

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE
ELEVENTH GRADERS OF MULTIMEDIA STUDY PROGRAM
AT SMK N 2 SEWON IN THE FIRST SEMESTER OF THE ACADEMIC
YEAR OF 2015/2016**

A Thesis

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



By:

Ernita Raharja

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2016

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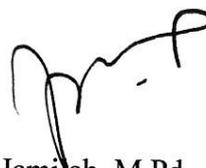
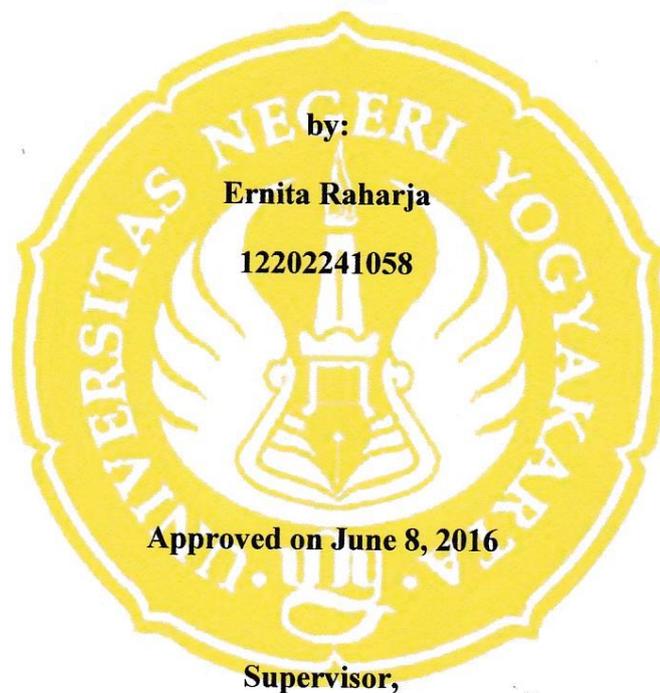
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2016

APPROVAL SHEET

**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE
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AT SMK N 2 SEWON IN THE FIRST SEMESTER OF THE ACADEMIC
YEAR OF 2015/2016**

A Thesis



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RATIFICATION SHEET

DEVELOPING ENGLISH LEARNING MATERIALS FOR THE ELEVENTH GRADERS OF MULTIMEDIA STUDY PROGRAM AT SMK N 2 SEWON IN THE FIRST SEMESTER OF THE ACADEMIC YEAR OF 2015/2016

A THESIS

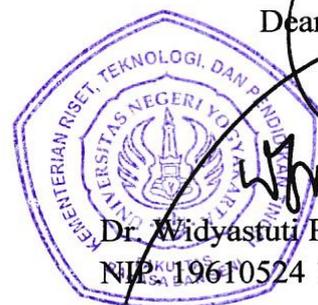
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declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in
English Language Education.

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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi material yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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

Yogyakarta, Juni 2016

Penulis



Ernita Raharja

NIM. 12202241058

MOTTOS

No leaf ever falls but that He knows about it....

(Al An'aam: 59)

Fear not, surely Allah is with us.

(At-Tawbah: 40)

“If Allah wants to do good to somebody, He afflicts him with trials”

(Sahih Bukhari: Volume 7, Book 70, Number 548)

I never dreamt of success. I worked for it.

(Estee Lauder)

DEDICATIONS

*I tenderly dedicate this thesis to my parents,
Yudi Raharjo and Sunarsih,
who always encourage me to do the best.*

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In the name of Allah, the Most Gracious and the Most Merciful, I praise Allah SWT, the Lord of everything, who always gives me great blessing, love, strength, help, and kindness in guiding me through the process of finishing this thesis. Blessing are also sent upon The Prophet Muhammad SAW, his family, friends, and companions.

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To everyone who contributed to this thesis, your kindness means a lot to me.

I hope that this thesis would be useful for the readers. I realize, however, that this thesis is far as the perfect one. Thus, any criticism, ideas, and suggestions for the improvement of this thesis are greatly accepted.

Yogyakarta, June 2016

A handwritten signature in black ink, appearing to read "Ernita Raharja". The signature is written in a cursive style with some underlining on the last part.

Ernita Raharja

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR THE
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2015/2016**

**By Ernita Raharja
12202241058**

ABSTRACT

The objectives of this research were 1) to describe the target needs of the eleventh graders of Multimedia Study Program at SMK N 2 Sewon, 2) to describe the learning needs of the eleventh graders of Multimedia Study Program at SMK N 2 Sewon, and 3) to develop appropriate English learning materials for the eleventh graders of Multimedia Study Program at SMK N 2 Sewon in the first semester based on Curriculum 2006.

This research was a Research and Development (R & D) study. The procedure of this research followed the materials development process proposed by Jolly and Bolitho (1998) with various adaptations. The steps of the research were: 1) identification of the needs, 2) planning, 3) realization of material production, 4) material evaluation, and 5) revision and production of the final draft. There were two types of data collection instruments: questionnaires and interview guide. The questionnaires were applied to collect the needs analysis data and the materials evaluation. The interview guide was also used to get needs analysis data by interviewing an English teacher at SMK N 2 Sewon. The data types of this research were: 1) quantitative data from the needs analysis and expert judgment questionnaires and 2) qualitative data from the interview. The needs analysis data were analyzed by using frequency and percentage and the data from the material evaluation were analyzed by using descriptive statistics. The needs analysis data from the interview were analyzed qualitatively.

The findings showed that: 1) the eleventh graders of Multimedia Study Program learn English mainly to be able to communicate in English in both spoken and written manner, 2) they were in needs to understand spoken and written texts related to the multimedia field in order to support their future career, 3) they preferred multimedia field as the topic to be involved in the instructional materials, 4) they needed spoken texts were in form of dialog and monolog, 5) they preferred various kinds of written texts related to the multimedia field, 8) they wanted various learning activities such as listening for the gist and details, speaking to practice the dialog, reading for general and specific information, and writing by arranging jumbled paragraphs. The developed materials consist of three units which have different number of tasks. All units consist four parts: introduction, main lesson, reinforcement, and confirmation. The materials were then being evaluated by the expert in term of content, language, presentation, and layout appropriateness. The result of the materials evaluation showed that the materials fall into “good” category as the mean value of all aspects of the developed materials is 3.11 which is in range of $2.5 \leq x \leq 3.24$.

CHAPTER I

INTRODUCTION

A. Background of the Study

English has become one of many subjects taught in all educational level in Indonesia including in Vocational High Schools. At the moment, there are two curricula implemented in Indonesia that is Curriculum 2006 and Curriculum 2013. Both of them put English as an important subject to be taught in Vocational High Schools. Based on curriculum 2006, English for VHS has the role to equip students with communication competences in daily life to face the globalization era and also to enhance students' communication competencies into higher level of competencies (Standard Content of BNSP, 2006).

In addition, VHS based on curriculum 2006 is aimed to improve the intelligence, knowledge, personality, moral value, and skill for independent life in the future and to continue the education based on their skills and competencies (Standard Content, 2006). The skills and competences of VHS deal with requirements in target situation. The target situation of VHS students is the workplaces that require students to have competences based on their study programs. Vocational High Schools prepare their students to have skills that they can apply to compete in workplaces after they graduate. In response to that, English learning materials should be developed in accordance with students of VHS's study programs in order to make them motivate to learn English and also it can support their future career.

In term of study programs in VHS, one of them is Multimedia Study Program. Like other study programs, this program is focused on particular skills and competences to meet learners' needs in target situations. Multimedia Study Program prepares students to have several competences in multimedia fields, such as, working with multimedia applications (for example, Macro Media Flash, sounds editor, visual editor, et cetera), creating and designing web sites, producing 3D animation, maintaining database server, establishing good user interface in multimedia, and so on. By having ability to communicate in English, students will be easier to operate many kinds of multimedia software which is mainly established and developed in English. Furthermore, English communication competence will enable them to broaden their ability in multimedia field to compete with international standard of multimedia development. Therefore, English teachers at Vocational High School should provide context of English materials which support their study program for better future careers.

Unfortunately, it is found that all Vocational High Schools have the same English learning materials, especially in term of content. As the results, teachers of English subject teach all study programs in VHS by the same content of English instructional material. In means that the current existence of English textbooks for VHS is provided without considering the differences of VHS study programs. Consequently, the teachers do not have any choice to choose the textbook for VHS provided by the schools. These issues also happen to Multimedia Study Program at SMK 2 Sewon. Here, the needs of

English competences are actually high but the students' proficiency of English is regarded still low.

Regarding the absence of the particularity of English learning materials, students of Multimedia Study Program at SMK N 2 Sewon have low intention to learn English. Teachers taught English subject at SMK N 2 Sewon believe that one of factors affecting students have low intention to learn English is the unsuitability of the current English learning material toward students' fields. The absence of appropriate English instructional material for Multimedia students inhibit them to have ability in English because they do not have supportive learning activities that provide them English learning pathway based on the study program. Consequently, students get bored easily. It is also supported by the fact that instructional materials are a significant component in language teaching. They are the basic of the language input and language practice elaborated in the classroom (Richards, 2001). Richards also claims that the existence of materials is a bridge to have a contact with the language when students are not with the teacher in the classroom (2001).

Considering the fact of English language teaching and learning activity of SMK 2 Sewon, the English teachers believe that appropriate English learning materials that suit to Multimedia students is one of essential factors that need to be considered. In relation to this, the English learning materials specialized for Multimedia Study Program should cover topics and context which are relevant to their field. Therefore, developing English

learning materials of students of Multimedia Study Program is the ultimate aim of this research in order to build a good starting point in involving them to the nature of good English learning activities that accommodate students' particular field, that is, Multimedia Study Program.

B. Identification of the Problem

The problems underlying English teaching and learning processes at SMK N 2 Sewon have strong correlations upon the appropriateness of English learning materials for Multimedia Study Program. The English materials will help teacher to organize and sequence the classroom teaching and learning activities. The problems arising in English teaching and learning process at SMK N 2 Sewon come up from students, teachers, and schools. Those problems that have correlation toward the existence of unsuitability of English learning materials can be drawn as follow.

In term of classroom management, the organization of English learning activities organized by the English teacher at SMK N 2 Sewon still needs to be rearranged. The sequences activities have less connection in term of the task dependency, for example the task given as homework does not have certain degree of correlation or dependency toward the previous activities in the class. Furthermore, the situation gets worse by the absence of materials that the students can bring at home. Because they do not have any English learning materials to refer, they feel confused and do not have motivation to complete the homework.

In term of multimedia facilities, SMK 2 Sewon also has no language laboratory yet. Because of that, the teacher often asks students to seek the reference in the internet by themselves at home. In SMK 2 Sewon, the English teacher sometimes uses the media like tape recorders and speakers to engage students in listening activity. However, not all teachers do the same thing since there are none of multimedia facilities in each classroom such as LCD projector, speaker, and so on. Therefore, for the teachers who want to use at least a speaker, they should bring it from the teacher office.

Furthermore, English learning materials in the form of textbook are not always available for students to use it. It means that students can use the English textbook, namely "*Get along with English*", during the class from the library if there are no other classes that use the same book at the same time. In short, if there is no book provided to be borrowed from the library, students have no any books at all to refer. Therefore, in term of quantity, the English textbooks become problems for teachers and students at SMK 2 Sewon, particularly Multimedia students because it inhibits the English instructional processes.

