explanation or giving correct answers and/or examples) rather than directly correct their performance in front of the class. Only few of the students that wanted teachers to correct the students' performance personally (not in front of the class).

### c) Preferred Teacher Role in Speaking Activity

When having a speaking class, the students were also asked about the teacher role they prefer. The result of the preferred teacher role in speaking activity can be seen in the following table.

**Table 31: The Table of Preferred Teacher Role in Speaking Activity**

Question	Items	N	Percentage
When having speaking activity, I like teachers who...	are correcting only the grammar mistakes	28	7%
	are correcting only the pronunciation mistakes	28	61%
	are tolerating students' performance until it was done, then the teacher correct it	28	29%
	Other	28	4%

From this result in Table 31, it can be seen that the students preferred their teacher to correct their pronunciation rather than to correct their grammar. Even though the grammar was really important things to be aware of, they thought that how to pronounce words/sentences was more important. Also, they preferred to be not interrupted all the time. They thought that students had to end what they started, and then the teacher could correct it. Teachers can give reviews or suggestions about the performance later.

## 10) Learning Style

In developing the materials, the preferred learning style of the students were also important. It affect the development of the task or the activity in the teaching and learning process. The result of the preferred learning style can be seen in the table as follows.

### a) Preferred Learning Style

**Table 32: The Table of Preferred Learning Style**

Question	Items	N	Percentage
I like to learn English...	Individually	28	18%
	in pairs	28	29%
	in small group (3-5 students)	28	36%
	in big group (>5 students)	28	4%
	together (a whole class)	28	14%

Table 32 shows that the students preferred to have small groups discussions which consists of 3-5 students. In not so big gap, the “in pairs” learning style was also chosen by some students. In contrast, only few of students who prefer to learn in a big group that consists of more than five students. However, all of options were also noted in order to avoid monotonous activities.

## 3. Setting

### a) Preferred Setting

The preferred setting of the teaching and learning process must be discovered too. It aimed to maximise the process of teaching and learning. The result of the preferred setting can be seen in the table as follows.

*continued*



*continued*

**Table 33: The Table of Preferred Setting**

<b>Question</b>	<b>Items</b>	<b>N</b>	<b>Percentage</b>
I like to have an English class in...	Classroom	28	36%
	Outdoor	28	50%
	English Laboratory	28	7%
	Beauty Skin care practical room	28	4%
	Other	28	4%

As the result in Table 33, the idea of outdoor activities were then developed even it was a challenge to develop activities outside the class. The classroom activities were not being omitted. Sometimes, the English class could be done in the English Lab., beauty skin care practical room. The material developer also needs to think another place the English class can be held.

## **2. Course Grid**

The next step of material development was writing the course grid. The course grid was used as a guideline to design the units of the materials. In creating the course grid, there were aspects the researcher considered such as the needs analysis, and the curriculum (in terms of core competences, and basic competences). The course grid was developed by taking the highest percentage of the needs analysis results. The developed materials were from the core competences and basic competences of the eleventh grade of vocational high school. The course grid consists of a unit name and title, indicators, topics, inputs and/or media, and activities.

a. Course grid of Unit 1

The course grid of Unit 1 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.6, 4.9. The topic of this unit is knowing and learning the face treatments. The unit focuses on procedure texts about how to do activities in steps or following instructions in conducting the face treatments. The title of Unit 1 is “*Do It Yourself!*”. The title represents that the unit focuses on how to follow some steps or instructions by themselves. The focus of the grammar is simple present tense and imperative sentences.

b. Course grid of Unit 2

The course grid of Unit 2 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.9, 4.13. The topic of this unit is about skin health. The unit focuses on report texts related to skin health. The title of Unit 2 is “*What is Skin?*”. The title represents that the unit focuses on knowing information about skin in the form of report texts. The focus of the grammar is timeless present and passive voice.

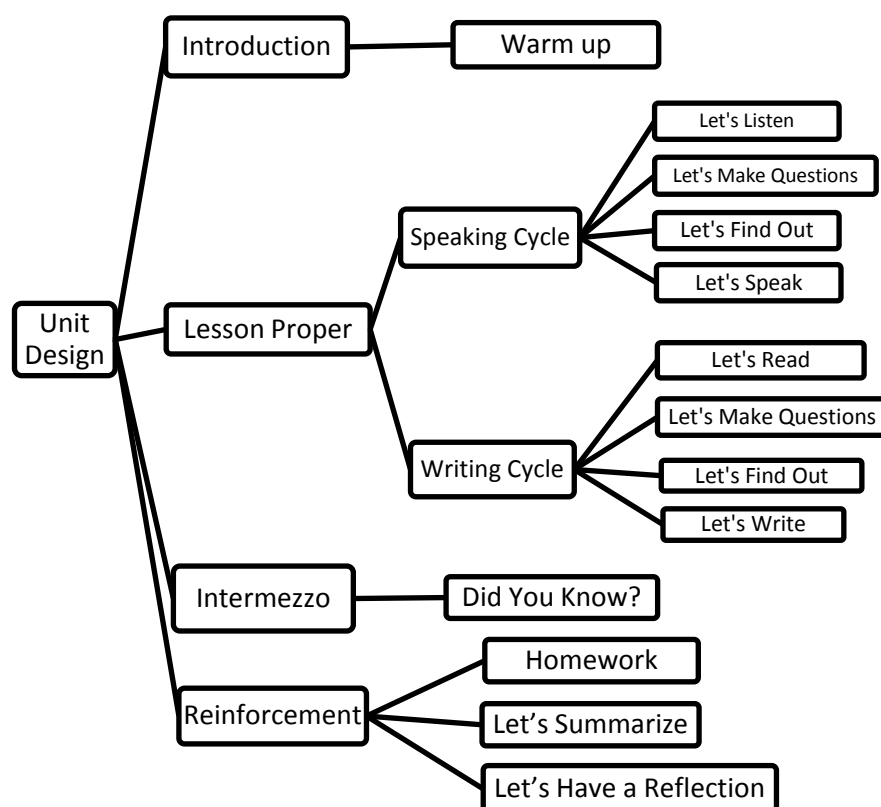
c. Course grid of Unit 3

The course grid of Unit 3 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.8, 4.12. The topic of this unit is dream. The unit focuses on learning how to talk about possible or imaginary situations.. The title of Unit 3 is “*If I..., I would...*”. The title represents that the unit focuses on

learning the use of conditional sentences to talk about possible or imaginary situations. The focus of the grammar is conditional sentences.

### 3. The Unit Design

After the course grid was developed, the next step was developing the materials. The parts of each unit of the materials can be seen as follows:



**Figure 3: The Unit Design of the Materials**

Figure 3 shows that each unit of the materials has four parts; introduction, lesson proper, intermezzo, and reinforcement. In the introduction

part, there are warm up activities which help students to have a schema building of the materials that will be learnt in the unit, also the students can recall their knowledge by doing the tasks that are provided.

The second part of the materials is the lesson proper or the main lesson. Each unit has two cycles, the spoken cycle and the written cycle that follows the steps of a scientific approach. The steps are observing, questioning, collecting, analyzing, communicating, and creating. In the observing stage, students read a text or listen to a monologue. Students have chances to observe things they know or want to know further in terms of content, structure, language features, grammar, pronunciation. Based on the items they know or want to know further, students make questions in questioning stage. The collecting, analyzing and communicating stage are combined into finding out. It is made to ease the students in learning the materials through tasks. Students collect the data by doing the tasks, then communicate their finding through discussions in pairs or groups. The last step of the scientific approach is creating. In this stage, students apply what they know from the discussions by producing a particular text. Each unit is developed integrately, from guided to non-guided activities. In the end of the spoken cycle, there is an intermezzo “*Did You Know?*” that is related to the topic of each unit.

The last part of the materials is reinforcement which consists of homework, summary, and reflection. Students have chances to reflect what they have learnt in the unit through activities in homework. In summary, the students have a clear explanation of the text, language features, and grammar in the unit.

While in reflection, students have chances to reflect what they felt, their success on mastering something, and also their difficulties in learning the materials in the unit.

#### **4. The First Draft of the Materials**

In the developed materials, there are three units which are described above:

##### **a. Unit 1**

Unit 1 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.6, 4.9. The topic of this unit is knowing and learning the face treatments. The unit focuses on procedure texts about how to do activities in steps or following instructions in conducting the face treatments. The title of Unit 1 is “*Do It Yourself!*”. The title represents that the unit focuses on how to follow some steps or instructions by themselves. The focus of the grammar is the simple present tense and imperative sentences.

The core competences and basic competences require the students to be able to analyze the social function, structure of a text, and language features of procedure texts and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: the spoken cycle and the written cycle in which each cycle consists of several tasks.

There are 27 tasks in the first unit; 3 tasks belong to warm up activities, 11 tasks belong to listening and speaking activities, 12 tasks belong to reading and writing activities, and 1 task belongs to homework activity.

### b. Unit 2

Unit 2 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.9, 4.13. The topic of this unit is about skin health. The unit focuses on report texts related to skin health. The title of Unit 2 is “*What is Skin?*”. The title represents that the unit focuses on knowing information about skin in the form of report texts. The focus of the grammar is timeless present and passive voice.

The core competences and basic competences require the students to be able to analyze the social function, structure of a text, and language features of report texts and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: the spoken cycle and the written cycle in which each cycle consists of several tasks.

There are 28 tasks in the second unit; 2 tasks belong to warm up activities, 11 tasks belong to listening and speaking activities, 14 tasks belong to reading and writing activities, and 1 task belongs to homework activity.

### c. Unit 3

Unit 3 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.8, 4.12. The topic of this unit is dream. The unit focuses on learning how to talk about possible or imaginary situations.. The title of Unit 3 is “*If I..., I would...*”. The title represents that the unit focuses on learning the use of conditional sentences to talk about possible or imaginary situations. The focus of the grammar is conditional sentences.

The core competences and basic competences require the students to be able to analyze the social function, structure of a text, and language features of conditional sentences and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: the spoken cycle and the written cycle in which each cycle consists of several tasks.

There are 25 tasks in the third unit; 2 tasks belong to warm up activities, 11 tasks belong to listening and speaking activities, 11 tasks belong to reading and writing activities, and 1 task belongs to homework activity.

## **5. The Expert Judgment**

The expert judgment was conducted after the first draft of the materials were developed. In this step, the materials were evaluated by an expert. The expert of the developed materials was Ari Purnawan, M.A. He is a lecturer of the English Education Study Program of Yogyakarta State University who has fifteen year-experience of teaching.

### **a. The Results of the Expert Judgment and Revisions of Unit 1**

#### **1) The Results of the Expert Judgment of Unit 1**

In the expert judgment step, there were four aspects of the materials that were evaluated, such as the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgment of Unit 1.

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content.

The results of the analysis of the appropriateness of the content of Unit 1 can be seen as follows:

**Table 34: The Table of the Appropriateness of the Content of Unit 1**

NO	Items	Score
1.	The developed materials are in accordance with the core competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
2.	The developed materials are in accordance with the basic competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
3.	The developed materials meet the course grid.	4
4.	The topics of the units of the developed materials are relevant with the grade XI students of Beauty Skin Care study programme's daily life.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of linguistic features of a text of a particular genre.	4
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	3
10.	The developed materials involve learning activities which guide students to develop their communicative competence in spoken language.	3
11.	The developed materials involve learning activities which guide students to develop their communicative competence in written language.	3
<b>Mean (F)</b>		<b>3.6</b>

Table 34 shows that the mean value of the appropriateness of the content of Unit 1 is 3.6. This value is in the range of  $3.50 \leq F \leq 3.75$  which is categorized as "Good".



b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language. The following table shows the results of the analysis of the appropriateness of the language of Unit 1.

**Table 35: The Table of the Appropriateness of the Language of Unit 1**

<b>NO</b>	<b>Items</b>	<b>Score</b>
12.	The language of explanations and instructions in the developed materials is in accordance with the grade XI students of beauty skin care programmes's cognitive development.	3
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (F)</b>		<b>3.6</b>

Table 35 shows that the mean value of the appropriateness of the language of Unit 1 is 3.6. this value is in the range of  $3.50 \leq F \leq 3.75$ . It means that the appropriateness of the language of Unit 1 is categorized as "Good".

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The results can be seen as follows:

**Table 36: The Table of the Appropriateness of the Presentation of Unit 1**

17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The materials are systematically graded from the easy tasks to more difficult tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
22.	The developed materials encourage students to get involved in spoken communicative events on their own initiative.	4
23.	The developed materials encourage students to get involved in written communicative events on their own initiative.	4
24.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
25.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	3
26.	Each unit of the developed materials has the learning objective stated.	4
27.	Each unit of the developed materials has a summary part that provides the summary of the learning materials presented in the unit	4
28.	Each unit of the developed materials has homework part.	4
29.	Each unit of the developed materials has <i>intermezzo (Did You Know)</i> part that is relevant to the topic.	4
<b>Mean (F)</b>		<b>3.8</b>

From Table 36, it can be seen that the mean value of the appropriateness of the presentation of Unit 1 is 3.8, which is in the range  $3.75 \leq x \leq 4$ . It means

that the appropriateness of the presentation of Unit 1 is categorized as “Very Good”.

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic.

The following table shows the results of the analysis of the appropriateness of the graphic of Unit 1.

**Table 37: The Table of the Appropriateness of the Graphic of Unit 1**

30.	The developed materials are printed on ISO-standardized size papers (A4,A5,B5)	4
31.	The layout of the developed materials is proportional.	3
32.	The illustrations and graphic designs in the developed materials are relevant to the topic and the contents.	4
33.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
34.	The illustrations and graphic designs in the developed materials help to clarify the presentation of the materials.	4
35.	The developed materials use the appropriate variation of fonts.	4
36.	The developed materials use the right number of variation ( <i>bold, italic, underline, capitalization</i> ).	4
37.	The overall design of the developed materials is visually interesting.	4
<b>Mean (F)</b>		<b>3.9</b>

Table 37 shows that the mean value of the appropriateness of the graphic of Unit 1 is 3.9 which is in the range  $3.75 \leq x \leq 4$ . It means that the appropriateness of the graphic of Unit 1 is categorized as “Very Good”.

## 2) Revisions of Unit 1

The results of the expert judgment show that Unit 1 is appropriate for grade eleven students of Beauty Skin Care study programme. However, there were some parts need to be revised. The revisions of Unit 1 were about grammatical mistakes, omissions needed, articles, and there was a difference parts in productive skills stage. The “Observe It” stages were revised into “Let’s Listen” and “Let’s Read”. The “Let’s Create” stages were also revised into “Let’s Speak” and “Let’s Write”. There were some ungrammatical sentences that need to be revised. For example, the sentence “You can ask to your teacher if you do not understand about the explanation” is ungrammatical. It must be “You can ask your teacher if you do not understand the explanation”.

There are some omissions needed, such as the sentence “What kind of things that comes to your mind when you see those pictures?”. The word “that” needs to be omitted so it becomes “What kind of things comes to your mind when you see those pictures?”.

There is a difference in the speaking stage, Task 13 and Task 14. Task 13 is revised to be more guided. There are guided steps to make correct sentences in order to help students in generating a good procedure text, while in Task 14, there is a difference in providing the rubric for students to do a work. In the rubric, there are points to help students in taking notes what they hear. Then, the points are used to help students in communicating their understanding about the monologue has been listened. The complete revisions of Unit 1 can be found in **Appendix G.**

## **b. The Results of the Expert Judgment and Revisions of Unit 2**

### **1) The Results of the Expert Judgment of Unit 2**

In the expert judgment step, there were four aspects of the materials that were evaluated, such as the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgment of Unit 2.

#### **a) The Appropriateness of the Content**

The first aspect to be evaluated was the appropriateness of the content. The results of the analysis of the appropriateness of the content of Unit 2 can be seen as follows:

**Table 38: The Table of the Appropriateness of the Content of Unit 2**

<b>NO</b>	<b>Items</b>	<b>Score</b>
1.	The developed materials are in accordance with the core competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
2.	The developed materials are in accordance with the basic competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
3.	The developed materials meet the course grid.	4
4.	The topics of the units of the developed materials are relevant with the grade XI students of Beauty Skin Care study programme's daily life.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of linguistic features of a text of a particular genre.	4
(continued)		

	(continued)	
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	3
10.	The developed materials involve learning activities which guide students to develop their communicative competence in spoken language.	3
11.	The developed materials involve learning activities which guide students to develop their communicative competence in written language.	3
<b>Mean (F)</b>		<b>3.6</b>

Table 38 shows that the mean value of the appropriateness of the content of Unit 2 is 3.6, which is in the range  $3.50 \leq F \leq 3.75$ . It means that the appropriateness of the content of Unit 2 is categorized as “Good”.

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language. The following table shows the results of the analysis of the appropriateness of the language of Unit 2.

**Table 39: The Table of the Appropriateness of the Language of Unit 2**

<b>NO</b>	<b>Items</b>	<b>Score</b>
12.	The language of explanations and instructions in the developed materials is in accordance with the grade XI students of beauty skin care programmes’s cognitive development.	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (F)</b>		<b>3.8</b>

Table 39 shows that the mean value of the appropriateness of the language of Unit 2 is 3.8. this value is in the range of  $3.75 \leq x \leq 4$ . It means that the appropriateness of the language of Unit 2 is categorized as “Very Good”.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The results can be seen as follows:

**Table 40: The Table of the Appropriateness of the Presentation of Unit 2**

17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The materials are systematically graded from the easy tasks to more difficult tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	3
22.	The developed materials encourage students to get involved in spoken communicative events on their own initiative.	3
23.	The developed materials encourage students to get involved in written communicative events on their own initiative.	3
24.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
25.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	3
26.	Each unit of the developed materials has the learning objective stated.	4
27.	Each unit of the developed materials has a summary part that provides the summary of the learning materials presented in the unit	4
28.	Each unit of the developed materials has homework part.	4
29.	Each unit of the developed materials has <i>intermezzo (Did You Know)</i> part that is relevant to the topic.	4
<b>Mean (F)</b>		<b>3.5</b>

Table 40 shows that the mean value of the appropriateness of the presentation of Unit 2 is 3.5. this value is in the range of  $3.50 \leq x \leq 3.75$ . It means that the appropriateness of the presentation of Unit 2 is categorized as “Good”.

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic. The following table shows the results of the analysis of the appropriateness of the graphic of Unit 2.

**Table 41: The Table of the Appropriateness of the Graphic of Unit 2**

30.	The developed materials are printed on ISO-standardized size papers (A4,A5,B5)	4
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are relevant to the topic and the contents.	4
33.	The illustrations and graphic designs in the developed materials are aesthetic and fuctional.	4
34.	The illustrations and graphic designs in the developed materials help to clarify the presentation of the materials.	4
35.	The developed materials use the appropriate variation of fonts.	4
36.	The developed materials use the right number of variation ( <i>bold, italic, underline, capitalization</i> ).	4
37.	The overall design of the developed materials is visually interesting.	4
<b>Mean (F)</b>		<b>4</b>

Table 41 shows that the mean value of the appropriateness of the graphic of Unit 2 is 4, which is in the range  $3.75 \leq x \leq 4$ . It means that the appropriateness of the graphic of Unit 2 is categorized as “Very Good”.



## **2) Revisions of Unit 2**

The results of the expert judgment show that Unit 2 is appropriate for grade eleven students of Beauty Skin Care study programme. However, there were also some parts that are needed to be revised. Unit 2 has more revisions than Unit 1. The “Observe It” stages were revised into “Let’s Listen” and “Let’s Read”. The “Let’s Create” stages were also revised into “Let’s Speak” and “Let’s Write”.

The revisions were about an ungrammatical mistake and related to the productive skills stage (speaking and writing). The example of an ungrammatical sentence is “The factual/information reports contain details that describes the subject”. It must be “The factual/information reports contain details that describe the subject”.

In Task 7, there was a difference after the expert judgment step. There are questions and a rubric provided for students to do the task. After the judgment, the rubric was revised into a rubric with the answer guidance. It makes students easy to answer the questions in the task. In the speaking stage (Let’s Speak), there were some additions. In Task 11, the speaking rubric was revised into more guided. Before the revision, the researcher made a blank space but then it was revised. In the rubric, there are sentences that help students in generating their speaking. Also, in the speaking stage, there were two more tasks (Task 12 and Task 13). In Task 12, students need to create a monologue about informations that are provided. Students can add other informations related to the topic being discussed, then they communicate their work to their classmates. For the Task 13,

it still relates to the previous task. Students choose two items mentioned in Task 12, then they need to make their own report by searching on the internet or reading books. After that, students can present their work to the class. Because of the two task additions in speaking stage, it affects the number of following tasks. For example, the Task 12 before the judgment becomes Task 14, etc.

In the reading and writing stage, there were some changes. In reading (Let's Find Out) stage, Task 17 before the judgment (Task 15), it was revised into an activity related to understanding of parts of a text. Also, students need to identify the language features of the text. In Task 20, before the judgment (Task 18), it was an explanation about Timeless Present. However, after the judgment, the explanation about Passive Voice was also added. It makes the order of the explanations well organized. The form of Task 23, before the judgment (Task 21), was changed. It is about vocabulary activity. Before the judgment, the form was in columns (A and B), then after the judgment, the form was changed into matching activity. Students need to match the words with the meanings. In writing stage, there was an addition, Task 24. In Task 24, students need to complete the paragraph using the passive form of the words in brackets. Then, students share the answers in groups of four. Also, there was a change that the Task 23 becomes writing stage (Let's Write) and the name was changed into Task 25. It was changed because the Task was categorized as a guided task. It helps students to generate their writing using passive voice. The complete revisions of Unit 2 can be found in **Appendix G**.

### c. The Results of the Expert Judgment and Revisions of Unit 3

#### 1) The Results of the Expert Judgment of Unit 3

In the expert judgment step, there were four aspects of the materials that were evaluated, such as the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgment of Unit 3.

##### a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content of the developed materials. The results of the analysis of the appropriateness of the content of Unit 3 can be seen as follows:

**Table 42: The Table of the Appropriateness of the Content of Unit 3**

NO	Items	Score
1.	The developed materials are in accordance with the core competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
2.	The developed materials are in accordance with the basic competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
3.	The developed materials meet the course grid.	4
4.	The topics of the units of the developed materials are relevant with the grade XI students of Beauty Skin Care study programme's daily life.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of linguistic features of a text of a particular genre.	3
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
(continued)		

	(continued)	
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	4
10.	The developed materials involve learning activities which guide students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide students to develop their communicative competence in written language.	4
<b>Mean (F)</b>		<b>3.8</b>

Table 42 shows that the mean value of the appropriateness of the content of Unit 3 is 3.8, which is in the range  $3.75 \leq x \leq 4$ . It means that the appropriateness of the content of Unit 3 is categorized as “Very Good”.

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language of the developed materials. The results of the analysis of the appropriateness of the language of Unit 3 can be seen as follows:

**Table 43: The Table of the Appropriateness of the Language of Unit 3**

NO	Items	Score
12.	The language of explanations and instructions in the developed materials is in accordance with the grade XI students of beauty skin care programmes’s cognitive development.	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (F)</b>		<b>3.8</b>

Table 43 shows that the mean value of the appropriateness of the language of Unit 3 is 3.8, which is in the range  $3.75 \leq x \leq 4$ . It means that the appropriateness of the language of Unit 3 is categorized as “Very Good”.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The results of the analysis of the appropriateness of the presentation of Unit 3 can be seen as follows:

**Table 44: The Table of the Appropriateness of the Presentation of Unit 3**

17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The materials are systematically graded from the easy tasks to more difficult tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	3
22.	The developed materials encourage students to get involved in spoken communicative events on their own initiative.	4
23.	The developed materials encourage students to get involved in written communicative events on their own initiative.	4
24.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
25.	The developed materials encourage learners to have self-reflection to identity their achievements and lacks during their learning.	4
26.	Each unit of the developed materials has the learning objective stated.	4
27.	Each unit of the developed materials has a summary part that provides the summary of the learning materials presented in the unit	4
28.	Each unit of the developed materials has homework part.	4
29.	Each unit of the developed materials has <i>intermezzo</i> ( <i>Did You Know</i> ) part that is relevant to the topic.	4
<b>Mean (F)</b>		<b>3.8</b>

Table 44 shows that the mean value of the appropriateness of the presentation of Unit 3 is 3.8, which is in the range  $3.75 \leq x \leq 4$ . It means that the appropriateness of the presentation of Unit 3 is categorized as “Very Good”.

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic of the developed materials. The results of the analysis of the appropriateness of the graphic of Unit 3 can be seen as follows:

**Table 45: The Table of the Appropriateness of the Graphic of Unit 3**

30.	The developed materials are printed on ISO-standardized size papers (A4,A5,B5)	4
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are relevant to the topic and the contents.	4
33.	The illustrations and graphic designs in the developed materials are aesthetic and fuctional.	4
34.	The illustrations and graphic designs in the developed materials help to clarify the presentation of the materials.	4
35.	The developed materials use the appropriate variation of fonts.	4
36.	The developed materials use the right number of variation ( <i>bold, italic, underline, capitalization</i> ).	4
37.	The overall design of the developed materials is visually interesting.	4
<b>Mean (F)</b>		<b>4</b>

Table 44 shows that the mean value of the appropriateness of the graphic of Unit 3 is 4, which is in the range  $3.75 \leq x \leq 4$ . It means that the appropriateness of the graphic of Unit 3 is categorized as “Very Good”.

## **2) Revisions of Unit 3**

The results of the expert judgment show that Unit 3 is appropriate for grade eleven students of Beauty Skin Care study programme. Unit 3 has the least revisions than the previous units. The revisions were related to speaking stage (productive skill). The “Observe It” stages were revised into “Let’s Listen” and “Let’s Read”. The “Let’s Create” stages were also revised into “Let’s Speak” and “Let’s Write”.

In the speaking stage (Let’s Speak) stage, there were changes and some additions. In the reading stage, Task 20 was changed into the speaking stage (then it becomes Task 11). It was changed in order to help students in generating the simple conditional sentences. So, the Task 11 before the judgment, the number was revised into Task 12. Also, in Task 12 there was an addition. There are examples to help students in making their own dialogues. There was also one task addition, Task 13. In this task, students will have free production stage. Students are given situations, then from the situations, they have to give responds. After that, students need to share the answers with their partner. The complete revisions of Unit 3 can be found in **Appendix G**.

## **B. Discussion**

This research aimed to develop a set of English learning materials for grade eleven students of Beauty Skin Care study programme based on Curriculum 2013 using scientific approach. The materials development needed a long time

process until the materials were judged by the expert and then were agreed to be used by students of Beauty Skin Care study programme with some revisions.

In conducting materials development, the needs analysis was conducted on 12<sup>th</sup> March 2015 as the first stage of the research to find out the target and learning needs of the students. The need analysis was in the form of a questionnaire with multiple choices questions. The highest and the second rank of the students' opinion in the questionnaire results were noted. Before knowing the target and need analysis of the students, it is a need to know the background of the students.

Based on the needs analysis results, in terms of students' background, mostly students have no experience in learning English which the materials are related to beauty skin care. In terms of target need, they learn English because it is interesting and useful thing to be learnt. Also, the second rank of their objective in learning English is English can support their future career. In terms of to whom they will use English, their opinion is they will use English to foreigners.

For the place they will use English, their opinion is in tourists objects, and also at work. From the need analysis, the skill that the students need to achieve is speaking. Then, it is followed by listening skill. Lacks is the gap between what the learners know already and what the learners do not know. Based on the results, the students are mostly in the basic level of English proficiency. The problems ususally ocured when they learning English is when they have to do listening sessions. Wants is related to what the learners' think they need or



what the learners expect about language area that they want to master. Students want to increase the vocabulary and grammar.

The analysis of learning needs of the students is divided into some points that are input, procedures, learners' role, teachers' role, and setting (Nunan, 2004). In terms of input, the result of the needs analysis shows that the students want to learn English from monologue/dialogue with the list of English words as the listening input, dialogues and texts with pictures as the speaking input, texts of a monologue/ dialogues as the reading input, and explanation about the structure of sentences as the writing input. Also, the students prefer to have a listening duration for about 2-3 minutes, 100-350 words as the preferred reading input. The students also want to learn English using English songs, and movie. However, due to the limited references, the developer used any resources that are related to the preferred topic. The students want to have a learning experiences related to face and body.

For the activities, they want to complete the uncompleted sentences as the listening activity, practice to speak English with the partner as the speaking activity, answer questions related to the text given as the reading activity, and correct the uncorrect sentences and arrange jumbled words into correct sentences as the writing activity. In terms of vocabulary mastery, the students prefer to match the English words with the meaning in Bahasa Indonesia. Students want to identify which sentences are correct as the grammar mastery activity. In terms of pronunciation mastery, the students want to pronounce words by following *phonetic transcription*.

In terms of students' role, the students are passive when they learn English. They want to learn English outside the class and also in the class. The students want to have discussions in groups consists of 3-5 students. For the teacher's role, the students want the teacher to use both English and Indonesian in having the class. When conducting the class, if the students make mistakes, students want the teacher to correct their mistakes indirectly (by giving explanation or giving correct answers and/or examples). Also, when having speaking activities, students want the teacher to correct only their pronunciation. Students want the teacher to tolerate their performance until the performance is done, then he/she can give corrections.

The next step in developing materials was designing the course grid. The results of the needs analysis were noted to make the course grid by taking the highest percentage of the respondent and following the core competences and basic competences for grade eleven students of vocational high schools. However, the second and the third rank of the percentage could not be underestimated. The course grid consists of a unit name and a title, core competences, basic competences, indicators, topics, inputs, and activities.

After the course grid was well organized, then the next step was developing the materials. Each unit has the same unit design that consists of a unit title, objective, the list of activities will be done in the unit, and the four main parts, such as introduction, lesson proper in the form of main lesson and reinforcement. Also there is one addition part called *intermezzo* (Did You Know) that is related to the topic in each unit. Each unit has different amount of tasks

because it depends on the competences the students need to achieve. In introduction part, there are schema-builder tasks, in the form of “Warm Up”, that aim to activate the students’ schemata about the topic will be discussed. The main lesson part is divided into two cycle, the spoken cycle and the written cycle. Each cycle follows the steps of scientific approach, i.e. observing, questioning, collecting data, analyzing data, communicating, and creating. Those steps are applied in four stages, namely let’s listen, let’s make questions, let’s find out, and let’s speak for the spoken cycle; let’s read, let’s make questions, let’s find out, and let’s write for the writing cycle. The finding out stage applies the scientific steps, such as collecting data, analyzing data, and communicating conclusion. With the four steps, the students are expected to reach the competences as stated in core and basic competences. The reinforcement part consists of homework, self-reflection, and summary parts. Homework part aims to give students more practice in a particular task outside the classroom. Also, it can be used to know what they learned from the Unit. The reflection part aims to give students an opportunity to recall what they learned and what they felt through the unit, and reflect on how they have done it so they can do their own self-assessment. The summary part consists of language functions, structures, or texts that they have learnt in the unit. The intermezzo part (Did You Know?) aims to give information, quotations related to beauty skin care study programme. It also aims to refresh the students when learning the materials in the unit. The intermezzo part is put in the end of each spoken cycle.

Unit 1 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.6, 4.9. The topic of this unit is knowing and learning the face treatments. The unit focuses on procedure texts about how to do activities in steps or following instructions in conducting the face treatments. The title of Unit 1 is “*Do It Yourself!*”. The title represents that the unit focuses on how to follow some steps or instructions by themselves. The focus of the grammar is simple present tense and imperative sentences. The core competences and basic competences require the students to be able to analyze the social function, structure of a text, and language features of procedure texts and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: the spoken cycle and the written cycle in which each cycle consists of several tasks. There are 27 tasks in the first unit; 3 tasks belong to warm up activities, 11 tasks belong to listening and speaking activities, 12 tasks belong to reading and writing activities, and 1 task belongs to homework activity.

Unit 2 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.9, 4.13. The topic of this unit is about skin health. The unit focuses on report texts related to skin health. The title of Unit 2 is “*What is Skin?*”. The title represents that the unit focuses on knowing information about skin in the form of report texts. The focus of the grammar is timeless present and passive voice. The core competences and basic competences require the students to be able to analyze the social function, structure of a text, and language features of report texts and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: the spoken cycle and the written cycle in which each

cycle consists of several tasks. There are 28 tasks in the second unit; 2 tasks belong to warm up activities, 11 tasks belong to listening and speaking activities, 14 tasks belong to reading and writing activities, and 1 task belongs to homework activity.

Unit 3 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.8, 4.12. The topic of this unit is dream. The unit focuses on learning how to talk about possible or imaginary situations.. The title of Unit 3 is “*If I..., I would...*”. The title represents that the unit focuses on learning the use of conditional sentences to talk about possible or imaginary situations. The focus of the grammar is conditional sentences. The core competences and basic competences require the students to be able to analyze the social function, structure of a text, and language features of conditional sentences and also to be able to produce the text in spoken and written forms. The unit is divided into two cycles: the spoken cycle and the written cycle in which each cycle consists of several tasks. There are 25 tasks in the third unit; 2 tasks belong to warm up activities, 11 tasks belong to listening and speaking activities, 11 tasks belong to reading and writing activities, and 1 task belongs to homework activity.

As the final draft of the materials had been designed, the next step was expert judgment. There were four aspects of the materials that were being evaluated. Those were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic.

The results of the expert judgment of Unit 1 show that the mean value of the appropriateness of the content is 3.6 which is categorized as “Good”. The mean value of the appropriateness of the language of Unit 1 is 3.6 which is also categorized as “Good”. The mean value of the appropriateness of the presentation of Unit 1 is 3.8 which is categorized as “Very Good”. For the mean value of the appropriateness of the graphic of Unit 1 is 3.9 which is also categorized as “Very Good”.

The revisions of Unit 1 were about grammatical mistakes, omissions needed, articles, and there were differences in productive skills stage. The “Observe It” stages were revised into “Let’s Listen” and “Let’s Read”. The “Let’s Create” stages were also revised into “Let’s Speak” and “Let’s Write”.

There were some ungrammatical sentences that need to be revised. For example, the sentence “You can ask to your teacher if you do not understand about the explanation” is ungrammatical. It must be “You can ask your teacher if you do not understand the explanation”. There are some some omissions needed, such as the sentence “What kind of things that comes to your mind when you see those pictures?”. The word “that” needs to be omitted so it becomes “What kind of things comes to your mind when you see those pictures?”. There is a difference in the speaking stage, Task 13 and Task 14. Task 13 is revised to be more guided. There are guided steps to make correct sentences in order to help students in generating a good procedure text. In Task 14, there is a difference in providing the rubric for students to do a work. In the rubric, there are points to help students in

taking notes what they hear. Then, the points are used to help students in communicating their understanding about the monologue has been listened.

The results of the expert judgment of Unit 2 show that the mean value of the appropriateness of the content is 3.6 which is categorized as “Good”. The mean value of the appropriateness of the language of Unit 2 is 3.8 which is also categorized as “Very Good”. The mean value of the appropriateness of the presentation of Unit 2 is 3.5 which is categorized as “Good”. For the mean value of the appropriateness of the graphic of Unit 2 is 4 which is also categorized as “Very Good”.

There were more revisions in Unit 2 than revisions in Unit 1. The revisions were about an ungrammatical mistake and related to the productive skills stage (speaking and writing). The “Observe It” stages were revised into “Let’s Listen” and “Let’s Read”. The “Let’s Create” stages were also revised into “Let’s Speak” and “Let’s Write”. The example of an ungrammatical sentence is “The factual/information reports contain details that describes the subject”. It must be “The factual/information reports contain details that describe the subject”.

In Task 7, there was a revision related to the answer guidance. It makes students easy to answer the questions in the task. In the speaking stage (Let’s Speak), there were some additions in order to make the speaking stage more guided. Also, in the speaking stage, there were two addition tasks (Task 12 and Task 13). Because of the two task additions in the speaking stage, it affects the number of following tasks. For example, the Task 12 before the judgment becomes Task 14, etc. While in reading and writing stage, there were some

changes. In the reading stage (Let's Find Out), the Task 17, before the judgment (Task 15), it was revised into an activity related to understanding of parts of a text. Also, students need to identify the language features of the text. In Task 20, before the judgment (Task 18), it was an explanation about Timeless Present. However, after the judgment, the explanation about Passive Voice was also added. It makes the order of the explanations well organized. The form of Task 23, before the judgment (Task 21), was changed. It is about vocabulary activity. Before the judgment, the form was in columns (A and B), then after the judgment, the form was changed into a matching activity. Students need to match the words with the meanings. In the writing stage, there was an addition, Task 24. In Task 24, students need to complete the paragraph using the passive form of the words in brackets. Then, students share the answers in groups of four. Also, there was a change that the Task 23 becomes writing stage (Let's Write) and the name was changed into Task 25. It was changed because the Task was categorized as a guided task. It helps students to generate their writing using passive voice.

The results of the expert judgment of Unit 3 show that the mean value of the appropriateness of the content is 3.8 which is categorized as "Very Good". The mean value of the appropriateness of the language of Unit 3 is 3.8 which is also categorized as "Very Good". The mean value of the appropriateness of the presentation of Unit 3 is 3.8 which is categorized as "Very Good". For the mean value of the appropriateness of the graphic of Unit 3 is 4 which is also categorized as "Very Good".



Unit 3 has the least revisions than the previous units. The “Observe It” stages were revised into “Let’s Listen” and “Let’s Read”. The “Let’s Create” stages were also revised into “Let’s Speak” and “Let’s Write”. The revisions were related to the speaking stage (productive skill). In the speaking stage (Let’s Speak), there were changes and some additions. Task 20 in reading stage, was changed into the speaking stage (it becomes Task 11). It was changed in order to help students in generating the simple conditional sentences. So, Task 11 before the judgment, the number was revised into Task 12. Also, in Task 12 there was an addition. There are examples to help students in making their own dialogues. There was also an addition of task, Task 13. In this task, students will have free production stage. Students are given situations, and then from the situations, they have to give responses. After that, students need to share the answers with their partner.

As the needed revision had been made, the materials were considered as the final draft. The final draft of the developed materials can be seen in **Appendix H**.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and suggestions of the research. The conclusions part conclude and discuss the research findings of the target needs, learning needs, and the materials have been developed. In the suggestions part, there are suggestions to English teachers of beauty skin care study programme, and to other researchers or material developers.

#### **A. Conclusions**

##### **1. Target Needs**

According to the needs analysis conducted on 12<sup>th</sup> March 2015, the target needs of grade XI students of Beauty Skin Care study programme can be concluded as follows:

- a. 86% of students have no experience in learning English which the materials are related to beauty skin care.
- b. Students think that English is interesting and useful thing to be learnt. Also, the students think that by learning English, it can support their future career. They want to use English to foreigners, such as in tourists objects, and also at work.
- c. The students are mostly in the basic level of English proficiency. The most problems the students have is listening. Then, it follows by speaking, writing, and reading. The students want to communicate to others and listen to English conversations well.

## 2. Learning Needs

In finding out the learning needs, there are components of tasks proposed by Nunan (2004), those are inputs, procedures, students' role, teacher's role, and setting.

In terms of input, the result of the needs analysis shows that the students want to learn English from monologue/dialogue with the list of English words as the listening input, dialogues and texts with pictures as the speaking input, texts of a monologue/ dialogues as the reading input, and explanation about the structure of sentences as the writing input. Also, the students prefer to have a listening duration for about 2-3 minutes, 100-350 words as the preferred reading input. The students also want to learn English using English songs, and movie. However, due to the limited references, the developer used any resources that are related to the preferred topic. The students want to have a learning experiences related to face and body.

In terms of procedures or activities, they want to complete the uncompleted sentences as the listening activity, practice to speak English with the partner as the speaking activity, answer questions related to the text given as the reading activity, and correct mistake sentences and arrange jumbled words into correct sentences as the writing activity. In terms of vocabulary mastery, the students want to pair the English words with the meaning in Bahasa Indonesia. Students want to identify which sentences are correct as the grammar mastery activity. In terms of pronunciation mastery, the students want to pronounce words by following *phonetic transcription*.

In terms of students' role, the students are passive when they learn English. Therefore, for the teacher's role, the students want the teacher to use both English and Indonesian in having the class. When conducting the class, if the students make mistakes, students want the teacher to correct their mistakes indirectly (by giving explanation or giving correct answers and/or examples). Also, when having speaking activities, students want the teacher to correct only their pronunciation. Students want the teacher to tolerate their performance until the performance is done, then he/she can give corrections.

In terms of setting, they want to learn English outside the class and also in the class. The students want to have discussions in groups consist of 3-5 students.

### 3. The Appropriate English Learning Materials for the Grade XI Students of Beauty Skin Care Study Programme at SMK Negeri 6 Yogyakarta

The developed English materials can be categorized as the appropriate English learning materials after it was evaluated by the expert in expert judgment stage. Based on the expert judgment results, the developed materials are categorized as "Very Good", since it applies Curriculum 2013 and it is based on certain core competences and basic competences. Also, it uses scientific approach that is suggested to be applied in Curriculum 2013. The scientific approach can be seen through the arrangement of the learning tasks that consists of several steps,

those are observing, questioning, collecting data, associating data, communicating, creating.

The topic of each unit of the developed materials are related to the beauty skin care study programme field which aims to make the materials meet the learners' interest. The materials are related to the students activities in beauty skin care field, so the students can connect the materials with their future job.

The developed materials have been made consists of three units which have some components, those are the unit title, objective, and the list of activities will be done by the students in the unit. The unit title can be in the form of phrase or sentence in which by reading the title the students can figure out what they will learn in the unit. The next component is introduction which consists of warm-up tasks. The warm-up part consists of some tasks that give the students opportunities to activate their schemata related to the topic and prepare them to face the main lesson.

The main lesson is the next component which consists of two cycles, the spoken cycle and the written cycle. Each cycle applies the six steps of scientific approach, i.e observing, questioning, collecting data, analyzing data, communicating, and creating. Those steps are applied into four stages called "Let's Listen", "Let's Make Questions", "Let's Find Out", and "Let's Speak" for the speaking cycle, and "Let's Read", "Let's Make Questions", "Let's Find Out", and "Let's Write" for the writing cycle.

In the observing stage (Let's Listen and Let's Read), the tasks focus on the materials that can be in the form of a spoken or written text which is observed

by the students and the list of items they know and want to know further in order to produce a text of particular types. In questioning stage, the tasks aim to guide students to formulate questions based on the list of items they know and want to know further. Also, the students propose temporary answers for the questions based on their knowledge. The finding out stage applies the collecting data, analyzing data, and communicating stage. The tasks in this stage aim to guide students in collecting information, analyze it in order to identify the answers of the questions they have formulated. Then, students communicate the answers in both spoken and written forms. The last stage of the main lesson is creating in the form of “Let’s Speak” and “Let’s Write”. In creating stage, students are guided to produce texts of particular types. The tasks are integrated, from semi-guided production up to free-guided production.

The last component of each unit is reinforcement. In this stage, students are given opportunities to recall what they learnt through the unit and reflect what they felt on how they have done it. Also, it gives an opportunity for students to have more practices outside the class. In the reinforcement stage, there is summary which consists of the language functions, structures, or the theory of the text the students have learnt in the unit.

In each unit, there is an additional part called intermezzo (Did You Know?) which is placed at the end of speaking cycle. Intermezzo provides information, or quotations related to beauty skin care study programme that aims to refresh the students.

(continued)

(continued)

## **B. Suggestions**

### **1. To English Teachers of Beauty Skin Care Study Programme**

For English teachers of beauty skin care study programme, the researcher proposes five suggestions. The first suggestion is that the teacher should provide them books that are written in English which are related to beauty skin care. It can enhance their understanding about beauty skin care field. Also, it can enhance the knowledge of vocabulary that are used in beauty skin care field. The next is that the teachers need to give students more support to learn English because the students' stated that English is an interesting and useful thing to be learnt. English can support the students' future job. The third suggestion is that teachers have to give more listening and speaking activities. Teachers can conduct the class in beauty skin care laboratory. The example of activities can be role plays. Students can conduct a role play as in a beauty center. Student A as a patient, and the student B as a therapist. The therapist has to do facial steps. By doing this activities, students can practice what they have learnt through the class. The fourth suggestion is that teachers can provide students some videos related to materials will be discussed as the students prefer to learn English through movies. The last suggestion is that the teachers should continually conduct the needs analysis in order to provide the right method or help and guidance in facilitating the students learning process.

## 2. To Other Researchers

For other material developers and/or researchers, there are three suggestions that are proposed. The first is that in order to develop materials that really meet the learners' target needs and learning needs, the needs analysis must be conducted. The second suggestion is that since this research only was evaluated by the expert judgment, other material developers are suggested to conduct a try out of their materials in order to get a better evaluation. The last suggestion is that since the government does not provide yet the english books which are used by a certain study programme, it is a good opportunity for material developers to develop English materials that are in accordance with Curriculum 2013 of other study programme.



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# **APPENDIX A**

## **Needs Analysis Questionnaire**

**Kuisisioner untuk Pembuatan Module Pelajaran Bahasa Inggris  
Program Tata Kecantikan Kulit kelas XI SMKN 6 Yogyakarta  
Tahun Ajaran 2015-2016**

**Data Diri Responden**

Nama : .....

Usia : .....

Jenis Kelamin : ☐ Laki-laki / ☐ Perempuan

- **Pilihlah jawaban dari pertanyaan-pertanyaan berikut, sesuai dengan pendapat Anda.**
- **Jawablah pertanyaan yang terdapat tanda kotak (☐), dengan memberi tanda centang (v) pada pilihan jawaban. (Anda dapat memilih lebih dari satu)**

1. Apakah Anda pernah mempelajari Bahasa Inggris yang materinya sesuai dengan jurusan Anda? Jika Ya, sebutkan judul buku tersebut.
  - A. Ya, sebutkan...
  - B. Tidak
2. Menurut Anda, berada di tingkat manakah kemampuan Bahasa Inggris Anda?
  - A. *Basic* (tahu sedikit kata dan ekspresi, dapat menjawab pertanyaan pada beberapa topik yang umum, tahu sedikit grammar dan memiliki atau melakukan kesalahan dalam pengucapan.)
  - B. *Intermediate* (dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh batasnya kosakata, grammar dan pengucapan.)
  - C. *Advanced* (mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, kesulitan pada pengucapan kata, grammar dan kosakata.)
3. Dalam menggunakan Bahasa Inggris, saya cenderung untuk...
  - a. Aktif (lebih berani untuk berkomunikasi dengan Bahasa Inggris)
  - b. Pasif (lebih suka mendengarkan, serta takut untuk merespon pembicaraan dalam Bahasa Inggris)
4. Alasan saya belajar Bahasa Inggris karena...
  - a. Bahasa Inggris menarik dan berguna untuk dipelajari.
  - b. Bekal untuk bekerja.
  - c. Dapat menjadi bekal untuk melanjutkan sekolah ke Universitas.
  - d. Lainnya, sebutkan...
5. Saya akan menggunakan Bahasa Inggris untuk berkomunikasi dengan...
 

☐ Guru

- ☐ Teman
  - ☐ Orang Asing (*foreign people*)
  - ☐ Lainnya, sebutkan...
6. Saya akan menggunakan kemampuan Bahasa Inggris di...
- ☐ Lingkungan kerja
  - ☐ Sekolah
  - ☐ Tempat wisata/umum
  - ☐ Lainnya, sebutkan...
7. Menurut Anda, kemampuan Bahasa Inggris apakah yang Anda butuhkan?
- a. *Listening*
  - b. *Speaking*
  - c. *Reading*
  - d. *Writing*
8. Saya sering mengalami kesulitan dalam mempelajari...
- a. *Listening*
  - b. *Speaking*
  - c. *Reading*
  - d. *Writing*
9. Saya lebih suka belajar Bahasa Inggris dari...
- ☐ Buku pelajaran
  - ☐ Cerita pendek/fiksi
  - ☐ Majalah/Koran berbahasa Inggris
  - ☐ Lagu berbahasa Inggris
  - ☐ Film (dengan *subtitle* Bahasa Inggris)
  - ☐ Lainnya, sebutkan...
10. Menurut Anda, topik pembelajaran Bahasa Inggris apakah yang ingin Anda pelajari?
- ☐ Kulit wajah dan/ tubuh
  - ☐ *Massage Therapy*
  - ☐ Perawatan rambut
  - ☐ Lainnya, sebutkan...
11. Saya perlu menguasai ... Bahasa Inggris.
- a. *Pronunciation*
  - b. *Grammar*
  - c. *Vocabulary*
  - d. Lainnya, sebutkan...

12. Saya dapat mengikuti kegiatan *listening* dalam durasi...
  - a. < 2 menit
  - b. 2-3 menit
  - c. 3-4 menit
  - d. > 4 menit
  - e. 5 menit
13. Saya suka mempelajari *listening* dari...
  - a. Monolog pendek
  - b. Monolog/dialog yang dilengkapi gambar
  - c. Monolog/dialog dengan *list*/daftar kata-kata Bahasa Inggris
  - d. Lainnya, sebutkan...
14. Saya suka mempelajari *speaking* dari...
  - a. Monolog pendek
  - b. Dialog/percakapan
  - c. Teks dialog disertai beberapa gambar
  - d. Lainnya, sebutkan...
15. Saya suka mempelajari *reading* dari...
  - a. Teks monolog/dialog
  - b. Teks dengan gambar
  - c. Teks berkaitan tentang program Tata Kecantikan Kulit
  - d. Teks dari majalah/Koran
  - e. Lainnya, sebutkan...
16. Saya suka membaca teks Bahasa Inggris yang terdiri dari...
  - a. 100 kata
  - b. 100-150 kata
  - c. 150-200 kata
  - d. 200-250 kata
  - e. 250-300 kata
  - f.  $\geq$  350 kata
17. Saya suka mempelajari *writing* dari...
  - a. Contoh teks yang nantinya akan saya buat
  - b. Teks disertai gambar
  - c. Penjelasan tentang struktur kalimat Bahasa Inggris
  - d. Lainnya, sebutkan...
18. Saya suka kegiatan *listening* disaat harus...
  - a. Mendiskusikan tentang isi dari monolog/dialog
  - b. Melengkapi kalimat rumpang
  - c. Melengkapi dialog/monolog
  - d. Lainnya, sebutkan...
19. Saya suka kegiatan *speaking* disaat harus...
  - a. Mempraktikkannya secara individu di depan kelas

- b. Mempraktikkannya secara berpasangan di depan kelas
  - c. *Role Play* (bermain peran)
  - d. Mendiskusikan sesuatu terkait topik tertentu
  - e. Lainnya, sebutkan...
20. Saya suka kegiatan *reading* disaat harus...
- a. Mencari topik utama dari teks bacaan
  - b. Menjawab pertanyaan dari teks yang diberikan
  - c. Menjawab Benar/Salah (*True/False questions*)
  - d. Merangkum isi dari teks singkat Bahasa Inggris
  - e. Lainnya, sebutkan
21. Saya suka kegiatan *writing* disaat harus...
- a. Menyusun kata acak menjadi kalimat yang benar
  - b. Menyusun kalimat acak menjadi paragraph yang benar
  - c. Mengoreksi kalimat yang salah
  - d. Menulis teks yang mirip dengan contoh teks
  - e. Lainnya, sebutkan...
22. Saya ingin mempelajari/memperbanyak kosa kata Bahasa Inggris (*vocabulary*) dengan cara...
- a. Mencocokkan kata Bahasa Inggris dengan artinya dalam Bahasa Indonesia
  - b. Mencari sinonim/antonim dari kata dalam Bahasa Inggris
  - c. Melengkapi kalimat rumpang dengan kata yang sesuai
  - d. Menebak arti kata Bahasa Inggris
  - e. Lainnya, sebutkan...
23. Saya ingin mempelajari struktur kalimat Bahasa Inggris (*grammar*) dengan cara...
- a. Mengoreksi kesalahan dalam kalimat Bahasa Inggris
  - b. Mengidentifikasi kalimat Bahasa Inggris manakah yang tidak benar
  - c. Mengingat struktur teks
  - d. Menulis kalimat sesuai dengan struktur kalimat yang benar
  - e. Lainnya, sebutkan...
24. Saya ingin mempelajari cara pengucapan (*pronunciation*) Bahasa Inggris yang benar, dengan cara...
- a. Mendengarkan kata/kalimat Bahasa Inggris, kemudian mempraktikkannya
  - b. Mendiskusikan pengucapan yang benar dengan teman
  - c. Berlatih membaca *phonetic transcription* (pelafalan) kata-kata dalam Bahasa Inggris
  - d. Membaca kalimat Bahasa Inggris bersama-sama
  - e. Lainnya, sebutkan...
25. Saya lebih suka disaat pembelajaran berlangsung, Guru menggunakan...
- a. Bahasa Inggris saja
  - b. Bahasa Indonesia saja
  - c. Bahasa Inggris dan Bahasa Indonesia

26. Disaat saya melakukan kesalahan, saya lebih suka Guru untuk...
- a. Menegur saya secara langsung di depan kelas
  - b. Menegur saya secara pribadi (tidak di depan kelas)
  - c. Membetulkan secara tersirat (secara tidak langsung dengan memberikan contoh yang benar)
  - d. Lainnya, sebutkan...
27. Disaat saya sedang berkegiatan *speaking*, saya lebih suka Guru untuk...
- a. Mengoreksi tata bahasa (*grammar*) disaat saya berbicara
  - b. Mengoreksi pengucapan (*pronunciation*) disaat saya berbicara
  - c. Membiarkan saja sampai saya selesai bicara, kemudian mengoreksi penampilan berbicara saya
  - d. Lainnya, sebutkan...
28. Saya lebih suka belajar Bahasa Inggris secara...
- a. Mandiri (sendiri)
  - b. Berpasangan
  - c. Kelompok kecil (3-5 orang)
  - d. Kelompok besar (>5 orang)
  - e. Bersama-sama satu kelas
29. Saya lebih suka belajar Bahasa Inggris di...
- a. Kelas
  - b. Luar ruangan
  - c. Laboratorium Bahasa
  - d. Ruang praktik sesuai jurusan Anda
  - e. Lainnya, sebutkan...
30. Menurut Anda, apakah materi pembelajaran Bahasa Inggris yang disesuaikan dengan minat Anda lebih menarik?
- a. Ya
  - b. Tidak

Sekian,  
Terima Kasih Atas Partisipasinya



## **APPENDIX B**

### **The Results of Needs Analysis**

## The Results of Needs Analysis

### a. Students' Background

#### The Students' Background Related to Learning Experience

Question	Items	N	Percentage
Have you ever learnt English which the materials are related to your study?	Yes	28	14%
	No	28	86%

### b. Target Needs

#### 1. Objectives

##### a) Objectives of Learning English

Question	Items	N	Percentage
The reason why do I learn English...	english is interesting and useful to be learnt.	28	43%
	to support the future career.	28	39%
	to support my study in the university later.	28	11%
	Other...	28	7%

##### b) To Whom the Students Will Use English to Communicate

#### Frequencies

Question	Items	Responses		Percent of Cases
		N	Percent	
<b>To whom I will use English</b>	Teacher	4	12,5%	14,3%
	Friends	5	15,6%	17,9%
	Foreign People	22	68,8%	78,6%
	Other	1	3,1%	3,6%
<b>Total</b>		<b>32</b>	<b>100,0%</b>	<b>114,3%</b>

c) The place the students will use English

Frequencies

Question	Items	Responses		Percent of Cases
		N	Percent	
Where will I use English	Work Place	11	29,7%	39,3%
	School	9	24,3%	32,1%
	Tourist-Objects/Public-Places	15	40,5%	53,6%
	Other	2	5,4%	7,1%
Total		37	100,0%	132,1%

2. NECESSITIES

a) The Skill the Students Really Need

Question	Items	N	Percentage
What skill do you really need?	Listening	28	11%
	Speaking	28	79%
	Reading	28	7%
	Writing	28	4%

3. LACKS

a) Students' Level of Proficiency

Question	Items	N	Percentage
Which one is your English level of proficiency?	Basic	28	82%
	Intermediate	28	14%
	Advance	28	4%

b) Problems Usually Occurred

Question	Items	N	Percentage
I have problems in...	Listening	28	39%
	Speaking	28	36%
	Reading	28	7%
	Writing	28	18%

#### 4. WANTS

##### a) The English Aspect the Students Want to Achieve

Question	Items	N	Percentage
The English aspect I want to achieve is...	Pronunciation	28	14%
	Grammar	28	31%
	Vocabulary	28	54%
	Other	28	0%

#### c. Learning Needs

##### 1. Input

##### a) Preferred Input

##### Frequencies

Question	Items	Responses		Percent of Cases
		N	Percent	
<b>I prefer to learn English from...</b>	English Books	7	17,1%	25,0%
	Text of short story/fiction	1	2,4%	3,6%
	Magazine/Newspaper	2	4,9%	7,1%
	English song	15	36,6%	53,6%
	Movie	14	34,1%	50,0%
	Other	2	4,9%	7,1%
<b>Total</b>		<b>41</b>	<b>100,0%</b>	<b>146,4%</b>

##### b) Preferred Topic

##### Frequencies

Question	Items	Responses		Percent of Cases
		N	Percent	
<b>What topic do you want to learn?</b>	Face and/Body	19	47,5%	67,9%
	Massage-Therapy	17	42,5%	60,7%
	Hair treatment	4	10,0%	14,3%
<b>Total</b>		<b>40</b>	<b>100,0%</b>	<b>142,9%</b>

## 1) Listening

### a) Preferred Listening Input

Question	Items	N	Percentage
I prefer the listening input is taken from...	short monologue	28	21%
	monologue/dialogue with pictures	28	29%
	monologue/dialogue with the list of English words	28	36%
	Other	28	14%

### b) Preferred Duration of Listening Activity

Question	Items	N	Percentage
I can follow the listening activity if the duration is...	< 2 minutes	28	21%
	2-3 minutes	28	36%
	3-4 minutes	28	14%
	> 4 minutes	28	14%
	5 minutes	28	14%

## 2) Speaking

### a) Preferred Speaking Input

Question	Items	N	Percentage
I prefer to learn speaking from...	short monologue	28	11%
	dialogue	28	43%
	texts with pictures	28	29%
	Other	28	18%

## 3) Reading

### a) Preferred Reading Input

Question	Items	N	Percentage
I prefer the reading input is taken from...	texts of a monologue/ dialogue	28	43%
	texts with pictures	28	29%
	texts related with Beauty Skin care	28	18%
	texts from magazines/newspapers	28	11%
	Other	28	0%

### b) Preferred Length of a Text

Question	Items	N	Percentage
I prefer to read an English text which consists of...	100 words	28	39%
	100-150 words	28	11%
	150-200 words	28	14%
	200-250 words	28	11%
	250-300 words	28	11%
	≥ 350 words	28	14%

## 4) Writing

### a) Preferred Writing Input

Question	Items	N	Percentage
I prefer the writing input is taken from...	the example of texts that will be made.	28	29%
	texts with pictures.	28	28%
	explanation about the structure of sentences.	28	43%
	Other	28	0%

## 2. Learning Preferences

### 1) Listening

#### a) Preferred Listening Activity

Question	Items	N	Percentage
I like the listening activity when it has to...	discuss about the content of monologues/dialogues	28	25%
	complete the uncompleted sentences	28	36%
	complete the uncompleted dialogues/monologues	28	25%
	Other	28	14%

### 2) Speaking

#### a) Preferred Speaking Activity

Question	Items	N	Percentage
I like the speaking activity when it has to...	practice to speak English individually in front of the class	28	7%
	practice to speak English with the partner	28	50%
	do Role Play	28	22%
	discuss about related topics	28	21%
	Other	28	0%

### 3) Reading

#### a) Preferred Reading Activity

Question	Items	N	Percentage
I like the reading activity when it has to...	find the main topic of a text	28	25%
	answer questions related to the text given	28	39%
	answer True/False questions	28	18%
	summarize the contents of a text	28	14%
	Other	28	4%

### 4) Writing

#### a) Preferred Writing Activity

Question	Items	N	Percentage
I like the writing activity when it has to...	arrange jumbled words into correct sentences	28	28%
	arrange jumbled sentences into good paragraphs	28	25%
	correct the incorrect sentences	28	43%
	write a text based on the example type of text	28	4%
	Other		0%

### 5) Vocabulary

#### a) Preferred Activity in Mastering Vocabulary

Question	Items	N	Percentage
I like to increase the knowledge of vocabulary by...	pairing the English words with the meaning in Bahasa Indonesia	28	57%
	finding the synonym/antonym of an English word	28	18%
	fill in the blanks with the correct words	28	11%
	guessing the meaning of a word	28	14%
	Other	28	0%

## 6) Grammar

### a) Preferred Activity in Mastering Grammar

Question	Items	N	Percentage
I like to increase the knowledge of grammar by...	correcting incorrect sentences	28	11%
	identifying which sentences are correct	28	50%
	remembering the structure of sentences	28	10%
	making sentences based on the structure given	28	29%
	Other	28	0%

## 7) Pronunciation

### a) Preferred Activity in Mastering Pronunciation

Question	Items	N	Percentage
I want to learn pronunciation by...	listening how words or sentences are pronounced, then practice it	28	39%
	having discussions about how words/sentences are pronounced	28	4%
	pronouncing words by following <i>phonetic transcription</i>	28	46%
	reading aloud the words together	28	11%
	Other	28	0%

## 8) The students' Role

### a) Student Role

#### The Students' Role in Using English

Question	Items	N	Percentage
In using English, I prefer to be...	active	28	14%
	passive	28	86%



### 9) The Teachers' Role

#### a) Preferred Language the Teacher Use

Question	Items	N	Percentage
In English class, I like teacher who speaks...	English only	28	0%
	Bahasa Indonesia only	28	18%
	Both	28	82%

#### b) Teachers in Giving Feedbacks

Question	Items	N	Percentage
When I did mistakes, I like teachers who...	are correcting the students' performance directly in front of the class	28	0%
	are correcting the students' performance personally (not in front of the class)	28	14%
	are correcting the students' mistakes indirectly (by giving explanation or giving correct answers and/or examples)	28	82%
	Other	28	4%

#### c) Preferred Teacher Role in Speaking Activity

Question	Items	N	Percentage
When having speaking activity, I like teachers who...	are correcting only the grammar mistakes	28	7%
	are correcting only the pronunciation mistakes	28	61%
	are tolerating students' performance until it is done, then correcting it	28	29%
	Other	28	4%

### 10) Learning style

#### a) Preferred Learning Style

Question	Items	N	Percentage
I like to learn English...	Individually	28	18%
	in pairs	28	29%
	in small group (3-5 students)	28	36%
	in big group (>5 students)	28	4%
	together (a whole class)	28	14%

### 3. Setting

#### a) Preferred Setting

Question	Items	N	Percentage
I like to have an English class in...	Classroom	28	36%
	Outdoor	28	50%
	English Laboratory	28	7%
	Beauty Skin care practical room	28	4%
	Other	28	4%

# **APPENDIX C**

## **Course Grid**

## **COURSE GRID**

### **UNIT 1**

**Grade/ Semester : XI / 2**

**Core Competences :**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competences	Indicators	Topics	Inputs and/or Media	Grammar / Vocabulary / Pronunciation	Activities
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam</p>	<p>Students are expected to:</p> <p>1. analyze the social function, the structure of texts, and linguistic aspects from procedural texts in terms of manual instructions, tips, that based on contexts.</p> <p>2. understand the meaning in procedural texts, in terms of</p>	<p>Face treatments</p>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>- a text of instructions to do a spa facial.</li> <li>- a text of manual instructions to use Needle-free mesotherapy machine.</li> </ul> <p><b>Monologue:</b></p> <ul style="list-style-type: none"> <li>- a short monologue of tips on “How to Prevent Pimples Naturally”.</li> <li>- a short monologue about “How to Make an Avocado</li> </ul>	<p>▪ <b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Students get the knowledge of grammar from the procedural texts given.</li> <li>- <i>Simple present tense</i></li> <li>- <i>Imperative sentences</i></li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>- mix about six strawberries with 1/4 cup (60 ml) of milk.</li> <li>- massage into the face</li> <li>- etc.</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>▪ Students answer questions related to the topic of the unit based on their personal experience. (Task 1)</li> <li>▪ Students match the pictures with the activities that are related to the topic. (Task 2)</li> <li>▪ Students have a vocabulary exercise by matching the words with the meaning in English. (Task 3)</li> </ul> <p><b><u>Let’s Listen and Speak</u></b></p> <p><b>Observe It:</b></p> <ul style="list-style-type: none"> <li>▪ Students listen to the tips, and then identify things that students</li> </ul>

<p>melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur</p>	<p>manual instructions, and tips.</p> <p>3. edit the procedural texts, in terms of manual instructions and tips.</p>		<p>Face Mask”.</p> <p>- a short monologue of tips on “Ways to Prevent Wrinkles”.</p>	<p>▪ <b>Vocabulary:</b></p> <p>- Students get new vocabulary from the procedure texts, in terms of manual instruction, tips, and monologues.</p> <p><b>For example:</b></p> <p>Blend, mix, gently, pad,tap, exfoliate, steam, rinse, pore, etc.</p> <p>▪ <b>Pronunciation:</b></p> <p>- Students learn how to pronounce English words from texts and/or monologues.</p>	<p>already know and want to know further. They write them in table provided. (Task 4)</p> <p><b>Let’s Make Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Students formulate questions based on things they want to know further. (Task 5)</li> <li>▪ Students propose temporary answers to the questions. (Task 6)</li> </ul> <p><b>Let’s Find Out:</b></p> <ul style="list-style-type: none"> <li>▪ Students listen again to the monologue in Task 4, and fill in the blanks the missing words. After that, students answer some questions related to the monologue. (Task 7)</li> <li>▪ Students have vocabulary and pronunciation</li> </ul>
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berbentuk manual dan kiat- kiat ( <i>tips</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.					<p>mastery. (Task 8)</p> <ul style="list-style-type: none"> <li>▪ Students study and discuss the explanation of procedure text. (Task 9)</li> <li>▪ Students listen to the monologue, and then arrange the order of the steps. After that, students share the answer to their partner. (Task 10)</li> <li>▪ Students study the explanation about sequencing connective, and have discussion about it. (Task 11)</li> <li>▪ Students listen again to the monologue in Task 10, and decide whether the statements are true or false. If the statement is wrong, then students correct it. After that, students share the answers to their partner. (Task 12)</li> </ul>
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					<p><b>Let's Create:</b></p> <ul style="list-style-type: none"> <li>▪ Students listen to the monologue, and fill the rubric based on the information they got from the monologue. Then, they share the answer in groups of four. (Tak 13)</li> <li>▪ Students listen to the monologue and take note important information related to the monologue. Then, students share their note to their friends in a group of four. (Task 14)</li> </ul> <p><b><u>Let's Read and Write</u></b></p> <p><b>Observe It:</b></p> <ul style="list-style-type: none"> <li>▪ Students read a procedural text, and then identify things they want</li> </ul>
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					<p>to know and/or they want to know further. (Task 15)</p> <p><b>Let's Make Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Students formulate questions based on things they want to know further. (Task 16)</li> <li>▪ Students propose temporary answers to the questions. (Task 17)</li> </ul> <p><b>Let's Find Out:</b></p> <ul style="list-style-type: none"> <li>▪ Students reread the text in Task 15, and decide whether the statements are true or false. After that, students share the answers. (Task 18)</li> <li>▪ Students have a vocabulary and pronunciation exercise based on the text in Task</li> </ul>
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					<p>15, then students share the answers. (Task 19)</p> <ul style="list-style-type: none"> <li>▪ Students study the explanation about Imperative Sentence. Students can Ask to their teacher if they do not know the explanation. (Task 20)</li> <li>▪ Students watch a video related to the topic which is already scripted. Then, students have a discussion to find out the differences of a text in Task 21 with a text in Task 15. After that, students share their ideas about it. (Task 21)</li> <li>▪ Students have reading comprehension, related to text in Task 21. Then, students share the answers.(Task 22)</li> </ul>
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					<ul style="list-style-type: none"> <li>▪ Students have vocabulary and pronunciation exercises, related to text in Task 21. Then, students share their answers. (Task 23)</li> <li>▪ Students have a grammar exercise by making correct sentences (imperative sentences). Then, students share it to their friends. (Task 24)</li> </ul> <p><b>Let's Create:</b></p> <ul style="list-style-type: none"> <li>▪ Students have a grammar exercise by arranging jumbled words into correct order, and then match the sentences/ instructions with the pictures. Then, students share the answers to their friends. (Task 25)</li> </ul>
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					<ul style="list-style-type: none"> <li>▪ In a group of 4, students have to create their own procedure text. Then, they present their work in front of the class. (Task 26)</li> </ul> <p><b>Homework:</b> Students need to solve the problems that usually occur on face. Students need to propose tips or steps to solve the problems. Students can use any sources.</p>
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## **COURSE GRID**

### **UNIT 2**

**Grade/ Semester : XI / 2**

**Core Competences :**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competences	Indicators	Topics	Input	Grammar / Vocabulary / Pronunciation	Activities
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>	<p>Students are expected to:</p> <ol style="list-style-type: none"> <li>analyze the structure of texts, and linguistic aspects to deal with social function of factual reports about things.</li> <li>declare and ask about texts of factual report of a thing based on contexts.</li> <li>understand the meaning in the</li> </ol>	Skin Health	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>a report text about skin.</li> <li>a report text about avocado.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>a video entitled "Sweet Strawberries: What is a Strawberry?".</li> <li>a video entitled "How do Vitamins Work?".</li> </ul>	<ul style="list-style-type: none"> <li><b>Grammar:</b> <ul style="list-style-type: none"> <li>Students get the knowledge of grammar from the texts and videos given.</li> <li><i>Timeless Present</i></li> <li><i>Passive Voice</i></li> </ul> </li> <li><b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Students get new vocabulary by reading the texts given, and from the video seen.</li> </ul> </li> <li><b>Pronunciation:</b> <ul style="list-style-type: none"> <li>Students learn how to pronounce some words in English by listening to the</li> </ul> </li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>Students answer questions related to the topic of the unit based on their personal experience. (Task 1)</li> <li>Students have a vocabulary exercise by matching the words with the meaning in English. Also, students need to match the pictures with the name of the skin problems. (Task 2)</li> </ul> <p><b><u>Let's Listen and Speak</u></b></p> <p><b>Observe It:</b></p> <ul style="list-style-type: none"> <li>Students watch a video relates to report text, and listen to it. Then,</li> </ul>

<p>fungsi</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di</p>	<p>texts of factual reports about a thing.</p>			<p>monologue in the video.</p>	<p>students identify things that they already know and want to know further. Students write them in table provided. (Task 3)</p> <p><b>Let's Make Questions:</b></p> <ul style="list-style-type: none"> <li>Students formulate questions based on things they want to know further. (Task 4)</li> <li>Students propose temporary answers to the questions. (Task 5)</li> </ul> <p><b>Let's Find Out:</b></p> <ul style="list-style-type: none"> <li>Students have vocabulary and pronunciation mastery based on the video in Task 3. (Task 6)</li> </ul>
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<p>Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>					<ul style="list-style-type: none"> <li>▪ Students watch again the video in Task 3, then take notes to say information in the video. After that, students share the notes in groups of four. (Task 7)</li> <li>▪ Students study and discuss the explanation about factual report. (Task 8)</li> <li>▪ Students watch the video and listen to it. Then, students have to decide whether the statements are true or false. After that, students share the answer to their partner. (Task 9)</li> <li>▪ Students have vocabulary and pronunciation mastery based on the video in Task 9. After that,</li> </ul>
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					<p>students share the answer with their friends. (Task 10)</p> <p><b>Let's Create:</b></p> <ul style="list-style-type: none"> <li>▪ Students Watch again the video entitled “How do Vitamins Work?”, and listen to any information discussed. Then, in groups of four, students make their own report by using their own sentences about what a vitamin is. After that, students present the result of your group discussion. (Task 11)</li> </ul> <p><b><u>Let's Read and Write</u></b></p> <p><b>Observe It:</b></p> <ul style="list-style-type: none"> <li>▪ Students read a report text entitled “Skin”, and</li> </ul>
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					<p>then identify things they want to know and/or they want to know further. (Task 12)</p> <p><b>Let's Make Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Students formulate questions based on things they want to know further. (Task 13)</li> <li>▪ Students propose temporary answers to questions. (Task 14)</li> </ul> <p><b>Let's Find Out:</b></p> <ul style="list-style-type: none"> <li>▪ Students identify the generic structure of the report text in Task 12. Then, students share the answer with their friends. (Task 15)</li> </ul>
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					<ul style="list-style-type: none"> <li>▪ Students reread the text in Task 12, and answer the questions related to the text. Then, students share the answer with their partner.(Task 16)</li> <li>▪ Students have vocabulary and pronunciation exercise related to text in Task 12. After that, students share the answer with their friends. (Task 17)</li> <li>▪ Students study and discuss the explanation about Timeless Present. (Task 18)</li> <li>▪ Students read a report text entitled “Avocado”. Then, students identify the timeless present and passive voice form. After that, students share the answer with their</li> </ul>
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					<p>friends. (Task 19)</p> <ul style="list-style-type: none"> <li>▪ Students have reading comprehension by answering the questions related to the text in Task 19. Then, students share the answer with their partner.(Task 20)</li> <li>▪ Students have vocabulary and pronunciation exercise by matching the english words with their meaning related to the text in Task 19. Then, students share the answer with their friends. (Task 21)</li> <li>▪ Students study and discuss the explanation about passive voice. (Task 22)</li> <li>▪ Students have grammar mastery by changing the</li> </ul>
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					<p>active verbs into passive verbs. After that, students share the answer with their partner. (Task 23)</p> <p><b>Let's Create:</b></p> <ul style="list-style-type: none"> <li>▪ Students, in pairs, find the information related to the pictures. After that, students share their work in groups of four. (Task 24)</li> <li>▪ Students make their own report text by choosing one of the picture discussed in the previous task. Then, students share their work in groups of four.(Task 25)</li> </ul>
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					<p><b>Homework:</b> Students find any information about something relates to skin health. After that, they rewrite it by using their own words. Then, students share their work in front of class.</p>
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## **COURSE GRID**

### **UNIT 3**

**Grade/ Semester : XI / 2**

**Core Competences :**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competences	Indicators	Topics	Input	Grammar / Vocabulary / Pronunciation	Activities
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika</p>	<p>Students are expected to:</p> <ol style="list-style-type: none"> <li>analyze the structure of texts, and linguistic aspects to deal with social function of conditional sentences.</li> <li>declare and ask about conditional sentences based on contexts.</li> </ol>	Dream	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>a short story entitled “The Necklace” by Guy de Maupassant (1884)</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>movie clips of “Hercules”</li> </ul> <p><b>Audio:</b></p> <ul style="list-style-type: none"> <li>a song entitled If I Had a Million Dollars by Barenaked Ladies</li> </ul>	<ul style="list-style-type: none"> <li><b>Grammar:</b> <ul style="list-style-type: none"> <li>Students get the knowledge of grammar from the texts and videos given.</li> <li><i>Conditional Sentences</i></li> </ul> </li> <li><b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Students get new vocabulary by reading the texts given, video and audio.</li> </ul> </li> <li><b>Pronunciation:</b> <ul style="list-style-type: none"> <li>Students learn how to pronounce some words in English by listening to the</li> </ul> </li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>Students answer “yes” or “no” questions about the topic that going to be learned. (Task 1)</li> <li>Students discuss then decide whether the statements are the truth; possible situations; or unreal/impossible situations by giving a tick in a correct column. (Task 2)</li> </ul> <p><u><b>Let’s Listen and Speak</b></u></p> <p><b>Observe It:</b></p> <ul style="list-style-type: none"> <li>Students watch movie clips relates to the use</li> </ul>



<p>terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>				<p>dialogue in movie clips and by reading a short story.</p>	<p>of conditional sentence. Then, students identify things that they already know and want to know further. Students write them in table provided. (Task 3)</p> <p><b>Let's Make Questions:</b></p> <ul style="list-style-type: none"> <li>Students formulate questions based on things they want to know further. (Task 4)</li> <li>Students propose temporary answers to the questions. (Task 5)</li> </ul> <p><b>Let's Find Out:</b></p> <ul style="list-style-type: none"> <li>Students watch again the movie clips, then answer questions. After that, students</li> </ul>
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					<p>share the answer in groups of four. (Task 6)</p> <ul style="list-style-type: none"> <li>▪ Students train to make conditional sentences. Then, share it in groups of four. (Task 7)</li> <li>▪ Students study and discuss the explanation about Conditional sentences. (Task 8)</li> <li>▪ Students listen to the song, and fill in the blanks the lyrics. Then, students share the answer with their partner. (Task 9)</li> <li>▪ In pairs, students find the conditional sentences used in the song lyrics. Then, they share the answer with their friends. (Task 10)</li> </ul>
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					<p><b>Let's Create:</b></p> <ul style="list-style-type: none"> <li>▪ Students make conversations based on the questions asked. Then, students share the answer in groups of four. Students compare the responses from each member of the group. (Task 11)</li> </ul> <p><b><u>Let's Read and Write</u></b></p> <p><b>Observe It:</b></p> <ul style="list-style-type: none"> <li>▪ Students read a short story entitled "The Necklace", and then identify things they want to know and/or they want to know further. (Task 12)</li> </ul>
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					<p><b>Let's Make Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Students formulate questions based on things they want to know further. (Task 13)</li> <li>▪ Students propose temporary answers to questions. (Task 14)</li> </ul> <p><b>Let's Find Out:</b></p> <ul style="list-style-type: none"> <li>▪ Students reread the short story in Task 12 and answer the questions follows. Then, students share the answer in groups of four. (Task 15)</li> <li>▪ Students have vocabulary and pronunciation exercise related to text in Task 12. After that, students</li> </ul>
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					<p>share the answer with their friends. (Task 16)</p> <ul style="list-style-type: none"> <li>▪ Students study and discuss more explanation about Conditional Sentences. (Task 17)</li> <li>▪ Students complete the monologue given by using the correct conditional forms. After that, students share the answer with their partner. (Task 18)</li> <li>▪ Students match the IF clause with the correct second clause. Then, students share the answer with their friends. (Task 19)</li> <li>▪ Students have the multiple choice questions. Students choose the correct</li> </ul>
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					<p>second clause. Then, students share the answer with their partner. (Task 20)</p> <ul style="list-style-type: none"> <li>▪ Students complete the sentences with the verbs in parentheses. Then, share the answer with their friends. (Task 21)</li> </ul> <p><b>Let's Create:</b></p> <ul style="list-style-type: none"> <li>▪ Students change the statements into conditional sentences. Then, students share the answer with their partner. (Task 22)</li> <li>▪ Students make a response from a statement. Then, students share their answer with their</li> </ul>
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					<p>partner. (Task 23)</p> <p><b>Homework:</b>  In pairs, students write dialogues/ script for a favourite part of “The Necklace” using conditionals. Then, students conduct a mini drama and show it in front of the class.</p>
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# **APPENDIX D**

## **The First Draft**





**2<sup>nd</sup>**  
semester

# **ENGLISH BOOK**

*for beauty skin care*  
*Study Programme*

*Supervised by:*  
*Dr. Agus Widyanthoro, M.Pd*

*Grade*  
**11**

## **What is the book about?**

This book is developed from the Curriculum 2013 for vocational high school students in grade Eleven. The materials are for the second semester. This book helps students to learn English in their special area, that is beauty skin care. The themes of materials are adapted from beauty skin care study programme's area, such as treatments or skin health.