In term of the appropriateness, the English learning material that has been used for years, that is, "*Get along with English*" published by "*Erlangga*", is actually used for all study programs of VHSs. Consequently, students in Multimedia study program receive the same content of materials with other study programs. Students have low intention to learn English, because they find it hard to learn English since the English learning materials

that become one of ways to learn English do not represent what they needs to support their future careers.

An effort to provide appropriate English learning materials that accommodate arts and technology study programs in SMK 2 Sewon also had been established several years ago. The English teachers state that the school ever provided two kinds of English *LKS* or worksheets in term of content for arts and technology study programs. However, the content of the worksheets as the English learning materials were still the same. The only thing that differentiated them was only the arrangement of activities. Therefore, the school decided not to use the *LKS* anymore since it does not provide significance effect for students to learn English.

The problems regarding the unsuitability of English learning materials of Multimedia Study Program at SMK 2 Sewon must be taken into account for the researcher in developing the English learning materials for the students of Multimedia Study Program. Multimedia Study Program needs specific learning materials because Multimedia Study Program has particularity of competences to be achieved by student if it is compared with all study programs of Vocational High Schools.

C. Delimitation of the Problem

It is very hard to fix all problems stated above by single research at the same time. Furthermore, the time provided and feasibility concerning the researcher ability to conduct such a research also becomes the important

point. Regarding the mentioned considerations, the research is focused on the problem related to unsuitability of the English learning materials of Multimedia Study Program. The English learning materials for students will be narrowly focused for the first semester of the eleventh graders of Multimedia Study Program. The grade and semester was decided after having discussion with English teachers at SMK N 2 Sewon. Finally, this research is aimed to develop appropriate English learning materials for the eleventh graders of Multimedia Study Program in the first semester of academic year of 2015/2016 at SMK based on Curriculum 2006.

D. Formulation of the Problem

Concerning the delimitation of the problem stated above, the problems are formulated as follow:

1. What are the target needs of the eleventh graders of Multimedia Study Program at SMK 2 Sewon in term of the English instructional process?
2. What are the learning needs of the eleventh graders of Multimedia Study Program at SMK 2 Sewon in term of the English instructional process?
3. What are the appropriate English learning materials for the eleventh graders of Multimedia Study Program based on Curriculum 2006?

E. Objectives of the Research

Taking into account the formulation of the problems above, the objectives of the research can be drawn as follow:

1. to describe the target needs of the eleventh graders of Multimedia Study Program at SMK N 2 Sewonin term of the English instructional process;
2. to describe the learning needs of the eleventh graders of Multimedia Study Program at SMK N 2 Sewonin term of the English instructional process;
3. to develop English learning materials that best suit the eleventh graders of Multimedia Study Program at SMK N 2 Sewon in the first semester based on Curriculum 2006.

F. Significance of the Research

This research is expected to provide a worth and useful contribution for the following parties:

1. Theoretically, for the English teaching and learning activity, the result of the research can be the reference to add the knowledge in English instructional materials of Vocational High School, particularly for Multimedia Study Program.
2. Practically, for English tutors or teachers who are going to teach English to Multimedia Study Program , the result of the research can be used to give the model as to what learning materials is like.

CHAPTER II

LITERATURE REVIEW, RELEVANT STUDIES AND CONCEPTUAL FRAMEWORK

This chapter presents the literature review and conceptual framework for conducting this research. The researcher collects and examines some theories underlying the research which is covered in the literature review. In addition, the relevant studies to broaden the knowledge of developing materials are also provided. The researcher also involves conceptual framework in order to relate the literature review to the research.

A. Literature Review

1. Curriculum 2006 or KTSP

a. Curriculum 2006 in General

Curriculum 2006 or KTSP is the curriculum that gives each educational level the opportunity to arrange and develop the curriculum to meet relevance with the school's condition. Therefore, it is worth noting that curriculum 2006 is thus an operational curriculum (General Guide of BNSP, 2006).

KTSP is developed based on several principles to achieve the educational goals in every education level. According to General Guide of BNSP (2006), those principles are:

- a) Curriculum 2006 is centered upon the potency, development, need, and significance of learners and their

environment. It accommodates many varieties and it is integrated.

b) It is aware toward the development of science, technology, and arts.

c) It is relevant toward the life's demands.

d) It covers the whole competencies in all educational levels and it is interrelated one to another.

e) It accommodates the principle toward lifelong learning.

f) It gives balance between the national needs and the regional needs.

b. Curriculum 2006 for Vocational High School

Curriculum 2006 clearly states several aims which each educational level should achieve, including the aim of Vocational High School. VHS based on curriculum 2006 is aimed to improve the intelligence, knowledge, personality, moral value, and skill for independent life in the future and to continue the education based on their skills and competencies. It is worth noting that for Vocational High School learners, the mastery of skills based on their competence is very important since it will bring them to attain the successful careers in future jobs (Standard Content of BNSP, 2006).

Furthermore, the mastery of their competencies is not the only thing to consider in pursuing successful careers in the future. VHS students should be able to develop their competences based on their

study programs. The communication competence also becomes the important point. Communication competence for VHS students means that students are expected to have good ability to communicate based in their jobs' qualifications (Standard Content of BNSP, 2006).

c. English for VHS based on curriculum 2006

Curriculum 2006 divides the lessons for Vocational High School into three types; normative, adaptive, and productive lessons. English becomes the part of adaptive lessons. English has the aim to fulfill the learners' ability to attain the communication competencies in English based on their study programs. The English communication competencies cover both written and spoken.

In addition, English lesson has the role to equip students with the communication competences of daily life in the globalization era and also to enhance students' communication competences to higher levels of competencies (Standard Content of BNSP, 2006).

Curriculum 2006 also states the aims of English lessons, particularly for Vocational High School. English instructional in Vocational High School has two ultimate aims (Standard Content of BNSP, 2006):

- a) To master the knowledge and skills in English to support students in attaining competencies of study programs.

- b) To implement the mastery of ability and skills in English to communicate in both spoken and written in the intermediate level.

The coverage of English lessons in VHS becomes the important point in Curriculum 2006 as well. The coverage of English lessons involves based on Standard Content of BNSP (2006):

- a) Communication base of English in novice level.
- b) Communication base of English in elementary level.
- c) Communication base of English in intermediate level.

d. Students of Multimedia Study Program as ESP Learners

Multimedia Study Program prepares the students to have competencies in multimedia fields including the use of multimedia tools to produce certain products, for example, 3D animation, web layout, animation sounds, flash application, and many more. Therefore, students of Multimedia Study Program are considered as ESP learners since they have different needs to attain competencies after they finish Vocational High School.

Considering students' particular needs in Multimedia Study Program, English materials should accommodate their needs related to their study program competencies. As it is stated earlier that English in VHS is also aimed to equip students with English communication competencies, those communication competencies in English should

be grounded around their study program, that is, Multimedia Study Program.

2. English for Specific Purposes

a. Definition of English for Specific Purposes

According Hutchinson and Waters (1987), ESP is not a product but an approach. ESP is not a methodology or a specified language. The approach focuses on the purposes of learners in learning English. The particularity features of language in ESP means that those features can be identified as typical in the particular context of use that will be met by learners in target situation later. The whole analysis of the ESP is basically derived from learners' needs that identified in the early program or course. Therefore, all considerations, decisions and material content of ESP are based on the specific and apparent needs of learners in learning a language (Hutchinson and Waters, 1987).

ESP learners need English to attain communicative competencies that they will implement in particular settings, either in educational context or in the occupational context. Regarding this condition, it will suitable and efficient to teach learners specific language materials and communicative skills needed for particular professions (Richards, 2006). To know what kinds of purpose that the learners have in learning English leads to the stage of needs analysis.

b. Needs Analysis

The term needs analysis has been widely used in language teaching. Therefore, many experts use the term needs analysis in several ways however, they intend the same thing. Needs analysis is the reflection of awareness of the target situation and it provides definable needs of learners in order to communicate in English (Hutchinson and Waters, 1987). Needs analysis also can be defined as a procedural process which is used to gather learners' needs which is then used to provide information for further steps (Richards, 2001).

In addition, Graves defines needs analysis as a need assessment. Needs analysis or need assessment is done systematically and it is an ongoing process of collecting information of the learners' need including their preferences. It also includes the process of interpreting those kinds of needs as the information. The information gathered is used then to make decisions that can bring the course meet the needs (Graves, 2000). Concerning material development, the ultimate aims of need analysis are to identify language skills which learners will use in target language based on their roles and to find out gap between students' current ability and what they need to be able to do later (Richards, 2001).

According to Hutchinson and Waters (1987), the analysis of needs can be classified into target needs and learning needs. The target needs can be defined as what the learners need to do in the target

situation. In analyzing the target needs, there are three areas that should be focused on. They are necessities, lacks, and wants. The three areas of the target needs can be elaborated as follow (Hutchinson and Waters, 1987):

a) Necessities

Necessities refer to what the learner has to know in order to perform effectively in the target situation.

b) Lacks

Lacks cover the gap between what the learners already known (current proficiency) and what the learners need to know (target proficiency) in the target situation.

c) Wants

Wants can be defined as what the learners desire to know or to achieve in the target situation. The learners' wants can vary because it may be influenced by their motivation in learning. Thus, in analyzing learners' wants, it can be related to the question such as "what the learners wish to learn?".

Another kind of needs that should be analyzed is learning needs. Learning needs concern with what the learner needs to do in order to learn. Thus, analyzing the learning needs figures out anything needed in the instructional process that has the role as the route on how the learners are going from the starting point (lacks) to the destination (necessities) (Hutchinson and Waters, 1987).

c. Syllabus

Material developers have to take a number of issues into account when designing materials. One of them is organizing strand of the materials, namely course grid or syllabus (Harmer, 2001). According to Nunan, syllabus consists of lists of content to be taught in a course of study (1999). Selecting the items as well as sequencing and integrating them are the tasks done by the material developers when writing a syllabus. Thus, Nunan adds that syllabus is seen essentially with grading and sequencing the content (1988). Harmer also argues that a syllabus design deals with the selection of items to be learnt and the grading of those items into an appropriate sequence (2001). Thus, it can be concluded that a syllabus concerns with grading and selecting the contents or items to be taught in the materials or a course.

In designing a language syllabus, van Ek (1975) proposes various necessary components to be considered (in Nunan, 1988):

- 1) the situations in which the foreign language will be used, including the topics which will be dealt with;
- 2) the language activities in which the learner will engage;
- 3) the language functions which the learner will fulfill;
- 4) what the learner will be able to do with respect to each topic;
- 5) the general notions which the learner will be able to handle;
- 6) the specific (topic-related) notions which the learner will be able to handle;
- 7) the language forms which the learner will be able to use;
- 8) the degree of skill with which the learner will be able to perform (van Ek in Nunan, 1988).

In addition, according to Harmer (2001), syllabuses can be different in various types as follow:

a) The grammar syllabus

In the grammar syllabus, a list of items is sequenced so that the students can gradually learn the knowledge from grammatical structures into the grammatical system (Harmer, 2011).

b) The lexical syllabus

The lexical syllabus is the way to organize the items based on the vocabulary and lexis such as the vocabulary related to the topics, issues of word formation, connecting and linking words, and the like (Harmer, 2011).

c) The functional syllabus

In the functional syllabus, the items are selected and are sequenced based on the language functions which are considered as the events to do things such as *inviting, requesting, agreeing, offering*, and the like (Harmer, 2011).

d) The situational syllabus

A situational syllabus offers the possibility to select and to sequence different real-life situations in which language occurs or is used. The syllabus might look something like: *at the bank, at the supermarket, at the restaurant*, and the like (Harmer, 2011).

e) The topic-based syllabus

In topic-based syllabus, the language is organized based on different topics such as *the weather, sport, survival, literature*, and so on. It is also possible to subdivide the topics into items such as the way the weather changes, weather forecasting, weather and mood, and so on (Harmer, 2011).

f) The task-based syllabus

A task-based syllabus lists a series of tasks and may later list some or all the language to be used in those tasks such as *telling the time, applying for a job*, and so on (Harmer, 2011).

g) The multi-syllabus syllabus

The multi-syllabus syllabus offers the combination of items from grammar, lexis, language functions, situations, topics, tasks, different language skills tasks, or pronunciation issues (Harmer, 2011).