It is based on texts that are used for beauty skin care study programme's students to improve their skills: listening, speaking, reading and writing. The skills and activities are made integratedly that needs students to develop their knowledge on types, the context of texts; their skill to make oral and/or written texts whether it is planned or spontaneously with correct pronunciation and intonation. And at the end of each unit, students need to do a reflection in order to say their gratitude because they can learn english and also their comments of the discussions.

## Daftar Isi

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Daftar Isi .....	iii
<b>UNIT 1: Do It Yourself! .....</b>	<b>1</b>
<b>UNIT 2: What is Skin? .....</b>	<b>30</b>
<b>UNIT 3: If I..., I would... ..</b>	<b>57</b>

# UNIT 1

English for Beauty Skin Care Programme

Grade Eleven



Source:

[www.tiptoplifestyle.com](http://www.tiptoplifestyle.com)



Source: <http://rawforbeauty.com>

What kind of things that comes to your mind when you see those pictures? Have you ever done some activities in steps or following the intructions? Can you tell us how to do it? In this unit, you will learn about them through series of task.

## UNIT 1 | Do It Yourself!

In this unit, you will:

- read instructions to do something
- read some tips related to face treatments
- edit a jumbled text
- have discussions
- listen to monologues
- make your own instructions to do something or tips related to face treatments

### WARM-UP

#### TASK 1



Answer the questions based on your experience.



Picture 1.1



Picture 1.2

1. Have you ever made a facial mask by your own? Can you tell how it made to your partner?
2. Have you ever used a machine when you do a facial job? What is the name of the machine? Can you tell us the steps of using it?

(continued)



## TASK 2



These following words are usually used when having a facial job. Match the words with the pictures.

Steaming

Cleansing

Scrubbing

Extract

Mask



Picture 1.3

(a)



Picture 1.4

(b)



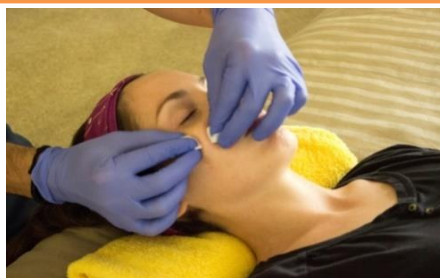
Picture 1.5

(c)



Picture 1.6

(d)



Picture 1.7

(e)

### TASK 3



In pairs, match the words in coloumn A with the meanings in coloumn B. Use dictionary to find the meaning. It will help you to do the next tasks. After that, repeat after your teacher.

A

B

**pinch** /pɪntʃ/

**massage** /mə'sɑ:ʒ/

**steaming** /'sti:.mɪŋ/

**extract** /ɪk'strækt/

**exfoliate** /eks'fɒl.i.ət/

**blackhead** /'blæk.hed/

**pore** /pɔ:r/

**scrub** /skrʌb/

**dull** /dʌl/

**squeeze** /skwi:z/

to remove dead skin cells from the surface the skin, in order to improve its appearance

a plug of sebum in a hair follicle, darkened by oxidation.

rub (someone or something) hard so as to clean them, typically with a brush and water.

lack of brightness, vividness, or sheen.

rubbing and kneading (a person or part of the body) with the hands.

giving off steam.

an act of gripping the skin of someone's body between finger and thumb.

any of the tiny openings in the surface of the skin.

the action of removing something with effort or by force.

extract (liquid or a soft substance) from something by compressing or twisting it firmly

## LET'S LISTEN AND SPEAK

### OBSERVE IT

#### TASK 4



Listen to the monologue entitled “How to Prevent Pimples Naturally”. Then, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.



Picture 1.8

#### What I know and/or I want to know further

1. What the monologue is about.
2. The purpose of the speaker telling the monologue.
3. The tenses used in the text.
4. The use of “One”, “Two”, “Three”, in the monologue.

What I know	What I want to know further

### LET'S MAKE QUESTIONS

#### TASK 5



Referring to “What I want to know further” in Task 4, make relevant questions. Examples are provided for you.

1. What is the monologue about?
2. What is the purpose of the speaker telling the monologue?
3. What tenses are used in the monologue?
4. What is the use of “One”, “Two”, “Three”, in the monologue?
- 5.
- 6.



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7.

8.

9.

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### TASK 6



In pairs, propose your temporary answer to your questions in Task 5. Also, discuss the following questions with your partner.

What can you notice from the previous monologue in Task 4?  
What kind of monologue is it?

## LET'S FIND OUT

### TASK 7



Listen again to the monologue entitled “How to Prevent Pimples Naturally” and fill in the blanks with the correct words. Then, in pairs, answer the following questions. Share your answer to another group.

#### *How to Prevent Pimples Naturally*

1. *Clean Your Skin Thoroughly but \_\_\_\_\_.*

*Wash your face \_\_\_\_\_ a day to remove **dirt**, dead skin cells, and extra oils from the surface of your skin so that they don't end up \_\_\_\_\_ pores. Just make sure that you use a mild cleanser and that you don't overdo the washing by doing it too frequently or by scrubbing your face \_\_\_\_\_ which can actually do more harm than good. It makes sense to wash your hands before washing your face, and to use a separate towel for your hands and your hair/body.*

2. *Find A Moisturizer that's Right For You.*

*It's really all about prevention. When skin gets too \_\_\_\_\_ or receives less than optimal moisture, it's more **prone** to developing small breaks and \_\_\_\_\_ where bacteria can get in. Even oily skin can benefit from moisturizer, as long as you use the right product. Look for something that \_\_\_\_\_ quickly and doesn't **clog** pores. Remember that the safest option is usually the most basic formulation; perfumes, alcohol, and fancy extracts can actually **trigger** skin reactions.*

3. *Tone After Washing and Before Moisturizing.*

*Using a toner can really make a difference in your skin, even though it may seem pointless at first. A good toner \_\_\_\_\_ pores and restores your skin's normal pH level; it also encourages gentle \_\_\_\_\_ so that dead skin cells do not smother the more luminous-looking skin underneath.*

4. *Be Hygienic When It Comes to Makeup.*

*A lot of women mistakenly attribute pimples to makeup use when really, it's usually not the product itself but rather the \_\_\_\_\_ used to apply it and the \_\_\_\_\_ it leaves behind. Brushes, sponges, and fingers should be absolutely*

clean whenever they come into contact with your beauty products and your skin. At the end of the day, make sure that you get it all off. Washing your face is really not enough; use generous amounts of makeup \_\_\_\_\_ to melt off full-coverage foundation, mascara, etc. This technique is called \_\_\_\_\_, and it could really go a long way towards saving your skin.

5. Watch the Products that You Use o Your Hair, Especially if You Wear It Long, With Bangs or in Face-Framing Lengths.

If you are in the middle of a breakout, wear your hair up and away from your face to avoid further \_\_\_\_\_.

6. Watch the Sun.

UV Rays can actually increase \_\_\_\_\_ and redness, so minimize sun **exposure** when your skin is vulnerable and always use sun screen.

7. Drink Lots and Lots of Water.

\_\_\_\_\_ and breakouts are one of the ways through which the body tries to get rid of wastes. Instead of sacrificing your complexion, drink up so that the kidneys can flush toxins more efficiently.

8. Relax.

Stress can seriously mess up your hormonal balance and cause pimples. Take care of yourself by eating right, getting at least \_\_\_\_\_ hours of sleep nightly and learning how to cope with your worries in a healthy manner.

The script was taken from: <https://www.youtube.com/watch?v=Jo1zOQyrj7U> , by waysandhow.com.

NO	QUESTIONS
1.	What is the purpose of the monologue?
2.	How many times do we need to wash our face? What are the advantageous of it?
3.	Do we really need to find a moisturizer that fits to us? Why?
4.	What are the uses of toner?
5.	Why do we need to take care of the beauty tools?
6.	What kind of technique that is called double cleansing?
7.	Why do we need to pay attention to our hair if we have pimples?
8.	What is the use of sun screen?

9.	Why do we need to drink lots of water?
10.	How can stress cause pimples?

**TASK 8**

In Task 7, you find some words below. In pairs, use the dictionary to find the Indonesian meaning. After you finish, share your answers to another partner. Then, repeat after your teacher.

NO	Words			Indonesian Meaning
1.	gently	/ˈdʒɛntli/	(ks)	
2.	dirt	/dɜ:t/	(kb)	
3.	prone	/prəʊn/	(ks)	
4.	clog	/klog/	(kk)	
5.	trigger	/ˈtrɪgə/	(kk)	
6.	exposure	/ɪkˈspəʊʒə/	(kb)	

**TASK 9**

Study and discuss the following explanation about Procedure text with your partner. You can ask to your teacher if you do not understand about the explanation.

### PROCEDURE

The monologue in Task 1 is called a procedure text that has a purpose to tell how to do something. The text provides instructions for doing something, making something, or getting somewhere. Examples of procedure texts include:

- Recipes
- Itineraries
- Instruction manuals
- Directions
- Tips

### FEATURES OF A PROCEDURE

#### Constructing a Procedure

A procedure text usually has three sections:

- An introductory statement or title: It gives the aim or goal of the procedure.
- A list of materials that will be needed to complete the procedure.
- A sequence of steps, in the order they need to be completed, to achieve this goal.

- A list of materials that will be needed to complete the procedure.
- A sequence of steps, in the order they need to be completed, to achieve this goal.

Some procedures have other stages such as explaining why each step is necessary.

### Grammatical Features of a Procedure

Procedure texts usually include the following grammatical features:

- Sentence that begins with verbs and are stated as commands.
- Time words or numbers that show the order for carrying out the procedure.
- Adverbs to describe how the action should be performed.
- Precise terms and technical language.

### THE PROCEDURE SCAFFOLD

#### 1. An introductory statement giving the aim or goal

- This may be the title of the text.
- This may be an introductory paragraph.

#### 2. Materials needed for completing the procedure

- This may be a list.
- This may be a paragraph.
- This step may be left out in some procedures.

#### 3. A sequence of steps in the correct order

- Numbers can be used to show: first, second, third and so on.
- The order is usually important.
- Words such as **now**, **next** and **after this** can be used.
- The steps usually begin with a command such as *add*, *stir*, etc.

### TASK 10



Listen to the monologue entitled “How to Make an Avocado Facial Mask”. From the monologue, arrange the steps into good order. After you finish, share the answers to your partner.

Cut the avocado. Then, add 4 tbs of it into the bowl.

Pressing down them together.

- ☐ Add 1 egg-yolk.
- ☐ Add 4 tbs of warmed honey.
- ☐ Apply it to the face.

Did you notice how the speaker say the steps?  
Did she use terms, such as “first”, “second”, “third”, etc?

## TASK 11



Study the explanation about Sequencing Connectives. Discuss it with your partner. Ask your teacher if you do not understand about the explanation.

### SEQUENCING CONNECTIVES

In procedure texts, there are steps that are sequenced well. For sequencing the steps, it need connectives. It is needed because:

- It can help in developing the logical sequence of the ideas.
- It can show chronological order.

The sequencing connective includes *first, second, after that, next, etc.*

#### EXAMPLE:

- First, take 6 strawberries
- Second, blend it with 2 tbs of sugar, honey, and baking soda.
- Third, apply it into your face.

Adapted from: <http://www.grammarbank.com/connectives-list.html>

## TASK 12



Listen again to the monologue entitled “How to Make an Avocado Facial Mask”, then, decide whether the statements are true or false based on the monologue. Correct the wrong statements. Share your answers to your partner.

NO	Statements	T/F	Corrections
1.	Avocado can make your skin dry.		

2.	Warm honey is used because it can blend the ingredients really well.		
3.	To get 4 tbs of avocado, it is needed just a half of avocado.		
4.	We need to apply the mask for 45 minutes.		
5.	The mask makes the skin look really dewy and glowy.		

### LET'S CREATE

#### TASK 13



In pairs, listen to the monologue. Propose your own title of the monologue. Pay attention to informations discussed. Do your work in the following rubric. Then, share your work to your friends in a group of 4.

Title :

Ingredients: (Circle the correct ingredients)

Egg yellow

Egg white

Olive oil

Almond oil

Rice powder

Oatmeal

Orange

Lemon

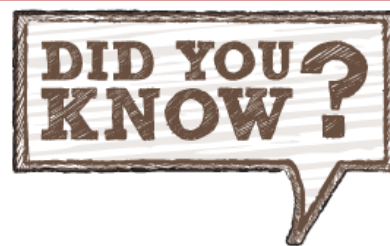
Steps:



## TASK 14



In a group of four, listen to the tips on “Ways to Prevent Wrinkles”. Take note the informations discussed. Please pay attention to not only the number of ways, but also any important informations provided. Then, share your note to your friends in other groups.



that soy can help you maintain a youthful glow?

Picture was taken from:

<http://www.godsdirectcontact.org/veg/alternativeliving/recipe/08/soyMilk.jpg>

## LET'S READ AND WRITE

### OBSERVE IT

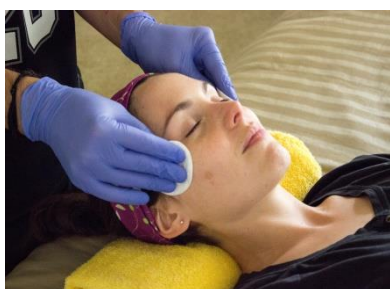
#### TASK 15



Read the following text entitled 10 Steps of a Spa Facial carefully. After that, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.

### 10 Steps of a Spa Facial

In having facial, there are steps must be followed. Each aesthetician has their own way to deal with facial; however, there are the basic steps to do a facial. By having a facial, skin will be healthy, and more relax.



#### Cleanse

The facial begins by removing any makeup. The aesthetician will use cleansing milk, or cream; gel or lotion into the face, neck and décolleté to remove makeup. Then, she use facial sponges, cloths or cotton pads to remove the cleanser with warm water.

#### Consultation

For the next step, the eyes will be covered with moistened pads. By using a lighted magnifying glass, she will evaluate the skin. She may lightly pinch the skin to check for elasticity or press on it to check thickness. During this phase, the aesthetician may discuss her findings with the customer and ask her/him about skin care regimen and her/his expectations for the facial.



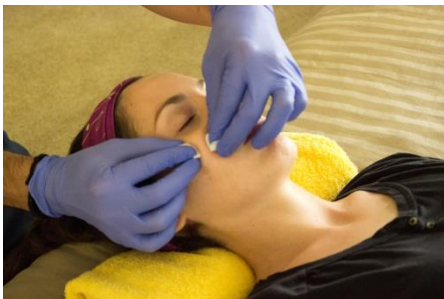
### Exfoliation

After the aesthetician understands the customer's skin care needs, she will choose an exfoliation cream, gel, mask, or peel to be used. Certain exfoliation products, such as enzyme peels, require the product to be left on the face to dissolve the plugs that cause blackheads. Other products require either manual or machine

stimulation.

### Steam

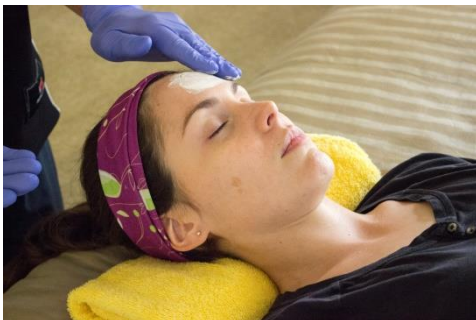
The next phase is a steam process. Depending upon the exfoliation product used, steam will either be applied to the face during that phase or after the product has been removed. Some spas may use heated, moist towels instead of steam. The moist heat loosens plugs and encourages skin to sweat out any impurities that may be caught in pores.



### Extraction

After the steam process, the customer will have the extraction phase. In this phase, the aesthetician will remove blackheads and, possibly, whiteheads. Usually, she will use a lighted magnifying glass to examine the skin. The aesthetician may use a blackhead extractor, a stainless steel instrument that allows blackheads to be gently

expressed. Some aestheticians choose to wrap their fingers with cotton to protect the skin while manually expressing the plugs.



### Massage

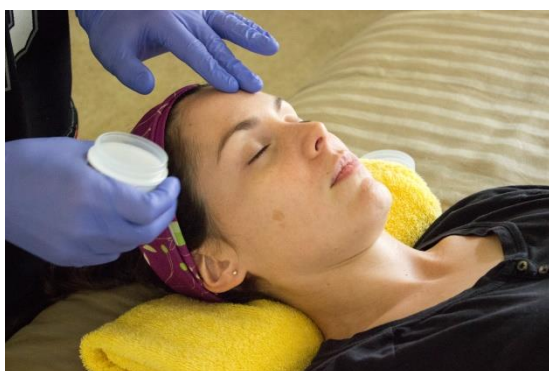
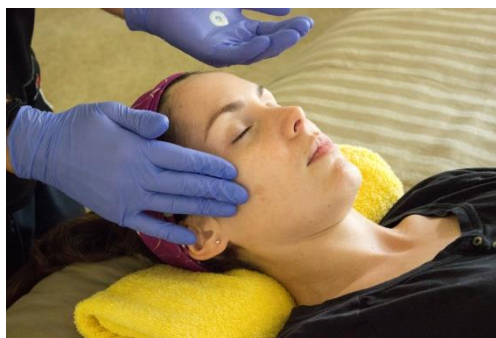
In the massage phase, the skin will be stimulated and lubricated. Aesthetician may use a massage oil or lotion during this process. Depending upon her training and the treatment, she may massage the neck, shoulders, décolleté and/or scalp as well. The customer may notice that her/his sinuses feel clearer and she/he feels deeply relaxed after the massage.

## Mask

Depending upon the skin's needs, the aesthetician then chooses a mask. If the skin is oily, she may choose a clay-based mask to draw off the excessive sebum. If the skin is dehydrated, she will choose one that replenishes moisture. Masks are highly specific and are formulated to treat specific skin care needs.

## Serum

After the mask is removed, the aesthetician will likely apply a specialty serum to the skin. Some spas charge extra for this step, while others include it as part of the facial. Serums include those for aging skin, for blemished skin and for sensitive skin.



## Final Touch

Before sending the customer out the door, aesthetician will apply a skin-specific cream or gel to the customer's skin. She may also apply an eye gel and/or lip treatment cream.

Adapted from:  
<http://www.livestrong.com/article/103597-steps-spa-facial/> - by Katherine Mariaca

### What I know and/or I want to know further

1. What the text is about.
2. The purpose of the text.
3. The tenses used in the text.
4. The parts of that type of text.
5. Where that type of text can be found.

What I know	What I want to know further


## LET'S MAKE QUESTIONS

### TASK 16



Referring to “What I want to know further” in Task 15, make relevant questions. Examples are provided for you.

1. What is the text about?
2. What is the purpose of the text?
3. What tenses are used in the text?
4. What are the parts of that type of text?
5. Where can we find that type of text?
- 6.
- 7.
- 8.
- 9.
- 10.

### TASK 17



In pairs, propose your temporary answer to your questions in Task 16. Also, discuss the following question with your partner.

**What is the difference between the content of text in Task 15 and the content of the monologue in Task 4?**

(continued)

### LET'S FIND OUT

#### TASK 18



Reread the text entitled “10 Steps of a Spa Facial”. Then, decide whether the statements are true or false based on the text. Correct the wrong statements. Share your answers to your partner.

NO	Statements	T/F	Corrections
1.	The customer does a facial without any consultation.		
2.	Aesthetician will choose the products based on the customer's skin care needs.		
3.	Blackheads or whiteheads must be removed from the plugs.		
4.	A clay-based mask is for dehydrated type of skin.		
5.	A stainless steel instrument can be used for removing blackheads.		
6.	Massage will make no effects at all.		

### TASK 19



When you read the text entitled “10 Steps of Spa Facial”, you will find the following words. In pairs, use your dictionary to find the Indonesian meaning of the words. Look at the example. After you finish, share your answers to your friends. Then, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	pore /pɔːr/ (kb)	Pori-pori
2.	consultation /ˌkɒn.səl'teɪ.ʃən/ (kb)	
3.	steam /sti:m/ (kb)	
4.	sebum /'siː.bəm/ (kb)	
5.	aging /'eɪ.dʒɪŋ/ (ks)	
6.	blemish /'blem.ɪʃ/ (kb)	
7.	lubricate /'luː.brɪ.keɪt/ (kk)	
8.	massage /'mæs.ɑːʒ/ (kk)	
9.	scalp /skælp/ (kb)	
10.	décolleté /deɪ'kɒlteɪ/ (kb)	
11.	moisture /'mɔɪstʃə/ (kb)	

### TASK 20



Study the explanation about Imperative Sentences. Discuss it with your friends. Ask your teacher if you do not know the explanation.

#### IMPERATIVE SENTENCE

When you make procedure texts, you need to use imperative sentence. What kind of sentence is it?

- It is a type of sentence that are used to give commands, make polite requests, and give directions.
- It typically begins with the base form of a verb (V1).
- The understood subject of the sentence is *you* (meaning the person the -



speaker is talking to). Eg: (You) *cleanse the face with lukewarm water.*

The formula is: **Verb + Object + Adverb**

**Example** : **Cleanse the face with lukewarm water.**

Adapted from: Azar (1992)

### TASK 21



Watch a video entitled “Needle-free Mesotherapy for Skin Rejuvenation”. The manuscript of the video that already reorganized is provided for you.

Also, is there any differences between the text in Task 21 with a text in Task 15? Discuss it in a group of 4. Then, share your ideas.



Picture 1.9

### Needle-free Mesotherapy for Skin Rejuvenation

1. Connect the Vacuum treatment head to the machine
2. Apply essential oil on skin
3. Choose no.2 facial treatment head
4. Switch to manual operation mode
5. Set the energy of suction to 02, release to 02, and intensity at level 3
6. Massage skin from the collarbone up to the mandible, 3-5 times in 3 minutes
7. With the vacuum, start the suction from lower lip lifting up to the behind of ears 3-5 times in 3 minutes.
8. Then, from corners of mouth to the front of the ears, 3-5 times in 3 minutes; from sides of nose to the middle of ears, 3-5 times in 3 minutes.
9. Move along the inferior orbit, from corners of eyes to temple, 3-5 times in 3 minutes.
10. Starting separately from tails of brows; middle of brows and brows moving tenderly to the hairline, 3-5 times in 3 minutes.
11. Hold onto each acupuncture point for 10 seconds.
12. Change to **MESO** treatment head, then fill in the essential oil.
13. Set energy to 2.
14. Move the treatment head from the collarbone up to the mandible; then from lower lip lifting up to behind of ears.
15. After that, move the machine from corners of mouth to the front of the ears; after that, from sides of nose to the middle of ears.
16. Move along the inferior orbit, from corners of eyes to temple; move from tail of the eye upwards to hairline.



17. Starting separately from tails of brows; middle of brows and brows moving tenderly to the hairline.

#### **MICROCURRENT TREATMENT**

18. Operated by micro-current treatment head. Apply the gel into the skin. Set the intensity to 2.
19. Move from neck area. Please make zigzag paths across the wrinkles in neck, round lips. Keep away from Adam's apple.
20. Same method is applied for fine lines treatment, laughing lines treatment.
21. Move a bit faster when crossing the temple. Same method is applied to treat wrinkles on forehead and the bridge of nose

The video was taken from: [http://www.dailymotion.com/video/xcgm36\\_needle-free-mesotherapy-no-needle-m\\_tech](http://www.dailymotion.com/video/xcgm36_needle-free-mesotherapy-no-needle-m_tech)

#### **TASK 22**



**Based on text in Task 21, answer the following questions. Discuss it with your partner. Then, share your answer.**

1. What did you get from the manual instruction above?
2. Did you notice the characteristics of a procedural text in the text? What are they?
3. From the text, what are the purposes of the mesotherapy machine?
4. When operating the mesotherapy machine, does she use the same intensity level all the time?
5. Before starting the mesotherapy procedure, what does the therapist do to the customer's face?

**TASK 23**

From the text in Task 21, you may notice some following words. In pairs, use your dictionary to find the Indonesian meaning of the words. Match the English word and its meaning. After you finish, share your answers to another partner. Then, repeat after your teacher.

Words	
suction	/ˈsʌk.fən/
collarbone	/ˈkɑː.lə.boʊn/
mandible	/ˈmæn.dɪ.bəl/
temple	/ˈtem.pəl/
hairline	/ˈheə.laɪn/
wrinkle	/ˈrɪŋ.kl/

Indonesian Words
kerutan
pelipis
batas rambut
penghisapan
rahang bawah
tulang selangka

**TASK 24**

Make imperative sentences using the words provided below. An example is provided for you. After you finish, share your answers to your partner.

1. Cleanse

Cleanse the face by using cotton pads.

2. Apply

\_\_\_\_\_

3. Remove

\_\_\_\_\_

4. Rinse

\_\_\_\_\_

5. Blend

\_\_\_\_\_

6. Choose

\_\_\_\_\_

7. Stir

\_\_\_\_\_

8. Put

\_\_\_\_\_

## LET'S CREATE

### TASK 25



Arrange the jumbled words (number 1-4) into good imperative sentences. Match the instruction with the picture. Then, share the answers to your friends.

### Moisturizing Honey Wash

#### Ingredients:

- 1 tablespoon of honey
- 1 tablespoon of oat/rice bran

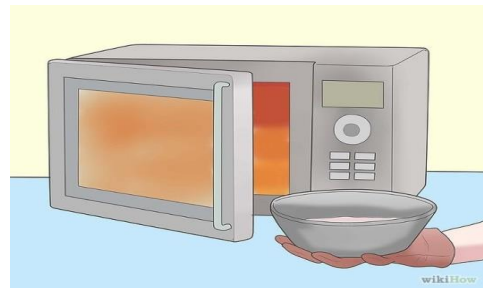


1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3	4
 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>

1. until - blended - stir - well

\_\_\_\_\_

2. a - ingredients - in - combine - bowl

\_\_\_\_\_

3. microwave - heat - a - in

\_\_\_\_\_

4. warm - face - while - this - wash - it's - still - use

\_\_\_\_\_

Adapted from: <http://www.wikihow.com/Make-Natural-Face-Cleaners>

## TASK 26



Have you ever followed steps to make or do something related to face treatments? In a group of 4, make your own procedure text. You can use Internet to support your work. Draw your own pictures to make it clearer. Then, present your work in front of class. Choose one of the themes provided below.

- Manual instruction of using a facial instrument
- Steps of how to make a traditional facial mask, or a natural face cleanser.

(continued)

**Do your work in this rubric.**

**TITLE:**

**INGREDIENTS/MATERIALS:**

**STEPS:**

**TIPS:**

## HOMEWORK

There are problems to be solved. What can you do to help them? Find ways or tips to solve their problems. You can use any source to support your work. Take notes important informationsmwith your own words. Add pictures to make it clearer.



Picture 1.10

Oh God! There are pimples on my face. It looks so bad! Does anyone can help me???

HELP ME! I have to meet my client next month, but I have acne scars on my face. Can I get rid of it quickly? Give me tips on that!



Picture 1.11

## LET'S SUMMARIZE

### PROCEDURE TEXT

Procedure text is a type of text that has a purpose to tell how to do something. The text provides instructions for making something, doing something, or getting somewhere. A procedure text usually has three sections:

- An introductory statement or title: It gives the aim or goal of the procedure.
- A list of materials that will be needed to complete the procedure.
- A sequence of steps, in the order they need to be completed, to achieve this goal.

### IMPERATIVE SENTENCES

It is a type of sentence that gives advice or instructions that expresses a command or request. It typically begins with the base form of a verb (V1).

### SEQUENCING CONNECTIVES

In procedure texts, there are steps that are sequenced well. For sequencing the steps, it needs connectives. It is needed because:

- It can help in developing the logical sequence of the ideas.
- It can show chronological order.

The sequencing connective includes *first, second, after that, next*, etc.

#### EXAMPLE:

- First, take 6 strawberries
- Second, blend it with 2 tbs of sugar, honey, and baking soda.
- Third, apply it into your face.

## LET'S HAVE A REFLECTION

Before I studied this unit

I did not understand \_\_\_\_\_

\_\_\_\_\_

When I was studying this unit	Difficulties: _____  How I overcame the difficulties: _____
After I had studied this unit	I think _____ _____
What I like the most from this unit is	...

Read the statements below, then tick (✓) the option that is most applicable to you.

Statements	Definitely	Yes	Maybe	No	No at all
The text was easy to understand.					
I can write a procedure text.					
I like writing reflections.					
I will continue writing reflections.					



## UNIT 2

### English for Beauty Skin Care Programme

Grade Eleven



Source: <http://nrtribune.com/wp-content/uploads/2015/05/1216.jpg>



Source: <http://geneticvitality.com/wp-content/uploads/2011/03/Healthy-Couple-Anti-Aging-Vitality-e1299265116656-750x287.jpg>

Do you care about your skin? Have you ever tried to find out any information about skin? Have you ever made a report about it? In this unit, you will learn about how to gather factual information about something, and how to report it through series of task.

## UNIT 2 | What is a Skin?

In this unit, you will:

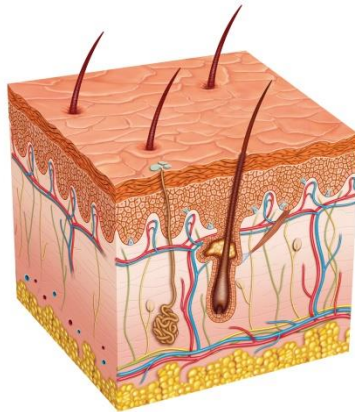
- watch videos
- study the explanation of report text
- have a discussion about related topic
- read some report texts
- study the passive voice
- make your own report text

### WARM-UP

#### TASK 1



Answer the questions based on your experience.



1. Have you ever learned about what a skin is? Can you tell us the parts of a skin?
2. Have you ever reported something based on factual information? What aspects must be said?

Picture 2.1

(continued)

(continued)



Have you ever heard about some skin problems? You have to know about the problems to take care your skin. In pairs, match the words in column A with the meanings in column B. Use a dictionary to find the meaning. It will help you to do the next tasks. After that, repeat after your teacher.

A

rash /ræʃ/

sunburn /'sʌnbɜ:n/

bruise /bru:z/

blister /'blɪstə/

fungus /'fʌŋgəs/

B

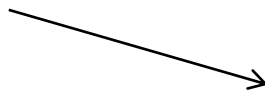
memar

jamur

terbakar sinar matahari

melepuh

ruam



Have you ever seen these following pictures? Is there any difference between these skin problems? Match the words with the pictures provided.

(a)



Picture 2.2

KELOID

STRECH MARK

(b)



Picture 2.3

### LET'S LISTEN AND SPEAK

#### OBSERVE IT

#### TASK 3



Watch to the video entitled “Sweet Strawberries: What is a Strawberry?”. Then, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.



Picture 2.4

#### What I know and/or I want to know further

1. What the monologue is about.
2. The purpose of the speaker telling the monologue.
3. The tenses used in the monologue.

What I know	What I want to know further

### LET'S MAKE QUESTIONS

#### TASK 4



Referring to “What I want to know further” in Task 3, make relevant questions. Examples are provided for you.

1. What is the monologue about?
2. What is the purpose of the speaker telling the monologue?
3. What tenses are used in the monologue?
- 4.
- 5.
- 6.
- 7.
- 8.

#### TASK 5



In pairs, propose your temporary answer to your questions in Task 4. Also, discuss the following questions with your partner.

What do you think about the video? What kind of monologue in the video is it?

(continued)

### LET'S FIND OUT

#### TASK 6



In the video entitled “Sweet Strawberries: What is a Strawberry”, you hear some words stated below. In pairs, find the Indonesian meaning of the words. Share the answers with your friends. After that, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	flavour /'fleɪvə/ (kb)	
2.	firmness /'fə:mənəs/ (kb)	
3.	variety /və'raɪəti/ (kb)	
4.	seed /si:d/ (kb)	
5.	tasty /'teɪsti/ (ks)	
6.	wild /waɪld/ (ks)	

#### TASK 7



Watch again the video entitled “Sweet Strawberries: What is a Strawberry?”. In pairs, listen to it, and take notes any information about it. Do your work in the blank spaces provided. The questions provided will help you making your notes. Then, try to report your notes in groups of four.

*(continued)*

What is it?  
How many variety of it?  
Where is the first place it was found? Is it wild fruit?  
Who are the first people that start to grow it?  
When did people start to grow it?  
What can we do with it?  
What is contained in it? What is the benefits of it?  
Is it a type of berry?  
What does it look like?  
What are the unusual things about it?

## TASK 8



Study and discuss the following explanation about Factual Reports with your partner. You can ask to your teacher if you do not understand about the explanation.

### FACTUAL REPORTS

A factual/an information report is a type of text that presents information about a subject. It usually contains facts about the subject, a description and information on its parts behaviour and qualities. The examples of factual/information reports are:

- textbooks
- lectures
- research assignments
- reference articles

#### Features of a Factual/an Information Report

##### • Constructing a Factual/an Information Report

The steps for constructing a factual/an information report are:

- a general opening statement that introduces the subject of the report. It can include a short description and a definition.
- a series of paragraphs about the subject, usually a new paragraph describes one feature of the subject and begins with a topic sentence.
- a conclusion that summarizes the information presented and signals the end of the report.

##### • Language Features of a Factual/an Information Report

The language features usually found in a factual/an information report are:

- technical language related to the subject
- generalised terms
- use of the timeless present tense

The factual/information reports contain details that describes the subject. The details should be *facts* rather than *opinions*. Good factual/information reports should include only factual descriptions and not judgements.

### SCAFFOLDING

#### 1. A general opening statement in the first paragraph

- This statement tells the audience what the text is going to be about.
- This can include a short description of the subject.
- This can include a definition of the subject.

#### 2. A series of paragraphs about the subject

- Each paragraph usually begins with a topic sentence.
- The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.



- The sentences after the previews give more details.
- Each paragraph should give information about one feature of the subject.
- These paragraphs build a description of the subject of the report.
- They may include technical language that is related to the subject.

### 3. A concluding paragraph (optional)

- The concluding paragraph signals the end of the text.
- This paragraph can summarize the report.

Adapted from: Anderson, Mark. Anderson, Kathy (p.86-103, 1997)

## TASK 9



Watch the video entitled “How do Vitamins Work?”. Then, listen to it and decide whether the statements are true or false based on the video. Correct the wrong statements. Share your answers to your partner.

NO	Statements	T/F	Corrections
1.	Vitamins are organic compounds.		
2.	Bacteria, fungi and plants cannot produce their own vitamins, but the human body do can.		
3.	Vitamins C and B are water-soluble vitamin, therefore it can blend with the bloodstream easily.		
3.	Vitamin K is lipid-soluble vitamin, and it needs protein to be absorbed well.		
4.	The water-soluble vitamin cannot be rejected from the body easily.		

5.	Too much of any vitamin will be no problems for the body.		
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### TASK 10



From the video entitled “How do Vitamins Work?”, you listen some following words. In pairs, use find the Indonesian meaning of the words. Share your work with your friends. After that, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	compound /'kɑ:m.pəʊnd/ (kb)	
2.	ingest /In'dʒest/ (kk)	
3.	defender /dɪ'fen.dər/ (kb)	
4.	wound /wu:nd/ (kb)	
5.	soluble /'sɑ:l.jʊ.bl/ (ks)	
6.	dissolve /dɪ'zɑ:lv/ (kk)	
7.	intestine /In'tes.tɪn/ (kb)	
8.	replenish /rɪ'plen.ɪʃ/ (kb)	
9.	fatigue /fə'ti:g/ (kb)	

### LET'S CREATE

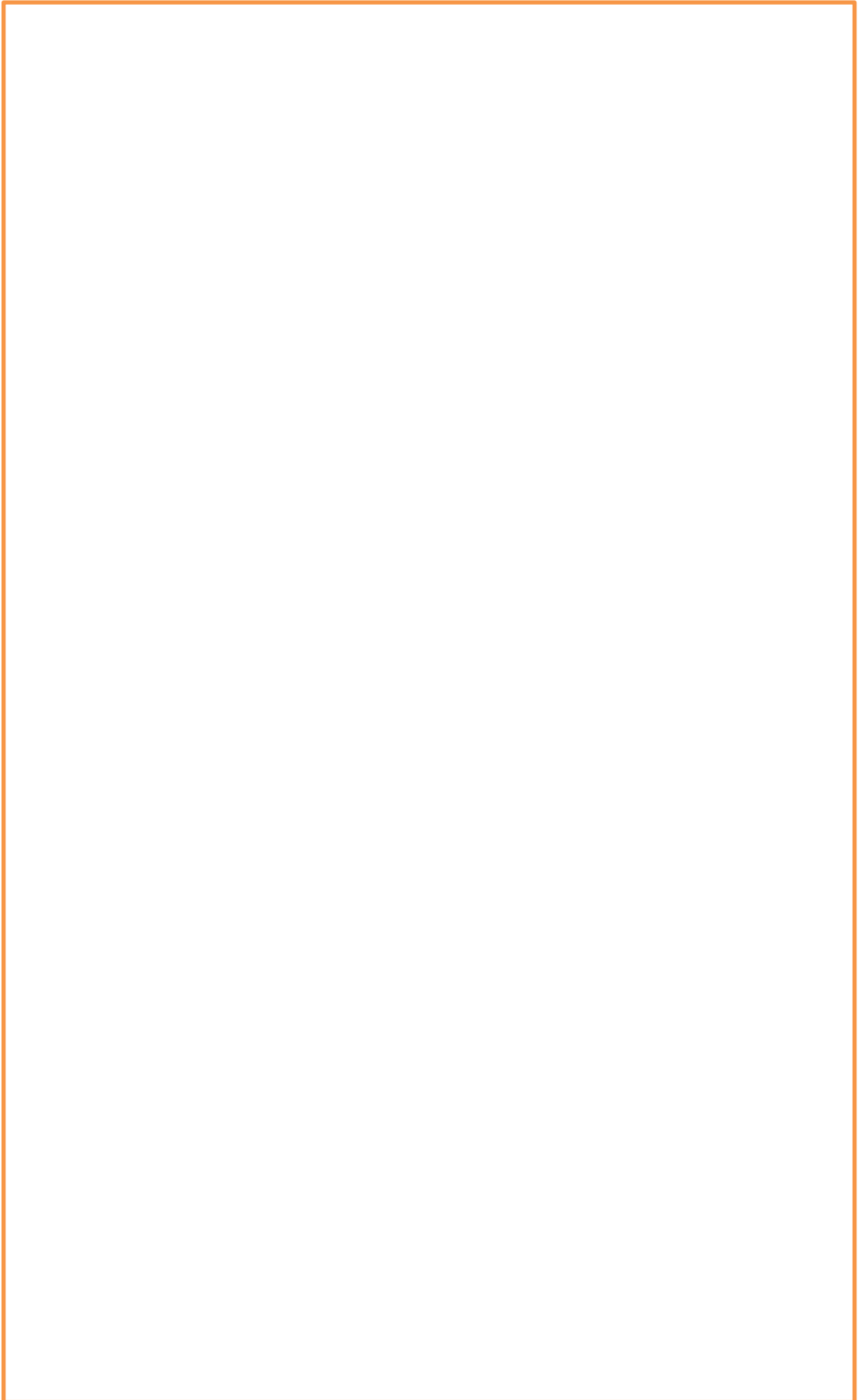
### TASK 11



Watch again the video entitled “How do Vitamins Work?”, and listen to any information discussed. In groups of four, make your own report by using your own sentences about what a vitamin is. The questions followed will help you to gather the information. After that, present the result of your group discussion.

1. What is a vitamin? How many kinds of vitamins are they?
2. What are the use of vitamins?
3. How many forms of vitamins? What are they?
4. How can vitamins be absorbed?
5. Is there any difference between the two types of Vitamins' form?
6. What are the uses of each vitamin?

*(continued)*





An average woman meets 168 chemical ingredients in her beauty regimen everyday, while men has an average of 85 chemical ingredients everyday.

According to a 2005 survey of 2.300 adults by the Environment Working Group.

<http://preview.www.thedailygreen.com/living-green/natural-beauty-cosmetics/natural-beauty-tips>

The chemical glass picture was taken from: <http://bateschemical.com/wp-content/uploads/2012/01/chemicals.jpg>

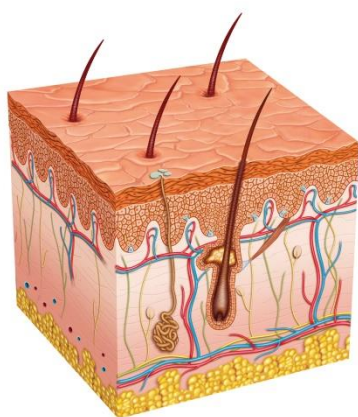
## LET'S READ AND WRITE

### OBSERVE IT

#### TASK 12



Read the following text entitled "Skin" carefully. After that, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.



#### Skin

Skin is an important organ of the human body. It covers all of the body and performs many special functions.

Skin is the largest organ in the human body. It weighs between two and three kilograms and is either glabrous or hairy. Glabrous skin is that found on the palms of the hands and the soles of feet. It is smooth and hairless. Hairy skin covers the rest of the body and this varies in texture, thickness and amount of hair.

Skin is made up of two layers. The outer layer is the epidermis. This is mainly dead or dying skin cells. Beneath the epidermis is the dermis. The dermis is made from tougher fibres and is thicker than the epidermis. Within the dermis are nerves, blood vessels and glands.

Skin does a number of important things for the body. It provides a protective covering for the body, helps to prevent the body from drying out, holds the body organs in place and regulates the body's temperature.

The skin, therefore, is a complex part of the human body.

\*The text was taken from: Anderson, Mark. Anderson, Kathy. (p.89, 1997)

#### What I know and/or I want to know further

1. What the text is about.
2. The purpose of the text.
3. The tenses used in the text.
4. The general structure of the text.
5. The language features of the text.

What I know	What I want to know further

#### LET'S MAKE QUESTIONS

#### TASK 13



Referring to "What I want to know further" in Task 12, make relevant questions. Examples are provided for you.

1. What is the text about?
2. What is the purpose of the text?
3. What tenses are used in the text?
4. What is the general structure of the text?
5. What are the language features of the text?
- 6.

- 7.
- 8.
- 9.
- 10.

#### TASK 14



In pairs, propose your temporary answer to your questions in Task 13.

#### LET'S FIND OUT

#### TASK 15



From the text in Task 12, in groups of four, identify the parts of the text entitled "Skin" by completing the following table with the information you find from the text. Also, identify the language features of the text. After that, share your work with your friends.

General opening statement.	
----------------------------	--

Series of paragraphs about the subject.	
Conclusion.	

### Language Features

Technical Language.	
Topic sentences preview what the paragraphs will be about.	
Timeless Present Tense.	

## TASK 16



Reread the text entitled “Skin”. Individually, please answer these following questions. Then, share the answer with your partner.

1. What is meant by glabrous skin?
2. Does hairy skin cover the rest of the body?
3. How many layers of the skin? What are they?
4. Where is the position of the dermis layer?
5. What does the skin do for the body?



### TASK 17



When you read the text entitled “Skin”, you find the following words. In pairs, use the dictionary to find the Indonesian meaning of the words. Then, share the answers with your friends. After that, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	weigh /weɪ/ (kk)	
2.	hairy /'her.i/ (ks)	
3.	palm /pɑ:m/ (kb)	
4.	tough /tʌf/ (ks)	
5.	gland /glænd/ (kb)	

### TASK 18



Study the following explanation about Timeless Present. You can ask to your teacher if you do not understand about the explanation.

#### Timeless Present

Tense is the time at which the action in the text takes place. It can be in the past (already happened), in the present (is happening now), or in the future (will happen later). The verbs (processes) show the tense of the text. Here are some examples:

- I did my facial at the beauty center yesterday. (past tense)
- I am having a facial. (present tense)
- I will go to the beauty center. (future tense)

In factual/information reports the tense is timeless present. It means that the action always happens in the way in which it is described. Look at the example, and pay attention to the words in bolds:

*A computer system **has** several devices. It **processes** information that is inputted, usually by a keyboard. The system **comprises** a monitor, disk drive and printer.*

*The software **is** the program that operates the system. It **tells** the computer what to do. Software **includes** games, word processing packages and business programs.*

(continued)

Information is stored on hard disks, floppy disks or CD-ROMs. The disk drive **reads** these disks and processes the data on them.

**\*The underlined words are not past tense but are in the passive voice.**

Adapted from: Anderson, Mark. Anderson, Kathy. (p.94-95, 1997)

## TASK 19



**Read the following text entitled “Avocado”. In pairs, identify the timeless present tense and passive voice form by categorizing them into two different columns. After that, share the answer with your friends.**

### Avocado

Avocado trees are evergreens that produce a delicious and nutritious fruit. In Spanish-speaking countries, avocados are known as “alligator pears” because of their pear shape and bumpy skin. It is also called a prehistoric plant because it’s large seed.

An avocado tree grows to about 30 feet tall. Because they grow as wide as they are tall, adequate spacing is needed between trees. The leaves and the fruit of an avocado tree are glossy with dark-green colour. The leaves are sharply pointed shape. Unlike most trees, their flowers typically appear from January to March. The mature tree is able to produce more than a million flowers during a single flowering period. The flesh of the fruit is dark-green near the skin, but turns yellowish nearer the seed. Fruit can remain on trees for several months after avocados have matured. The avocado trees do not have bark to protect them from the sun, so they have to be planted under shades.

Avocados are good for health, such as good for the heart and eyes, offering 20 vitamins and minerals. It also good for skin. Avocados are rich of antioxidant that provide significant protection for skin from the environmental damage that leads to fine lines, wrinkles and other visible signs of aging. It also contains of vitamin C and E. Vitamin C is needed for the creation of elastin and collagen, which bind your skin ceels together and maintain their firmness and structure. Vitamin E is another skin antioxidant that prevents free radical damage from oxidizing fats in the skin cells. Research studies have also demostrated that vitamin E can reduce the effects of UVA and UVB radiation from sun exposure on skin. Avocados also contains of oleic-acid that maintains moisture in the epidermal layer of the skin; helping to make the skin soft and hydrated. It is also -

involved in regenerating damaged skin cells and reducing facial redness and irritation.  
Therefore, consuming avocados are good for health.

Adapted from: <http://healthiestfoods.co.uk/the-top-4-avocado-skin-benefits> and  
<http://www.gardenguides.com/90931-avocado-tree-identification.html#ixzz3UeXWy5tp>

Timeless Present Tense	Passive Voice

## TASK 20



Answer these following questions based on text entitled "Avocado". Then, share your answer to your partner.

NO	Questions
1.	Why is the avocado called alligator pears?
2.	Why do people need an adequate space to grow the avocado trees?
3.	Where is the avocados' flowers usually appear?
4.	What are the benefits of an avocado?
5.	Is there any difference between the benefits of Vitamin C and Vitamin E? What are they?

(continued)



### TASK 21



When you read the text entitled “Avocado”, you find the words in column A. In pairs, match the words in column A with the meanings in column B. Use a dictionary to find the meaning. Then, share the answer with your friends. After that, repeat after your teacher.

A

evergreen /'ev.ə.gri:n/

bumpy /'bʌm.pi/

prevent /pri'vent/

flesh /fleʃ/

mature /mə'tjʊr/

B

fully developed physically;  
full-grown.

to stop something from  
happening.

the soft inside part of a fruit  
or vegetable.

not smooth

a plant, bush, or tree that  
has leaves for the whole  
year.

## TASK 22



Study the following explanation about Passive Voice. You can ask to your teacher if you do not understand about the explanation.

PASSIVE VOICE	
<p>Active: (a) <u>Mary</u> <b>helps</b> <u>the boy</u> S + verb + object</p> <p>Passive: (b) <u>The boy</u> <b>was helped</b> by Mary S + verb</p>	<p>In the passive, <i>the object</i> of an active verb becomes <i>the subject</i> of the passive verb. The subject of an active verb follows <b>by</b> in a passive sentence. The noun that follows <i>by</i> is called the “agent”. In (b): <b>Mary</b> is the agent.</p> <p>(a) and (b) have the same meaning.</p>
<p>Active : (c) An accident happened.</p> <p>Passive : (d) (none)</p>	<p>Only transitive verbs (verbs that can be followed by an object) are used in passive voice. It is not possible to use intransitive verbs in the passive.</p>
Form of the passive: <b>be + past participle</b>	
Active	Passive
<i>simple present</i> : Mary helps the boy.	The boy is helped by Mary.
<i>present progressive</i> : Mary is helping the boy.	The boy is being helped by Mary.
<i>present perfect*</i> : Mary has helped the boy.	The boy has been helped by Mary.
<i>simple past</i> : Mary helped the boy.	The boy was helped by Mary.
<i>past progressive</i> : Mary was helping the boy.	The boy was being helped by Mary.
<i>past perfect*</i> : Mary had helped the boy.	The boy had been helped by Mary.
<i>simple future*</i> : Mary will help the boy.	The boy will be helped by Mary.
<i>be going to</i> : Mary is going to help the boy.	The boy is going to be helped by Mary.
<i>future perfect*</i> : Mary will have helped the boy.	The boy will have been helped by Mary.
<p>(e) Was the boy <b>helped</b> by Mary?</p> <p>(f) Is the boy <b>being helped</b> by Mary?</p> <p>(g) Has the boy <b>been helped</b> by Mary?</p>	<p>In the question form of passive verbs, an auxiliary verb precedes the subject.</p>
<p>*The progressive forms of the <i>present perfect</i>, <i>past perfect</i>, and <i>future perfect</i> are rarely used in the passive.</p>	

Taken from: Azar (p.208, 2002).

### TASK 23



Change the active to passive. Then, share your answer with your partner.


NO	Active	Passive
1.	The therapist applied the honey mask to my face.	
2.	Dermatologist has advised the facial treatment.	
3.	Susan will invite Nana to the beauty center.	
4.	The therapist is preparing the facial mask.	
5.	She had removed the comedones.	
6.	The beauty center's staffs serve customers.	

### LET'S CREATE

### TASK 24



In pairs, find the information about the pictures below and fill in the blanks based on information you get. You can use any source to support your work. After that, share your work in groups of four.

 <p>Picture 2.5</p>	<p>Name:</p> <p>General Information:</p> <p>Specific Information:</p> <p>Physical Characteristics:</p> <ul style="list-style-type: none"> <li>- Information about the tree, fruit, etc.</li> <li>- Size</li> <li>- Colour</li> </ul> <p>Habitat:</p> <p>The benefits for human:</p>
--	---



Picture. 2.6

Name:  
 General Information:  
 Specific Information:  
 Physical Characteristics:  
   - Information about the tree, fruit, etc.  
   - Size  
   - Colour  
  
 Habitat:  
 The benefits for human:



Picture 2.7

Name:  
 General Information:  
 Specific Information:  
 Physical Characteristics:  
   - Information about the tree, fruit, etc.  
   - Size  
   - Colour  
  
 Habitat:  
 The benefits for human:

## TASK 25



Based on the pictures and information in Task 24, individually, make a draft of 150-200 words by referring to the information you have got. Choose one of them. After that, share your work in groups of four.

Title:

General Information:

Bundles of Specific Information:

(continued)

### HOMEWORK

**Individually, find any information about something relates to skin health. You can use any source, like textbooks, internet, etc. After that, rewrite it by using your own words. Do not forget to add the references. Then, share your work in front of class. The report text can consist of some points as follows. You can also add more information.**

Name:

General Information:

Specific Information:

Physical Characteristics:

- Information about the thing discussed.
- Size
- Colour

Habitat:

The benefits for human:



## FACTUAL REPORTS

A factual/an information report is a type of text that presents information about a subject. It usually contains facts about the subject, a description and information on its parts behaviour and qualities.

The generic structure of the report text are:

- a general opening statement that introduces the subject of the report. It can include a short description and a definition.
- a series of paragraphs about the subject, usually a new paragraph describes one feature of the subject and begins with a topic sentence.
- a conclusion that summarizes the information presented and signals the end of the report.

The language features usually found in a factual/an information report are:

- technical language related to the subject
- generalised terms
- use of the timeless present tense

The factual/information reports contain details that describes the subject. The details should be *facts* rather than *opinions*. Good factual/information reports should include only factual descriptions and not judgements.

## Timeless Present

Tense is the time at which the action in the text takes place. It can be in the past (already happened), in the present (is happening now), or in the future (will happen later). The verbs (processes) show the tense of the text. Here are some examples:

- I did my facial at the beauty center yesterday. (past tense)
- I am having a facial. (present tense)
- I will go to the beauty center. (future tense)

In factual/information reports the tense is timeless present. It means that the action always happens in the way in which it is described.

## PASSIVE VOICE

In the passive, *the object* of an active verb becomes *the subject* of the passive verb. The subject of an active verb follows **by** in a passive sentence. The noun that follows **by** is called the "agent".

The examples: **Active:** (a) Mary **helps** the boy  
S + verb + object

(continued)

**Passive: (b) The boy was helped by Mary**  
S + verb

In (b): *Mary* is the agent.

(a) and (b) have the same meaning.

Only transitive verbs (verbs that can be followed by an object) are used in passive voice.  
It is not possible to use intransitive verbs in the passive.

Form of the passive: be + ***past participle***

### LET'S HAVE A REFLECTION

Before I studied this unit	I did not understand _____ _____
When I was studying this unit	Difficulties: _____  How I overcame the difficulties: _____
After I had studied this unit	I think _____ _____
What I like the most from this unit is...	...

Read the statements below, then tick (✓) the option that is most applicable to you.

Statements	Definitely	Yes	Maybe	No	No at all
The text was easy to understand.					
I can write a report text.					

I like writing reflections.					
I will continue writing reflections.					

# UNIT 3

## English for Beauty Skin Care Programme

Grade Eleven



Source:  
<http://icosa.hkbu.edu.hk/grammar/sentence-structure/conditionals/files/img/img1.jpg>



Source: <https://www.pinterest.com/psteegma/dermatology-cartoons/>

In daily conversation, sometimes you will have to talk about possible or imaginary situations. What would you say? Do you know how to say it? In this unit, you will learn how to talk about possible or imaginary situations through series of task.

## UNIT 3 | If I..., I would...

In this unit, you will:

- watch movie clips
- learn all about Conditional Sentences
- read a short story
- have a discussion about related topic
- write dialogues/a script using Conditional Sentences

### WARM-UP

#### TASK 1



Answer the questions with “yes” or “no”.

- If the weather had been good yesterday, our picnic would not have been canceled.*
  - Was the picnic canceled? \_\_\_\_\_
  - Was the weather good? \_\_\_\_\_
- Ann would have made it to class on time this morning if the bus hadn't been late.*
  - Did Ann try to make it to class on time? \_\_\_\_\_
  - Did Ann make it to class on time? \_\_\_\_\_
  - Was the bus late? \_\_\_\_\_
- If I didn't have any friends, I would be lonely.*
  - Am I lonely? \_\_\_\_\_
  - Do I have friends? \_\_\_\_\_
- If I were a carpenter, I would build my own house.*
  - Do I want to build my own house? \_\_\_\_\_
  - Am I going to build my own house? \_\_\_\_\_
  - Am I a carpenter? \_\_\_\_\_
- If you heat water, it boils.*
  - Do you heat water? \_\_\_\_\_
  - Does it boil? \_\_\_\_\_

**TASK 2**

In pairs, discuss then decide whether the statements are the truth; possible situations; or unreal/impossible situations by giving a tick in a correct column.

NO	Statements	The truth	Possible Situation	Unreal/ Impossible Situation
1.	If the weather had been good yesterday, our picnic would not have been canceled.			
2.	Ann would have made it to class on time this morning if the bus hadn't been late.			
3.	If I didn't have any friends, I would be lonely.			
4.	If I were a carpenter, I would build my own house.			
5.	If you heat water, it boils.			

Do you notice the differences between each statement? How the sentences are structured?

**Discussion Notes**

## LET'S LISTEN AND SPEAK

### OBSERVE IT

#### TASK 3



Watch the movie clips of “Hercules”. Then, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.



Picture 3.1

#### What I know and/or I want to know further

4. The purpose of the speaker telling the statements.
5. The tenses used in the clips.
6. The grammatical structure of the statements.

What I know	What I want to know further

### LET'S MAKE QUESTIONS

#### TASK 4



Referring to “What I want to know further” in Task 3, make relevant questions. Examples are provided for you.

9. What is the purpose of the speaker telling the statements?
10. What tenses are used in the clips?
11. What is the grammatical structure of the statements?

12.

13.

14.

15.

### TASK 5



In pairs, propose your temporary answer to your questions in Task 4.

### LET'S FIND OUT

### TASK 6



Watch again the movie clips of "Hercules". In pairs, discuss and answer the questions followed. Then, share your work in groups of four.

NO	Statements	Questions	Answers
1.	<i>"Hades is going to kill us"</i>	What does it mean?	



	<p><i>when he finds out what happened."</i></p> <p><i>"You mean, if he finds out."</i></p> <p><i>..."If...If is good."</i></p>	<p>Does Hades know what is happened?</p> <p>Will the two characters on the scene 1 say to Hades what is happened?</p>	
2.	<p><i>"Hercules, <u>if you can prove yourself</u> a true hero on earth, your godhood will be restored."</i></p>	<p>In the scene 2, is hercules already a god?</p> <p>What does Zeus want to say to Hercules?</p> <p>What does the underline sentence mean?</p>	
3.	<p><i>"...if I don't become a true hero, I'll never be able to rejoin my father, Zeus."</i></p>	<p>What will Hercules do to rejoin with his father?</p>	
4.	<p><i>"If you don't help him now Phil, he'll die."</i></p>	<p>Does hercules die?</p> <p>Will Phil help Hercules?</p>	

## TASK 7



Have you ever dreamt to be a hero? What would you do if you were a hero? Write on the following rubric. Then, share your work in groups of four.

If I were a hero, I would...

(continued)



### TASK 8



Study and discuss the following explanation about Conditional Sentences with your partner. You can ask to your teacher if you do not understand about the explanation.

#### CONDITIONAL SENTENCE

Conditionals are used to talk about possible or imaginary situations. It typically consists of an *if-clause* (which presents a condition) and a result clause.

Basic Verb Forms Used in Conditional Sentences			
Situation	If-Clause	Result Clause	Examples
True in the present/future	simple present	simple present	If I <b>have</b> enough time, I <b>watch</b> TV every evening.
		will + simple form	If I <b>have</b> enough time, I <b>will watch</b> TV later on tonight.
Untrue in the present/future	simple past	would + simple form	If I <b>had</b> enough time, I <b>would watch</b> TV now or later on.
Untrue in the past	past perfect	would have + past participle	If I <b>had had</b> enough time, I <b>would have watched</b> TV yesterday.

True in the Present and Future	
<p>(a) If I <i>don't eat</i> breakfast, I always <b>get</b> hungry during class.</p> <p>(b) Water <b>freezes</b> or <b>will freeze</b> if the temperature <i>reaches</i> 32°F/0°C.</p> <p>(c) If I <i>don't eat</i> breakfast tomorrow morning, I <b>will get</b> hungry during class.</p> <p>(d) If It <i>rains</i>, we <b>should stay</b> home. If It <i>rains</i>, I <b>might decide</b> to stay home. If It <i>rains</i>, we <b>can't go</b>. If It <i>rains</i>, we're <b>going to stay</b> home.</p> <p>(e) If anyone <i>calls</i>, please <b>take</b> a message.</p>	<p>In conditional sentences that expresses true, factual ideas in the present/future, the <i>simple present</i> (not the simple future) is used in the <i>if-clause</i>.</p> <p>The result clause has various possible verb forms. A result clause can be:</p> <ol style="list-style-type: none"> <li>1. the <i>simple present</i>, to express a habitual activity or situation, as in (a).</li> <li>2. either the <i>simple present</i> or the <i>simple future</i>, to express an established, predictable fact or general truth, as in (b).</li> <li>3. the <i>simple future</i>, to express a particular activity or situation in the future, as in (c).</li> <li>4. <i>modal</i> and <i>phrasal modals</i> such as <b>should, might, can, be going to</b>, as in (d).</li> <li>5. an imperative verb, as in (e).</li> </ol>
<p>(f) If anyone <b>should call</b>, please take a message.</p>	<p>Sometimes <b>should</b> is used in an <i>if-clause</i>. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of examples (e) and (f) is the same.</p>

Untrue (Contrary to Fact) in the Present or Future	
<p>(a) If I <b>taught</b> this class, I <b>wouldn't give</b> tests.</p> <p>(b) If he <b>were</b> here right now, he <b>would help</b> us.</p> <p>(c) If I <b>were</b> you, I <b>would accept</b> their invitation.</p>	<p>In (a): In truth, I don't teach the class. In (b): In truth, he is not here right now. In (c): In truth, I am not you.</p> <p>Note: <b>were</b> is used for both singular and plural subjects. <b>Was</b> (with <i>I, he, she, it</i>) is sometimes used in informal speech: <i>If I <b>was</b> you, I'd accept their invitation.</i></p>
<p><b>Compare:</b></p> <p>(d) If I had enough money, I <b>would buy</b> a car.</p> <p>(e) If I had enough money, I <b>could buy</b> a car.</p>	<p>In (d): The speaker wants a car, but doesn't have enough money. <b>Would</b> expresses desired or predictable results.</p> <p>In (e): The speaker is expressing one possible result. <b>Could</b> = <i>would be able to</i>. <b>Could</b> expresses possible options.</p>

Untrue (Contrary to Fact) in the Past	
<p>(a) If you <b>had told</b> me about the problem, I <b>would have helped</b> you.</p> <p>(b) If they <b>had studied</b>, they <b>would have passed</b> the exam.</p> <p>(c) If I <b>hadn't slipped</b> on the stairs, I <b>wouldn't have broken</b> my arm.</p>	<p>In (a): In truth, you did not tell me about it.</p> <p>In (b): In truth, they did not study. Therefore, they failed the exam.</p> <p>In (c): In truth, I slipped on the stairs. I broke my arm.</p> <p>Note: The auxiliary verbs are almost always contracted in speech. "If you'd told me, I would've helped you. (OR I'd've helped you.)</p>
<p><b>Compare:</b></p> <p>(d) If I had had enough money, I <b>would have bought</b> a car.</p> <p>(e) If I had had enough money, I <b>could have bought</b> a car.</p>	<p>In (d): <b>would</b> expresses a desired or predictable result.</p> <p>In (e): <b>could</b> expresses a possible option; <i>could have bought</i> = <i>would have been able to buy</i>.</p>

Taken from: Azar (2002)

## TASK 9



Listen to the song entitled "If I had a Million Dollars". Fill in the blanks the lyrics. Then, share the answer with your partner.

### If I Had a Million Dollars – by Barenaked Ladies

If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a house  
I would buy you a house

And if I had a million dollars  
If I had a million dollars  
I'd buy you \_\_\_\_\_ for your house  
Maybe a nice Chesterfield or an ottoman

And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you a K-Car  
A nice Reliant automobile  
And if I had a million dollars, I'd buy your love

If I had a million dollars  
I'd \_\_\_\_\_ a tree-fort in our yard  
If I had a million dollars, you could help  
It wouldn't be that hard

If I had a million dollars  
Maybe we could put a little tiny fridge  
In there somewhere  
We could just go up there and hang out  
  
Like open the fridge and stuff  
And there'd all be foods laid out for us  
Like little pre-wrapped sausages and things  
They have pre-wrapped sausages

But they don't have pre-wrapped \_\_\_\_\_  
Well, can you blame them?  
Yeah!

If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a fur coat  
But not a real fur coat, that's cruel

And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you an exotic \_\_\_\_\_  
Yep, like a llama or an emu

And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you John Merrick's remains  
All them crazy elephant bones

And if I had a million dollars  
I'd buy your love  
If I had a million dollars  
We wouldn't have to \_\_\_\_\_ to the store

If I had a million dollars  
We'd take a limousine, 'cause it costs more  
If I had a million dollars  
We \_\_\_\_\_ to eat Kraft Dinner  
But we would eat Kraft Dinner  
Of course we would, we'd just eat more  
And buy really expensive ketchups with it  
That's right, all the fanciest Dijon ketchups

If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a green dress  
But not a real green dress, that's cruel

And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you some \_\_\_\_\_  
A Picasso or a Garfunkel

If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a monkey  
Haven't you always wanted a monkey?

If I had a million dollars  
I'd buy your love

If I had a million dollars  
If I had a million dollars  
If I had a million dollars  
If I had a million dollars  
\_\_\_\_\_.

### TASK 10



In pairs, find the conditional sentences used in the song lyrics “If I Had a Million Dollars”. Then, share your work with your friends.

### LET'S CREATE

### TASK 11



Read the following questions. Answer them in complete sentences. After that, share your answer in groups of four. Compare your responses with your friends' responses.

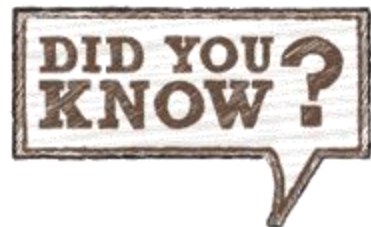
*(continued)*

(continued)

**What IF  
I would**

- What would you do IF you had a million dollar?
- What would you do IF you saw ghosts?
- What would you do IF you won a lottery?
- What would you do IF you could fly?
- Where would you go IF you could go anywhere?
- What would you do IF you were an artist?

**Discussion Notes**



**Daydreaming is proven to improve your brain's performance.**

The photo was taken from:

[http://i.telegraph.co.uk/multimedia/archive/02406/daydreaming\\_2406219k.jpg](http://i.telegraph.co.uk/multimedia/archive/02406/daydreaming_2406219k.jpg)

The quote's source: [love-facts.com](http://love-facts.com)

## LET'S READ AND WRITE

### OBSERVE IT

#### TASK 12



Read the following text entitled “The Necklace” carefully. After that, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.

### *The Necklace*

Mathilde Loisel was “pretty and charming” but felt she had been born into a family of unfavorable economic status. She was married off to a lowly clerk in the Ministry of Education, who could afford to provide her only with a modest though not uncomfortable lifestyle. Mathilde felt the burden of her poverty intensely. She regretted her lot in life and spent endless hours imagining a more extravagant existence. While her husband expressed his pleasure at the small, modest supper she had prepared for him, she dreamt of an elaborate feast served on fancy china and eaten in the company of wealthy friends. She possessed no fancy jewels or clothing, yet these were the only things she lived for. Without them, she felt she was not desirable. She had one wealthy friend, Madame Forestier, but refused to visit her because of the heartbreak it brought her.

One evening, her husband came home with an exultant air, holding a large envelope in his hand. It was a party held by the Minister of Education. He wanted to asked his wife to go there. However, after reading the invitation, his wife then was sad because she had no beautiful dresses to be worn. Knowing the condition, he then asked his wife to buy a new one. His wife asked him to give her four hundred francs. Her husband was agree with that. After she bought a new dress, she seemed sad. She didn’t have any jewels. Then, her husband asked her to go to Madame Forestier to lend some jewels. The next day, Madame Loisel went to see Madame Forestier. There, she lent a jewel, a diamond necklace. She is overcome with gratitude at Madame Forestier’s generosity.

The day of the party arrived. Madame Loisel was a success. She was the prettiest woman present, elegant, graceful, smiling, and quite above herself with happiness. They went home about four o'clock in the morning. Then, Madame Loisel and her husband went home by a cab. However, Madame Loisel was shock when she realized that the necklace was missing. They searched everywhere but they could not find it. By the end of a week they had lost all hope. Madame Loisel thought that she had to replace the diamonds.

They visited many jewelers, hoped that they could find a similar one. Finally, they found a necklace that was worth forty thousand francs. They were allowed to have it for thirty-six thousand if they could buy it in three days. The Loisels spent a week scraping up money from all kinds of sources. After they got the money, then they bought the necklace. When Madame Loisel returned the necklace, she didn’t tell the fact.

The Loisels began to live a life of crippling poverty. They dismissed their servant and moved into an even smaller apartment. Monsieur Loisel worked three jobs, and Mathilde



spent all her time doing the heavy housework. This misery lasted for ten years, but at the end they had repaid their financial debts. Mathilde's extraordinary beauty was gone: she looked like the other women of poor households. They were both tired and irrevocably damaged from ten years of hardship.

One Sunday, while she was out for a walk, Mathilde met Madame Forestier. Feeling emotional, she approached her and offered greetings. Madame Forestier didn't recognize her, and when Mathilde identified herself, Madame Forestier could not help but exclaimed that she looked different. Mathilde said her story that she and her husband had to pay the missing necklace. They had to work for ten years to repay the debts. At the end of her story, Madame Forestier clasped her hands and told Madame Loisel that her necklace was the imitation and it was cost only five hundred francs.

(Adapted from *The Necklace* by Guy de Maupassant, 1884)

Source: <http://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml>

<http://www.sparknotes.com/short-stories/the-necklace/summary.html>

### What I know and/or I want to know further

1. What the text is about.
2. The genre of the text.
3. The elements of the text.

What I know	What I want to know further

### LET'S MAKE QUESTIONS

#### TASK 13



Referring to "What I want to know further" in Task 12, make relevant questions. Examples are provided for you.