Among above syllabi, the multi-syllabus syllabus is taken as the basis to design the course grid for the English learning materials as the result of this research. The reason is it is because there is no element or item predominates for all have to shift to accommodate the others.

d. Materials Development in ESP

Material writing is one of prominent characteristics of English for Specific Purposes since it includes process of material writing in

which the teacher will spend much of their time. Many institutions or publishers does not provide materials for any particular area or subjects, especially for subjects which have not widely known by publics or markets, therefore, carefully writing materials by the teachers is essential way. The material itself contains crafted teaching materials that will suit the specific field of particular students (Hutchinson and Waters, 1987).

Model of material writing below, proposed by Hutchinson and Waters, allows ESP learners to receive the combination of the various aspects in learning. Furthermore, this model also gives plentiful space for creativity and variety to succeed. Since the focus of the model of task, this model leads the learners to the point in which they can carry out the task (Hutchinson and Waters, 1987).

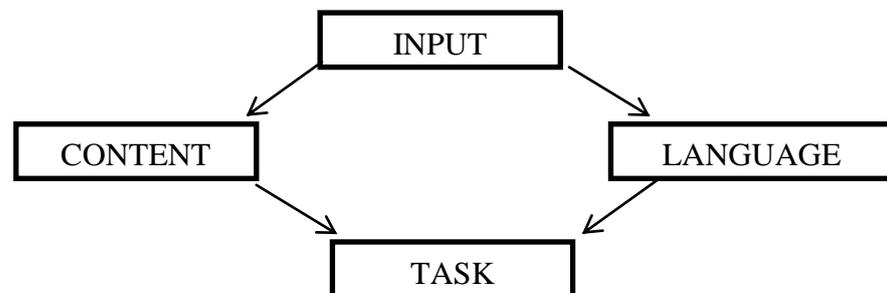


Figure 2. 1:A Model of Material Design (Hutchinson and Waters, 1987)

The input element consists of many kinds of information data, for example, text, dialogue, video-recording, et cetera. The inputs are aimed to provide learners correct models of language use as the stimulus of activities. In addition, it also provides learners space for

practicing their current ability of the languages for processing information. The content focus is aimed to create meaningful communication in the classroom. Therefore, language is not provided in isolation, rather it is brought in a certain discourse. The language focus element provides learners the correct model of language knowledge in order to enable them to show how language works and implement them in activities. The last element is task as the language use realization. The tasks are designed to meet the communicative task in order to provide learners the opportunity to use the language knowledge under the content through the unit (Hutchinson and Waters, 1987).

3. Task-Based Language Teaching

a. Definition of TBLT

Task-Based Language Teaching is a methodology that concerns to plan and to delivery instruction by the use of communicative and interactive task. The tasks meet the criteria for essential language teaching since they include negotiation, meaningful interaction and communication. Furthermore, the tasks also allow students to learn the grammar as the result of the authentic language use (Richards and Schmidt, 2002).

Task-Based Language Teaching is also known as Task-Based Instruction. It is the methodology which has the process-based in language classroom activities. According to TBLT, the language

learning in the class can be achieved through the use of instructional tasks. It also becomes a boost to enable the classroom interaction (Richards, 2006). Furthermore, the use of tasks is the heart of the ultimate suggestions of Task-Based Instruction or TBLT. It is because the task used promotes meaningful interaction and communication which bring the principles of second language acquisition into language teaching (Renandya and Richards, 2002).

In term of stages in the instructional process, Willis (1996) suggests three basic stages; the Pre-task, the Task-cycle, and Language focus (In Harmer, 2001). In the Pre-task, the teacher explores the topic with the class and also can highlight useful words and phrases. Further, the teacher also assists students to understand the task instructions.



Figure 2. 2:The Willis TBL framework (Willis in Harmer, 2001)

During the Task-cycle, the students perform the task individually, in pairs, or in small group while the teacher monitors from a distance. Next, students plan or rehearse how they will tell the class what they did and they then report on the task either orally or in writing or compare notes. In the Language focus stage, the students examine and discuss specific features of any listening or reading text

which they have found in the previous tasks while the teacher may conduct some form of practice of specific language features which have promoted by the previous tasks (Willis in Harmer 2001).

b. Task Definition in TBLT

Tasks in TBLT can be defined by examining the characteristics of task itself. First, tasks are the activities that the learners solve or do by using their current language ability. Secondly, the outcome by carrying the tasks is not concerned to learning language. However, as learners do the tasks, the language acquisition may occur. Then, focus on meaning is involved in the tasks as well. Fourth, tasks involve communication strategies and interactional skills when the task is involved two or more learners (Richards, 2006).

Regarding Task-Based Language Teaching which has the tasks as the central concept, tasks are categorized into two types, i.e. real-world or target tasks and pedagogical tasks. As the name suggests, the real-world or target tasks are the tasks that emphasize the use of language in the real use in daily life beyond the classroom (Nunan, 2010). In addition, Long (1985) adds that the tasks are things at which people do in everyday life either at work or at play and even in between, for example the tasks include borrowing book in library, making hotel reservation, finding a street destination, et cetera. (in Nunan, 2010). In addition, the real-world task is considered a rehearsal tasks for learners before they do pedagogical tasks (Richards, 2006).

In other hand, pedagogical task refers to the tasks that occur in the classroom. The classroom worked by the use of pedagogical tasks engage learners in comprehending, manipulating, producing, or interacting in the target language. Pedagogical tasks focus on the use meaning of language rather than the grammatical forms, therefore the tasks are involved in the use of communicative language (Nunan, 2010). Furthermore, the pedagogical task is useful in a real-world task because it will help learners in facilitating the learning of language or skills. The example of pedagogical tasks are filling in the blanks in a story and working out the meaning of ten nonsense words from clues in a text (Tomlinson, 1998).

The action to do with the real-world and pedagogical tasks then are needed to take into account. The real-world tasks should be transformed into pedagogical tasks in order to promote learning opportunities in the classroom. After is has been transformed into pedagogical tasks, such tasks then are placed on a continuum from rehearsal tasks to activation tasks (Nunan, 2010). The detailed explanation can be seen through the framework for TBLT as follow:

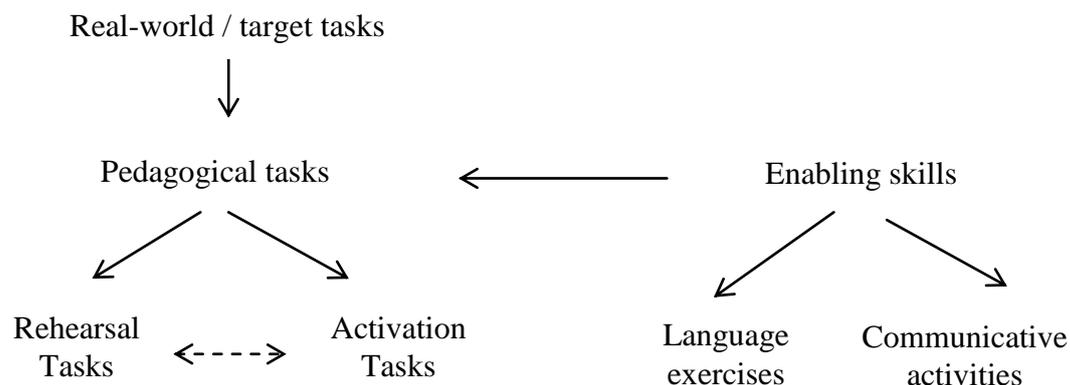


Figure 2. 3:The Framework of TBLT (Nunan, 2004)

In addition, regarding the earliest curricular applications of Task-based Language Teaching, Nunan (2010) proposes three ‘principal task types’ which can be used on the work of TBLT.

- a. Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another—generally calling for the decoding or encoding of information form or into language.
- b. Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns.
- c. Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

c. Task Components

Task consists of several elements which highly need to be integrated within materials. Nunan (2010) points several components that make up the existence of tasks. They are tasks goals, input data, and learner procedures. These three components are supported by teacher and learner roles and the settings in which tasks are gathered.

This minimum model of task elements can be drawn by a diagram as follow:



Figure 2. 4:Task Component (Nunan, 2010)

a. Goals

Nunan states that goals of tasks are general intention behind any learning task. They provide a path between the task and broader curriculum (Nunan, 2010).

b. Input

Input concerns with the spoken, written, and visual data that students work with in the course in order to complete the task. The data input can be provided by a teacher, a textbook, or other sources (Nunan, 2010). Brown and Menasche (1992) state that the data input can be in the continuum from genuinely authentic to non-authentic (in Nunan, 2004).

c. Procedure

Procedure indicates what learners will actually do with the input that forms the point of departure for the learning task.

d. Teacher and learner roles

Role refers to the part that learners and teachers are expected to gather in carrying out learning tasks as well as the social and interpersonal relationship between learners (Nunan, 2010).

e. Setting

It refers to the classroom arrangements which is specified or implied in the task. It includes the consideration of whether the task should be carried out wholly or partly outside the classroom (Nunan, 2010).

d. Task Continuity

Tasks which are organized in any textbooks or materials should be sequenced in well chained and dependent among other tasks. According to Nunan (2010), the terms ‘continuity’, ‘dependency’, and ‘chaining’ refer to the same thing, that is, the interdependence of tasks, task components, and supporting enabling skills within instructional sequence. Therefore, in order to gain the learning goal, the tasks within the material should be well structured or well sequenced.

The task continuity can be fulfilled by a number of procedures. Nunan (2010) proposes the ‘psycholinguistic processing’ approach that can be used to sequence the tasks according the cognitive and performance demands which are based on the learning pathway.

The psycholinguistic processing involves a set of steps in instructional sequences. The sequences require learners to take several

activities which become gradually demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction. Below ten-steps are the procedure that promotes the illustration of task continuity or task chaining. In the ten-step sequence, the demands on the learner gradually increase, both within the each phase, and from one phase to next one (Nunan, 2010).

Table 2. 4:Psycholinguistics Processing Approach for Task Continuity (Nunan, 2010)

Phases	Steps within phase
a. Processing (comprehension)	<ol style="list-style-type: none"> 1. Read or study a text – no other response required. 2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). 3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
b. Productive	<ol style="list-style-type: none"> 5. Listen to cue utterances or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).
c. Interactive	<ol style="list-style-type: none"> 8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving / information gap (e.g. in an

	<p>information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family three, identify which picture from a number of alternatives represent the family.</p>
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e. Principles of TBLT

Nunan (2010) draw seven principles underlying the Task-based Language Teaching.

a. Scaffolding

Lessons and materials should provide supporting framework where the learning takes place. Learners should not be expected to produce language that has not been introduced before either explicitly or implicitly (Nunan, 2010).

b. Task dependency

The tasks in the lesson should be based on the ones that have gone before. The reproductive to creative language principle is also implemented in developing chained tasks (Nunan, 2010).

c. Recycling

Maximizing opportunities for learning and activating the organic learning principle can be realized through recycling the language (Nunan, 2010).

d. Active learning

Learners learn best by actively using the language that they are learning (Nunan, 2010).

e. Integration

Teachers should teach the learners in the way which enable them to be clear toward the relationship between linguistic form, communicative function, and semantic meaning (Nunan, 2010).

f. Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use. Therefore, they have the opportunity to master the form, meaning, and function through reproductive tasks (Nunan, 2010).

g. Reflection

Learners deserve to get opportunities to reflect on what they have learned and how well they are doing.