1. What is the text about?
2. What is the genre of the text?

---

3. What are the elements of the text?

---

---

**TASK 14**



**In pairs, propose your temporary answer to your questions in Task 13.**

**LET'S FIND OUT**

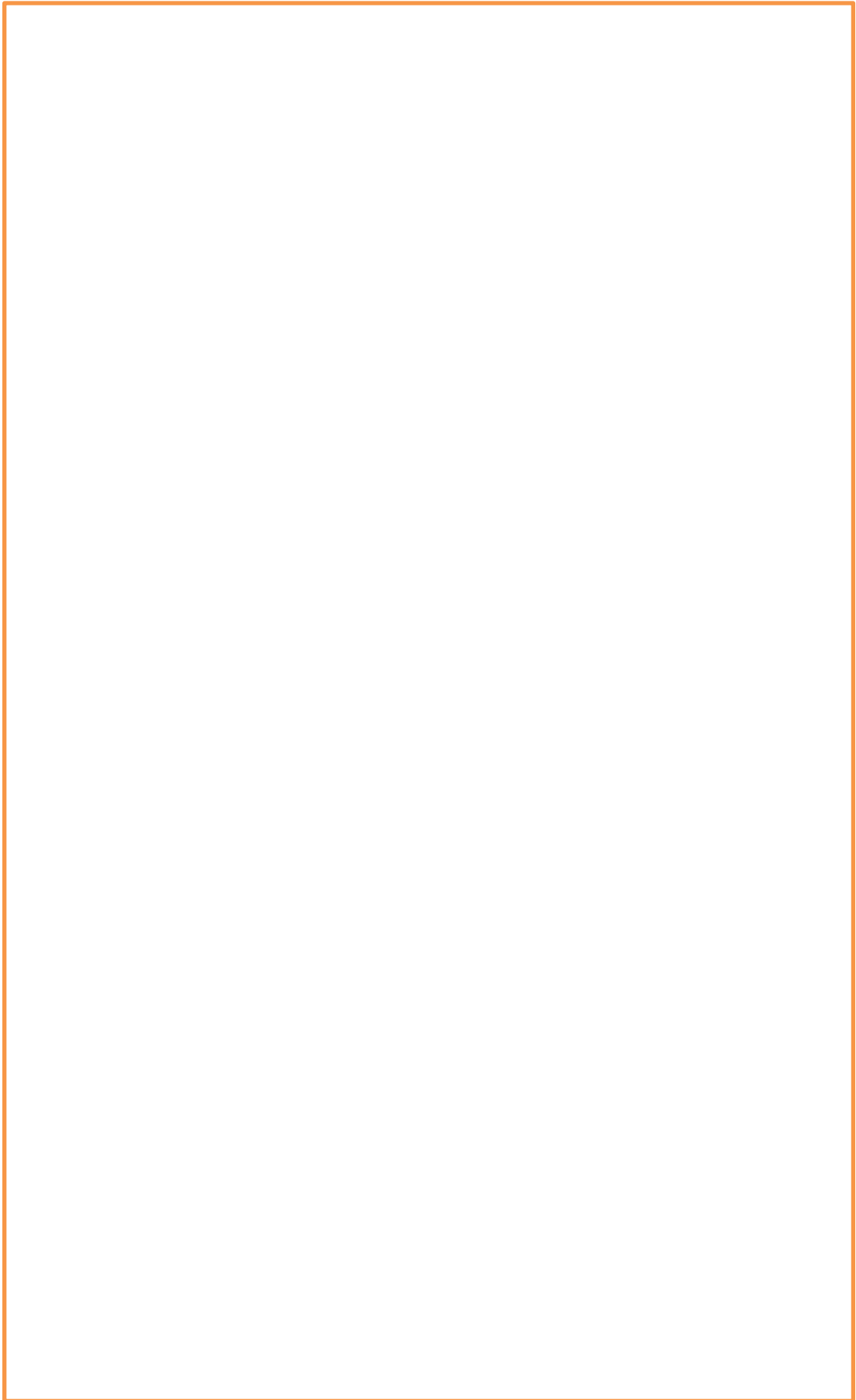
**TASK 15**



**Reread the text entitled “The Necklace”. In pairs, please answer these following questions. Then, share the answer in groups of four.**

1. What kind of story it was?
2. What is the theme of the story? Discuss. Give evidences.
3. Were you surprised at the ending of the story? Did you think it would end differently? Why?
4. Describe Madame Loisel’s personality based on the story.
5. Did you think the Madame Loisel’s decision that did not tell about the truth was right? Discuss.
6. What would you have done if you were in Madame Loisel’s place? Discuss.
7. What is the moral values you can get from the story?

*(continued)*



### TASK 16



When you read the text entitled “The Necklace”, you find the words follows. In pairs, use the dictionary to find the Indonesian meaning of the words. Then, share the answers with your friends. After that, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	clerk /klɜ:k/ kb	
2.	supper /'sʌp. /-ə/ kb	
3.	feast /fi:st/ kb	
4.	wealthy /'wel.θi/ ks	
5.	debt /det/ kb	

### TASK 17



Study the further explanation about Conditional Sentences. You can ask to your teacher if you do not understand about the explanation.

**Remember!**

1. In **if-clause**, “will” or “would” is used to express willingness, as in requests.  
For example:
  - If you will come this way, the boss will see you.
  - I would be thankful if you would give me a little help.
2. After “if”, we can either use “someone, somewhere” or “anyone, anywhere”.  
For example:
  - If I have **some** spare time next Monday, I will come and visit you.

**OR**

  - If I have **any** spare time next Monday, I will come and visit you.
3. If you switch the clauses around and put IF in the middle, then you do not use a comma.  
For example:
  - I would consider a bigger discount rate IF you buy more than 10 units.
  - I will play with you IF you help me finish the tasks.

Sources: *Buku Siswa Bahasa Inggris Kurikulum 2013 (2014)*  
Azar (2002)

## TASK 18



Complete the monologue given below with the verbs in parentheses (...). After that, share your work with your partner.

Did you read the news about the person who won 150 million dollars in the lottery? If I (win) \_\_\_\_\_ that much money, I (travel) \_\_\_\_\_ around Indonesia and (stay) \_\_\_\_\_ in the most lavish hotels. If I (want) \_\_\_\_\_ anything, I (buy) \_\_\_\_\_ it. I would buy Ferrari Sports car, my favorite. Well, I (do) \_\_\_\_\_ good things with the money as well. If anybody (need) \_\_\_\_\_ help, I (give) \_\_\_\_\_ them money to help them out. I (donate) \_\_\_\_\_ money to charities. I (give) \_\_\_\_\_ money to support programs for poor children. If I (win) \_\_\_\_\_ that much money, I wouldn't keep it all for myself. I (help) \_\_\_\_\_ as many people as possible.

## TASK 19



Match the IF clause with the correct second clause. Then, share the answer with your friends. The first is done for you.

If you heat ice,

If I were the president of  
Indonesia,

If I wake up late,

If I could meet someone  
famous,

If I were a dermatologist,

If I lived in a village,

If I won the singing contest,

I would meet Raisa.

I usually hurry to get ready.

I would find the best  
treatments for my customers.

I would have a farm.

I would be a famous singer.

it melts.

I would give free education to  
poor children.

## TASK 20



Choose the correct second clause for the following conditional sentences. Then, share the answer with your partner.

1. Diana will never pass the exams, \_\_\_\_\_.
  - a. if she doesn't study harder.
  - b. if she couldn't study harder.
  - c. if she didn't study harder.
2. If Lina was rich, \_\_\_\_\_.
  - a. she will probably spend all her money on clothes.
  - b. she would have spent all the money on clothes.
  - c. she can probably spend a lot of money on clothes.
3. What would you do if you \_\_\_\_\_.
  - a. if you could lose your job?
  - b. if you will lose your job?
  - c. if you lost your job?
4. If I had enough money, \_\_\_\_\_.
  - a. I will travel around the world.
  - b. I would travel around the world.
  - c. I could travel around the world.
5. If I were you, \_\_\_\_\_.
  - a. I will take the Professor's class.
  - b. I would take the Professor's class.
  - c. I could take the Professor's class.

## TASK 21



Complete the sentences with the verbs in parentheses. Then, share the answer with your friends.

1. If I have enough apples, I (bake) \_\_\_\_\_ an apple pie this afternoon.
2. I would fix your bicycle if I (have) \_\_\_\_\_ a screwdriver of the proper size.

3. I (make) \_\_\_\_\_ a tomato salad for the picnic tomorrow if the tomatoes in my garden are ripe.
4. If the weather had been nice yesterday, we (go) \_\_\_\_\_ to the zoo.
5. It's too bad Helen isn't here. If she (be) \_\_\_\_\_ here, she (know) \_\_\_\_\_ what to do.
6. If Sally (be) \_\_\_\_\_ at home tomorrow, I am going to visit her.
7. If I didn't have any homework to do, \_\_\_\_\_.
8. If I get a headache, I \_\_\_\_\_.

### LET'S CREATE

#### TASK 22



**Change the following statements into conditional sentences. Then, share the answer with your partner. The first is done for you.**

1. I didn't buy it because I didn't have enough money. But . . . *I would have bought it if I'd had enough money.*
2. I will not buy it because I do not have enough money. But . . .  
\_\_\_\_\_.
3. The woman didn't die because she received immediate medical attention. But . . .  
\_\_\_\_\_.
4. Ann didn't pass the entrance examination, so she wasn't admitted to the university. But...  
\_\_\_\_\_.
5. There are so many bugs in the room because there isn't a screen on the window. But . . .  
\_\_\_\_\_.

6. You got into so much trouble because you didn't listen to me. But . . .

---

### TASK 23



Answer each question. Begin with "No, but . . .".  
Then, share your answer with your partner.

**Example** : "Do you have a dollar?"

**Response** : "No, but if I did (No, but if I had a dollar), I would lend it to you."

- |  |                                 |
|--|---------------------------------|
| 1. Do you have a sport car?                    | 6. Is the weather cold today?   |
| 2. Are you the President of the United States? | 7. Do you live in an apartment? |
| 3. Are you tired?                              | 8. Are you at home right now?   |
| 4. Do you speak another language?              | 9. Are you hungry?              |
| 5. Are you an actor?                           | 10. Do you have an airplane?    |



## HOMEWORK

**With your friend, write dialogues/ script for a favourite part of “The Necklace” using conditionals. After you have finished writing the dialogues, organize a mini drama, then show it to your class.**

## LET'S SUMMARIZE

### CONDITIONAL SENTENCES

Conditionals are used to talk about possible or imaginary situations. It typically consists of an *if-clause* (which presents a condition) and a result clause.

#### Basic Verb Forms Used in Conditional Sentences

Situation	If-Clause	Result Clause	Examples
True in the present/future	<b>simple present</b>	<b>simple present</b>  <b>will + simple form</b>	If I <b>have</b> enough time, I <b>watch</b> TV every evening.  If I <b>have</b> enough time, I <b>will watch</b> TV later on tonight.
Untrue in the present/future	<b>simple past</b>	<b>would + simple form</b>	If I <b>had</b> enough time, I <b>would watch</b> TV now or later on.
Untrue in the past	<b>past perfect</b>	<b>would have + past participle</b>	If I <b>had had</b> enough time, I <b>would have watched</b> TV yesterday.

- In **if-clause**, “will” or “would” is used to express willingness, as in requests.  
For example:  
- If you **will** come this way, the boss will see you.  
- I would be thankful if you **would** give me a little help.
- After if, we can either use “someone, somewhere” or “anyone, anywhere”.  
For example:  
- If I have **some** spare time next Monday, I will come and visit you.  
**OR**  
- If I have **any** spare time next Monday, I will come and visit you.
- If you switch the clauses around and put IF in the middle, then you do not use a comma.  
For example:  
- I would consider a bigger discount rate **IF** you buy more than 10 units.  
- I will play with you **IF** you help me finish the tasks.

### LET'S HAVE A REFLECTION

Before I studied this unit	I did not understand _____ _____
When I was studying this unit	Difficulties: _____  How I overcame the difficulties: _____
After I had studied this unit	I think _____ _____
What I like the most from this unit is...	...

Read the statements below, then tick (✓) the option that is most applicable to you.

Statements	Definitely	Yes	Maybe	No	No at all
The text was easy to understand.					
I can write conditional sentences.					
I like writing reflections.					
I will continue writing reflections.					

**APPENDIX E**

**Expert Judgment  
Questionnaire**

## SURAT PERMOHONAN EXPERT JUDGMENT

Hal : Permohonan Kesiediaan *Expert Judgment*  
 Lampiran : 1 bendel

Kepada Yth.  
 Bapak Ari Purnawan, S.Pd.,M.Pd.,M.A  
 Dosen Jurusan Pendidikan Bahasa Inggris  
 Fakultas Bahasa dan Seni UNY  
 Di Yogyakarta

Dengan hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Lita Aviyanti  
 NIM : 11202244041  
 Judul Penelitian : *Developing English Learning Materials for Grade XI Students of Beauty Skincare Study Programme at SMK Negeri 6 Yogyakarta in the Academic Year 2015/2016*

Memohon dengan sangat kesiediaan bapak untuk memberikan *Expert Judgment* pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk kelas XI SMK, Jurusan Tata Kecantikan Kulit.

Demikian permohonan saya sampaikan, atas bantuan dan kesiediaan bapak saya ucapkan terima kasih.

Yogyakarta, 24 Juli 2014  
 Pemohon,

Lita Aviyanti  
 NIM. 11202244041

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS UNTUK  
SMK KELAS XI JURUSAN TATA KECANTIKAN KULIT DI SMKN 6  
YOGYAKARTA  
TAHUN AJARAN 2015-2016**

(Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris)

**A. DATA RESPONDEN**

Nama :

.....

Jenis Kelamin : L/P (coret yang tidak sesuai)

Pendidikan : ( ) D3 ( ) S1 ( ) S2 ( ) S3

Lama Mengajar : ..... tahun.

**B. EVALUASI MATERI**

Berilah tanda centang (✓) pada salah satu kolom jawaban yang tersedia sesuai dengan pendapat Anda.

Keterangan:

SS : Sangat Setuju (4)

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

## UNIT 1

### “Do It Yourself!”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

NO	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti Kurikulum 2013 untuk kelas XI SMK.				
2.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				
3.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
4.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan Tata Kecantikan Kulit.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				

NO	Pernyataan	SS	S	TS	STS
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum.				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
12.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
15.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
16.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				



<b>KELAYAKAN PENYAJIAN</b>				
17.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.			
18.	Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.			
19.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.			
20.	Materi pembelajaran dikembangkan secara sistematis, berurutan dari yang paling mudah sampai yang paling sulit.			
21.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.			
22.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan atas prakarsa sendiri secara kreatif dan kritis.			
23.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara tertulis atas prakarsa sendiri secara kreatif dan kritis.			
24.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.			
25.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.			
26.	Tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.			
27.	Tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.			

NO	Pernyataan	SS	S	TS	STS
28.	Tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
29.	Dalam tiap unit materi dilengkapi dengan <i>intermezzo (Did You Know)</i> yang relevan dengan topik pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
30.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4,A5,B5)				
31.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
32.	Ilustrasi dan karya grafis dalam materi pembelajaran relevan dengan topik dan isi materi.				
33.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
34.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
35.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
36.	Penggunaan variasi ( <i>bold, italic, underline, capitalization</i> ) tidak berlebihan.				
37.	Keseluruhan desain visual materi menarik.				

### TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tulislah jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

.....

.....

.....

.....  
.....

2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

.....  
.....  
.....  
.....  
.....

3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

.....  
.....  
.....  
.....  
.....

## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan Tata Kecantikan Kulit UNIT 1 dengan judul “Do It Yourself!” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

\*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, \_\_\_\_\_

Evaluators Materi

\_\_\_\_\_  
NIP.

## UNIT 2

### “What is Skin?”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

NO	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti Kurikulum 2013 untuk kelas XI SMK.				
2.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				
3.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
4.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan Tata Kecantikan Kulit.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				

NO	Pernyataan	SS	S	TS	STS
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum.				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
12.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
15.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
16.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				

<b>KELAYAKAN PENYAJIAN</b>					
<b>NO</b>	<b>Pernyataan</b>	<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
17.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
18.	Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
19.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
20.	Materi pembelajaran dikembangkan secara sistematis, berurutan dari yang paling mudah sampai yang paling sulit.				
21.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
22.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan atas prakarsa sendiri secara kreatif dan kritis.				
23.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara tertulis atas prakarsa sendiri secara kreatif dan kritis.				
24.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
25.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
26.	Tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				

NO	Pernyataan	SS	S	TS	STS
27.	Tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
28.	Tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
29.	Dalam tiap unit materi dilengkapi dengan <i>intermezzo (Did You Know)</i> yang relevan dengan topik pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
30.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4,A5,B5)				
31.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
32.	Ilustrasi dan karya grafis dalam materi pembelajaran relevan dengan topik dan isi materi.				
33.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
34.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
35.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
36.	Penggunaan variasi ( <i>bold, italic, underline, capitalization</i> ) tidak berlebihan.				
37.	Keseluruhan desain visual materi menarik.				



**TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tulislah jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan Tata Kecantikan Kulit UNIT 2 dengan judul “What is Skin?” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, \_\_\_\_\_

Evaluator Materi

\_\_\_\_\_  
NIP.

### UNIT 3

#### “If I..., I would...”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.
- 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

NO	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti Kurikulum 2013 untuk kelas XI SMK.				
2.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				
3.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
4.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan Tata Kecantikan Kulit.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				

NO	Pernyataan	SS	S	TS	STS
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum.				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
12.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
15.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
16.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					
17.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				

NO	Pernyataan	SS	S	TS	STS
18.	Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
19.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
20.	Materi pembelajaran dikembangkan secara sistematis, berurutan dari yang paling mudah sampai yang paling sulit.				
21.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
22.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan atas prakarsa sendiri secara kreatif dan kritis.				
23.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara tertulis atas prakarsa sendiri secara kreatif dan kritis.				
24.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
25.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
26.	Tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
27.	Tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
28.	Tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
29.	Dalam tiap unit materi dilengkapi dengan <i>intermezzo</i> ( <i>Did You Know</i> ) yang relevan dengan topik pembelajaran.				

KELAYAKAN GRAFIS					
NO	Pernyataan	SS	S	TS	STS
30.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4,A5,B5)				
31.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
32.	Ilustrasi dan karya grafis dalam materi pembelajaran relevan dengan topik dan isi materi.				
33.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
34.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
35.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
36.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
37.	Keseluruhan desain visual materi menarik.				

### TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

- Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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- Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan Tata Kecantikan Kulit UNIT 3 dengan judul “If I..., I would...” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, \_\_\_\_\_

Evaluator Materi

\_\_\_\_\_  
NIP.



**APPENDIX F**

**The Results of Expert  
Judgment**

## The Results of the Expert Judgment

### A. The Results of the Expert Judgment of Unit 1

#### The Appropriateness of the Content of Unit 1

NO	Items	Score
1.	The developed materials are in accordance with the core competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
2.	The developed materials are in accordance with the basic competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
3.	The developed materials meet the course grid.	4
4.	The topics of the units of the developed materials are relevant with the grade XI students of Beauty Skin Care study programme's daily life.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of linguistic features of a text of a particular genre.	4
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	3
10.	The developed materials involve learning activities which guide students to develop their communicative competence in spoken language.	3
11.	The developed materials involve learning activities which guide students to develop their communicative competence in written language.	3
<b>Mean (F)</b>		<b>3.6</b>

#### The Appropriateness of the Language of Unit 1

NO	Items	Score
12.	The language of explanations and instructions in the developed materials is in accordance with the grade XI students of beauty skin care programmes's cognitive development.	3
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (F)</b>		<b>3.6</b>

### The Appropriateness of the Presentation of Unit 1

17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The materials are systematically graded from the easy tasks to more difficult tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
22.	The developed materials encourage students to get involved in spoken communicative events on their own initiative.	4
23.	The developed materials encourage students to get involved in written communicative events on their own initiative.	4
24.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
25.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	3
26.	Each unit of the developed materials has the learning objective stated.	4
27.	Each unit of the developed materials has a summary part that provides the summary of the learning materials presented in the unit	4
28.	Each unit of the developed materials has homework part.	4
29.	Each unit of the developed materials has <i>intermezzo (Did You Know)</i> part that is relevant to the topic.	4
<b>Mean (F)</b>		<b>3.8</b>

### The Appropriateness of the Graphic of Unit 1

30.	The developed materials are printed on ISO-standardized size papers (A4,A5,B5)	4
31.	The layout of the developed materials is proportional.	3
32.	The illustrations and graphic designs in the developed materials are relevant to the topic and the contents.	4
33.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
34.	The illustrations and graphic designs in the developed materials help to clarify the presentation of the materials.	4
35.	The developed materials use the appropriate variation of fonts.	4
36.	The developed materials use the right number of variation ( <i>bold, italic, underline, capitalization</i> ).	4
37.	The overall design of the developed materials is visually interesting.	4
<b>Mean (F)</b>		<b>3.9</b>

## B. The Results of the Expert Judgment of Unit 2

### The Appropriateness of the Content of Unit 2

NO	Items	Score
1.	The developed materials are in accordance with the core competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
2.	The developed materials are in accordance with the basic competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
3.	The developed materials meet the course grid.	4
4.	The topics of the units of the developed materials are relevant with the grade XI students of Beauty Skin Care study programme's daily life.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of linguistic features of a text of a particular genre.	4
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	3
10.	The developed materials involve learning activities which guide students to develop their communicative competence in spoken language.	3
11.	The developed materials involve learning activities which guide students to develop their communicative competence in written language.	3
<b>Mean (F)</b>		<b>3.6</b>

### The Appropriateness of the Language of Unit 2

NO	Items	Score
12.	The language of explanations and instructions in the developed materials is in accordance with the grade XI students of beauty skin care programmes's cognitive development.	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (F)</b>		<b>3.8</b>

### The Appropriateness of the Presentation of Unit 2

17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The materials are systematically graded from the easy tasks to more difficult tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	3
22.	The developed materials encourage students to get involved in spoken communicative events on their own initiative.	3
23.	The developed materials encourage students to get involved in written communicative events on their own initiative.	3
24.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
25.	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	3
26.	Each unit of the developed materials has the learning objective stated.	4
27.	Each unit of the developed materials has a summary part that provides the summary of the learning materials presented in the unit	4
28.	Each unit of the developed materials has homework part.	4
29.	Each unit of the developed materials has <i>intermezzo (Did You Know)</i> part that is relevant to the topic.	4
<b>Mean (F)</b>		<b>3.5</b>

### The Appropriateness of the Graphic of Unit 2

30.	The developed materials are printed on ISO-standardized size papers (A4,A5,B5)	4
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are relevant to the topic and the contents.	4
33.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
34.	The illustrations and graphic designs in the developed materials help to clarify the presentation of the materials.	4
35.	The developed materials use the appropriate variation of fonts.	4
36.	The developed materials use the right number of variation ( <i>bold, italic, underline, capitalization</i> ).	4
37.	The overall design of the developed materials is visually interesting.	4
<b>Mean (F)</b>		<b>4</b>

### C. The Results of the Expert Judgment of Unit 3

#### The Appropriateness of the Content of Unit 3

NO	Items	Score
1.	The developed materials are in accordance with the core competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
2.	The developed materials are in accordance with the basic competences stated in Curriculum 2013 for grade XI students of vocational high school.	4
3.	The developed materials meet the course grid.	4
4.	The topics of the units of the developed materials are relevant with the grade XI students of Beauty Skin Care study programme's daily life.	4
5.	The developed materials involve the explanation of the structure of a text of a particular genre.	4
6.	The developed materials involve the explanation of social functions of a text of a particular genre.	4
7.	The developed materials involve the explanation of linguistic features of a text of a particular genre.	3
8.	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9.	The developed materials involve pronunciation learning tasks which are relevant with the requirement of the curriculum.	4
10.	The developed materials involve learning activities which guide students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide students to develop their communicative competence in written language.	4
<b>Mean (F)</b>		<b>3.8</b>

#### The Appropriateness of the Language of Unit 3

NO	Items	Score
12.	The language of explanations and instructions in the developed materials is in accordance with the grade XI students of beauty skin care programmes's cognitive development.	4
13.	The language used in the developed materials is unambiguous and understandable by the students.	4
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	4
16.	The developed materials consistently used one variation of English.	4
<b>Mean (F)</b>		<b>3.8</b>

### The Appropriateness of the Presentation of Unit 3

17.	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
18.	The developed materials are in accordance with the characteristics of Communicative Language Learning.	4
19.	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
20.	The materials are systematically graded from the easy tasks to more difficult tasks.	4
21.	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	3
22.	The developed materials encourage students to get involved in spoken communicative events on their own initiative.	4
23.	The developed materials encourage students to get involved in written communicative events on their own initiative.	4
24.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
25.	The developed materials encourage learners to have self-reflection to identity their achievements and lacks during their learning.	4
26.	Each unit of the developed materials has the learning objective stated.	4
27.	Each unit of the developed materials has a summary part that provides the summary of the learning materials presented in the unit	4
28.	Each unit of the developed materials has homework part.	4
29.	Each unit of the developed materials has <i>intermezzo</i> ( <i>Did You Know</i> ) part that is relevant to the topic.	4
<b>Mean (F)</b>		<b>3.8</b>

### The Appropriateness of the Graphic of Unit 3

30.	The developed materials are printed on ISO-standardized size papers (A4,A5,B5)	4
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are relevant to the topic and the contents.	4
33.	The illustrations and graphic designs in the developed materials are aesthetic and fuctional.	4
34.	The illustrations and graphic designs in the developed materials help to clarify the presentation of the materials.	4
35.	The developed materials use the appropriate variation of fonts.	4
36.	The developed materials use the right number of variation ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ).	4
37.	The overall design of the developed materials is visually interesting.	4
<b>Mean (F)</b>		<b>4</b>

# **APPENDIX G**

## **The List of Revisions**



## List of Revisions

### A. Cover

Before	After
The title of the book, “ENGLISH BOOK for beauty skin care Study Programme”	It was revised, “ENGLISH BOOK for Beauty Skin Care Study Programme”
Grade 11	Grade XI

### B. What is the Book About

Before	After
This book is developed from the Curriculum 2013 for vocational high school students in grade eleven. The materials are from the second semester.	This book is developed from the Curriculum 2013 for vocational high school students in Grade Eleven. The materials are for the second semester.

### C. Table of Contents

Before	After
- “Daftar Isi” written in Bahasa.	- it was revised, “Table of Contents”

### D. UNIT 1

Part of a Unit	Revisions
<b>The first page of the unit:</b>  - The tables of “English for Beauty Skin Care Programme”, and “Grade Eleven”	The tables were deleted. It was revised with the table in the second page of the unit called Unit Title.
<b>The objectives of the unit</b>	“that” is omitted.
<b>In the second page of the unit:</b>  “In this unit, you will:”	“In this unit, there are activities you will do, such as:”

<b>“OBSERVE IT”</b>	It was revised, “Let’s Listen” and “Let’s Read”
<b>“LET’S CREATE”</b>	It was revised, “Let’s Speak” and “Let’s Write”
<b>Task 1</b>	No revision
<b>Task 2</b>	“These” becomes “The”
<b>Task 3</b>	Misspelled the word “coloumn”. It becomes “column”.
<b>Task 4</b>	No revision
<b>Task 5</b>	No revision
<b>Task 6</b>	No revision
<b>Task 7</b>	A grammar mistake. “advantageous” becomes “advantages”.  Omitted “that” in the sentence “What kind of technique that is called double cleansing?”.  There is no blank space for the answer.
<b>Task 8</b>	No revision
<b>Task 9</b>	A grammar mistakes. “.... explanation about Procedure text...” becomes ““.... explanation about a Procedure text...”  Omitted “to” in the sentence “You can ask to your teacher ...”.
<b>Task 10</b>	No revision
<b>Task 11</b>	No revision
<b>Task 12</b>	No revision
<b>Task 13</b>	In the answer sheet/rubric, it becomes guided. Fill in blanks sentences.
<b>Task 14</b>	More guided speaking production.
<b>Task 15</b>	A grammar mistake in sentence “In having facial, there are steps must be followed”, becomes “In having facial, there are steps that must be followed”,
<b>Task 16</b>	No revision
<b>Task 17</b>	No revision
<b>Task 18</b>	No revision
<b>Task 19</b>	No revision
<b>Task 20</b>	An article added and there is a grammar mistake in sentence “It is a type of sentence that are used...”. It becomes “It is a type of sentence that is used...”.
<b>Task 21</b>	A grammar mistake in sentence “The manuscript of the video that already reorganized is provided for you.”, becomes “The manuscript of the video that is already reorganized is provided for you.”.
<b>Task 22</b>	No revision
<b>Task 23</b>	No revision
<b>Task 24</b>	No revision
<b>Task 25</b>	No revision

<b>Task 26</b>	No revision
<b>Homework</b>	The tables' shape were revised. There is a grammar mistake as in sentence "Does anyone can help me?". It becomes "Do anyone can help me?".
<b>Summary</b>	No revision
<b>Reflection</b>	No revision

## E. UNIT 2

<b>Part of a Unit</b>	<b>Revisions</b>
<b>The first page of the unit:</b>  - The tables of "English for Beauty Skin Care Programme", and "Grade Eleven"	The tables were deleted. It was revised with the table in the second page of the unit called Unit Title.
<b>The objectives of the unit</b>	No revision
<b>In the second page of the unit:</b>  "In this unit, you will:..."	"In this unit, there are activities you will do, such as:"
<b>"OBSERVE IT"</b>  <b>"LET'S CREATE"</b>	It was revised, "Let's Listen" and "Let's Read"  It was revised, "Let's Speak" and "Let's Write"
<b>Task 1</b>	No revision
<b>Task 2</b>	A grammar mistake in sentence "...to know about the problems to take care your skin." Becomes "...to know about the problems to take care of your skin."
<b>Task 3</b>	No revision
<b>Task 4</b>	No revision
<b>Task 5</b>	No revision
<b>Task 6</b>	No revision
<b>Task 7</b>	In the answer sheet, there are answer guidances.
<b>Task 8</b>	No revision
<b>Task 9</b>	No revision
<b>Task 10</b>	No revision
<b>Task 11</b>	In the answer sheet, there are answer guidances.
<b>Task 12</b>	<b>Addition task:</b> students create a monologue about information stated on the box.
<b>Task 13</b>	<b>Addition task:</b> students make their own report about two items they choose in task 12.
<b>Task 12 becomes Task 14</b>	No revision
<b>Task 13 becomes Task 15</b>	No revision
<b>Task 14 becomes Task 16</b>	No revision

<b>Task 15 becomes Task 17</b>	The form of activity was revised. A text from task 14 was added.
<b>Task 16 becomes Task 18</b>	No revision
<b>Task 17 becomes Task 19</b>	No revision
<b>Task 18 becomes Task 20</b>	The explanation of the Passive Voice is gathered.
<b>Task 19 becomes Task 21</b>	No revision
<b>Task 20 becomes Task 22</b>	No revision
<b>Task 21 becomes Task 23</b>	The form of activity was changed.
<b>Task 22 becomes Task 24</b>	The passive voice explanation is gathered in task 20.  Then, it was revised by giving another activity. Students need to complete the paragraph using passive voice.
<b>Task 23 becomes Task 25</b>	The task is added into creating stage.
<b>Task 24 becomes Task 26</b>	No revision
<b>Task 25 becomes Task 27</b>	No revision
<b>Homework</b>	No revision
<b>Summary</b>	No revision
<b>Reflection</b>	No revision

## F. UNIT 3

<b>Part of a Unit</b>	<b>Revisions</b>
<b>The first page of the unit:</b>  - The tables of “English for Beauty Skin Care Programme”, and “Grade Eleven”	The tables were deleted. It was revised with the table in the second page of the unit called Unit Title.
<b>The objectives of the unit</b>	No revision
<b>In the second page of the unit:</b>  “In this unit, you will:...”	“In this unit, there are activities you will do, such as:”
<b>“OBSERVE IT”</b>  <b>“LET’S CREATE”</b>	It was revised, “Let’s Listen” and “Let’s Read”  It was revised, “Let’s Speak” and “Let’s Write”
<b>Task 1</b>	No revision
<b>Task 2</b>	No revision
<b>Task 3</b>	No revision
<b>Task 4</b>	No revision
<b>Task 5</b>	No revision
<b>Task 6</b>	No revision
<b>Task 7</b>	No revision
<b>Task 8</b>	No revision
<b>Task 9</b>	No revision

<b>Task 10</b>	No revision
<b>Task 11</b>	Questions in Task 11 was changed. The questions in Task 20 becomes the questions in Task 11.
<b>Task 11 becomes Task 12</b>	The task instruction was revised. There are examples of the dialogues in the task.
<b>Task 13</b>	<b>Addition task:</b> students need to make responds to the situations that are provided.
<b>Task 12 becomes Task 14</b>	No revision
<b>Task 13 becomes Task 15</b>	No revision
<b>Task 14 becomes Task 16</b>	No revision
<b>Task 15 becomes Task 17</b>	No revision
<b>Task 16 becomes Task 18</b>	No revision
<b>Task 17 becomes Task 19</b>	No revision
<b>Task 18 becomes Task 20</b>	No revision
<b>Task 19 becomes Task 21</b>	No revision
<b>Task 22</b>	The questions were changed into the questions in Task 21.
<b>Task 21 becomes Task 22</b>	The questions in Task 21 becomes Task 22
<b>Task 22 becomes Task 23</b>	The questions in Task 22 becomes Task 23.
<b>Task 23 becomes Task 24</b>	The questions in Task 23 becomes Task 24.
<b>Homework</b>	No revision
<b>Summary</b>	No revision
<b>Reflection</b>	No revision

# **APPENDIX H**

## **The Final Draft**



**2<sup>nd</sup>**  
semester

# **ENGLISH BOOK**

*for Beauty Skin Care*  
*Study Programme*

*Supervised by:*  
*Dr. Agus Widyanoro, M.Pd*

*Grade*  
**XI**

*Lita Aviyanti*

## **What is the book about?**

This book is developed from the Curriculum 2013 for vocational high school students in Grade Eleven. The materials are for the second semester. This book helps students to learn English in their special area, that is beauty skin care. The themes of materials are adapted from beauty skin care study programme's area, such as treatments or skin health.

It is based on texts that are used for beauty skin care study programme's students to improve their skills: listening, speaking, reading and writing. The skills and activities are made integratedly that needs students to develop their knowledge on types, the context of texts; their skill to make oral and/or written texts whether it is planned or spontaneously with correct pronunciation and intonation. And at the end of each unit, students need to do a reflection in order to say their gratitude because they can learn english and also their comments of the discussions.



## Table of Contents

What is the book about? .....	ii
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<b>UNIT 1: Do It Yourself! .....</b>	<b>1</b>
<b>UNIT 2: What is Skin? .....</b>	<b>29</b>
<b>UNIT 3: If I..., I would... ..</b>	<b>57</b>

## UNIT 1

## Do It Yourself!



Source: <http://www.tiptoplifestyle.com>



Source: <http://rawforbeauty.com>

What kind of things comes to your mind when you see those pictures? Have you ever done some activities in steps or following the instructions? As a beauty skin care students, you are expected to do a treatment in a good order. Can you tell us how to do it in steps? In this unit, you will learn about them through series of task.

In this unit, there are activities you will do, such as:

- read instructions to do something
- read some tips related to face treatments
- edit a jumbled text
- have discussions
- listen to monologues
- make your own instructions to do something or tips related to face treatments

## WARM-UP

### TASK 1



Answer the questions based on your experience.



Picture 1.1



Picture 1.2

1. Have you ever made a facial mask by your own? Can you tell how to make it to your partner?
2. Have you ever used a machine when you do a facial job? What is the name of the machine? Can you tell us the steps of using it?

(continued)



## TASK 2



The following words are usually used when having a facial job. Match the words with the pictures.

Steaming

Cleansing

Scrubbing

Extract

Mask



Picture 1.3

(a)



Picture 1.4

(b)



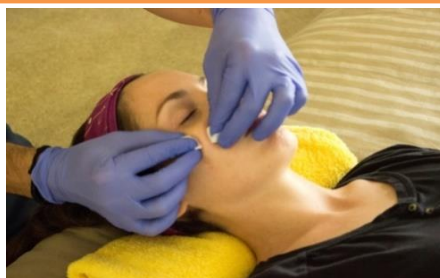
Picture 1.5

(c)



Picture 1.6

(d)



Picture 1.7

(e)

### TASK 3



In pairs, match the words in column A with the meanings in column B. Use dictionary to find the meaning. It will help you to do the next tasks. After that, repeat after your teacher.

A

B

**pinch** /pɪntʃ/

**massage** /mə'sɑ:ʒ/

**steaming** /'sti:.mɪŋ/

**extract** /ɪk'strækt/

**exfoliate** /eks'fɒli.ɪt/

**blackhead** /'blæk.hed/

**pore** /pɔ:r/

**scrub** /skrʌb/

**dull** /dʌl/

**squeeze** /skwi:z/

to remove dead skin cells from the surface the skin, in order to improve its appearance

a plug of sebum in a hair follicle, darkened by oxidation.

rub (someone or something) hard so as to clean them, typically with a brush and water.

Lack of brightness, vividness, or sheen.

rubbing and kneading (a person or part of the body) with the hands.

giving off steam.

an act of gripping the skin of someone's body between finger and thumb.

Any of the tiny openings in the surface of the skin.

the action of removing something with effort or by force.

**Extract** (liquid or a soft substance) from something by compressing or twisting it firmly

## LET'S LISTEN AND SPEAK

### LET'S LISTEN

#### TASK 4



Listen to the monologue entitled “How to Prevent Pimples Naturally”. Then, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.



Picture 1.8

#### What I know and/or I want to know further

1. What the monologue is about.
2. The purpose of the speaker telling the monologue.
3. The tenses used in the text.
4. The use of “One”, “Two”, “Three”, in the monologue.