4. Unit Design and Development

a. Components of a Unit

According to Richards and Schmitt (2002) and Richards (2001), a unit in a course book can be define as a teaching sequence which is normally longer than a single lesson but shorter than a module. In addition, a unit also consists of a group of lesson planned within a single instructional focus. Therefore, a unit helps to reach a structured sequence of activities that lead toward a learning goal.

A unit is the part of instructional blocks that seek to achieve several aspects (Richards, 2001):

- a.) to make the course more teachable and learnable;
- b.) to provide a progression in the level of difficulty;
- c.) to create overall coherence and structure for the course.

Therefore, considering the aspects that can be achieved by a unit in a course book, Richards (2001) accounts several factors that contribute for a successful unit including:

- a) Length: sufficient but not too much material is included.
- b) Development: one activity leads effectively into the next, the unit does not consist of random sequence of activities.
- c) Coherence: the unit has an overall sense of coherence.
- d) Pacing: each activity within a unit moves at a reasonable pace.
- e) Outcome: at the end of the unit, students should be able to know or to do a series of things that are related.

To help attain the learning outcome achieved by units of work in the course book, Richards proposes a set of checklist to identify the quality of a unit. He points that a unit of materials should:

1. Give learners something they can take away from the lesson.
2. Teach something that the learners feel they can use.
3. Give learners sense of achievement.
4. Practice learning items in an interesting and novel way.
5. Provide a pleasurable learning experience.
6. Provide opportunity to gain success.
7. Provide opportunity for individual practice.
8. Provide opportunity for personalization.
9. Provide opportunity for self-assessment of learning.

Considering the aspects that should be covered in a unit and the lists above, then, a unit of material or course book consists of:

1. Warning up activity, aims to enable students recall their existing knowledge before they enter the main activities.

2. Main activities, consist of receptive activities, that is, listening and reading, and productive activities, that is, speaking and writing.
3. More practices, provides students additional tasks that sum up the previous activities.
4. Evaluation, aims to check the students' competence toward the lessons provided in the unit.
5. Summary, provides a summary of language focus, expression, and grammar as focus of the unit.
6. Reflection, gives space for students to reflect their feelings and what they have got from the unit.
7. Vocabulary list, provides a summary of important vocabularies which are used in a current unit. It is also used as the confirmation of difficult vocabularies used.

b. Framework for Unit Design and Development

In order to provide learners with the well continuum of tasks, the sequences activities within the unit should be take into account. Nunan (2010) proposes a six-step of sequenced procedures in order to build well-organized and well sequenced units within a material or course book. The six-step procedure is set out below.

Table 2. 5:Framework for Unit Design and Development (Nunan, 2010)

Steps	Explanations
Step 1: Schema building	The first step is to develop a number of schema-building exercises that willserve to introduce the topic, set thecontext for the task, and introduce some of the key vocabulary and expressions that the students willneed in order to complete the task.
Step 2: Controlled practice	The next step is to provide students with controlled practice in using thetarget language vocabulary, structures and

	functions. One way of doing this would be to present learners with a brief conversation between two people discussing accommodation options relating to one of the advertisements that they studied in step 1.
Step 3: Authentic listening practice	The next step involves learners in intensive listening practice. This step would expose them to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.
Step 4: Focus on linguistic elements	The students now get to take part in a sequence of exercises in which the focus is on one or more linguistic elements. Before analyzing elements of the linguistic system, they have seen, heard and spoken the target language within a communicative context. Hopefully, this will make it easier for the learner to see the relationship between communicative meaning and linguistic form than when linguistic elements are isolated and presented out of context as is often the case in more traditional approaches.
Step 5: Provide freer practice	At this point, it is time for the students to engage in freer practice, where they move beyond simple manipulation. The student should be encouraged to extemporize, using whatever language they have at their disposal to complete the task. Some students may 'stick to the script', while others will take the opportunity to innovate.
Step 6: Introduce the pedagogical task	The final step in the instruction sequence is the introduction of the pedagogical task itself.

In addition to the sequencing, building, and recycling at the unit level Graves (2000) points several principles that can be apply to unit organization. At a unit level, building from step A to step B can be understood as:

- a. Step A is simpler, step B is complex
- b. Step A is more controlled, step B is more open-ended, requires more initiative.
- c. Step A provides knowledge or skills required to do step B.
- d. Step A uses receptive skills (listening/reading), step B uses productive skills (speaking/writing) or input before action.
- e. Step A uses productive skills to activate knowledge, step B uses receptive skills to consolidate knowledge.

Other approaches to sequencing include (Graves, 2000):

- a. Going from the other (another's viewpoint) to self, the subjective (one's own viewpoint).
- b. The steps could be reversed, from personal experience to universal experience.

5. Materials Development

a. Definition of Materials Development

When developing a text book or other instructional materials, it is absolutely important to know the nature of developing material, the sequences of process underlying the material development, and aspects that influence the successful result of material development.

According to Graves (2000), material development for teachers designing a course is the process including creating, choosing or adapting, and organizing materials and activities in order to facilitate students in attaining the objectives of the course. The material contains

several units and in each unit contains lessons that will carry out the goals of the course. In addition, the materials that teachers develop are affected by teachers' belief and understandings about teaching and learning languages because the materials apply to the particular course in its particular context. Therefore, the process of material development involves deciding how to put teaching principles into practice (Graves, 2000).

Furthermore, Tomlinson (1998) states that a material is the term to refer anything which is used by teachers or learners to facilitate the learning of a language. Therefore, the term material development concerns with any attempt which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the intake. According to Richards (2010), the goal of material development is to develop a sequence of activities that leads the teachers and learners pass the learning route that is at an appropriate level of difficulty. The set of activities are engaging as well so that it provides motivating and useful practice.

b. Roles of Materials in English Language Instruction

It cannot be ignored that the existence of instructional materials in a language teaching and learning process has many advantages to facilitate activities in a language classroom. Teaching material is a key component in most a language teaching. It is because the existence of material provides the basis in providing the students

language input as well as involving students to practice the language output in a language classroom (Richards, 2001).

In addition, materials have the role as a spoken and written resource for presentation of materials. The practice and communicative interactions for learner are also provided by the materials. Both stimulation and ideas arising are generated from materials in classroom activities. In term of the advantages for less experienced teachers, materials support them to gain the confidence and also provide ideas on how to plan and teach the lesson (Cunningsworth, 1995 in Richards, 2001).

Besides materials have significant roles in language classroom, English language teaching materials also facilitate in promoting language acquisition and development. First, some of ELT materials assist learners to make some discoveries by themselves. Second, learners can become the independent learners by the assistance of materials. Third, learners can customize and localize their experience in learning language. (Tomlinson, 2008).

Thus, the existence of materials in language teaching and learning has significant roles upon the successfulness of a language classroom in providing language sources as well as facilitating language practices. Furthermore, it should be noted that it is also important to consider the role of ELT materials both in language classroom and in language acquisition development.

c. Process of Materials Development

The well understanding about material development is one of the attempts to create the quality of the materials (Richards, 2010). The process of material writing covers several stages that not all material developers have the same process to cover. However, all kinds of material development are particular in several ways.

One of material process designs which can be followed is proposed by Jolly and Bolitho (1998). They illustrate a flexible process of material developing as follow:

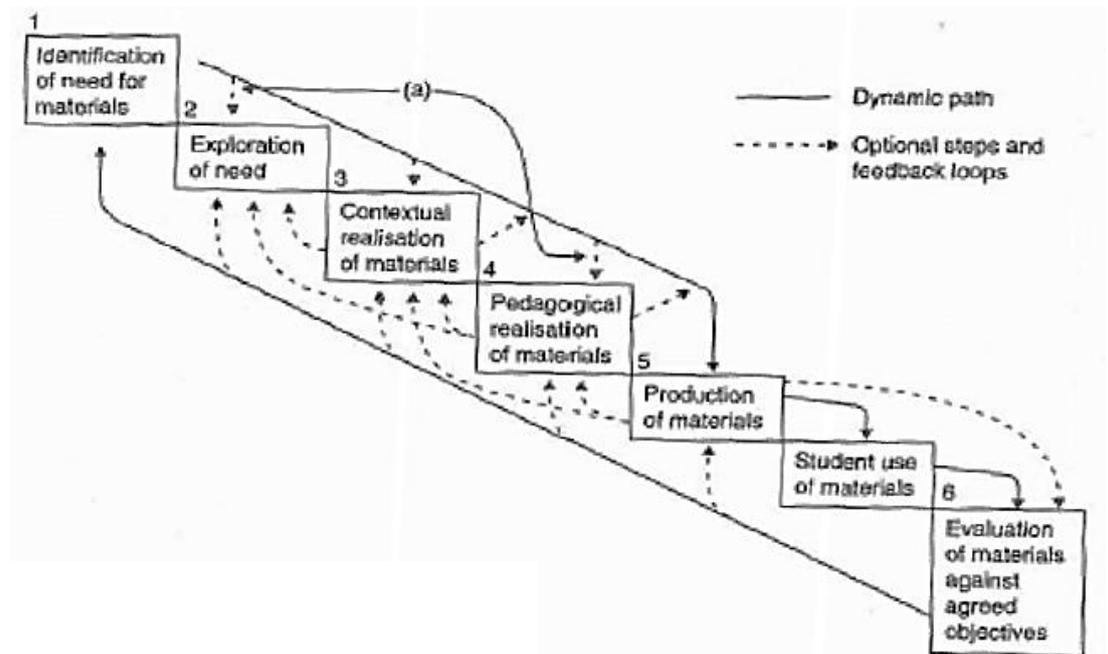


Figure 2. 5:The Process of Material Writing (Jolly & Bolitho, 1998)

The process of material writing above is initiated by the process of identification of need for materials. The identification does not only covers the needs from the learners and possible from the teachers but also covers a problem to solve by the creation of materials. The next

step is exploration of the area of needs or problems in terms of what language, what meanings, what functions, and what skills. It is then followed by the contextual realization of the proposed new materials by findings of suitable ideas, contexts, or texts which to work. The fourth step is the pedagogical realization of materials by the finding of appropriate exercises and activities and writing of appropriate instructions for use. Then, the following is physical production of materials. It involves consideration of layout, type, size, visuals, reproduction, tape length, and so on. The sixth step is student use of materials in which the material developer pilots the material to the students. This step is optional. At the last stage, the material developers evaluate the material whether it meets the objective or not.

d. Criteria of Good Materials

In order to attain the learning goals of the material being developed, there are several criteria that may help material writers produce the good materials. Tomlinson (1998) proposes that good language teaching materials have the following characteristics:

1. Materials should achieve impact
2. Materials should help learners to feel at ease
3. Materials should help learners to develop confidence.
4. What is being taught should be perceived by learners as relevant and useful.

5. Materials should require and facilitate learner self-investment.
6. Learners must be ready to acquire the points being taught.
7. Materials should expose the learners to language in authentic use.
8. The learners' attention should be drawn to linguistic features of the input.
9. Materials should provide the learners with opportunities to use the target language to achieve communication purposes.
10. Material should take into account that the positive effects of instruction are usually delayed.
11. Materials should take into account that learners differ in learning styles.
12. Materials should take into account that learners differs in affective attitudes.
13. Materials should permit a silent period at the beginning of instruction.
14. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which simulates both right and left brain activities.
15. Materials should not rely too much on controlled practice.

16. Materials should provide opportunities for outcome feedback.

6. Materials Evaluation

Evaluating the material that has been developed is essential stage of material writing process. All stages prior to the material evaluation will be value in the material evaluation stage. According to Tomlinson (1998) material evaluation refers to the attempts to measure the value of materials. In other words, material evaluation is used to predict whether or not the materials will work in the sense that learners will be able to use them without too much difficulty and will enjoy the learning experience to do so.

When evaluating the material, there are also a number of criteria that can be used to help material evaluator make judgment upon the material. Cunningsworth (1995) lists four criteria for evaluating textbooks, (in Richards, 2001). The criteria can be listed as follow:

- a. The textbooks should correspond toward the learners' needs. They should match the aims and objectives of the language learning program.
- b. The textbooks should reflect the uses, either for present or future use, that the learners will make of the language. Textbooks should help equip students to use language effectively for their own purposes.

- c. The textbooks should consider the students' needs as learners and should facilitate their learning processes.
- d. The textbooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

In addition, Cunningsworth (1995, in Richards, 2001) also proposes a set of checklist for textbook evaluation and selection organized under the following categories:

- a. aims and approaches
- b. design and organization
- c. language content
- d. skills
- e. topic
- f. methodology
- g. teachers' book
- h. practical consideration

Concerning the instructional material applied in Indonesian context, BNSP (2006) proposes several components that can be used as the points to evaluate the instructional material that has been developed. The components appear in the form of a set of instrument for textbook evaluation. The instruments together with the subcomponents can be seen as follow:

Table 2. 6:Components of Materials Evaluation (BNSP, 2006)

Aspects	Components	Subcomponents
Contents	a. The relevance of the materials toward standard of competence and basic competences.	1. Completeness 2. Deepness
	b. The accuracy of the materials.	3. Social functions 4. Meaning and structure 5. Linguistic feature
	c. The supporting for enabling skills	6. Science and technology development 7. Life-skill development 8. Nationalism development
Language	a. The relevance of the language with learners' linguistics level	9. The relevance of the language with learners cognitive development 10. The relevance of the language with the learners current social and emotional development
	b. Communicative language criteria	11. Comprehensible
	c. Cohesive and coherence	12. Cohesive 13. Coherence
Presentation	a. Presentation technique	14. Organization 15. Composition of each unit
	b. Instructional presentation	16. Student-centered 17. Critical thinking development 18. Autonomous learning 19. Self-reflection and assessment
	c. Completeness of the presentation	20. Opening section 21. Main section 22. Closing section
Layout	a. Layout	23. Consistency 24. Harmony 25. Completeness
	b. Typography	26. Font types 27. Font size 28. Mistyping
	c. Illustration	29. Interesting

		30. Adding clarity
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B. Relevant Studies

There were various studies in developing English learning materials for Vocational High School's students. Hesti Widayarsi (2011) developed three units of English learning materials for eleventh graders majoring *Teknik Pengolahan Hasil Pangan* at SMK N 1 Nanggulan. She provided such English learning materials for first semester based on curriculum 2006. The study proved that appropriate content of English learning materials that suits to their study program could engage them more to learn English. The key vocabulary applied in the materials also had the role to set up the context of their study program. In addition, developing the materials in two cycles, that is, spoken cycle and written cycle would make the students easier to learn English in both spoken and written manner.

Similarly, Nining (2015) also completed a study in developing a set of English learning materials for tenth graders majoring Culinary Study Program at SMK N 2 Temanggung based on Curriculum 2006. The research revealed that the appropriate English learning materials for Vocational High School were: (a) relevant to the curriculum of VHS and students' needs; (b) relevant to their context of study and daily lives; (c) the language used was appropriate to their language development; and (d) enable students to activate language functions, grammatical rules, and vocabulary based on the required competences.

The previous studies in developing English learning materials contribute to broaden the view to develop suitable English learning materials for Vocational High School students. Although above studies have similarities in certain aspects, this study provides different things like the study program, standard of competences and basic competences, the student's grade, and of course the content of the English learning materials which refers to Multimedia Study Program.

C. Conceptual Framework

It has been stated that based on Curriculum 2006, English instructional process in Vocational High School is aimed; (1) to master the knowledge and skills in English to support students in attaining competencies of study programs; and (2) to implement the mastery of ability and skills in English to communicate in both spoken and written in intermediate level. In addition, VHS students are considered as ESP learners because the particularity of language features that they will use in particular context (Hutchinson and Waters, 1987). Added to this, the English instructional materials must be tailored based on the students' particular field so that their particular needs and goals can be achieved through the use of English instructional materials.

The particularity of needs that the students of Multimedia Study Program have has to be traced by analyzing their needs. Needs analysis or need assessment is done in order to collect information of the learners' needs. It also includes the process of interpreting the information from need analysis

to reveal the data. The information gathered is used then to make decisions that can bring the materials meet the needs (Graves, 2000). The information of the needs concern target needs and learning needs. The analysis of target needs will be used as the information of what the students need to do in the target situation while learning needs concern with what the learner needs to do in order to learn (Hutchinson and Waters, 1987).

The data from the need analysis is not the only consideration to develop the materials. The standard of competences and basic competences of Curriculum 2006 of the first semester of grade XI are also taken into account in order to accommodate what English competences should be mastered by students from the aspect of Curriculum and their needs in target situation. In order to sequence and grade what skills, language, and grammatical item to be covered, course grid writing needs to be done. Course grid design deals with the selection of items to be learnt and the grading of those items into an appropriate sequence (2001). The multi-syllabus syllabus is taken as the model of syllabus of this research. This model of syllabus provides the combination of items from grammar, lexis, language functions, situations, topics, tasks, different language skills tasks, or pronunciation issues (Harmer, 2011). Therefore, there is no element or item predominates for all have to shift to accommodate the others.

To attain the appropriate English materials that help students attain the competences, the stages in developing materials have to be followed by the material developer. Thus, a set of material development proposed by Jolly

and Bolitho (1998) is applied by several adaptations. The steps in material development proposed by Jolly and Bolitho cover the stage that suit to the setting of this study. It covers the step from the initial analysis of the needs analysis data up to the physical productions of the materials followed by the evaluation and validations of the materials by the expert.

In the process of delivering the materials, Task Based Language Teaching methodology is applied. TBLT claims that the instructional process in the classroom language can be achieved by providing the instructional tasks (Richards, 2006). Furthermore, the use of tasks is the core of Task-Based Instruction or TBLT. It is because the task used promotes meaningful interaction and communication which bring the principles of second language acquisition into language teaching (Renandya and Richards, 2002).

In delivering the tasks within each unit of the materials, a framework proposed by Willis (1996) is taken as one of the basis in sequencing the instructional tasks. The framework covers three basic stages; the Pre-task, the Task-cycle, and Language focus. In the Pre-task, the teacher explores the topic with the class and also can highlight useful words and phrases. Task-cycle elaborates students to perform the task individually, in pairs, or in small group while the teacher monitors from a distance. Next, students plan or rehearse what they are going to perform. The Language focus provides students opportunity to examine the language specific features of any listening or reading text which they have found in the previous tasks while

the teacher may conduct some form of practice of specific language features which have promoted by the previous tasks (Willis in Harmer 2001).

The components of the tasks proposed by Nunan (2010) are the basis to trace the students learning needs. Therefore, these components are also applied in developing tasks within a unit. The tasks should contain these components. The components are goal, input, procedure, setting, learner's role, and teacher's role. Besides task continuity, task dependency also becomes an important point to be considered. Tasks should be sequenced in well chained and dependent among others. Nunan (2010) proposes the 'psycholinguistic processing' approach that can be used to sequence the tasks according the cognitive and performance demands which are based on the learning pathway. It consists of steps which are initiated by activities that become gradually demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction (Nunan, 2010).

While the tasks continuity is important, it should also be developed under the task-based language principles. Nunan (2010) proposes seven principles of task continuity; scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. A well-developed unit will result the good materials for a unit which is developed accordingly based on students' cognitive developments. Added to this, Nunan (2010) also states six-step as the framework to develop good unit development. The step is initiated by schema building and it is followed by

controlled practices. Then, students are provided by authentic listening practices, activities that focus on linguistics elements, and freer practice. Then, finally students are introduced by the pedagogical task (Nunan, 2010).

The factors mentioned above are important considerations in developing materials. The term developing materials cover several kinds of activities. Thus, according to Graves (2000) material development is the process including creating, choosing or adapting, and organizing materials and activities in order to facilitate students in attaining the objectives of the course. Furthermore, Tomlinson (1998) states that a material is the term to refer anything which is used by teachers or learners to facilitate the learning of a language. The existence of materials in language classroom is significant. Materials have various roles in classroom language. Materials are the key component in instructional process for it provides the basis of language input as well as involves students to practice the language output in a language classroom (Richards, 2001). In term of the advantages for less experienced teachers, materials support them to gain the confidence and also provide ideas on how to plan and teach the lesson (Cunningsworth, 1995 in Richards, 2001).

In order to develop good materials, stages in material development have to be applied. This study refers the material development stages proposed by Jolly and Bolitho (1998) with various adaptations. The initial step is identification and explorations of the needs. It covers the process of collecting students' target and learning needs as well as interpreting the

information to get the data for further stages. The step is followed by contextual realization which determines the idea, context and texts to work. The following step is pedagogical realization that involves finding appropriate activities and writing down appropriate instructions. Then, the following is physical production of materials. Finally, material evaluation by the expert is done to evaluate and validate the materials based on various criteria.

In order to maximize the benefits by the existence of English learning materials, Tomlinson argues several criteria of good materials. Thus, materials should: (a) achieve impact; (b) help learners to feel at ease; (c) help learners to develop confidence; (d) require and facilitate learner self-investment; (e) require and facilitate learner self-investment; and the like.

After the material has been developed, the material will be evaluated by the expert of material development. Evaluating materials will value whether or not the materials will work in the sense that learners will be able to use them without too much difficulty and will enjoy the learning experience to do so. In the expert judgment stage, the expert evaluates the materials based on material evaluation criteria proposed by BNSP. The criteria cover content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness (BNSP, 2006). The data which are collated from the material evaluation then will be used for revising the first draft of material. After the first draft has been revised by the expert judgment, then it is considered as the final draft of the materials.

CHAPTER III

RESEARCH METHOD

This chapter covers the descriptions about the method that was used in this research. The discussions regarding the research methods fall into several parties; type of research, research setting, research sample, data collection technique and instruments, data analysis technique, and procedure of the research.

A. Type of the Research

The research aims to develop an English learning material that focuses to give the advantages in educational program, particularly for Vocational High School Students of Multimedia Study Program. The development of the materials refer the students' target and learning needs which then are collated in order to draw the information as the basis for developing an English learning material. In addition, Standard of Competence and Basic Competences for eleventh graders of VHS in Curriculum 2006 are also essential considerations in developing English learning material. The research is focused on developing English learning material for the eleventh graders of Multimedia Study Program. Therefore, since the purpose of this study is to develop instructional materials that can be used in educational program, the research is categorized as Research and Development (R&D) (Gall and Borg, 2003).