What I know	What I want to know further

### LET'S MAKE QUESTIONS

#### TASK 5



Referring to “What I want to know further” in Task 4, make relevant questions. Examples are provided for you.

1. What is the monologue about?
2. What is the purpose of the speaker telling the monologue?
3. What tenses are used in the monologue?
4. What is the use of “One”, “Two”, “Three”, in the monologue?
- 5.
- 6.

---

7.

8.

9.

---

### TASK 6



In pairs, propose your temporary answer to your questions in Task 5. Also, discuss the following questions with your partner.

What can you notice from the previous monologue in Task 4?  
What kind of monologue is it?

## LET'S FIND OUT

### TASK 7



Listen again to the monologue entitled “How to Prevent Pimples Naturally” and fill in the blanks with the correct words. Then, in pairs, answer the following questions. Share your answer to another group.

#### *How to Prevent Pimples Naturally*

1. Clean Your Skin Thoroughly but \_\_\_\_\_.

Wash your face \_\_\_\_\_ a day to remove **dirt**, dead skin cells, and extra oils from the surface of your skin so that they don't end up \_\_\_\_\_ pores.

Just make sure that you use a mild cleanser and that you don't overdo the washing by doing it too frequently or by scrubbing your face \_\_\_\_\_ which can actually do more harm than good. It makes sense to wash your hands before washing your face, and to use a separate towel for your hands and your hair/body.

2. Find A Moisturizer that's Right For You.

It's really all about prevention. When skin gets too \_\_\_\_\_ or receives less than optimal moisture, it's more **prone** to developing small breaks and \_\_\_\_\_ where bacteria can get in. Even oily skin can benefit from moisturizer, as long as you use the right product. Look for something that \_\_\_\_\_ quickly and doesn't **clog** pores. Remember that the safest option is usually the most basic formulation; perfumes, alcohol, and fancy extracts can actually **trigger** skin reactions.

3. Tone After Washing and Before Moisturizing.

Using a toner can really make a difference in your skin, even though it may seem pointless at first. A good toner \_\_\_\_\_ pores and restores your skin's normal pH level; it also encourages gentle \_\_\_\_\_ so that dead skin cells do not smother the more luminous-looking skin underneath.

4. Be Hygienic When It Comes to Makeup.

A lot of women mistakenly attribute pimples to makeup use when really, it's usually not the product itself but rather the \_\_\_\_\_ used to apply it and the \_\_\_\_\_ it leaves behind. Brushes, sponges, and fingers should be absolutely-



clean whenever they come into contact with your beauty products and your skin. At the end of the day, make sure that you get it all off. Washing your face is really not enough; use generous amounts of makeup \_\_\_\_\_ to melt off full-coverage foundation, mascara, etc. This technique is called \_\_\_\_\_, and it could really go a long way towards saving your skin.

5. Watch the Products that You Use on Your Hair, Especially if You Wear It Long, With Bangs or in Face-Framing Lengths.

If you are in the middle of a breakout, wear your hair up and away from your face to avoid further \_\_\_\_\_.

6. Watch the Sun.

UV Rays can actually increase \_\_\_\_\_ and redness, so minimize sun **exposure** when your skin is vulnerable and always use sun screen.

7. Drink Lots and Lots of Water.

\_\_\_\_\_ and breakouts are one of the ways through which the body tries to get rid of wastes. Instead of sacrificing your complexion, drink up so that the kidneys can flush toxins more efficiently.

8. Relax.

Stress can seriously mess up your hormonal balance and cause pimples. Take care of yourself by eating right, getting at least \_\_\_\_\_ hours of sleep nightly and learning how to cope with your worries in a healthy manner.

The script was taken from: <https://www.youtube.com/watch?v=Jo1zOQyrj7U> , by waysandhow.com.

NO	QUESTIONS
1.	What is the purpose of the monologue?
2.	How many times do we need to wash our face? What are the advantages of it?
3.	Do we really need to find a moisturizer that fits us? Why?
4.	What are the uses of a toner?
5.	Why do we need to take care of the beauty tools?
6.	What kind of technique is called double cleansing?
7.	Why do we need to pay attention to our hair if we have pimples?
8.	What is the use of sun screen?

9.	Why do we need to drink lots of water?
10.	How can stress cause pimples?

## TASK 8



In Task 7, you find some words below. In pairs, use the dictionary to find the Indonesian meaning. After you finish, share your answers to another partner. Then, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	gently /'dʒɛntli/ (ks)	
2.	dirt /dɜ:t/ (kb)	
3.	prone /prəʊn/ (ks)	
4.	clog /klog/ (kk)	
5.	trigger /'trɪgə/ (kk)	
6.	exposure /ɪk'spəʊʒə/ (kb)	

## TASK 9



Study and discuss the following explanation about a Procedure text with your partner. You can ask your teacher if you do not understand the explanation.

### PROCEDURE

The monologue in Task 1 is called a procedure text that has a purpose to tell how to do something. The text provides instructions for doing something, making something, or getting somewhere. Examples of procedure texts include:

- Recipes
- Itineraries
- Instruction manuals
- Directions
- Tips

### FEATURES OF A PROCEDURE

#### Constructing a Procedure

A procedure text usually has three sections:

- An introductory statement or title: It gives the aim or goal of the procedure.

- A list of materials that will be needed to complete the procedure.
- A sequence of steps, in the order they need to be completed, to achieve this goal.

Some procedures have other stages such as explaining why each step is necessary.

### Grammatical Features of a Procedure

Procedure texts usually include the following grammatical features:

- Sentence that begins with verbs and are stated as commands.
- Time words or numbers that show the order for carrying out the procedure.
- Adverbs to describe how the action should be performed.
- Precise terms and technical language.

### THE PROCEDURE SCAFFOLD

#### 1. An introductory statement giving the aim or goal

- This may be the title of the text.
- This may be an introductory paragraph.

#### 2. Materials needed for completing the procedure

- This may be a list.
- This may be a paragraph.
- This step may be left out in some procedures.

#### 3. A sequence of steps in the correct order

- Numbers can be used to show: first, second, third and so on.
- The order is usually important.
- Words such as **now**, **next** and **after this** can be used.
- The steps usually begin with a command such as *add*, *stir*, etc.

Taken from: Anderson, Mark. Anderson, Kathy (2002)

### TASK 10



Listen to the monologue entitled “How to Make an Avocado Facial Mask”. From the monologue, arrange the steps into good order. After you finish, share the answers to your partner.

(continued)

- ☐ Cut the avocado. Then, add 4 tbs of it into the bowl.
- ☐ Pressing down them together.
- ☐ Add 1 egg-yolk.
- ☐ Add 4 tbs of warmed honey.
- ☐ Apply it to the face.

**Did you notice how the speaker say the steps?  
Did she use terms, such as “first”, “second”, “third”, etc?**

### TASK 11



**Study the explanation about Sequencing Connectives. Discuss it with your partner. Ask your teacher if you do not understand about the explanation.**

## SEQUENCING CONNECTIVES

In procedure texts, there are steps that are sequenced well. For sequencing the steps, it need connectives. It is needed because:

- It can help in developing the logical sequence of the ideas.
- It can show chronological order.

The sequencing connective includes *first, second, after that, next, etc.*

### Example of useful expressions:

- First, take 6 strawberries
- Second, blend it with 2 tbs of sugar, honey, and baking soda.
- Third, apply it into your face.

Adapted from: <http://www.grammarbank.com/connectives-list.html>

### TASK 12



**Listen again to the monologue entitled “How to Make an Avocado Facial Mask”, then, decide whether the statements are true or false based on the monologue. Correct the wrong statements. Share your answers to your partner.**

(continued)

NO	Statements	T/F	Corrections
1.	Avocado can make your skin dry.		
2.	Warm honey is used because it can blend the ingredients really well.		
3.	Warm honey is used because it can blend the ingredients really well.		
4.	To get 4 tbs of avocado, it is needed just a half of avocado.		
5.	We need to apply the mask for 45 minutes.		

### LET'S SPEAK

#### TASK 13



In pairs, listen to the monologue. Propose your own title of the monologue. Make sentences based on verbs prepared. Then, share your work to your friends in a group of 4.

Title :

Ingredients: (Circle the correct ingredients)

Egg yellow

Egg white

Olive oil

Almond oil

Rice powder

Oatmeal

Orange

Lemon

Steps:

1. First, (cut, and squeeze) \_\_\_\_\_.

(continued)

2. Second, (add) \_\_\_\_\_.
3. Then, (add) \_\_\_\_\_.
4. Also, (add) \_\_\_\_\_.
5. After that, (apply) \_\_\_\_\_.
6. Finally, (rinse) \_\_\_\_\_.

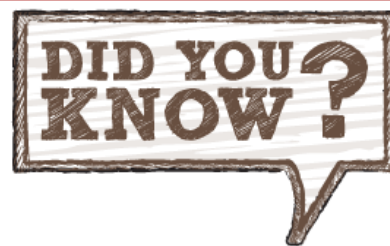
#### TASK 14



In a group of four, listen to the tips on “Ways to Prevent Wrinkles”. Take note the informations discussed. Please pay attention to not only the number of ways, but also any important informations provided. Then, share your notes to your friends in other groups.

#### Ways to Prevent Wrinkles:

- 
- 
- 
- 
- 
- 
- 
-



**that soy can help you maintain a youthful glow?**

**Picture was taken from:**

<http://www.godsdirectcontact.org/veg/alternativeliving/recipe/08/soyMilk.jpg>

## LET'S READ AND WRITE

### LET'S READ

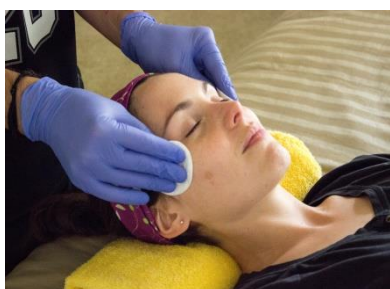
#### TASK 15



Read the following text entitled **10 Steps of a Spa Facial** carefully. After that, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.

### 10 Steps of a Spa Facial

In having facial, there are steps that must be followed. Each aesthetician has his/her own way to deal with facial; however, there are the basic steps to do a facial. By having a facial, skin will be healthy, and more relaxed.



#### Cleanse

The facial begins by removing any makeup. The aesthetician will use cleansing milk, or cream; gel or lotion into the face, neck and décolleté to remove makeup. Then, she use facial sponges, cloths or cotton pads to remove the cleanser with warm water.

#### Consultation

For the next step, the eyes will be covered with moistened pads. By using a lighted magnifying glass, she will evaluate the skin. She may lightly pinch the skin to check for elasticity or press on it to check thickness. During this phase, the aesthetician may discuss her findings with the customer and ask her/him about skin care regimen and her/his expectations for the facial.



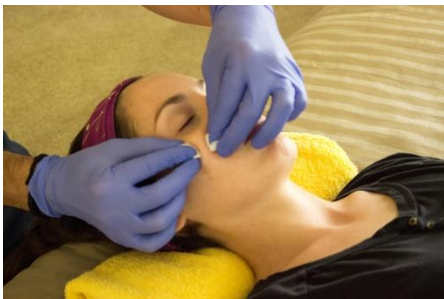
### Exfoliation

After the aesthetician understands the customer's skin care needs, she will choose an exfoliation cream, gel, mask, or peel to be used. Certain exfoliation products, such as enzyme peels, require the product to be left on the face to dissolve the plugs that cause blackheads. Other products require either manual or machine

stimulation.

### Steam

The next phase is a steam process. Depending upon the exfoliation product used, steam will either be applied to the face during that phase or after the product has been removed. Some spas may use heated, moist towels instead of steam. The moist heat loosens plugs and encourages skin to sweat out any impurities that may be caught in pores.



### Extraction

After the steam process, the customer will have the extraction phase. In this phase, the aesthetician will remove blackheads and, possibly, whiteheads. Usually, she will use a lighted magnifying glass to examine the skin. The aesthetician may use a blackhead extractor, a stainless steel instrument that allows blackheads to be gently

expressed. Some aestheticians choose to wrap their fingers with cotton to protect the skin while manually expressing the plugs.



### Massage

In the massage phase, the skin will be stimulated and lubricated. Aesthetician may use a massage oil or lotion during this process. Depending upon her training and the treatment, she may massage the neck, shoulders, décolleté and/or scalp as well. The customer may notice that her/his sinuses feel clearer and she/he feels deeply relaxed after the massage.

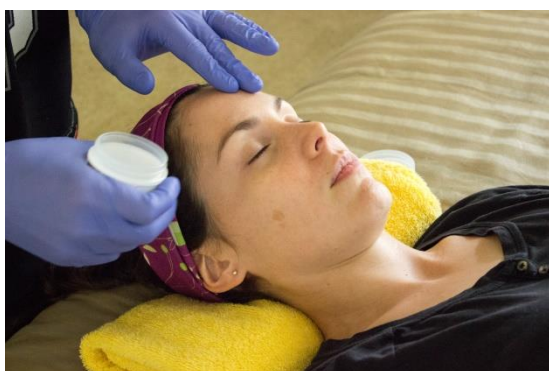
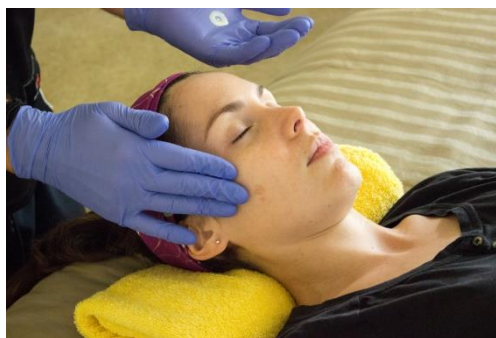


## Mask

Depending upon the skin's needs, the aesthetician then chooses a mask. If the skin is oily, she may choose a clay-based mask to draw off the excessive sebum. If the skin is dehydrated, she will choose one that replenishes moisture. Masks are highly specific and are formulated to treat specific skin care needs.

## Serum

After the mask is removed, the aesthetician will likely apply a specialty serum to the skin. Some spas charge extra for this step, while others include it as part of the facial. Serums include those for aging skin, for blemished skin and for sensitive skin.



## Final Touch

Before sending the customer out the door, aesthetician will apply a skin-specific cream or gel to the customer's skin. She may also apply an eye gel and/or lip treatment cream.

Adapted from:

<http://www.livestrong.com/article/103597-steps-spa-facial/> - by Katherine Mariaca

### What I know and/or I want to know further

1. What the text is about.
2. The purpose of the text.
3. The tenses used in the text.
4. The parts of that type of text.
5. Where that type of text can be found.

What I know	What I want to know further


## LET'S MAKE QUESTIONS

### TASK 16



Referring to “What I want to know further” in Task 15, make relevant questions. Examples are provided for you.

1. What is the text about?
2. What is the purpose of the text?
3. What tenses are used in the text?
4. What are the parts of that type of text?
5. Where can we find that type of text?
- 6.
- 7.
- 8.
- 9.
- 10.

### TASK 17



In pairs, propose your temporary answer to your questions in Task 16. Also, discuss the following question with your partner.

**What is the difference between the content of text in Task 15 and the content of the monologue in Task 4?**

(continued)

### LET'S FIND OUT

#### TASK 18



Reread the text entitled “10 Steps of a Spa Facial”. Then, decide whether the statements are true or false based on the text. Correct the wrong statements. Share your answers to your partner.

NO	Statements	T/F	Corrections
1.	The customer does a facial without any consultation.		
2.	Aesthetician will choose the products based on the customer's skin care needs.		
3.	Blackheads or whiteheads must be removed from the plugs.		
4.	A clay-based mask is for dehydrated type of skin.		
5.	A stainless steel instrument can be used for removing blackheads.		
6.	Massage will make no effects at all.		

## TASK 19



When you read the text entitled “10 Steps of Spa Facial”, you will find the following words. In pairs, use your dictionary to find the Indonesian meaning of the words. Look at the example. After you finish, share your answers to your friends. Then, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	pore /pɔːr/ (kb)	Pori-pori
2.	consultation /ˌkɒn.səl'teɪ.ʃən/ (kb)	
3.	steam /stiːm/ (kb)	
4.	sebum /'siː.bəm/ (kb)	
5.	aging /'eɪ.dʒɪŋ/ (ks)	
6.	blemish /'blem.ɪʃ/ (kb)	
7.	lubricate /'luː.brɪ.keɪt/ (kk)	
8.	massage /'mæ.sɑːʒ/ (kk)	
9.	scalp /skælp/ (kb)	
10.	décolleté /deɪ'kɒlteɪ/ (kb)	
11.	moisture /'mɔɪstʃə/ (kb)	

## TASK 20



Study the explanation about Imperative Sentences. Discuss it with your friends. Ask your teacher if you do not know the explanation.

### IMPERATIVE SENTENCE

When you make procedure texts, you need to use an imperative sentence. What kind of sentence is it?

- It is a type of sentence that is used to give commands, make polite requests, and give directions.
- It typically begins with the base form of a verb (V1).
- The understood subject of the sentence is *you* (meaning the person the -

speaker is talking to). Eg: (You) *cleanse the face with lukewarm water.*

The formula is: **Verb + Object + Adverb**

**Example** : **Cleane** **the face** **with lukewarm water.**

Adapted from: Azar (1992)

### TASK 21



Watch a video entitled “Needle-free Mesotherapy for Skin Rejuvenation”. The manuscript of the video that is already reorganized is provided for you.

Also, is there any difference between the text in Task 21 with a text in Task 15? Discuss it in a group of 4. Then, share your ideas.



Picture 1.9

### Needle-free Mesotherapy for Skin Rejuvenation

1. Connect the Vacuum treatment head to the machine
2. Apply essential oil on skin
3. Choose no.2 facial treatment head
4. Switch to manual operation mode
5. Set the energy of suction to 02, release to 02, and intensity at level 3
6. Massage skin from the collarbone up to the mandible, 3-5 times in 3 minutes
7. With the vacuum, start the suction from lower lip lifting up to the behind of ears 3-5 times in 3 minutes.
8. Then, from corners of mouth to the front of the ears, 3-5 times in 3 minutes; from sides of nose to the middle of ears, 3-5 times in 3 minutes.
9. Move along the inferior orbit, from corners of eyes to temple, 3-5 times in 3 minutes.
10. Starting separately from tails of brows; middle of brows and brows moving tenderly to the hairline, 3-5 times in 3 minutes.
11. Hold onto each acupuncture point for 10 seconds.
12. Change to **MESO** treatment head, then fill in the essential oil.
13. Set energy to 2.
14. Move the treatment head from the collarbone up to the mandible; then from lower lip lifting up to behind of ears.
15. After that, move the machine from corners of mouth to the front of the ears; after that, from sides of nose to the middle of ears.
16. Move along the inferior orbit, from corners of eyes to temple; move from tail of the eye upwards to hairline.

17. Starting separately from tails of brows; middle of brows and brows moving tenderly to the hairline.

#### **MICROCURRENT TREATMENT**

18. Operated by micro-current treatment head. Apply the gel into the skin. Set the intensity to 2.
19. Move from neck area. Please make zigzag paths across the wrinkles in neck, round lips. Keep away from Adam's apple.
20. Same method is applied for fine lines treatment, laughing lines treatment.
21. Move a bit faster when crossing the temple. Same method is applied to treat wrinkles on forehead and the bridge of nose

The video was taken from: [http://www.dailymotion.com/video/xcgm36\\_needle-free-mesotherapy-no-needle-m\\_tech](http://www.dailymotion.com/video/xcgm36_needle-free-mesotherapy-no-needle-m_tech)

#### **TASK 22**



**Based on text in Task 21, answer the following questions. Discuss it with your partner. Then, share your answer.**

1. What did you get from the manual instruction above?
2. Did you notice the characteristics of a procedural text in the text? What are they?
3. From the text, what are the purposes of the mesotherapy machine?
4. When operating the mesotherapy machine, does she use the same intensity level all the time?
5. Before starting the mesotherapy procedure, what does the therapist do to the customer's face?

**TASK 23**

From the text in Task 21, you may notice some following words. In pairs, use your dictionary to find the Indonesian meaning of the words. Match the English word and its meaning. After you finish, share your answers to another partner. Then, repeat after your teacher.

Words	
suction	/ˈsʌk.fən/
collarbone	/ˈkɑː.lə.boʊn/
mandible	/ˈmæn.dɪ.bəl/
temple	/ˈtem.pəl/
hairline	/ˈheə.laɪn/
wrinkle	/ˈrɪŋ.kl/

Indonesian Words
kerutan
pelipis
batas rambut
penghisapan
rahang bawah
tulang selangka

**TASK 24**

Make imperative sentences using the words provided below. An example is provided for you. After you finish, share your answers to your partner.

1. Cleanse

Cleanse the face by using cotton pads.

2. Apply

\_\_\_\_\_

3. Remove

\_\_\_\_\_

4. Rinse

\_\_\_\_\_

5. Blend

\_\_\_\_\_

6. Choose

\_\_\_\_\_

7. Stir

\_\_\_\_\_

8. Put

\_\_\_\_\_

### LET'S WRITE

#### TASK 25



Arrange the jumbled words (number 1-4) into good imperative sentences. Match the instruction with the picture. Then, share the answers to your friends.

#### Moisturizing Honey Wash

##### Ingredients:

- 1 tablespoon of honey
- 1 tablespoon of oat/rice bran

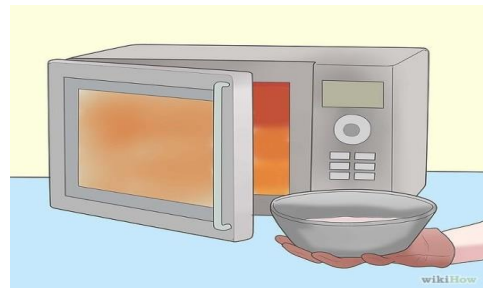


1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3	4
 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>

1. until - blended - stir - well

\_\_\_\_\_

2. a - ingredients - in - combine - bowl

\_\_\_\_\_

3. microwave - heat - a - in

\_\_\_\_\_

4. warm - face - while - this - wash - it's - still - use

\_\_\_\_\_

Adapted from: <http://www.wikihow.com/Make-Natural-Face-Cleaners>

## TASK 26



Have you ever followed steps to make or do something related to face treatments? In a group of 4, make your own procedure text. You can use Internet to support your work. Draw your own pictures to make it clearer. Then, present your work in front of class. Choose one of the themes provided below.

- Manual instruction of using a facial instrument
- Steps of how to make a traditional facial mask, or a natural face cleanser.

(continued)

Do your work in this rubric.

**TITLE:**

**INGREDIENTS/MATERIALS:**

**STEPS:**

**TIPS:**

## HOMEWORK

There are problems to be solved. What can you do to help them? Find ways or tips to solve their problems. You can use any source to support your work. Take notes important informations with your own words. Add pictures to make it clearer.



Picture 1.10

Oh God! There are pimples on my face. It looks so bad! Can anyone help me???

HELP ME! I have to meet my client next month, but I have acne scars on my face. Can I get rid of it quickly? Give me tips on that!



Picture 1.11

## LET'S SUMMARIZE

### PROCEDURE TEXT

A procedure text is a type of text that has a purpose to tell how to do something. The text provides instructions for making something, doing something, or getting somewhere. A procedure text usually has three sections:

- An introductory statement or title: It gives the aim or goal of the procedure.
- A list of materials that will be needed to complete the procedure.
- A sequence of steps, in the order they need to be completed, to achieve this goal.

### IMPERATIVE SENTENCES

It is a type of sentence that gives advice or instructions that expresses a command or request. It typically begins with the base form of a verb (V1).

### SEQUENCING CONNECTIVES

In procedure texts, there are steps that are sequenced well. For sequencing the steps, it needs connectives. It is needed because:

- It can help in developing the logical sequence of the ideas.
- It can show chronological order.

The sequencing connective includes *first, second, after that, next*, etc.

#### EXAMPLE:

- First, take 6 strawberries
- Second, blend it with 2 tbs of sugar, honey, and baking soda.
- Third, apply it into your face.

## LET'S HAVE A REFLECTION

Before I studied this unit

I did not understand \_\_\_\_\_

\_\_\_\_\_

When I was studying this unit	Difficulties: _____  How I overcame the difficulties: _____
After I had studied this unit	I think _____ _____
What I like the most from this unit is	...

Read the statements below, then tick (✓) the option that is most applicable to you.

Statements	Definitely	Yes	Maybe	No	No at all
The text was easy to understand.					
I can write a procedure text.					
I like writing reflections.					
I will continue writing reflections.					

## UNIT 2 | What is Skin?



Source: <http://nritribune.com/wp-content/uploads/2015/05/1216.jpg>



Source: <http://geneticvitality.com/wp-content/uploads/2011/03/Healthy-Couple-Anti-Aging-Vitality-e1299265116656-750x287.jpg>

Do you care about your skin? Have you ever tried to find out any information about skin? In your study, you will do some activities related to face treatments, so you need to know information about skin. Do you know how to produce a report text orally or in written? In this unit, you will learn about how to gather factual information about something, and how to report it through series of task.

In this unit, there are activities you will do, such as:

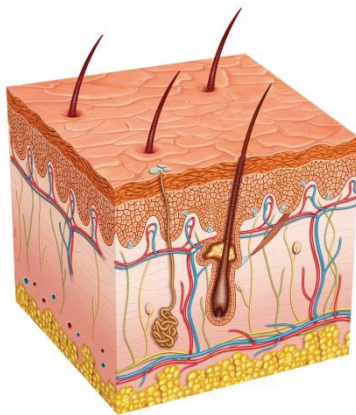
- watch videos
- study the explanation of report text
- have a discussion about related topic
- read some report texts
- study the passive voice
- make your own report text

## WARM-UP

### TASK 1



Answer the questions based on your experience.



1. Have you ever learned about what a skin is? Can you tell us the parts of a skin?
2. Have you ever reported something based on factual information? What aspects must be said?

Picture 2.1

(continued)

(continued)



## TASK 2



Have you ever heard about some skin problems? You have to know about the problems to take care of your skin. In pairs, match the words in column A with the meanings in column B. Use a dictionary to find the meaning. It will help you to do the next tasks. After that, repeat after your teacher.

A

rash /ræʃ/

sunburn /'sʌnbɜ:n/

bruise /bru:z/

blister /'blɪstə/

fungus /'fʌŋgəs/

B

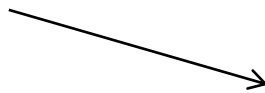
memar

jamur

terbakar sinar matahari

melepuh

ruam





Have you ever seen these following pictures? Is there any difference between these skin problems? Match the words with the pictures provided.

KELOID

STRECH MARK

(a)



Picture 2.2

(b)



Picture 2.3

### LET'S LISTEN AND SPEAK

#### LET'S LISTEN

#### TASK 3



Watch the video entitled "Sweet Strawberries: What is a Strawberry?". Then, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.



Picture 2.4

#### What I know and/or I want to know further

1. What the monologue is about.
2. The purpose of the speaker telling the monologue.
3. The tenses used in the monologue.

What I know	What I want to know further

### LET'S MAKE QUESTIONS

#### TASK 4



Referring to “What I want to know further” in Task 3, make relevant questions. Examples are provided for you.

1. What is the monologue about?
2. What is the purpose of the speaker telling the monologue?
3. What tenses are used in the monologue?
- 4.
- 5.
- 6.
- 7.
- 8.

#### TASK 5



In pairs, propose your temporary answer to your questions in Task 4. Also, discuss the following questions with your partner.

What do you think about the video? What kind of monologue in the video is it?

(continued)

### LET'S FIND OUT

#### TASK 6



In the video entitled “Sweet Strawberries: What is a Strawberry”, you hear some words stated below. In pairs, find the Indonesian meaning of the words. Share the answers with your friends. After that, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	flavour /'fleɪvə/ (kb)	
2.	firmness /'fə:mənəs/ (kb)	
3.	variety /və'raɪəti/ (kb)	
4.	seed /si:d/ (kb)	
5.	tasty /'teɪsti/ (ks)	
6.	wild /wɪld/ (ks)	

#### TASK 7



Watch again the video entitled “Sweet Strawberries: What is a Strawberry?”. In pairs, listen to it, and take notes any information about it. Do your work in the blank spaces provided. The questions provided will help you making your notes. Then, try to report your notes in groups of four.

(continued)

What is it?  
How many variety of it?  
Where is the first place it was found? Is it wild fruit?  
Who was the first people that started to grow it?  
When did people start to grow it?  
What can we do with it?  
What is contained in it? What is the benefits of it?  
Is it a type of berry?  
What does it look like?  
What are the unusual things about it?

- The video is about...
- There are ...
- It was found in...
- The first people who started to grow it was...
- They started to grow it...
- It has some benefits, such as... . We can use it as...
- It contains...
- ... etc

## TASK 8



Study and discuss the following explanation about Factual Reports with your partner. You can ask your teacher if you do not understand about the explanation.

### FACTUAL REPORTS

A factual/an information report is a type of text that presents information about a subject. It usually contains facts about the subject, a description and information on its parts behaviour and qualities. The examples of factual/information reports are:

- textbooks
- lectures
- research assignments
- reference articles

#### Features of a Factual/an Information Report

##### • Constructing a Factual/an Information Report

The steps for constructing a factual/an information report are:

- a general opening statement that introduces the subject of the report. It can include a short description and a definition.
- a series of paragraphs about the subject, usually a new paragraph describes one feature of the subject and begins with a topic sentence.
- a conclusion that summarizes the information presented and signals the end of the report.

##### • Language Features of a Factual/an Information Report

The language features usually found in a factual/an information report are:

- technical language related to the subject
- generalised terms
- use of the timeless present tense

The factual/information reports contain details information that describes the subject. The details should be *facts* rather than *opinions*. Good factual/information reports should include only factual descriptions and not judgements.

#### SCAFFOLDING

##### 1. A general opening statement in the first paragraph

- This statement tells the audience what the text is going to be about.
- This can include a short description of the subject.
- This can include a definition of the subject.

##### 2. A series of paragraphs about the subject

- Each paragraph usually begins with a topic sentence.
- The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.

- The sentences after the previews give more details.
- Each paragraph should give information about one feature of the subject.
- These paragraphs build a description of the subject of the report.
- They may include technical language that is related to the subject.

### 3. A concluding paragraph (optional)

- The concluding paragraph signals the end of the text.
- This paragraph can summarize the report.

Adapted from: Anderson, Mark. Anderson, Kathy (p.86-103, 1997)

## TASK 9



Watch the video entitled “How do Vitamins Work?”. Then, listen to it and decide whether the statements are true or false based on the video. Correct the wrong statements. Share your answers to your partner.

NO	Statements	T/F	Corrections
1.	Vitamins are organic compounds.		
2.	Bacteria, fungi and plants cannot produce their own vitamins, but the human body do can.		
3.	Vitamins C and B are water-soluble vitamin, therefore it can blend with the bloodstream easily.		
3.	Vitamin K is lipid-soluble vitamin, and it needs protein to be absorbed well.		
4.	The water-soluble vitamin cannot be rejected from the body easily.		

5.	Too much of any vitamin will be no problems for the body.		
----	---	--	--

### TASK 10



From the video entitled “How do Vitamins Work?”, you listen some following words. In pairs, use find the Indonesian meaning of the words. Share your work with your friends. After that, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	compound /'kɑ:m.pəʊnd/ (kb)	
2.	ingest /In'dʒest/ (kk)	
3.	defender /dɪ'fen.dər/ (kb)	
4.	wound /wu:nd/ (kb)	
5.	soluble /'sɑ:l.jə.bl/ (ks)	
6.	dissolve /dɪ'zɑ:lv/ (kk)	
7.	intestine /In'tes.tɪn/ (kb)	
8.	replenish /rɪ'plen.ɪʃ/ (kb)	
9.	fatigue /fə'ti:g/ (kb)	

### LET'S SPEAK

### TASK 11



Watch again the video entitled “How do Vitamins Work?”, and listen to any information discussed. In groups of four, make your own report by using your own sentences about what a vitamin is. The questions followed will help you to gather the information. After that, present the result of your group discussion.

1. What is a vitamin? How many kinds of vitamins are they?
2. What are the use of vitamins?
3. How many forms of vitamins? What are they?
4. How can lipid-soluble and water-soluble vitamins can be absorbed?
5. Is there any difference between the two types of Vitamins' form?
6. What are the uses of each vitamin?

(continued)

1. A vitamin is a...  
There are kinds of vitamins, such as...
2. The uses of vitamins are...
3. Vitamins come in.....types, ..... and .....
4. The lipid-soluble vitamins can be absorbed to the blood...  
The water-soluble vitamins can be absorbed...
5. The two types of vitamin's form has some differences, such as...
6. Each vitamin has its uses, such as...(describe it clearly).

## TASK 12



Create a monologue about natural oils for skin based on the information provided in the box. You can add other information. After that, present your monologue to your classmates.

(continued)



- Natural oils are the wonderful ingredients.
- Chemical-free.
- Helps to lubricate, protect, and hold the moisture skin.
- Prevents wrinkles and tightens skin.
- As face foods, an anti-aging, anti-oxidant, anti-bacteria, anti-inflammatory.
- Rich of omega.
- 10 Most used natural oils for skin: Argan oil, Coconut oil, Jojoba oil, Avocado oil, Pomegranate oil, Olive oil, Rosehip oil, Grapeseed oil, Castor oil.
- It is packed on bottles.
- Can be used on their own or mixed with each other in a blend that best suits the skin needs.

### TASK 13



From the previous task, you know the name of some natural oils. Choose two of them (2) and find information about it. Then, make a monologue based on the information. You can use internet, books or other sources to support your work. After that, present your work to your classmates. Use the questions below to guide you.

1. What is the definition of it?
2. What are their common physical characteristics (size, colour)?
3. Where is their habitat?
4. What are their benefits?
5. What are the nutritional properties contained on it?
6. How can we consume it?



An average woman meets 168 chemical ingredients in her beauty regimen everyday, while men has an average of 85 chemical ingredients everyday.

According to a 2005 survey of 2.300 adults by the Environment Working Group.

<http://preview.www.thedailygreen.com/living-green/natural-beauty-cosmetics/natural-beauty-tips>

The chemical glass picture was taken from: <http://bateschemical.com/wp-content/uploads/2012/01/chemicals.jpg>

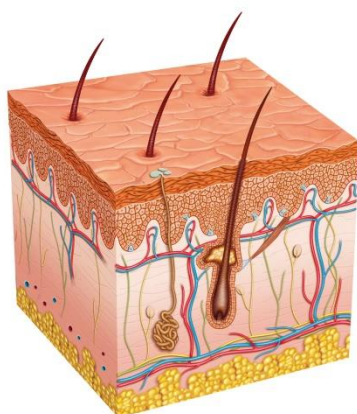
## LET'S READ AND WRITE

### LET'S READ

#### TASK 14



Read the following text entitled "Skin" carefully. After that, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.



#### Skin

Skin is an important organ of the human body. It covers all of the body and performs many special functions.

Skin is the largest organ in the human body. It weighs between two and three kilograms and is either glabrous or hairy. Glabrous skin is that found on the palms of the hands and the soles of feet. It is smooth and hairless. Hairy skin covers the rest of the body and this varies in texture, thickness and amount of hair.

Skin is made up of two layers. The outer layer is the epidermis. This is mainly dead or dying skin cells. Beneath the epidermis is the dermis. The dermis is made from tougher fibres and is thicker than the epidermis. Within the dermis are nerves, blood vessels and glands.

Skin does a number of important things for the body. It provides a protective covering for the body, helps to prevent the body from drying out, holds the body organs in place and regulates the body's temperature.

The skin, therefore, is a complex part of the human body.

\*The text was taken from: Anderson, Mark. Anderson, Kathy. (p.89, 1997)

#### What I know and/or I want to know further

1. What the text is about.
2. The purpose of the text.
3. The tenses used in the text.
4. The general structure of the text.
5. The language features of the text.

What I know	What I want to know further

#### LET'S MAKE QUESTIONS

#### TASK 15



Referring to "What I want to know further" in Task 14, make relevant questions. Examples are provided for you.

1. What is the text about?
2. What is the purpose of the text?
3. What tenses are used in the text?
4. What is the general structure of the text?

5. What are the language features of the text?
- 6.
- 7.
- 8.
- 9.
- 10.

### TASK 16



In pairs, propose your temporary answer to your questions in Task 15.

### LET'S FIND OUT

### TASK 17



In Task 8, you already learned the Report text. From the text in Task 14, in groups of four, identify the parts of the text entitled "Skin" by completing the following table with the information you find from the text. Also, identify the language features of the text. After

(continued)

Skin	
<p>Skin is an important organ of the human body. It covers all of the body and performs many special functions.</p>	<div> <div>.....</div> <div>.....</div> </div>
<p>Skin is the largest organ in the human body. It weighs between two and three kilograms and is either glabrous or hairy. Glabrous skin is that found on the palms of the hands and the soles of feet. It is smooth and hairless. Hairy skin covers the rest of the body and this varies in texture, thickness and amount of hair.</p>	<div> <div>Bundles of specific information:</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> <div>-</div> </div>
<p>Skin is made up of two layers. The outer layer is the epidermis. This is mainly dead or dying skin cells. Beneath the epidermis is the dermis. The dermis is made from tougher fibres and is thicker than the epidermis. Within the dermis are nerves, blood vessels and glands.</p>	
<p>Skin does a number of important things for the body. It provides a protective covering for the body, helps to prevent the body from drying out, holds the body organs in place and regulates the body's temperature.</p>	
<p>The skin, therefore, is a complex part of the human body.</p>	<div> <div>.....</div> <div>.....</div> </div>

### Language Features

Technical Language.	
Topic sentences preview what the paragraphs will be about.	