B. Setting of the Research

The research took place at SMK 2 Sewon in October-December 2015. The school has two locations. The first building, which known as UNIT 1, is

located in Parangtritis street, Km 7, Bangi, Timbulharjo, Sewon, Bantul. The second building, which is known as UNIT 2, is located in Cangkringmalang, Timbulharjo, Sewon, Bantul. The UNIT 2 building is the main building since the teaching and learning for normative lessons, included English, is held there. Therefore, all the research activities in collecting the data take a place in UNIT 2.

SMK 2 Sewon, Bantul was established on the 19th of November, 2003. It has three study programs. They are Textile Craft Study Program, Visual Communication Design Study Program, and Multimedia Study Program. However, in the academic year of 2015/ 2016, Boutique Fashion is categorized as the new study program there. Therefore, there are four study programs there. Textile Craft Study program has three classes, while Visual Communication Design and Multimedia Study program have two class for each. Every class of each study program has 15- 22 students.

C. Samples of the Research

The samples of this research are 20 students of the tenth graders of Multimedia Study Program. The subjects are involved in the process of gathering data in the initial process of the research, knows as needs analysis.

D. Data Collection Techniques and Instruments

The data collection technique was implemented based on the types of data while the instruments taken in this research were based on the data collections techniques. Both of them will be explained as follow.

1. Data Collection Technique

There were two kinds of data in this research. They were qualitative data and quantitative data. The qualitative data were used to gain the information to support the target needs and learning needs (needs analysis) data from the perspective of a classroom English teacher. In term of quantitative data, the first was used to identify the information about learning needs and target needs which were traced from students. Secondly, the quantitative data was used to gain the information to evaluate the material. The data was gathered from the material evaluator.

Based on the types of data that provided information in this research, there were two kinds of data collection techniques to collect the qualitative data and quantitative data. The data collection technique can be seen as follow.

a. Survey

The data of this research was collected by two kinds of questionnaire. Firstly, the needs analysis questionnaire was distributed to the students to collect the data about learning needs and target needs from the students. Secondly, material evaluation questionnaire was distributed to the material expert to evaluate the materials based on several evaluation criteria.

b. Interview

Another data collection technique that was used in this research was interview. The qualitative data was gained through interviewing a classroom English teacher of Eleventh Grade of Multimedia Study Program students at SMK 2 Sewon, Bantul in order to support the information about learning needs and target needs (needs analysis). The teacher's information was used to trace the students' problems and students' needs from the teacher's perspectives.

2. Instruments

Based on the data collection technique in this study, the instruments that were used to collect the data can be drawn as follow.

a. Questionnaire

The content of the first questionnaire, which was administered to student in the needs analysis stage, was adapted from the experts, that is, Nunan (2010), Hutchinson and Waters (1987), and Graves (2000) in order to attain construct validity of the data that was gained. In addition, the content validity of the needs analysis instrument was obtained by consulting each item of the question to the expert. This questionnaire was in the form of split-form questionnaire whereby the eleventh graders of Multimedia Study Program were allowed to choose more than one choice in each statement while in other

statements students could only choose one option. The organization of the first questionnaire is presented in the table below:

Table 3.1: Organization of Questionnaire for Need Analysis

Aspects		Item number	Objectives	References
Learners' identity		Section A	To find out the students' identity	Graves (2000:103) Hutchinson and Waters (1987:63)
Learners' goal		1	To find out the students' aim in learning English	Graves (2000: 104)
Target needs	Necessities	2,3	To find out what students need in target situation	Hutchinson and Waters (1987:55)
	Lacks	4	To find out the gap between students' current knowledge and required competence	Hutchinson and Waters (1987:55-56)
	Wants	5	To find out students' expectation to be included in the materials	Hutchinson and Waters (1987:56)
Learning needs	Inputs	6,7,8,9,10,11,12,13,14,15,16,17	To find out the content should be included in designing tasks for listening, speaking, reading, and writing	Nunan (2000: 47-52)
	Procedures	18,19,20,21	To find out what students should do with the input in listening, speaking, reading, and writing	Nunan (2000: 52) Hutchinson and Waters (1987: 60-63)
		22,23,24	To find out what students should do dealing with vocabulary, pronunciation, and grammar	

Setting	25, 26	To find out in what situation the learning process will take place	Nunan (2000: 70)
Students' role	27	To find out learners' preferred role in carrying the tasks	Nunan (2000: 64-69)
Teachers' role	28	To find out what part the teachers should take in delivering the materials	Nunan (2000: 64-69)

The second questionnaire was addressed to an expert of material development in order to get evaluations and validations of the first draft of the materials. The expert was a lecture of English Language Education Program in Yogyakarta State University. In order to obtain construct validity, the expert judgment questionnaire for the material evaluation was adapted from "*Instrumen Penilaian Buku Teks Bahasa Inggris Sekolah Menengah Kejuruan*" published by BNSP (2006). Then, the content validity was gained through consulting the coverage of content in questionnaire items to the expert. This questionnaire fell into four evaluation criteria which are organized in the table below.

Table 3.2: Organization of Questionnaire for Expert Judgment

No	Evaluation Criteria	Number of item	Reference
1	The appropriateness of content	1-11	BNSP
2	The appropriateness of language	12-16	BNSP
3	The appropriateness of presentation	17-29	BNSP
4	The appropriateness of layout	30-36	BNSP

b. Interview Guideline

The interview guideline consisted of a list of questions to guide the interview process with the English teacher who has been teaching the eleventh graders of Multimedia Study Program at SMK 2 Sewon for years. To attain the construct validity of the result from interviewing, the data was analyzed based on the theory proposed by Miles and Huberman (1994) and the content validity was obtained through consulting the question to the expert. There are 7 (seven) open-ended questions that was addressed to the English teacher at SMK 2 Sewon.

E. Data Analysis Techniques

Since there were two types of data in this study, the data was analyzed quantitatively and qualitatively. Therefore, each type of data was analyzed by using different techniques.

1. Quantitative Data

Quantitative data represents the numeric data which was gained through two kinds of questionnaires. The data from first questionnaire which was aimed to get needs analysis data was analyzed by calculating the percentage of each option in each number of statements. The answer of which the percentage is the highest will be considered as the students' actual condition. The formula that is used to calculate the percentage is presented below.

$$P (\%) = \frac{f}{N} \times 100$$

P : percentage

f : frequency

N : total respondents

100: fixed number

The second quantitative data was collected from expert judgment questionnaire in order to evaluate the first draft of the material. The statements and responds from the expert are represented in the form of Likert-scale. The responds of each item from the expert fall into four categories.

Table 3.3: Respond Categories of Expert Judgment

No	Categories	Scores
1	Strongly Agree (SA)	4
2	Agree (A)	3
3	Disagree (D)	2
4	Strongly Disagree (SD)	1

After that, the data gathered from the material evaluation questionnaire were analyzed by using the formula proposed by Suharto (2005) in order to find the range or the data interval. The formula is presented below.

$$R (\%) = \frac{(Xh - X1)}{4}$$

R : range

Xh : the highest score

Xl : the lowest score

4 : range of Likert-scale

The result of the calculation then is converted into descriptive statistics. It is aimed to summarize a given data set which will be long-winded to be represented entirely. The mean (\bar{x}) is used as the indicator of measurement. The means are calculated by using the formula proposed by Suharto (2005) presented as follow.

$$\mathbf{Mn}(\bar{x}) = \frac{\sum fx}{n}$$

Mn : Mean

$\sum fx$: total score

n : total number of data

As the mean of each unit evaluation score was found out, the quality of each unit was determined by deciding in which interval of mean and category each unit belongs to.

Table 3.4: Data Conversion Table (Suharto, 2005)

Scales	Interval of Means	Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.75 \leq x \leq 2.24$	Fair

3	$2.24 \leq x \leq 3.24$	Good
4	$3.24 \leq x \leq 4$	Very Good

2. Qualitative Data

The qualitative data which was collected from the interview was analyzed by using qualitative data analysis model proposed by Miles and Huberman (1994). The data analysis has the three stages of analyzing as following.

- a. Data reduction : the proses of transforming masses of data into small number of categories
- b. Data display : organizing information that permits conclusion drawing and action
- c. Conclusion drawing : Deciding what things mean.

F. Procedure of the Research

The research procedure of this research adapted the process of material writing proposed by Jolly and Bolitho (1998). Jolly and Bolitho proposes seven dynamic paths in material writing. However, in order to make the steps of the material writing are feasible to the researcher, the stages weremodified and simplified. Therefore, the steps of developing material of this research can be seen through following steps:

1. Identification of the Needs

The first step covered collecting information in the needs analysis process and reviewing various textbooks to gather relevant ideas regarded to the material that was developed. The needs analysis process was aimed to collect the information about students' target and learning needs. The needs analysis information was collected from 20 students of

the eleventh graders of Multimedia Study Program at SMK 2 Sewon, Bantul. Then, the data from the needs analysis were explored and calculated based on the quantitative analysis technique in order to provide the basis to further step in material writing.

2. Planning

In the planning stage, contextual realization and pedagogical realization were made. The contextual realization was done by finding suitable ideas, context, or text underlying the materials. After that, the pedagogical realization of the materials was done by sequencing appropriate tasks or activities in the course grid. Therefore, the syllabus (or the course grid in term of material development) grades and sequences the content to be taught.

3. Realization of Material Production

The next step was developing the first draft of the material that included three units of the material. The first draft of the material was developed based on the course grid or syllabus developed from the previous stages. The realization of material production also covered the physical production such as layout design of the materials. Each units of the material consisted of cycles of four English skills consisting of listening, speaking, reading, and writing.

4. Materials Evaluation

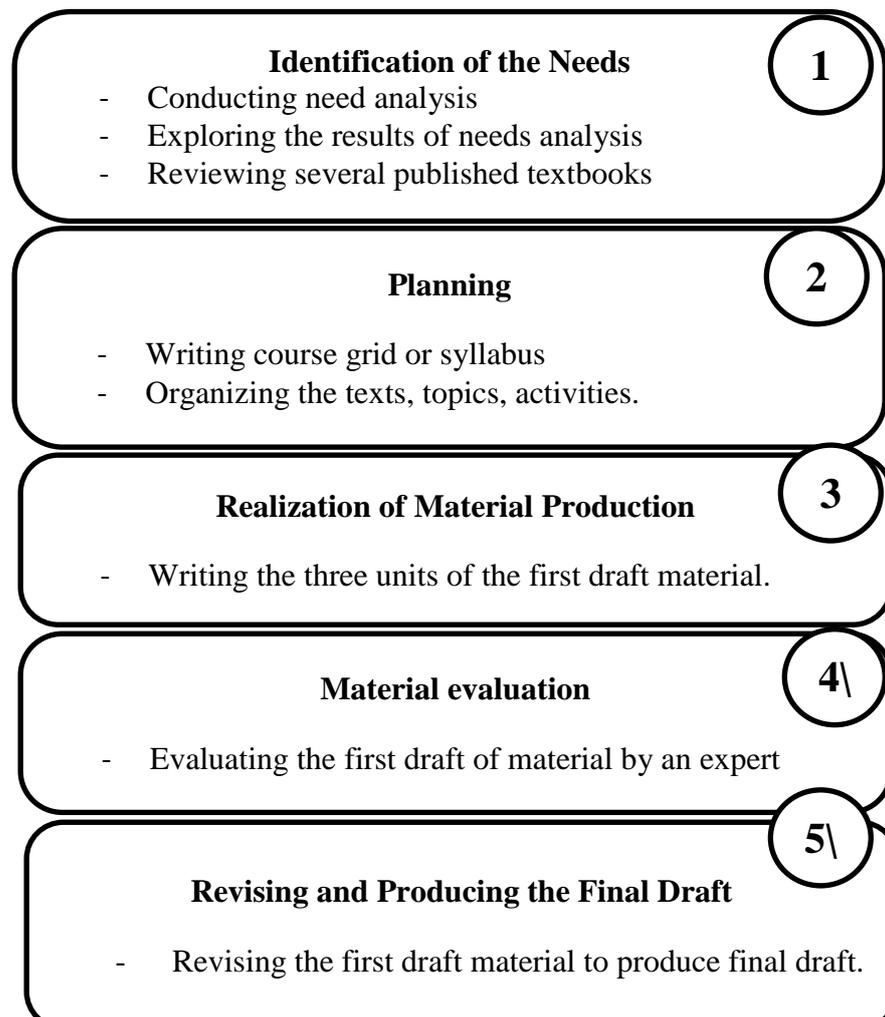
The first draft of the material then was evaluated by the professional. The expert covered the evaluation aspects involving the

appropriateness of content, language, presentation, and layout. The evaluation items were adapted from *Instrument Penilaian Buku Teks Bahasa Inggris untuk Sekolah Menengah Kejuruan* published by BNSP (2006).

5. Revising and Producing Final Draft

The first draft of the material then was revised based on the result of expert judgment. After the revision of the first draft was done, the final draft of material was revealed. The steps above can be drawn into brief diagram as follow:

Figure 3. 2:Procedure of Material Development in this Research



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings of the research and discusses the whole processes involved in this research. The chapter consists of two parts. The first part of this chapter presents the results of the needs analysis, the course grid of the materials, the first draft of the materials, and the results of the material evaluation. The second part of this chapter presents the discussion of the research.

G. Research Findings

1. The Result of the Needs Analysis

The needs analysis was conducted at the first stage of the research in order to analyze the target and learning needs of the students. The main needs analysis was gained through distributing a questionnaire to 20 students of Multimedia Study Program at SMK N 2 Sewon. It was conducted on October 9th 2015. The questionnaire was in the form of split-form questionnaire whereby students were allowed to choose more than one choice while in other statements students only can choose one choice. The highest percentage of each number was considered as students' target and learning needs. The second needs analysis was also conducted in October 19th 2015 by interviewing the English teacher of the eleventh graders of Multimedia Study Program at SMK N 2 Sewon. The interview with the English teacher was used to get confirmation and broader information regarding the students' target and learning needs regarding English instructional materials.

a. The Results of the Questionnaire Analysis

The questionnaire was administered to 20 year XI students of Multimedia Study Program at SMK N 2 Sewon in order to present students' target and learning needs in relation to English instructional materials. The following table shows the description of the respondents in term of gender and age.

Table 4. 20:Description of the Respondents

Student's Identity	Gender		Age			
	Male	Female	15	16	17	19
Number of the Students	7	13	1	9	8	2

1) Target Needs

According to Hutchinson and Waters, target needs represent what the students need to do in target situations (1987). The target situation itself can be defined in term of necessities, lacks, and wants. In addition, there is also an important thing that becomes the umbrella of general heading of need, that is, a goal.

a) Goals

The goal in this context can be defined as the general reason underlying students' expectation or intention in learning English (Graves, 2000). The following table presents the percentage of Multimedia Study Program students' view about their general goal in learning English.

Table 4. 21:The Students' Goal in Learning English

Question	Items	N	f	%
My goal in learning English at school is (you may choose more than one option)	to be able to communicate in English in both spoken and written manner	20	12	60.00
	to get maximum marks in the National Examination	20	10	50.00
	to have a preparation to continue studying majoring in multimedia in the university level	20	7	35.00
	to have a preparation to continue studying majoring in any major in the university level	20	5	25.00
	to support future profession in multimedia field after graduating from Vocational High School	20	3	15.00
	Others	20	1	5.00

Table 4.2 indicates that 60% of total respondents stated that their goal in learning English is to be able to communicate in English in both spoken and written manner. The total percentage also shows slightly amount in term of the goal. 50% of the total respondents defined their goal as to get maximum marks in the National Examination.

b) Necessities

Necessities are defined as demands regarding what students have to know in order to perform their capability effectively in target situations (Hutchinson and Waters, 1987).

The following table presents the Multimedia Study Program students' necessities regarding English learning materials.

Table 4. 22: Students' Necessities in Learning English

Question	Items	N	f	%
To support my future job or my future education, I need to elevate my English proficiency level up to ... level.	intermediate: - being able to communicate in a range of everyday social and travel contexts, for example you are able to talk confidently in shopping or booking a hotel room; - being able to write and understand several kinds of written text - being able to understand extract basic information from a written document	20	10	50.00
	elementary : - being able to understand English to communicate in everyday situations if the speaker speaks clearly and slowly, for example you can make simple sentences and reply to simple questions; talk about likes/dislikes; talk about routines, order a meal in a restaurant, and go shopping - being able to understand and write basic texts	20	7	35.00
	beginner : - being able to speak and understand English in limited ways, for example you are able	20	3	15.00

	<p>to communicate with basic English to shop or travel;</p> <ul style="list-style-type: none"> - being able to understand simple sentences and expressions which are frequently used in daily life; - does not know much about grammar knowledge and finding difficulties in expressing ideas either in written manner or spoken manner 			
<p>When I work as technical support in multimedia field or any other fields later, I will need to use English for</p> <p>(you may choose more than one option)</p>	<p>understanding particular English texts related to multimedia field, such as, manual books, software instructions, and et cetera</p>	20	17	85.00
	<p>having two-ways communication with clients or colleagues who are native speakers of English in spoken manner</p>	20	7	35.00
	<p>having two-ways communication with clients or colleagues who are non-native speakers of English in spoken manner</p>	20	2	10.00
	<p>having two-ways communication with clients or colleagues who are native speakers of English in written manner</p>	20	1	5.00
	<p>having two-ways communication with clients or colleagues who are non-native speakers of English in written manner</p>	20	1	5.00

Table 4.3 presents that 50% of total respondents stated that they need to elevate their English proficiency level up to intermediate level in order to support their future job or education. Meanwhile, 35% of total respondents stated that

they need to elevate their English proficiency level up to elementary level. In addition, regarding the needs of English in the future careers, 85% of total respondents stated that they will need English for understanding particular English texts related to multimedia field, such as, manual books, software instructions, and et cetera while 35% of total respondents stated that they need English for having two-ways communication with clients or colleagues who are native speakers of English in spoken manner.

c) Lacks

Hutchinson and Waters states that lacks are gaps between what students already know and what students need to know to fulfill the demands in the target situation (1987). In order to know the lacks of Multimedia Study Program students, they completed a statement that indicates their current level in English proficiency. The result is shown in the following table.

Table 4. 23:Students' Current English Proficiency Level

Question	Items	N	f	%
My current English proficiency level is	beginner : - being able to speak and understand English in limited ways, for example you are able to communicate with basic English to shop or travel; - being able to understand simple sentences and	20	14	70.00

	<p>expressions which are frequently used in daily life;</p> <ul style="list-style-type: none"> - does not know much about grammar knowledge and finding difficulties in expressing ideas either in written manner or spoken manner 			
	<p>elementary :</p> <ul style="list-style-type: none"> - being able to understand English to communicate in everyday situations if the speaker speaks clearly and slowly, for example you can make simple sentences and reply to simple questions; talk about likes/dislikes; talk about routines, order a meal in a restaurant, and go shopping - being able to understand and write basic texts 	20	6	30.00
	<p>intermediate:</p> <ul style="list-style-type: none"> - being able to communicate in a range of everyday social and travel contexts, for example you are able to talk confidently in shopping or booking a hotel room; - being able to write and understand several kinds of written text - being able to understand extract basic information from a written document 	20	0	0

Among three levels of English proficiency, 70% of the total respondents considered themselves as beginners (being able to speak and understand English in limited ways, for

example you are able to communicate with basic English to shop or travel; being able to understand simple sentences and expressions which are frequently used in daily life; does not know much about grammar knowledge and finding difficulties in expressing ideas either in written manner or spoken manner). In other hand, according to Standard Content of BNSP, seventh graders of Vocational High School should have communication competence of English in intermediate level (2006). Therefore, regarding the result of the presented data above, eleventh graders of Multimedia Study Program have not yet the ability to be well involved in communication in English at the elementary level.

d) Wants

Hutchinson and Waters define wants as the students' subjective view about what they need in the target situation (1987). The following table presents what the students' of Multimedia Study Program want in learning English in term of the most preference skill that they want to improve.

Table 4. 24:Students' Wants

Question	Items	N	F	%
The English language skill that I want to improve the most is	Speaking	20	7	35.00
	Writing	20	5	25.00
	listening	20	4	20.00
	Reading	20	4	20.00

According to the presented data above, 35% of total respondents stated that the English language skill that they wanted to improve the most is speaking skill while 25% of them considered writing skill. In addition, listening and reading skill have the same percentage of the respondents' choices, that is, 20% of them chose listening skill and 20% of them stated that they wanted to improve reading skill.

2) Learning Needs

While the target needs are important aspects to be considered in developing English learning materials, learning needs are also crucial to be covered in providing appropriate English learning materials for students of Multimedia Study Program. According to Hutchinson and Waters, learning needs can be defined as what the students need to do during the learning process in order to achieve the ultimate aim in learning itself (1987). Thus, it will concern much in the learning process. To fulfill the learning needs in material, Nunan proposes six components that should be included in tasks of each unit in English learning materials, that is, goals, inputs, procedures, teacher role, learner role, and setting (2010). In analyzing the learning needs in term of task completeness, the components that should be taken into consideration cover inputs, procedures, setting, teacher role, and student role.

a) Input

Input refers to data that that students work with in completing the task from many resources. It covers spoken, written, and visual data that can be integrated in learning materials (Nunan, 2010). In term of input as learning needs of students' of Multimedia Study Program, the analysis of input covers four types, that is, input for listening, input for speaking, input reading, and input for writing. The result of analysis about students' view over the input that they want to be involved in completing the tasks can be seen as follow.

Table 4. 25: Input for Listening

Question	Items	N	f	%
Topic that I want to be involved in materials for learning listening is related to (you may choose more than one option)	multimedia field	20	11	55.00
	academic issues	20	10	50.00
	daily life issues	20	6	30.00
	current issues among teenagers	20	3	15.00
	Others	20	0	0
Input that I want to be involved in materials for learning	monologs and dialogs with picture (audio and video recording), such as, manual books, job descriptions, et cetera	20	10	50.00

listening is (you may choose more than one option)	authentic materials, such as, radio broadcasts, news broadcasts, et cetera	20	9	45.00
	monologs and dialogs without picture (audio recording), such as, telephoning conversation, discussion, presentation, et cetera	20	7	35.00
	Others	20	0	0
The length of texts that I want to be involved in materials for learning listening is	< 100 words	20	7	35.00
	100-150 words	20	5	25.00
	150-200 words	20	4	20.00
	200-250 words	20	2	10.00
	> 250 words	20	2	10.00

Table 4.6 shows the preferences of input that cover topic, input, and the length of text in listening materials. In term of topic, 55% of total respondents pointed multimedia field as the topic that they wanted to be involved in materials for learning listening. Besides, 50% of total respondents stated that topic whichthey want to be involved in materials for learning listening is related to academic issues.

In relation to input for listening skill, 50% of total respondents wanted listening materials come in the form of monologs and dialogs with picture while 45% of total respondents preferred authentic materials, such as, radio broadcasts, news broadcasts, etc. to be involved in listening materials.