Timeless Present Tense.

### TASK 18



Reread the text entitled “Skin”. Individually, please answer these following questions. Then, share the answer with your partner.

1. What is meant by glabrous skin?
2. Does hairy skin cover the rest of the body?
3. How many layers of skin do humans have? Mention it.
4. Where is the position of the dermis layer?
5. What does the skin do for the body?

## TASK 19



When you read the text entitled “Skin”, you find the following words. In pairs, use the dictionary to find the Indonesian meaning of the words. Then, share the answers with your friends. After that, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	weigh /wei/ (kk)	
2.	hairy /'her.i/ (ks)	
3.	palm /pɑ:m/ (kb)	
4.	tough /tʌf/ (ks)	
5.	gland /glænd/ (kb)	

## TASK 20



Study the following explanation about Timeless Present and Passive Voice. You can ask your teacher if you do not understand about the

### Timeless Present

Tense is the time at which the action in the text takes place. It can be in the past (already happened), in the present (is happening now), or in the future (will happen later). The verbs (processes) show the tense of the text. Here are some examples:

- I did my facial at the beauty center yesterday. (past tense)
- I am having a facial. (present tense)
- I will go to the beauty center. (future tense)

In factual/information reports the tense is timeless present. It means that the action always happens in the way in which it is described. Look at the example, and pay attention to the words in bolds:

*A computer system **has** several devices. It **processes** information that is inputted, usually by a keyboard. The system **comprises** a monitor, disk drive and printer.*

*The software **is** the program that operates the system. It **tells** the computer what to do. Software **includes** games, word processing packages and business programs.*

(continued)

Information is stored on hard disks, floppy disks or CD-ROMs. The disk drive **reads** these disks and processes the data on them.

**\*The underlined words are not past tense but are in the passive voice.**

Adapted from: Anderson, Mark. Anderson, Kathy. (p.94-95, 1997)

PASSIVE VOICE	
<p>Active: (a) <u>Mary helps the boy</u> S + verb + object</p> <p>Passive: (b) <u>The boy was helped</u> by Mary S + verb</p>	<p>In the passive, <i>the object</i> of an active verb becomes <i>the subject</i> of the passive verb. The subject of an active verb follows <b>by</b> in a passive sentence. The noun that follows <i>by</i> is called the “agent”. In (b): <b>Mary</b> is the agent.</p> <p>(a) and (b) have the same meaning.</p>
<p>Active : (c) An accident happened.</p> <p>Paasive : (d) (none)</p>	<p>Only transitive verbs (verbs that can be followed by an object) are used in passive voice. It is not possible to use intransitive verbs in the passive.</p>
Form of the passive: <b>be + past participle</b>	
Active	Passive
<i>simple present</i> : Mary helps the boy.	The boy is helped by Mary.
<i>present progressive</i> : Mary is helping the boy.	The boy is being helped by Mary.
<i>present perfect*</i> : Mary has helped the boy.	The boy has been helped by Mary.
<i>simple past</i> : Mary helped the boy.	The boy was helped by Mary.
<i>past progressive</i> : Mary was helping the boy.	The boy was being helped by Mary.
<i>past perfect*</i> : Mary had helped the boy.	The boy had been helped by Mary.
<i>simple future*</i> : Mary will help the boy.	The boy will be helped by Mary.
<i>be going to</i> : Mary is going to help the boy.	The boy is going to be helped by Mary.
<i>future perfect*</i> : Mary will have helped the boy.	The boy will have been helped by Mary.
<p>(e) Was the boy <b>helped</b> by Mary?</p> <p>(f) Is the boy <b>being helped</b> by Mary?</p> <p>(g) Has the boy <b>been helped</b> by Mary?</p>	<p>In the question form of passive verbs, an auxiliary verb precedes the subject.</p>
<p>*The progressive forms of the <i>present perfect</i>, <i>past perfect</i>, and <i>future perfect</i> are rarely used in the passive.</p>	

Taken from: Azar (p.208, 2002).



## TASK 21



Read the following text entitled “Avocado”. In pairs, identify the timeless present tense and passive voice form by categorizing them into two different columns. After that, share the answer with your friends.

### Avocado

Avocado trees are evergreens that produce a delicious and nutritious fruit. In Spanish-speaking countries, avocados are known as “alligator pears” because of their pear shape and bumpy skin. It is also called a prehistoric plant because it’s large seed.

An avocado tree grows to about 30 feet tall. Because they grow as wide as they are tall, adequate spacing is needed between trees. The leaves and the fruit of an avocado tree are glossy with dark-green colour. The leaves are sharply pointed shape. Unlike most trees, their flowers typically appear from January to March. The mature tree is able to produce more than a million flowers during a single flowering period. The flesh of the fruit is dark-green near the skin, but turns yellowish nearer the seed. Fruit can remain on trees for several months after avocados have matured. The avocado trees do not have bark to protect them from the sun, so they have to be planted under shades.

Avocados are good for health, such as good for the heart and eyes, offering 20 vitamins and minerals. It also good for skin. Avocados are rich of antioxidant that provide significant protection for skin from the environmental damage that leads to fine lines, wrinkles and other visible signs of aging. It also contains of vitamin C and E. Vitamin C is needed for the creation of elastin and collagen, which bind your skin ceels together and maintain their firmness and structure. Vitamin E is another skin antioxidant that prevents free radical damage from oxidizing fats in the skin cells. Research studies have also demonstrated that vitamin E can reduce the effects of UVA and UVB radiation from sun exposure on skin. Avocados also contains of oleic-acid that maintains moisture in the epidermal layer of the skin; helping to make the skin soft and hydrated. It is also involved in regenerating damaged skin cells and reducing facial redness and irritation.

Therefore, consuming avocados are good for health.

Adapted from: <http://healthiestfoods.co.uk/the-top-4-avocado-skin-benefits> and <http://www.gardenguides.com/90931-avocado-tree-identification.html#ixzz3UeXWy5tp>

Timeless Present Tense	Passive Voice

## TASK 22



Answer these following questions based on text entitled "Avocado". Then, share your answer to your partner.

NO	Questions
1.	Why is the avocado called alligator pears?
2.	Why do people need an adequate space to grow the avocado trees?
3.	Where is the avocados' flowers usually appear?
4.	What are the benefits of an avocado?
5.	Is there any difference between the benefits of Vitamin C and Vitamin E? What are they?

### TASK 23



When you read the text entitled “Avocado”, you find the words in the box. In pairs, match the words in the box with the meanings. Use a dictionary to find the meaning. Then, share the answer with your friends. After that, repeat after your teacher.

Evergreen: /'ev.ə.gri:n/

bumpy: /'bʌm.pi/

flesh: /fleʃ/

Prevent: /pri'vent/

mature /mə'tjʊr/

1. \_\_\_\_\_: fully developed physically; full-grown.
2. \_\_\_\_\_: to stop something from happening.
3. \_\_\_\_\_: the soft inside part of a fruit or vegetable.
4. \_\_\_\_\_: not smooth.
5. \_\_\_\_\_: a plant, bush, or tree that has leaves for the whole year.

### TASK 24



In pairs, complete the paragraph using the passive form of the words in brackets. Then, share the answers in groups of four.

Last Sunday, I made my own facial mask. I needed some ingredients, such as an avocado, a lemon, and honey. My mother and I went to Supermarket to buy it. There, our cart \_\_\_\_\_ (take) by me while the ingredients \_\_\_\_\_ (select) by my mother. After that, we went home.

At home, the ingredients \_\_\_\_\_ (blend). Then, it \_\_\_\_\_ (apply) to my face. After 20 minutes, I rinsed it off.

## LET'S WRITE

### TASK 25




Change the active to passive. Then, share your answer with your partner.



NO	Active	Passive
1.	The beauty center's staffs serve customers.	
2.	Susan will invite Nana to the beauty center.	
3.	Dermatologist has advised the facial treatment.	
4.	The therapist is preparing the facial mask.	
5.	She had removed the comedones.	
6.	The therapist applied the honey mask to my face.	

### TASK 26



In pairs, find the information about the pictures below and fill in the blanks based on information you get. You can use any source to support your work. After that, share your work in groups of four.

 <p>Picture 2.5</p>	<p>Name:</p> <p>General Information:</p> <p>Specific Information:</p> <p>Physical Characteristics:</p> <ul style="list-style-type: none"> <li>- Information about the tree, fruit, etc.</li> <li>- Size</li> <li>- Colour</li> </ul> <p>Habitat:</p>
--	--

	<p>The nutritional properties contained on it: The benefits for human:</p> <p>...etc</p>
 <p>Picture. 2.6</p>	<p>Name:</p> <p>General Information:</p> <p>Specific Information:</p> <p>Physical Characteristics:</p> <ul style="list-style-type: none"> <li>- Information about the tree, fruit, etc.</li> <li>- Size</li> <li>- Colour</li> </ul> <p>Habitat:</p> <p>The nutritional properties contained on it: The benefits for human:</p> <p>...etc</p>
 <p>Picture 2.7</p>	<p>Name:</p> <p>General Information:</p> <p>Specific Information:</p> <p>Physical Characteristics:</p> <ul style="list-style-type: none"> <li>- Information about the tree, fruit, etc.</li> <li>- Size</li> <li>- Colour</li> </ul> <p>Habitat:</p> <p>The nutritional properties contained on it: The benefits for human:</p> <p>...etc.</p>

## TASK 27



Based on the pictures and information in Task 26, choose one of them, then make a draft of 150-200 words by referring to the information you have got. After that, share your work in groups of four.

(continued)

*(continued)*

Title:

General Information:

Bundles of Specific Information:

### **HOMEWORK**

**Individually, find any information about something (can be vegetable; fruit; or herb) that relates to skin health. You can use any source, like textbooks, internet, etc. After that, rewrite it by using your own words. Add a picture of it to support your work. Do not forget to add the references. Then, share your work in front of class. The report text can consist of some points as follows. You can also add more information.**

*(continued)*

Name:

General Information:

Specific Information:

Physical Characteristics:

- Information about the thing discussed.
- Size
- Colour

Habitat:

The benefits for human:

### LET'S SUMMARIZE

## FACTUAL REPORTS

A factual/an information report is a type of text that presents information about a subject. It usually contains facts about the subject, a description and information on its parts behaviour and qualities.

The generic structure of the report text are:

- a general opening statement that introduces the subject of the report. It can include a short description and a definition.
- a series of paragraphs about the subject, usually a new paragraph describes one feature of the subject and begins with a topic sentence.
- a conclusion that summarizes the information presented and signals the end of the report.

The language features usually found in a factual/an information report are:

- technical language related to the subject
- generalised terms
- use of the timeless present tense

The factual/information reports contain details that describes the subject. The details should be *facts* rather than *opinions*. Good factual/information reports should include only factual descriptions and not judgements.

### Timeless Present

Tense is the time at which the action in the text takes place. It can be in the past (already happened), in the present (is happening now), or in the future (will happen later). The verbs (processes) show the tense of the text. Here are some examples:

- I did my facial at the beauty center yesterday. (past tense)
- I am having a facial. (present tense)
- I will go to the beauty center. (future tense)

In factual/information reports the tense is timeless present. It means that the action always happens in the way in which it is described.

### PASSIVE VOICE

In the passive, *the object* of an active verb becomes *the subject* of the passive verb. The subject of an active verb follows **by** in a passive sentence. The noun that follows **by** is called the “agent”.

The examples: **Active:** (a) Mary **helps** the boy  
S + verb + object

(continued)

**Passive:** (b) The boy **was helped** by Mary  
S + verb

In (b): *Mary* is the agent.

(a) and (b) have the same meaning.

Only transitive verbs (verbs that can be followed by an object) are used in passive voice. It is not possible to use intransitive verbs in the passive.

Form of the passive: be + **past participle**

### LET'S HAVE A REFLECTION

Before I studied this unit

I did not understand \_\_\_\_\_  
\_\_\_\_\_



When I was studying this unit	Difficulties: _____  How I overcame the difficulties: _____
After I had studied this unit	I think _____ _____
What I like the most from this unit is...	...

Read the statements below, then tick (✓) the option that is most applicable to you.

Statements	Definitely	Yes	Maybe	No	No at all
The text was easy to understand.					
I can write a report text.					
I like writing reflections.					
I will continue writing reflections.					

## UNIT 3 | If I..., I would...



Source:  
<http://icosa.hkbu.edu.hk/grammar/sentence-structure/conditionals/files/img/img1.jpg>



Source: <https://www.pinterest.com/psteegma/dermatology-cartoons/>

In daily communication, sometimes you will have to talk about possible or imaginary situations. What will you say? Do you know how to say it? In this unit, you will learn how to talk about possible or imaginary situations through series of task.

In this unit, there are some activities you will do, such as:

- watch movie clips
- learn all about Conditional Sentences
- read a short story
- have discussions about related topic
- write dialogues/a script using Conditional Sentences

## WARM-UP

### TASK 1



Answer the questions with “yes” or “no”.

- If the weather had been good yesterday, our picnic would not have been canceled.*
  - Was the picnic canceled? \_\_\_\_\_
  - Was the weather good? \_\_\_\_\_
- Ann would have made it to class on time this morning if the bus hadn't been late.*
  - Did Ann try to make it to class on time? \_\_\_\_\_
  - Did Ann make it to class on time? \_\_\_\_\_
  - Was the bus late? \_\_\_\_\_
- If I didn't have any friends, I would be lonely.*
  - Am I lonely? \_\_\_\_\_
  - Do I have friends? \_\_\_\_\_
- If I were a carpenter, I would build my own house.*
  - Do I want to build my own house? \_\_\_\_\_
  - Am I going to build my own house? \_\_\_\_\_
  - Am I a carpenter? \_\_\_\_\_
- If you heat water, it boils.*
  - Do you heat water? \_\_\_\_\_
  - Does it boil? \_\_\_\_\_

## TASK 2



In pairs, discuss then decide whether the statements are the truth; possible situations; or unreal/impossible situations by giving a tick in a correct column.

NO	Statements	The truth	Possible Situation	Unreal/ Impossible Situation
1.	If the weather had been good yesterday, our picnic would not have been canceled.			
2.	Ann would have made it to class on time this morning if the bus hadn't been late.			
3.	If I didn't have any friends, I would be lonely.			
4.	If I were a carpenter, I would build my own house.			
5.	If you heat water, it boils.			

Do you notice the differences between each statement? How the sentences are structured?

### Discussion Notes

## LET'S LISTEN AND SPEAK

### LET'S LISTEN

#### TASK 3



Watch the movie clips of “Hercules”. Then, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.



Picture 3.1

#### What I know and/or I want to know further

1. The purpose of the speaker telling the statements.
2. The tenses used in the clips.
3. The grammatical structure of the statements.

What I know	What I want to know further

### LET'S MAKE QUESTIONS

#### TASK 4



Referring to “What I want to know further” in Task 3, make relevant questions. Examples are provided for you.

1. What is the purpose of the speaker telling the statements?
2. What tenses are used in the clips?
3. What is the grammatical structure of the statements?

- 4.
- 5.
- 6.
- 7.

### TASK 5



In pairs, propose your temporary answer to your questions in Task 4.

### LET'S FIND OUT

### TASK 6



Watch again the movie clips of "Hercules". In pairs, discuss and answer the questions followed. Then, share your work in groups of four.

NO	Statements	Questions	Answers
1.	<i>"Hades is going to kill us"</i>	What does it mean?	

	<p><i>when he finds out what happened."</i></p> <p><i>"You mean, if he finds out."</i></p> <p><i>..."If...If is good."</i></p>	<p>Does Hades know what is happened?</p> <p>Will the two characters on the scene 1 say to Hades what is happened?</p>	
2.	<p><i>"Hercules, <u>if you can prove yourself</u> a true hero on earth, your godhood will be restored."</i></p>	<p>In the scene 2, is hercules already a god?</p> <p>What does Zeus want to say to Hercules?</p> <p>What does the underline sentence mean?</p>	
3.	<p><i>"...if I don't become a true hero, I'll never be able to rejoin my father, Zeus."</i></p>	<p>What will Hercules do to rejoin with his father?</p>	
4.	<p><i>"If you don't help him now Phil, he'll die."</i></p>	<p>Does hercules die?</p> <p>Will Phil help Hercules?</p>	

## TASK 7



Have you ever dreamt to be a hero? What would you do if you were a hero? Write on the following rubric. Then, share your work in groups of four.

If I were a hero, I would...

(continued)

## TASK 8



Study and discuss the following explanation about Conditional Sentences with your partner. You can ask to your teacher if you do not understand about the explanation.

### CONDITIONAL SENTENCE

Conditionals are used to talk about possible or imaginary situations. It typically consists of an *if-clause* (which presents a condition) and a result clause.

Basic Verb Forms Used in Conditional Sentences			
Situation	If-Clause	Result Clause	Examples
True in the present/future	simple present	simple present  <i>will + simple form</i>	If I <b>have</b> enough time, I <b>watch</b> TV every evening.  If I <b>have</b> enough time, I <b>will watch</b> TV later on tonight.
Untrue in the present/future	simple past	<i>would + simple form</i>	If I <b>had</b> enough time, I <b>would watch</b> TV now or later on.
Untrue in the past	past perfect	<i>would have + past participle</i>	If I <b>had had</b> enough time, I <b>would have watched</b> TV yesterday.



True in the Present and Future	
<p>(a) If I <i>don't eat</i> breakfast, I always <b>get</b> hungry during class.</p> <p>(b) Water <b>freezes</b> or <b>will freeze</b> if the temperature <i>reaches</i> 32°F/0°C.</p> <p>(c) If I <i>don't eat</i> breakfast tomorrow morning, I <b>will get</b> hungry during class.</p> <p>(d) If It <i>rains</i>, we <b>should stay</b> home. If It <i>rains</i>, I <b>might decide</b> to stay home. If It <i>rains</i>, we <b>can't go</b>. If It <i>rains</i>, we're <b>going to stay</b> home.</p> <p>(e) If anyone <i>calls</i>, please <b>take</b> a message.</p>	<p>In conditional sentences that expresses true, factual ideas in the present/future, the <i>simple present</i> (not the simple future) is used in the <i>if-clause</i>.</p> <p>The result clause has various possible verb forms. A result clause can be:</p> <ol style="list-style-type: none"> <li>1. the <i>simple present</i>, to express a habitual activity or situation, as in (a).</li> <li>2. either the <i>simple present</i> or the <i>simple future</i>, to express an established, predictable fact or general truth, as in (b).</li> <li>3. the <i>simple future</i>, to express a particular activity or situation in the future, as in (c).</li> <li>4. <i>modal</i> and <i>phrasal modals</i> such as <b>should, might, can, be going to</b>, as in (d).</li> <li>5. an imperative verb, as in (e).</li> </ol>
<p>(f) If anyone <b>should call</b>, please take a message.</p>	<p>Sometimes <b>should</b> is used in an <i>if-clause</i>. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of examples (e) and (f) is the same.</p>

Untrue (Contrary to Fact) in the Present or Future	
<p>(a) If I <b>taught</b> this class, I <b>wouldn't give</b> tests.</p> <p>(b) If he <b>were</b> here right now, he <b>would help</b> us.</p> <p>(c) If I <b>were</b> you, I <b>would accept</b> their invitation.</p>	<p>In (a): In truth, I don't teach the class. In (b): In truth, he is not here right now. In (c): In truth, I am not you.</p> <p>Note: <b>were</b> is used for both singular and plural subjects. <b>Was</b> (with <i>I, he, she, it</i>) is sometimes used in informal speech: <i>If I <b>was</b> you, I'd accept their invitation.</i></p>
<p><b>Compare:</b></p> <p>(d) If I had enough money, I <b>would buy</b> a car.</p> <p>(e) If I had enough money, I <b>could buy</b> a car.</p>	<p>In (d): The speaker wants a car, but doesn't have enough money. <b>Would</b> expresses desired or predictable results.</p> <p>In (e): The speaker is expressing one possible result. <b>Could</b> = <i>would be able to</i>. <b>Could</b> expresses possible options.</p>

Untrue (Contrary to Fact) in the Past	
<p>(a) If you <b>had told</b> me about the problem, I <b>would have helped</b> you.</p> <p>(b) If they <b>had studied</b>, they <b>would have passed</b> the exam.</p> <p>(c) If I <b>hadn't slipped</b> on the stairs, I <b>wouldn't have broken</b> my arm.</p>	<p>In (a): In truth, you did not tell me about it.</p> <p>In (b): In truth, they did not study. Therefore, they failed the exam.</p> <p>In (c): In truth, I slipped on the stairs. I broke my arm.</p> <p>Note: The auxiliary verbs are almost always contracted in speech. "If you'd told me, I would've helped you. (OR I'd've helped you.)</p>
<p><b>Compare:</b></p> <p>(d) If I had had enough money, I <b>would have bought</b> a car.</p> <p>(e) If I had had enough money, I <b>could have bought</b> a car.</p>	<p>In (d): <b>would</b> expresses a desired or predictable result.</p> <p>In (e): <b>could</b> expresses a possible option; <i>could have bought</i> = <i>would have been able to buy</i>.</p>

Taken from: Azar (2002)

## TASK 9



Listen to the song entitled "If I had a Million Dollars". Fill in the blanks the lyrics. Then, share the answer with your partner.

### If I Had a Million Dollars – by Barenaked Ladies

If I had a million dollars  
 If I had a million dollars  
 Well, I'd buy you a house  
 I would buy you a house

And if I had a million dollars  
 If I had a million dollars  
 I'd buy you \_\_\_\_\_ for your house  
 Maybe a nice Chesterfield or an ottoman

And if I had a million dollars  
 If I had a million dollars  
 Well, I'd buy you a K-Car  
 A nice Reliant automobile  
 And if I had a million dollars, I'd buy your love

If I had a million dollars  
 I'd \_\_\_\_\_ a tree-fort in our yard  
 If I had a million dollars, you could help  
 It wouldn't be that hard

If I had a million dollars  
Maybe we could put a little tiny fridge  
In there somewhere  
We could just go up there and hang out  
  
Like open the fridge and stuff  
And there'd all be foods laid out for us  
Like little pre-wrapped sausages and things  
They have pre-wrapped sausages

But they don't have pre-wrapped \_\_\_\_\_  
Well, can you blame them?  
Yeah!

If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a fur coat  
But not a real fur coat, that's cruel

And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you an exotic \_\_\_\_\_  
Yep, like a llama or an emu

And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you John Merrick's remains  
All them crazy elephant bones

And if I had a million dollars  
I'd buy your love  
If I had a million dollars  
We wouldn't have to \_\_\_\_\_ to the store

If I had a million dollars  
We'd take a limousine, 'cause it costs more  
If I had a million dollars  
We \_\_\_\_\_ to eat Kraft Dinner  
But we would eat Kraft Dinner  
Of course we would, we'd just eat more  
And buy really expensive ketchups with it  
That's right, all the fanciest Dijon ketchups

If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a green dress  
But not a real green dress, that's cruel

And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you some \_\_\_\_\_  
A Picasso or a Garfunkel

If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a monkey  
Haven't you always wanted a monkey?

If I had a million dollars  
I'd buy your love

If I had a million dollars  
If I had a million dollars  
If I had a million dollars  
If I had a million dollars  
If I had a million dollars  
\_\_\_\_\_.

### TASK 10



In pairs, find the conditional sentences used in the song lyrics “If I Had a Million Dollars”. Then, share your work with your friends.

### LET'S SPEAK

### TASK 11



Choose the correct second clause for the following conditional sentences. Then, share the answer with your partner.

1. Diana will never pass the exams, \_\_\_\_\_.
  - a. if she doesn't study harder.
  - b. if she couldn't study harder.
  - c. if she didn't study harder.

2. If Lina was rich, \_\_\_\_\_.
  - a. she will probably spend all her money on clothes.
  - b. she would have spent all the money on clothes.
  - c. she can probably spend a lot of money on clothes.
3. What would you do if you \_\_\_\_\_.
  - a. if you could lose your job?
  - b. if you will lose your job?
  - c. if you lost your job?
4. If I had enough money, \_\_\_\_\_.
  - a. I will travel around the world.
  - b. I would travel around the world.
  - c. I could travel around the world.
5. If I were you, \_\_\_\_\_.
  - a. I will take the Professor's class.
  - b. I would take the Professor's class.
  - c. I could take the Professor's class.

## TASK 12



In pairs, make a dialogue using the following situations. After that, act out the dialogue in groups of four. The example is provided for you.

**What IF  
I will/would**

Example:

- A: Dewi, what **would** you do **if** you had a million dollar?
- B: **If** I had a million dollar, I **would buy** a house for my parents. How about you, Sandra?
- A: I **would give** the money to my parents and let them go to Makah.
- B: That's great.

(continued)

- What would you do **IF** you had a million dollar?
- What would you do **IF** you saw ghosts?
- What would you do **IF** you won a lottery?
- What will you do **IF** you have enough time?
- Where would you go **IF** you could go anywhere?
- What would you do **IF** you were an artist?

**Discussion Notes**

**TASK 13**



**Answer these questions. Then, share the answer with your partner.**

- A. If you lost your homework and your teacher did not believe that you had done the work, what would you do?
- B. If you had a choice between finishing your essay and going to a party, what would you do?
- C. If you saw your friend cheating on a test, what would you do?



**Daydreaming is proven to improve your brain's performance.**

The photo was taken from:

[http://i.telegraph.co.uk/multimedia/archive/02406/daydreaming\\_2406219k.jpg](http://i.telegraph.co.uk/multimedia/archive/02406/daydreaming_2406219k.jpg)

The quote's source: [love-facts.com](http://love-facts.com)

## LET'S READ AND WRITE

### LET'S READ

#### TASK 14



Read the following text entitled "The Necklace" carefully. After that, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.

### *The Necklace*

Mathilde Loisel was "pretty and charming" but felt she had been born into a family of unfavorable economic status. She was married off to a lowly clerk in the Ministry of Education, who could afford to provide her only with a modest though not uncomfortable lifestyle. Mathilde felt the burden of her poverty intensely. She regretted her lot in life and spent endless hours imagining a more extravagant existence. While her husband expressed his pleasure at the small, modest supper she had prepared for him, she dreamt of an elaborate feast served on fancy china and eaten in the company of wealthy friends. She possessed no fancy jewels or clothing, yet these were the only things she lived for. Without them, she felt she was not desirable. She had one wealthy friend, Madame Forestier, but refused to visit her because of the heartbreak it brought her.

One evening, her husband came home with an exultant air, holding a large envelope in his hand. It was a party held by the Minister of Education. He wanted to asked his wife to go there. However, after reading the invitation, his wife then was sad because she had no beautiful dresses to be worn. Knowing the condition, he then asked his wife to buy a new one.

His wife asked him to give her four hundred francs. Her husband was agree with that. After she bought a new dress, she seemed sad. She didn't have any jewels. Then, her husband asked her to go to Madame Forestier to lend some jewels. The next day, Madame Loisel went to see Madame Forestier. There, she lent a jewel, a diamond necklace. She is overcome with gratitude at Madame Forestier's generosity.

The day of the party arrived. Madame Loisel was a success. She was the prettiest woman present, elegant, graceful, smiling, and quite above herself with happiness. They went home about four o'clock in the morning. Then, Madame Loisel and her husband went home by a cab. However, Madame Loisel was shock when she realized that the necklace was missing. They searched everywhere but they could not find it. By the end of a week they had lost all hope. Madame Loisel thought that she had to replace the diamonds.

They visited many jewelers, hoped that they could find a similar one. Finally, they found a necklace that was worth forty thousand francs. They were allowed to have it for thirty-six thousand if they could buy it in three days. The Loisels spent a week scraping up money from all kinds of sources. After they got the money, then they bought the necklace. When Madame Loisel returned the necklace, she didn't tell the fact.

The Loisels began to live a life of crippling poverty. They dismissed their servant and moved into an even smaller apartment. Monsieur Loisel worked three jobs, and Mathilde spent all her time doing the heavy housework. This misery lasted for ten years, but at the end they had repaid their financial debts. Mathilde's extraordinary beauty was gone: she looked like the other women of poor households. They were both tired and irrevocably damaged from ten years of hardship.

One Sunday, while she was out for a walk, Mathilde met Madame Forestier. Feeling emotional, she approached her and offered greetings. Madame Forestier didn't recognize her, and when Mathilde identified herself, Madame Forestier could not help but exclaimed that she looked different. Mathilde said her story that she and her husband had to pay the missing necklace. They had to work for ten years to repay the debts. At the end of her story, Madame Forestier clasped her hands and told Madame Loisel that her necklace was the imitation and it was cost only five hundred francs.

(Adapted from *The Necklace* by Guy de Maupassant, 1884)

Source: <http://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml>

<http://www.sparknotes.com/short-stories/the-necklace/summary.html>

### What I know and/or I want to know further

1. What the text is about.
2. The genre of the text.
3. The elements of the text.

What I know	What I want to know further




### LET'S MAKE QUESTIONS

#### TASK 15



Referring to “What I want to know further” in Task 14, make relevant questions. Examples are provided for you.

1. What is the text about?
2. What is the genre of the text?
3. What are the elements of the text?

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#### TASK 16



In pairs, propose your temporary answer to your questions in Task 15.

## LET'S FIND OUT

### TASK 17



Reread the text entitled “The Necklace”. In pairs, please answer these following questions. Then, share the answer in groups of four.

1. What kind of story it was?
2. What is the theme of the story? Discuss. Give evidences.
3. Were you surprised at the ending of the story? Did you think it would end differently? Why?
4. Describe Madame Loisel’s personality based on the story.
5. Did you think the Madame Loisel’s decision that did not tell about the truth was right? Discuss.
6. What would you have done if you were in Madame Loisel’s place? Discuss.
7. What is the moral values you can get from the story?

### TASK 18



When you read the text entitled “The Necklace”, you find the words follows. In pairs, use the dictionary to find the Indonesian meaning of the words. Then, share the answers with your friends. After that, repeat after your teacher.

NO	Words	Indonesian Meaning
1.	clerk /klɜ:k/ kb	
2.	supper /'sʌp. /-ə/ kb	
3.	feast /fi:st/ kb	
4.	wealthy /'wel.θi/ ks	
5.	debt /det/ kb	

### TASK 19



Study the further explanation about Conditional Sentences. You can ask to your teacher if you do not understand about the explanation.

**Remember!**

1. In **if-clause**, “will” or “would” is used to express willingness, as in requests.  
For example:
  - If you will come this way, the boss will see you.
  - I would be thankful if you would give me a little help.
2. After “if”, we can either use “someone, somewhere” or “anyone, anywhere”.  
For example:
  - If I have **some** spare time next Monday, I will come and visit you.

**OR**

  - If I have **any** spare time next Monday, I will come and visit you.
3. If you switch the clauses around and put IF in the middle, then you do not use a comma.  
For example:
  - I would consider a bigger discount rate IF you buy more than 10 units.
  - I will play with you IF you help me finish the tasks.

Sources: *Buku Siswa Bahasa Inggris Kurikulum 2013 (2014)*  
*Azar (2002)*

## TASK 20



Complete the monologue given below with the verbs in parentheses (...). After that, share your work with your partner.

Did you read the news about the person who won 150 million dollars in the lottery? If I (win) \_\_\_\_\_ that much money, I (travel) \_\_\_\_\_ around Indonesia and (stay) \_\_\_\_\_ in the most lavish hotels. If I (want) \_\_\_\_\_ anything, I (buy) \_\_\_\_\_ it. I would buy Ferrari Sports car, my favorite. Well, I (do) \_\_\_\_\_ good things with the money as well. If anybody (need) \_\_\_\_\_ help, I (give) \_\_\_\_\_ them money to help them out. I (donate) \_\_\_\_\_ money to charities. I (give) \_\_\_\_\_ money to support programs for poor children. If I (win) \_\_\_\_\_ that much money, I wouldn't keep it all for myself. I (help) \_\_\_\_\_ as many people as possible.

## TASK 21



Match the IF clause with the correct second clause. Then, share the answer with your friends. The first is done for you.

If you heat ice,

If I were the president of  
Indonesia,

If I wake up late,

If I could meet someone  
famous,

If I were a dermatologist,

If I lived in a village,

If I won the singing contest,

I would meet Raisa.

I usually hurry to get ready.

I would find the best  
treatments for my customers.

I would have a farm.

I would be a famous singer.

it melts.

I would give free education to  
poor children.

## TASK 22



Complete the sentences with the verbs in parentheses. Then, share the answer with your friends.

1. If I have enough apples, I (bake) \_\_\_\_\_ an apple pie this afternoon.
2. I would fix your bicycle if I (have) \_\_\_\_\_ a screwdriver of the proper size.
3. I (make) \_\_\_\_\_ a tomato salad for the picnic tomorrow if the tomatoes in my garden are ripe.
4. If the weather had been nice yesterday, we (go) \_\_\_\_\_ to the zoo.
5. It's too bad Helen isn't here. If she (be) \_\_\_\_\_ here, she (know) \_\_\_\_\_ what to do.
6. If Sally (be) \_\_\_\_\_ at home tomorrow, I am going to visit her.
7. If I didn't have any homework to do, \_\_\_\_\_.
8. If I get a headache, I \_\_\_\_\_.

## LET'S WRITE

## TASK 23



Change the following statements into conditional sentences. Then, share the answer with your partner. The first is done for you.

1. I didn't buy it because I didn't have enough money. But . . . *I would have bought it if I'd had enough money.*

2. I will not buy it because I do not have enough money. But . . .

\_\_\_\_\_.

3. The woman didn't die because she received immediate medical attention. But . . .

\_\_\_\_\_.

4. Ann didn't pass the entrance examination, so she wasn't admitted to the university. But

\_\_\_\_\_.

5. There are so many bugs in the room because there isn't a screen on the window. But . . .

\_\_\_\_\_.

6. You got into so much trouble because you didn't listen to me. But . . .

\_\_\_\_\_.

## TASK 24



Answer each question. Begin with "No, but . . .".  
Then, share your answer with your partner.

**Example** : "Do you have a dollar?"

**Response** : "No, but if I did (No, but if I had a dollar), I would lend it to you."

1. Do you have a sport car?

2. Are you the President of the United States?

3. Are you tired?

4. Do you speak another language?

5. Are you an actor?

6. Is the weather cold today?

7. Do you live in an apartment?

8. Are you at home right now?

9. Are you hungry?

10. Do you have an airplane?

## HOMEWORK

**With your friend, write dialogues/ script for a favourite part of “The Necklace” using conditionals. After you have finished writing the dialogues, organize a mini drama, then show it to your class.**

## LET'S SUMMARIZE

### CONDITIONAL SENTENCES

Conditionals are used to talk about possible or imaginary situations. It typically consists of an *if-clause* (which presents a condition) and a result clause.

#### Basic Verb Forms Used in Conditional Sentences

Situation	If-Clause	Result Clause	Examples
True in the present/future	<b>simple present</b>	<b>simple present</b>  <b>will + simple form</b>	If I <b>have</b> enough time, I <b>watch</b> TV every evening.  If I <b>have</b> enough time, I <b>will watch</b> TV later on tonight.
Untrue in the present/future	<b>simple past</b>	<b>would + simple form</b>	If I <b>had</b> enough time, I <b>would watch</b> TV now or later on.
Untrue in the past	<b>past perfect</b>	<b>would have + past participle</b>	If I <b>had had</b> enough time, I <b>would have watched</b> TV yesterday.

- In **if-clause**, “will” or “would” is used to express willingness, as in requests.  
For example:  
 - If you **will** come this way, the boss will see you.  
 - I would be thankful if you **would** give me a little help.
- After if, we can either use “someone, somewhere” or “anyone, anywhere”.  
For example:  
 - If I have **some** spare time next Monday, I will come and visit you.  

**OR**

 - If I have **any** spare time next Monday, I will come and visit you.
- If you switch the clauses around and put IF in the middle, then you do not use a comma.  
For example:  
 - I would consider a bigger discount rate **IF** you buy more than 10 units.  
 - I will play with you **IF** you help me finish the tasks.



### LET'S HAVE A REFLECTION

Before I studied this unit	I did not understand _____ _____
When I was studying this unit	Difficulties: _____  How I overcame the difficulties: _____
After I had studied this unit	I think _____ _____
What I like the most from this unit is...	...

Read the statements below, then tick (✓) the option that is most applicable to you.

Statements	Definitely	Yes	Maybe	No	No at all
The text was easy to understand.					
I can write conditional sentences.					
I like writing reflections.					
I will continue writing reflections.					

# **APPENDIX I**

## **The Description of Task**

## THE DESCRIPTION OF TASKS

### A. The Description of Tasks in Unit 1

UNIT 1	
DO IT YOURSELF!	
Warm Up	
<b>Task 1</b> <b>Instruction:</b> Answer the questions based on your experience.	<b>Description:</b> In this task, students are asked to answer questions based on their experience related to make facial masks and use a machine for skin care usage. This task has a function as a schema-builder of what materials will be learnt through the unit.
<b>Task 2</b> <b>Instruction:</b> The following words are usually used when having a facial job. Match the words with the pictures.	<b>Description:</b> In this task, students are given some pictures, then they need to match the pictures with the words in English. It aims to enrich students' vocabulary and help them understand the next tasks. Also, students can practice their pronunciation of the words by following the phonetic transcriptions.
<b>Task 3</b> <b>Instruction:</b> In pairs, match the words in column A with the meanings in column B. Use dictionary to find the meaning. It will help you to do the next tasks. After that, repeat after your teacher.	<b>Description:</b> In this task, students need to pair the english words with their meanings. It also aims to enrich students' vocabulary and help them understand the next tasks. Also, students can practice their pronunciation of the words by following the phonetic transcriptions.
Listening and Speaking	
Observing	
<b>Task 4</b> <b>Instruction:</b> Listen to the monologue entitled "How to Prevent Pimples Naturally". Then, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.	<b>Description:</b> In this task, students are asked to listen to a monologue in order to give students opportunities to observe what a monologue is about, to find out the purpose of the monologue, and a language phenomenon that occurs in the monologue. Also, students are asked to mention what they already know and want to know further.

Questioning	
<b>Task 5</b> <b>Instruction:</b> Referring to “What I want to know further” in Task 4, make relevant questions. Examples are provided for you.	<b>Description:</b> This task is the adaptation of the second step of scientific approach called questioning. In this task, students are asked to formulate questions based on the items they mentioned in the previous task.
<b>Task 6</b> <b>Instruction:</b> In pairs, propose your temporary answer to your questions in Task 5. Also, discuss the following questions with your partner.	<b>Description:</b> In this task, students are asked to provide temporary answers based on the questions have been made. It aims to give opportunities for students to answer the questions with their knowledge. Also, there are questions that asked students to notice what kind of a monologue is it in order to strengthen their ability to think about what materials they will learn through the unit.
Collecting, Analyzing, and Communicating	
<b>Task 7</b> <b>Instruction:</b> Listen again to the monologue entitled “How to Prevent Pimples Naturally” and fill in the blanks with the correct words. Then, in pairs, answer the following questions. Share your answer to another group.	<b>Description:</b> In this task, students listen again to the monologue in the previous task and fill in the uncompleted paragraphs. This task aims to give students opportunities to collect the information about the topic through the monologue given. Also, students can collect information related to language features. This task provides questions related to the monologue, in order to know their understanding about the text. After that, students share the answers to another group.
<b>Task 8</b> <b>Instruction:</b> In Task 7, you find some words below. In pairs, use the dictionary to find the Indonesian meaning. After you finish, share your answers to another partner. Then, repeat after your teacher.	<b>Description:</b> In this task, in pairs, students need to pair the English words with the meanings. It aims to give students opportunities to collect information related to vocabulary and pronunciation. Students, then share the answers to another partner.
<b>Task 9</b> <b>Instruction:</b> Study and discuss the following explanation about a Procedure text with your partner. You can ask your teacher if you do not understand the explanation.	<b>Description:</b> In this task, students are given the explanation about the procedure text. It aims to give students opportunity to learn about the features of a procedure, such as the generic structure of the text, and grammatical feature of a procedure

	text.
<b>Task 10</b> <b>Instruction:</b> Listen to the monologue entitled “How to Make an Avocado Facial Mask”. From the monologue, arrange the steps into good order. After you finish, share the answers to your partner.	<b>Description:</b> In this task, students listen to the second monologue. Then, they are asked to arrange the jumbled sentences related to the topic being discussed. Then, students share the answers with their partner.
<b>Task 11</b> <b>Instruction:</b> Study the explanation about Sequencing Connectives. Discuss it with your partner. Ask your teacher if you do not understand about the explanation.	<b>Description:</b> In this task, students are given the explanation of sequencing connectives. It aims to let the students know about the language feature of a procedure.
<b>Task 12</b> <b>Instruction:</b> Listen again to the monologue entitled “How to Make an Avocado Facial Mask”, then, decide whether the statements are true or false based on the monologue. Correct the wrong statements. Share your answers to your partner.	<b>Description:</b> In this task, students listen again to the second monologue and identify whether the statements are correct or not. Then, students share the answers with their partner. This task aims to find out students’ understanding about the monologue has been played.
<b>Creating</b>	
<b>Task 13</b> <b>Instruction:</b> In pairs, listen to the monologue. Propose your own title of the monologue. Make sentences based on verbs prepared. Then, share your work to your friends in a group of 4.	<b>Description:</b> This task is guided-production task. In this task, students listen to the third monologue. Students collect the information stated in the monologue. They can propose their own title of the monologue has been played. Students also need to make sentences based on verbs provided. Then, students share the answers in groups of four. This task aims to help them formulating sentences, and give students a guided activity before creating their own text.
<b>Task 14</b> <b>Instruction:</b> In a group of four, listen to the tips on “Ways to Prevent Wrinkles”. Take note the informations discussed. Please pay attention to not only the number of ways, but also any important informations provided. Then, share your notes to your friends in other groups.	<b>Description:</b> In this task, students listen to the fourth monologue. This task is free-guided task. In groups of four, students are asked to pay attention to information stated in the monologue. Then, students share their notes to other groups.
<b>Reading and Writing</b>	
<b>Observing</b>	
<b>Task 15</b> <b>Instruction:</b> Read the following text entitled 10 Steps of a Spa Facial carefully. After that,	<b>Description:</b> In this task, students read the text. Then, students identify things they already know and want to know

identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.	further. This task aims to give students opportunities to observe what the text is about, to find out the purpose of the text, the language phenomenon that occurs in the text, and to find out the parts of a text.
<b>Questioning</b>	
<b>Task 16</b> <b>Instruction:</b> Referring to “What I want to know further” in Task 15, make relevant questions. Examples are provided for you.	<b>Description:</b> In this task, students are asked to formulate questions based on the items they mentioned in the previous task.
<b>Task 17</b> <b>Instruction:</b> In pairs, propose your temporary answer to your questions in Task 16. Also, discuss the following question with your partner.	<b>Description:</b> In this task, students are asked to provide temporary answers based on the questions have been made. It aims to give opportunities for students to answer the questions with their knowledge.
<b>Collecting, Analyzing, Communicating</b>	
<b>Task 18</b> <b>Instruction:</b> Reread the text entitled “10 Steps of a Spa Facial”. Then, decide whether the statements are true or false based on the text. Correct the wrong statements. Share your answers to your partner.	<b>Description:</b> In this task, students read again the text, then decide whether the statements are correct or not. Then, students share the answer with their partner. It aims to know the students’ understanding about the text given.
<b>Task 19</b> <b>Instruction:</b> When you read the text entitled “10 Steps of Spa Facial”, you will find the following words. In pairs, use your dictionary to find the Indonesian meaning of the words. Look at the example. After you finish, share your answers to your friends. Then, repeat after your teacher.	<b>Description:</b> In this task, students are asked to find the Indonesian meaning of the English words. This task aims to give students opportunities to collect information about vocabulary and pronunciation.
<b>Task 20</b> <b>Instruction:</b> Study the explanation about Imperative Sentences. Discuss it with your friends. Ask your teacher if you do not know the explanation.	<b>Description:</b> In this task, students are given the explanation about Imperative Sentences. It aims to let the students know about the language feature of a procedure.
<b>Task 21</b> <b>Instruction:</b> Watch a video entitled “Needle-free Mesotherapy for Skin Rejuvenation”. The manuscript of the video that is already reorganized is provided for you. Also, is	<b>Description:</b> In this task, students are asked to watch a video related to procedure text. After watching the video, students are asked to discussed the provided questions. It aims to connect what they had in the

there any difference between the text in Task 21 with a text in Task 15? Discuss it in a group of 4. Then, share your ideas.	previous tasks with this new kind of texts.
<b>Task 22</b> <b>Instruction:</b> Based on text in Task 21, answer the following questions. Discuss it with your partner. Then, share your answer.	<b>Description:</b> In this task, students have a discussion related to the video, and they have to answer questions. Then, they share the answers. This task aims to know their understanding about the video has been seen.
<b>Task 23</b> <b>Instruction:</b> From the text in Task 21, you may notice some following words. In pairs, use your dictionary to find the Indonesian meaning of the words. Match the English word and its meaning. After you finish, share your answers to another partner. Then, repeat after your teacher.	<b>Description:</b> In this task, students are asked to find the Indonesian meaning of the English words. Then, they share the answers with another partner. This task aims to give students opportunities to collect information about the vocabulary and pronunciation.
<b>Task 24</b> <b>Instruction:</b> Make imperative sentences using the words provided below. An example is provided for you. After you finish, share your answers to your partner.	<b>Description:</b> In this task, students are asked to make imperative sentences. Then, students share the answers with their partner. This task aims to practice students in formulating sentences.
<b>Creating</b>	
<b>Task 25</b> <b>Instruction:</b> Arrange the jumbled words (number 1-4) into good imperative sentences. Match the instruction with the picture. Then, share the answers to your friends.	<b>Description:</b> This task is guided-production task. In this task, students are asked to arrange the jumbled words into a grammatically correct sentence. Then, students need to match the sentences with the picture and make it in a good order. After that, students share the answers to their friend. This task aims to know their understanding about the grammar and to help students in formulating sentences. Also, it gives students a guided activity before creating their own text
<b>Task 26</b> <b>Instruction:</b> Have you ever followed steps to make or do something related to face treatments? In a group of 4, make your own procedure text. You can use Internet to support your work. Draw your own pictures to make it clearer. Then, present your work in front of class. Choose one of the themes provided below. - Manual instruction of using a facial instrument	<b>Description:</b> This task is semi-guided production task. In groups of four, students are asked to make their own procedure text. Then, students present their work in front of the class. This task aims to activate their creativity, and to know the realization of what they have learnt through the unit.

- Steps of how to make a traditional facial mask, or a natural face cleanser.	
<b>Homework Instruction:</b> There are problems to be solved. What can you do to help them? Find ways or tips to solve their problems. You can use any source to support your work. Take notes important informations with your own words. Add pictures to make it clearer.	<b>Description:</b> This task is free-guided task. In this task, students are asked to solve the problems that are provided. They can use any sources to help them in doing the homework. Students have to do the homework by using their own words. This homework aims to give students opportunities to have further exercises. And also aims to give students opportunities to create their own text.

## B. The Description of Tasks in Unit 2

UNIT 2	
WHAT IS SKIN?	
Warm Up	
<b>Task 1 Instruction:</b> Answer the questions based on your experience.	<b>Description:</b> In this task, students are asked to answer questions based on their experience related to skin and their understanding about what a factual information is. This task has a function as a schema-builder of what materials will be learnt through the unit.
<b>Task 2 Instruction:</b> Have you ever heard about some skin problems? You have to know about the problems to take care of your skin. In pairs, match the words in column A with the meanings in column B. Use a dictionary to find the meaning. It will help you to do the next tasks. After that, repeat after your teacher.	<b>Description:</b> In this task, students need to match the words with the meanings. It aims to enrich students' vocabulary and help them understand the next tasks. Also, students can practice their pronunciation of the words by following the phonetic transcriptions.
Listening and Speaking	
Observing	
<b>Task 3 Instruction:</b> Watch to the video entitled "Sweet Strawberries: What is a Strawberry?". Then, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know	<b>Description:</b> In this task, students are asked to watch a video in order to give students opportunities to observe what a monologue is about, to find out the purpose of the monologue, and a language phenomenon that occurs in



further in the table.	the monologue. Also, students are asked to mention what they already know and want to know further.
<b>Questioning</b>	
<b>Task 4</b> <b>Instruction:</b> Referring to “What I want to know further” in Task 3, make relevant questions. Examples are provided for you.	<b>Description:</b> In this task, students are asked to formulate questions based on the items they mentioned in the previous task.
<b>Task 5</b> <b>Instruction:</b> In pairs, propose your temporary answer to your questions in Task 5. Also, discuss the following questions with your partner.	<b>Description:</b> In this task, students are asked to provide temporary answers based on the questions have been made. It aims to give opportunities for students to answer the questions with their knowledge.
<b>Collecting, Analyzing, and Communicating</b>	
<b>Task 6</b> <b>Instruction:</b> In the video entitled “Sweet Strawberries: What is a Strawberry”, you hear some words stated below. In pairs, find the Indonesian meaning of the words. Share the answers with your friends. After that, repeat after your teacher.	<b>Description:</b> In this task, in pairs, students need to find the meaning of the words. The task aims to give students opportunities to collect information related to vocabulary and pronunciation. Students, then share the answers to another partner.
<b>Task 7</b> <b>Instruction:</b> Watch again the video entitled “Sweet Strawberries: What is a Strawberry?”. In pairs, listen to it, and take notes any information about it. Do your work in the blank spaces provided. The questions provided will help you making your notes. Then, try to report your notes in groups of four.	<b>Description:</b> In this task, students watch again the video, and take notes information stated in the video. Then, students share the notes in groups of four. This task aims to give students opportunities to collect the information of the text and the materials will be learnt.
<b>Task 8</b> <b>Instruction:</b> Study and discuss the following explanation about Factual Reports with your partner. You can ask your teacher if you do not understand about the explanation.	<b>Description:</b> In this task, students are given the explanation of factual reports. It aims to let the students know about the features of a factual report.
<b>Task 9</b> <b>Instruction:</b> Watch the video entitled “How do Vitamins Work?”. Then, listen to it and decide whether the statements are true or	<b>Description:</b> In this task, students watch and listen to the video. Then, they are asked to decide whether the statements are correct or not. Students have to correct

<p>false based on the video. Correct the wrong statements. Share your answers to your partner.</p>	<p>the wrong answers. After that, students share the answers with their partner. This task aims to give students opportunity to collect information and the tenses are used in the video.</p>
<p><b>Task 10</b> <b>Instruction:</b> From the video entitled “How do Vitamins Work?”, you listen some following words. In pairs, use find the Indonesian meaning of the words. Share your work with your friends. After that, repeat after your teacher.</p>	<p><b>Description:</b> In this task, students find the Indonesian meaning of the words. Then, students share the answers with their friends. This task aims to give students opportunities to collect information about the vocabulary and pronunciation.</p>
<b>Creating</b>	
<p><b>Task 11</b> <b>Instruction:</b> Watch again the video entitled “How do Vitamins Work?”, and listen to any information discussed. In groups of four, make your own report by using your own sentences about what a vitamin is. The questions followed will help you to gather the information. After that, present the result of your group discussion.</p>	<p><b>Description:</b> This task is guided-production task. In this task, students watch again to the previous video. Then, students are asked to make their own report based on the information stated in the video. After that, students share the answers in group discussion. This task aims to give students a guided activity before creating their own text.</p>
<p><b>Task 12</b> <b>Instruction:</b> Create a monologue about natural oils for skin based on the information provided in the box. You can add other information. After that, present your monologue to your classmates.</p>	<p><b>Description:</b> This task is semi-guided production task. In this task, students make a monologue based on the information that are provided. Then, students present the monologue to their classmates. This task aims to give students a guided activity before creating their own text.</p>
<p><b>Task 13</b> <b>Instruction:</b> From the previous task, you know the name of some natural oils. Choose two of them (2) and find information about it. Then, make a monologue based on the information. You can use internet, books or other sources to support your work. After that, present your work to your classmates. Use the questions below to guide you.</p>	<p><b>Description:</b> This task is semi-guided production task. In this task, students are asked to choose two natural oils from the previous task. Students find any information about it, then make a monologue with the information gathered. After that, students present their work to their classmates. This task aims to give students a guided activity before creating their own text.</p>
<b>Reading and Writing</b>	
<b>Observing</b>	
<p><b>Task 14</b> <b>Instruction:</b> Read the following text entitled “Skin” carefully. After that, identify things that you already know and want to know further and write them in table provided.</p>	<p><b>Description:</b> In this task, students read the text. Then, students identify things they already know and want to know further. This task aims to give students opportunities to observe what the text is</p>

You may also write more things you want to know further in the table.	about, to find out the purpose of the text, the language phenomenon that occurs in the text, and to find out the parts of a text.
<b>Questioning</b>	
<b>Task 15</b> <b>Instruction:</b> Referring to “What I want to know further” in Task 14, make relevant questions. Examples are provided for you.	<b>Description:</b> In this task, students are asked to formulate questions based on the items they mentioned in the previous task.
<b>Task 16</b> <b>Instruction:</b> In pairs, propose your temporary answer to your questions in Task 15.	<b>Description:</b> In this task, students are asked to provide temporary answers based on the questions have been made. It aims to give opportunities for students to answer the questions with their knowledge.
<b>Collecting, Analyzing, Communicating</b>	
<b>Task 17</b> <b>Instruction:</b> In Task 8, you already learned the Report text. From the text in Task 14, in groups of four, identify the parts of the text entitled “Skin” by completing the following table with the information you find from the text. Also, identify the language features of the text. After that, share your work with your friends.	<b>Description:</b> In this task, students are asked to identify the generic structure of the text, and the language features of the text. Then, students share the answer with their friends. The task aims to know what the students already know and they do not know. It also prepare them to learn the materials in the unit.
<b>Task 18</b> <b>Instruction:</b> When you read the text entitled “10 Steps of Spa Facial”, you will find the following words. In pairs, use your dictionary to find the Indonesian meaning of the words. Look at the example. After you finish, share your answers to your friends. Then, repeat after your teacher.	<b>Description:</b> In this task, students are asked to find the Indonesian meaning of the English words. This task aims to give students opportunities to collect information about vocabulary and pronunciation.
<b>Task 19</b> <b>Instruction:</b> When you read the text entitled “Skin”, you find the following words. In pairs, use the dictionary to find the Indonesian meaning of the words. Then, share the answers with your friends. After that, repeat after your teacher.	<b>Description:</b> In this task, students are asked to find the Indonesian meaning of the words. Then, students share the answers with their friends. This task aims to give students opportunities to collect information about the vocabulary and pronunciation.
<b>Task 20</b> <b>Instruction:</b> Study the following explanation about Timeless Present and Passive Voice. You can ask your teacher if you do not understand about the explanation.	<b>Description:</b> In this task, students learn the explanation of timeless present and passive voice. This task aims to give students opportunities to collect information about tenses that are used in the report text.

<p><b>Task 21</b> <b>Instruction:</b> Read the following text entitled “Avocado”. In pairs, identify the timeless present tense and passive voice form by categorizing them into two different columns. After that, share the answer with your friends.</p>	<p><b>Description:</b> In this task, students read the text, and have to identify the timeless present tense and passive voice stated in the text. Then, they share the answers. This task aims to know their understanding about the grammar theory that has been learnt in the previous task.</p>
<p><b>Task 22</b> <b>Instruction:</b> Answer these following questions based on text entitled “Avocado”. Then, share your answer to your partner.</p>	<p><b>Description:</b> In this task, students are asked to answer the questions based on the previous text. Then, students share the answers with their partner. This task aims to know the students understanding about the text.</p>
<p><b>Task 23</b> <b>Instruction:</b> When you read the text entitled “Avocado”, you find the words in the box. In pairs, match the words in the box with the meanings. Use a dictionary to find the meaning. Then, share the answer with your friends. After that, repeat after your teacher.</p>	<p><b>Description:</b> In this task, students are asked to match the words with the meanings. Then, students share the answers with their friends. This task aims to give students opportunities to collect information about the vocabulary and pronunciation.</p>
<p><b>Task 24</b> <b>Instruction:</b> In pairs, complete the paragraph using the passive form of the words in brackets. Then, share the answers in groups of four.</p>	<p><b>Description:</b> In this task, students are asked to complete the paragraph using the passive form. Then, students share the answers in groups of four. This task aims to know the students understanding of the usage of passive voice form.</p>
<b>Creating</b>	
<p><b>Task 25</b> <b>Instruction:</b> Change the active to passive. Then, share your answer with your partner.</p>	<p><b>Description:</b> In this task, students are asked to change the active to passive form. Then, students share the answer with their partner. This task aims to give students practices to use the passive voice and to help them in formulating the passive form sentences.</p>
<p><b>Task 26</b> <b>Instruction:</b> In pairs, find the information about the pictures below and fill in the blanks based on information you get. You can use any source to support your work. After that, share your work in groups of four.</p>	<p><b>Description:</b> This task is guided-production task. In this task, the students are asked to find information about the pictures and fill in the blanks based on information they get. Then, students share the answers in groups of four. This task aims to give students a guided activity before creating their own text.</p>

<p><b>Task 27</b>  <b>Instruction:</b>  Based on the pictures and information in Task 26, choose one of them, then make a draft of 150-200 words by referring to the information you have got. After that, share your work in groups of four.</p>	<p><b>Description:</b>  This task is guided-production task. In this task, the students are asked to choose one of the item, and make a draft of text about the item by referring to the information in the previous task. Then, students share the answers in groups of four. This task aims to give students a guided activity before creating their own text.</p>
<p><b>Homework</b>  <b>Instruction:</b>  Individually, find any information about something (can be vegetable; fruit; or herb) that relates to skin health. You can use any source, like textbooks, internet, etc. After that, rewrite it by using your own words. Add a picture of it to support your work. Do not forget to add the references. Then, share your work in front of class. The report text can consist of some points as follows. You can also add more information.</p>	<p><b>Description:</b>  This task is free-guided task. In this task, students are asked to make a report text about something. They can use any sources to help them in doing the homework. Students have to do the homework by using their own words. This homework aims to give students opportunities to have further exercises. This homework also aims to give students opportunities to create their own text.</p>

### C. The Description of Tasks in Unit 3

<b>UNIT 3</b> <b>If I..., I would...</b>	
<b>Warm Up</b>	
<p><b>Task 1</b>  <b>Instruction:</b>  Answer the questions with “yes” or “no”.</p>	<p><b>Description:</b>  In this task, students are asked to answer questions. This task has a function as a schema-builder of what materials will be learnt through the unit.</p>
<p><b>Task 2</b>  <b>Instruction:</b>  In pairs, discuss then decide whether the statements are the truth; possible situations; or unreal/impossible situations by giving a tick in a correct column.</p>	<p><b>Description:</b>  In this task, students discuss and decide whether the statements are the truth; possible situations; or unreal/impossible situations. This task aims to prepare students before learning the materials in the unit.</p>
<b>Listening and Speaking</b>	
<b>Observing</b>	
<p><b>Task 3</b>  <b>Instruction:</b>  Watch the movie clips of “Hercules”. Then, identify things that you already know and want to know further and write</p>	<p><b>Description:</b>  In this task, students are asked to watch movie clips in order to give students opportunities to observe what clips are about, and the language phenomenon</p>

them in table provided. You may also write more things you want to know further in the table.	that occurs in the clips. Also, students are asked to mention what they already know and want to know further.
<b>Questioning</b>	
<b>Task 4</b> <b>Instruction:</b> Referring to “What I want to know further” in Task 3, make relevant questions. Examples are provided for you.	<b>Description:</b> In this task, students are asked to formulate questions based on the items they mentioned in the previous task.
<b>Task 5</b> <b>Instruction:</b> In pairs, propose your temporary answer to your questions in Task 4.	<b>Description:</b> In this task, students are asked to provide temporary answers based on the questions have been made. It aims to give opportunities for students to answer the questions with their knowledge.
<b>Collecting, Analyzing, and Communicating</b>	
<b>Task 6</b> <b>Instruction:</b> Watch again the movie clips of “Hercules”. In pairs, discuss and answer the questions followed. Then, share your work in groups of four.	<b>Description:</b> In this task, the students are asked to watch again the movie clips, then discuss and answer the questions. After that, students share the answers in groups of four. The task aims to give students opportunities to collect information about the clips, and also the tenses used in the clips.
<b>Task 7</b> <b>Instruction:</b> Have you ever dreamt to be a hero? What would you do if you were a hero? Write on the following rubric. Then, share your work in groups of four.	<b>Description:</b> In this task, students are asked to write their dreams. In this task, teacher can see his/her students ability. This task aims to know what things the students already know and they do not know. It also prepares the students to meet the materials.
<b>Task 8</b> <b>Instruction:</b> Study and discuss the following explanation about Conditional Sentences with your partner. You can ask to your teacher if you do not understand about the explanation.	<b>Description:</b> In this task, students are given the explanation of conditional sentences. It aims to give students opportunities to collect information about the features of conditional sentences.
<b>Task 9</b> <b>Instruction:</b> Listen to the song entitled “If I had a Million Dollars”. Fill in the blanks the lyrics. Then, share the answer with your partner.	<b>Description:</b> In this task, students listen and fill in the blanks of a song lyrics. Then, students share the answers with their partner. This task aims to give students opportunity to collect information and the tenses are used

	in the song.
<b>Task 10</b> <b>Instruction:</b> In pairs, find the conditional sentences used in the song lyrics “If I Had a Million Dollars”. Then, share your work with your friends.	<b>Description:</b> In this task, students are asked to find the conditional sentences that are used in the song lyrics. Then, students share the answers with their friends. This task aims to give students opportunities to give students awareness of the usage of conditional sentences.
<b>Creating</b>	
<b>Task 11</b> <b>Instruction:</b> Choose the correct second clause for the following conditional sentences. Then, share the answer with your partner.	<b>Description:</b> In this task, students are asked to choose the correct second clause for the conditional sentences. watch again to the previous video. Then, students share the answers with their partner. This task aims to give students a guided activity before creating their own text.
<b>Task 12</b> <b>Instruction:</b> In pairs, make a dialogue using the following situations. After that, act out the dialogue in groups of four. The example is provided for you.	<b>Description:</b> This task is semi-guided production task. In this task, students make dialogues using conditional sentences based on the situations that are provided. Then, students act out their dialogues in groups of four. This task aims to give students a guided activity before creating their own text.
<b>Task 13</b> <b>Instruction:</b> Answer these questions. Then, share the answer with your partner.	<b>Description:</b> This task is free-guided production task. In this task, students are asked to respond the situations that are provided using conditional sentences. After that, students share the answers with their partner. This task aims to give students opportunities to create their own text.
<b>Reading and Writing</b>	
<b>Observing</b>	
<b>Task 14</b> <b>Instruction:</b> Read the following text entitled “The Necklace” carefully. After that, identify things that you already know and want to know further and write them in table provided. You may also write more things you want to know further in the table.	<b>Description:</b> In this task, students read the text. Then, students identify things they already know and want to know further. This task aims to give students opportunities to observe what the text is about, the genre of the text, and language phenomenon that occurs in the text.
<b>Questioning</b>	
<b>Task 15</b> <b>Instruction:</b> Referring to “What I want to know further” in Task 14, make relevant questions. Examples are provided for you.	<b>Description:</b> In this task, students are asked to formulate questions based on the items they mentioned in the previous task.

<p><b>Task 16</b>  <b>Instruction:</b>          In pairs, propose your temporary answer to your questions in Task 15.</p>	<p><b>Description:</b>          In this task, students are asked to provide temporary answers based on the questions have been made. It aims to give opportunities for students to answer the questions with their knowledge.</p>
<b>Collecting, Analyzing, Communicating</b>	
<p><b>Task 17</b>  <b>Instruction:</b>          Reread the text entitled “The Necklace”. In pairs, please answer these following questions. Then, share the answer in groups of four.</p>	<p><b>Description:</b>          In this task, students are asked to read again the text, and answer the questions. Then, students share the answers in groups of four. This task aims to give students opportunities to collect information about the text, the language features of the text.</p>
<p><b>Task 18</b>  <b>Instruction:</b>          When you read the text entitled “The Necklace”, you find the words follows. In pairs, use the dictionary to find the Indonesian meaning of the words. Then, share the answers with your friends. After that, repeat after your teacher.</p>	<p><b>Description:</b>          In this task, students are asked to find the Indonesian meaning of the English words. This task aims to give students opportunities to collect information about vocabulary and pronunciation.</p>
<p><b>Task 19</b>  <b>Instruction:</b>          Study the further explanation about Conditional Sentences. You can ask to your teacher if you do not understand about the explanation.</p>	<p><b>Description:</b>          In this task, students learn the further explanation about conditional sentences. This task aims to give students opportunities to collect more information about conditional sentences.</p>
<p><b>Task 20</b>  <b>Instruction:</b>          Complete the monologue given below with the verbs in parentheses (...). After that, share your work with your partner.</p>	<p><b>Description:</b>          In this task, students have a practice by completing the blanks paragraph. This task aims to give students opportunities to have a practice using conditional sentences.</p>
<p><b>Task 21</b>  <b>Instruction:</b>          Match the IF clause with the correct second clause. Then, share the answer with your friends. The first is done for you.</p>	<p><b>Description:</b>          In this task, students are asked to match the IF clause with the correct second clause. Then, they share the answers. This task aims to know students’ understanding about the conditional sentences theory that has been learnt in the previous task.</p>
<p><b>Task 22</b>  <b>Instruction:</b>          Complete the sentences with the verbs in parentheses. Then, share the answer with your friends.</p>	<p><b>Description:</b>          In this task, students are asked to complete the sentences with conditional sentences form. Then, students share the answers with their friends. This task aims to give more practices using the conditional sentences.</p>



<b>Creating</b>	
<p><b>Task 23</b>  <b>Instruction:</b>            Change the following statements into conditional sentences. Then, share the answer with your partner. The first is done for you.</p>	<p><b>Description:</b>            The task is guided-production task. In this task, students are asked to change the statements into conditional sentences. Then, students share the answers with their partner. This task aims to give students opportunities to formulate the grammatically correct of conditional sentences.</p>
<p><b>Task 24</b>  <b>Instruction:</b>            Answer each question. Begin with “No, but . . .”. Then, share your answer with your partner.</p>	<p><b>Description:</b>            The task is semi-guided production task. In this task, students are asked to make responds to the situations that are provided. Then, students share the answers with their partner. This task aims to give students a guided activity before creating their own sentences using conditional sentences.</p>
<p><b>Homework</b>  <b>Instruction:</b>            With your friend, write dialogues/ script for a favourite part of “The Necklace” using conditionals. After you have finished writing the dialogues, organize a mini drama, then show it to your class.</p>	<p><b>Description:</b>            This task is free-guided task. In this task, students are asked to make a script/dialogues of their favourite part of “The Necklace” using conditionals. After that, students have to organize a mini drama, and show it to their class. This homework aims to give students opportunities to create their own text.</p>

## **APPENDIX J**

### **The References of the Inputs**

## The References of the Inputs

### A. Books

Anderson, Mark., and Anderson, Kathy. 1997. *Text Types in English*. Australia: Macmillan.

\_\_\_\_\_. 2002. *Composing and Responding in English : Stage 5*. Australia: Macmillan.

Azar. 1992. *Understanding and Using English Grammar*. London: Prentice-Hall.

Kementerian Pendidikan dan Kebudayaan. (ed) 2014. *Buku Siswa Bahasa Inggris Kurikulum 2013*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

### B. Pictures

Task Logo: <a href="http://ak.picdn.net/shutterstock/videos/1161073/preview/stock-footage--d-animation-of-pens-and-books-on-a-white-background.jpg">http://ak.picdn.net/shutterstock/videos/1161073/preview/stock-footage--d-animation-of-pens-and-books-on-a-white-background.jpg</a>	
Did You Know: <a href="http://3.bp.blogspot.com/Gm55K8Yz2YQ/VSu7rXrvEYI/AAAAAAAAAGM/wHgMZ9tdCo8/s600/Did%2Byou%2Bknow.png">http://3.bp.blogspot.com/Gm55K8Yz2YQ/VSu7rXrvEYI/AAAAAAAAAGM/wHgMZ9tdCo8/s600/Did%2Byou%2Bknow.png</a>	
UNIT 1	
Picture 1.1:	<a href="http://www.gaiiahealthblog.com/wordpress1/wp-content/uploads/2013/02/940-430-photodune-1327959-spa-facial-mask-dayspa-m1.png">http://www.gaiiahealthblog.com/wordpress1/wp-content/uploads/2013/02/940-430-photodune-1327959-spa-facial-mask-dayspa-m1.png</a>
Picture 1.2:	<a href="http://3.bp.blogspot.com/_9nM6tHCPTSk/TDAaEq6CR4I/AAAAA AAAAFI/h44KBzPev6o/s1600/WJH4.jpg">http://3.bp.blogspot.com/_9nM6tHCPTSk/TDAaEq6CR4I/AAAAA AAAAFI/h44KBzPev6o/s1600/WJH4.jpg</a>
Picture 1.3:	<a href="http://pad3.whstatic.com/images/thumb/4/4d/Give-Yourself-a-Full-Face-Make-Over-Step-10.jpg/670px-Give-Yourself-a-Full-Face-Make-Over-Step-10.jpg">http://pad3.whstatic.com/images/thumb/4/4d/Give-Yourself-a-Full-Face-Make-Over-Step-10.jpg/670px-Give-Yourself-a-Full-Face-Make-Over-Step-10.jpg</a>
Picture 1.4:	<a href="http://www.livestrong.com/article/103597-steps-spa-facial/">http://www.livestrong.com/article/103597-steps-spa-facial/</a>
Picture 1.5:	<a href="http://steptohealth.com/wp-content/uploads/2014/08/Facial-cleaning-2.jpg">http://steptohealth.com/wp-content/uploads/2014/08/Facial-cleaning-2.jpg</a>
Picture 1.6:	<a href="http://steamandbeauty.com/wp-content/uploads/2014/02/ion-steam-therapy.jpg">http://steamandbeauty.com/wp-content/uploads/2014/02/ion-steam-therapy.jpg</a>
Picture 1.7:	<a href="http://www.101beautysalon.com/skin/facialsteps.html">http://www.101beautysalon.com/skin/facialsteps.html</a>
Picture 1.8:	<a href="http://www.timesfull.com/wp-content/uploads/2015/02/Acne-02.jpg">http://www.timesfull.com/wp-content/uploads/2015/02/Acne-02.jpg</a>
Picture 1.9:	<a href="http://1.bp.blogspot.com/-ifvNS0WnP2E/VT5c_F7pzGI/AAAAAAAAA8g/Udb_vEHZ3Aw/s1600/Simple-Remedies-For-Pimples.jpg">http://1.bp.blogspot.com/-ifvNS0WnP2E/VT5c_F7pzGI/AAAAAAAAA8g/Udb_vEHZ3Aw/s1600/Simple-Remedies-For-Pimples.jpg</a>

Picture 1.10:	<a href="http://wikiwomenshealth.com/wp-content/uploads/2015/03/Acne-Scars.jpg">http://wikiwomenshealth.com/wp-content/uploads/2015/03/Acne-Scars.jpg</a>
Picture 1.11:	<a href="http://www.bestacnescartreatmentnow.com/wp-content/uploads/2013/08/Deep-Scars.jpg">http://www.bestacnescartreatmentnow.com/wp-content/uploads/2013/08/Deep-Scars.jpg</a>
UNIT 2	
Picture 2.1:	<a href="http://cdn1.bigcommerce.com/server1700/q1jdg1yv/product_images/uploaded_images/skin-diagram.jpg">http://cdn1.bigcommerce.com/server1700/q1jdg1yv/product_images/uploaded_images/skin-diagram.jpg</a>
Picture 2.2:	<a href="http://www.stretchmarksworld.com/wp-content/uploads/2014/02/Stretch-Marks-on-the-Thighs.jpg">http://www.stretchmarksworld.com/wp-content/uploads/2014/02/Stretch-Marks-on-the-Thighs.jpg</a>
Picture 2.3:	<a href="http://upload.wikimedia.org/wikipedia/commons/b/b8/Keloid.jpg">http://upload.wikimedia.org/wikipedia/commons/b/b8/Keloid.jpg</a>
Picture 2.4:	<a href="http://www.buyfruit.com.au/images/P/iStock_000012529377Small_(strawberry)_95536.jpg">http://www.buyfruit.com.au/images/P/iStock_000012529377Small_(strawberry)_95536.jpg</a>
Picture 2.5:	<a href="http://sweetfrog.com/images/uploads/updated-flavors/Luscious-Lemon-600x600.jpg">http://sweetfrog.com/images/uploads/updated-flavors/Luscious-Lemon-600x600.jpg</a>
Picture 2.6:	<a href="http://agrodaily.com/wp-content/uploads/2013/12/soy.jpg">http://agrodaily.com/wp-content/uploads/2013/12/soy.jpg</a>
Picture 2.7:	<a href="http://snowlabco.com/wp-content/uploads/2015/10/coconut.jpg">http://snowlabco.com/wp-content/uploads/2015/10/coconut.jpg</a>
UNIT 3	
Picture 3.1:	<a href="http://disney.wikia.com/wiki/Hercules_(character)">http://disney.wikia.com/wiki/Hercules_(character)</a>

## B. Videos/Audio:

### UNIT 1:

- How to Prevent Pimples Naturally:  
<https://www.youtube.com/watch?v=Jo1zOOYrj7U> by [WaysandHow.com](#)
- How to Make an Avocado Facial Mask:  
<https://www.youtube.com/watch?v=o3YLevMkxjI> by [Howcast.com](#)
- How to Make an Oatmeal Facial Mask:  
<https://www.youtube.com/watch?v=qZJFdTzpwk4> by [Howcast.com](#)
- Ways to Prevent Wrinkles: <https://www.youtube.com/watch?v=KEqTkLZcfQU> by [healthguru.com](#)

### UNIT 2:

- Sweet Strawberries: What is a Strawberry? :  
<https://www.youtube.com/watch?v=Af4ShgPDjBQ&spfreload=1> by [eathappyproject.com](#)
- How Do Vitamins Work: <https://www.youtube.com/watch?v=ISZLTJH5lYg> by [TED-Ed](#)

### UNIT 3:

- Hercules: <https://www.youtube.com/watch?v=fSDxMaC0QYc> by [learnwithvideos](#)
- A song from Barenaked Ladies “If I Had a Million Dollar”.