The length of texts also becomes a component which is taken into account in choosing listening input for the materials. As shown in table 4.6, 35% of total respondents preferred the length of the texts appear to be less than 100 words to be involved in materials for learning listening. Besides, 25% of total respondents chose texts containing 100-150 words to be involved in materials for learning listening.

Table 4. 26:Input for Learning Speaking

Question	Items	N	f	%
Topic that I want to be involved in materials for learning speaking is related to (you may choose more than one option)	multimedia field	20	12	60.00
	daily life issues	20	10	50.00
	academic issues	20	9	45.00
	current issues among teenagers	20	2	10.00
	Others	20	0	0
Input that I want to be involved in materials for learning speaking is (you may choose more than one option)	monologs and dialogs without picture (audio recording), such as, telephoning conversation, discussion, presentation, et cetera	20	11	55.00
	monologs and dialogs with picture (audio and video recording), such as, manual books, job descriptions, et cetera	20	10	50.00
	authentic materials, such as, radio broadcasts, news broadcasts, et cetera	20	5	25.00
	Others	20	0	0

The length of texts that I want to be involved in materials for learning speaking is	100-150 words	20	7	35.00
	< 100 words	20	6	30.00
	200-250 words	20	3	15.00
	150-200 words	20	2	10.00
	> 250 words	20	2	10.00

Table 4.7 presents the data about the preferences of input that cover topic, input, and the length of text in materials for learning speaking. In relation to the topic to be involved in speaking learning process, 60% of total respondents voted for topic which is related to multimedia field to be involved in materials for learning speaking while 50% of total respondents chose daily life issues as the topic to be involved in materials for learning speaking.

In addition, regarding the form of input, 55% of total respondents chose monologs and dialogs without picture (audio recording) as the input to be involved in materials for learning speaking. Besides, 50% of total respondents preferred input in form of monologs and dialogs with picture (audio and video recording), such as, manual books, job descriptions, et cetera.

In term of the length of texts which is shown in table 4.7, 35% of total respondents preferred the texts with 100 up to 150 words to be involved in materials for learning speaking.

Besides, 30% of total respondents preferred that the texts appear to be less than 100 words to be involved in materials for learning speaking.

Table 4. 27:Input for Learning Reading

Question	Items	N	f	%
Topic that I want to be involved in materials for learning reading is related to (you may choose more than one option)	multimedia field	20	13	65.00
	daily life issues	20	10	50.00
	current issues among teenagers	20	4	20.00
	academic issues	20	3	15.00
	Others	20	0	0
Input that I want to be involved in materials for learning reading is (you may choose more than one option)	manual books, texts about software application, software instructions, and the like	20	12	60.00
	CVs, application letters, memos, formal letters, and the like	20	10	50.00
	other texts related to multimedia field	20	6	30.00
	brochures, advertisements, pamphlets, leaflets, and the like	20	3	15.00
	magazine articles, newspaper articles, and other mass media articles	20	3	15.00
The length of texts that I want to be involved in materials for learning reading is	100-150 words	20	7	35.00
	150-200 words	20	6	30.00
	< 100 words	20	5	25.00
	200-250 words	20	1	5.00
	> 250 words	20	1	5.00

According to table 4.8, it can be seen that 65% of total respondents preferred multimedia fields as the topic that they want to be involved in materials for learning reading. Meanwhile, 50% of total respondents chose daily issues becomes topic to be involved in materials for learning reading.

In term of the kind of input to be involved in materials for learning reading, 60% of total respondents agreed to choose CVs, application letters, memos, formal letters, and the like. Besides, 50% of total respondents voted for manual books, texts about software application, software instructions, and the like to be involved as input in material for learning reading while 30% of total respondents chose other texts related to multimedia field to be involved as the input in materials for learning reading.

In addition, table 4.8 also shows about the length of texts to be involved in material for learning reading. It shows that 35% of total respondents wanted texts with 100-150 words to be involved in materials for learning reading while 30% of total respondents preferred texts with 150-200 words to be involved in materials for learning reading. Meanwhile, texts that come to be less than 100 words were chosen by 25% of total respondents.

Table 4. 28: Input for Learning Writing

Question	Items	N	f	%
Topic that I want to be involved in materials for learning writing is related to (you may choose more than one option)	multimedia field	20	11	55.00
	daily life issues	20	8	40.00
	academic issues	20	7	35.00
	current issues among teenagers	20	2	10.00
	others	20	0	0
Input that I want to be involved in materials for learning writing is (you may choose more than one option)	examples of texts which are going to be learned, such as emails, CVs, application letters	20	18	90.00
	explanation of the language features of particular genre of texts in materials	20	17	85.00
	lists of vocabularies related to texts along with their meanings in materials	20	3	15.00
	others	20	0	0
The length of texts that I want to be involved in materials for learning writing is	100-150 words	20	8	40.00
	< 100 words	20	5	25.00
	150-200 words	20	4	20.00
	200-250 words	20	2	10.00
	> 250 words	20	1	5.00

Table 4.9 presents input preference for material in learning writing. According to the result above, 55% of total respondents voted for multimedia fields to be involved as the topic in material for learning writing while 40% of total

respondents wanted topics about daily life issues to be included in material for learning writing. Besides, daily life issues were also chosen by 35% of total respondents in order to be involved in materials for learning writing.

Table 4.9 also covers the data in term of the form of input to be involved in materials for learning writing. As presented above, 90% of total respondents stated that they want examples of texts which are going to be learned, such as emails, CVs, application letters to be presented in learning writing. In addition, 85% of total respondents chose explanation of the language features of particular genre of texts in materials to be involved in materials for learning writing.

As shown in table 4.9 above, 40% of total respondents preferred the length of the texts appear to be 100-150 words to be involved in materials for learning writing. Meanwhile, 25% of total respondents chose texts containing less than words to be involved in materials for learning writing.

b) Procedures

Procedures become important consideration in the aspects of how tasks can be done by students. Procedures determine what operations that students will perform in completing tasks (Nunan, 2010). The following tables show

what students of Multimedia Study Program want to do within tasks in materials for learning; listening skill, speaking skill, reading skill, writing skill, vocabulary mastery, grammar mastery, and pronunciation mastery .

Table 4. 29: Procedures for Listening Activities

Question	Items	N	f	%
Activities that I want to be involved in learning listening are (you may choose more than one option)	listening for main idea	20	14	70.00
	listening to jot down important points	20	12	60.00
	listening for specific information	20	10	50.00
	listening to identify the meaning of particular words/phrases/expressions/language functions	20	6	30.00
	writing the answers related to monolog or dialog being listened to	20	4	20.00
	listening to complete sentences or a text	20	4	20.00
	orally answering questions related to monolog or dialog being listened to	20	2	10.00
	others	20	0	0

Table 4.10 presents the data about preferences of listening activities that students of Multimedia Study Program want to be involved in. It can be seen that 70% of total respondents voted for listening for the main idea as the activities that they want to be involved in learning listening while 60% of total respondents preferred listening to jot down

important points as the activities in learning listening. Besides, for desired listening activities, 50% of total respondents chose listening for specific information.

Table 4. 30: Procedures for Speaking Activities

Question	Items	N	f	%
Activities that I want to be involved in learning speaking are (you may choose more than one option)	practicing dialogs from materials	20	11	55.00
	exchanging information with classmates to get particular information about particular topics	20	8	40.00
	interviewing classmates	20	6	30.00
	composing and practicing a dialog about particular topics with a classmate(s)	20	5	25.00
	role playing	20	5	25.00
	presenting the results of the discussion in front of the class	20	4	20.00
	having small-group discussion about particular topics	20	2	10.00
	reading aloud	20	0	0
	others	20	0	0

According to table 4.11 above, it can be seen that 55% of total respondents preferred practicing dialogs from materials as the activities that they want to be involved in learning speaking. In addition, exchanging information with classmates to get particular information about particular topics was chosen by 40% of total respondents as activities that they want to be involved in learning speaking while 30% of total respondents stated that they want to interview classmates in doing tasks for learning speaking.

Table 4. 31: Procedures for Reading Activities

Question	Items	N	f	%
Activities that I want to be involved in learning reading are (you may choose more than one option)	reading for general information	20	15	75.00
	reading for specific information	20	12	60.00
	reading for comprehension	20	8	40.00
	having a discussion with classmates to be able to understand a text	20	6	30.00
	having a discussion about meaning of words/ phrases/ expressions/ language functions based on a particular context	20	5	25.00
	reading to summarize	20	4	20.00
	arranging jumbled sentences or paragraphs to make a meaningful text	20	2	10.00
	reading to rewrite or make a conclusion	20	1	5.00
	others	20	0	0

As shown in table 4.12, 75% of total respondents preferred reading for specific information as activities that they want to be involved in material for learning reading while reading for comprehension was chosen by 60% of total respondents as the activities in materials for learning reading. In addition, 40% of total respondents wanted activities for having a discussion with classmates to be able to understand a text in order to learn reading.

Table 4. 32: Procedures for Writing Activities

Question	Items	N	f	%
Activities that I want to be involved in learning writing are (you may choose more than one option)	completing sentences with words provided to make good and meaningful sentences/ paragraphs	20	13	65.00
	arranging jumbled sentences into a good and meaningful paragraph	20	7	35.00
	writing a text based on a picture / diagram/ table given	20	6	30.00
	identifying and editing punctuation errors in a text	20	6	30.00
	arranging jumbled words into a good and meaningful sentence	20	5	25.00
	identifying and editing grammatical mistakes in sentences	20	5	25.00
	arranging jumbled paragraphs into a good and meaningful text	20	3	15.00
	individually writing a text based on the examples given	20	2	10.00
	writing a conclusion of a text	20	1	5.00
	others	20	0	0

Based on table 4.13 above, it can be seen that 65% of total respondents preferred completing sentences with words provided to make good and meaningful sentences/paragraphs as the activities that they want to be involved in materials for learning writing. Besides, arranging jumbled sentences into a good and meaningful paragraph was chosen by 35% of total respondents as the activities to be involved in materials for learning writing.

Table 4. 33: Procedures for Vocabulary Activities

Question	Items	N	f	%
Activities that I want to be involved in learning vocabulary are (you may choose more than one option)	guessing the words' meaning based on their context in a text	20	19	95.00
	completing sentences with the appropriate words provided into meaningful sentences	20	8	40.00
	find word' meaning in a dictionary	20	6	30.00
	matching words with their meanings provided	20	5	25.00
	completing sentences with the appropriate words into meaningful sentences	20	5	25.00
	identifying words' part of speech: verbs, nouns, adverb, and the like	20	4	20.00
	finding the synonym/ antonym of the words	20	3	15.00
	matching words with appropriate pictures representing words' meaning	20	2	10.00
	others	20	0	0

According to table 4.14, 95% of total respondents stated that the activity that they want to be involved in learning vocabulary is guessing the words' meaning based on their context in a text while completing sentences with the appropriate words provided into meaningful sentences was chosen by 40% of total respondents as the activity that they want to be involved in learning vocabulary.

Table 4. 34: Procedures for Grammar Activities

Question	Items	N	f	%
Activities	individually making my own	20	8	40.00

that I want to be involved in learning grammar are (you may choose more than one option)	sentences based on a particular grammar point just learned			
	memorizing formulas of tenses in English	20	7	35.00
	identifying and editing grammatical mistakes in sentences	20	7	35.00
	arranging jumbled words into a good and meaningful sentence	20	3	15.00
	others	20	0	0

Table 4.15 presents the preferred activities chosen by students of Multimedia Study Program in order to learn grammar. According to the data above, 40% of total respondents chose individually making their own sentences based on a particular grammar point just learned as the activity to be involved in materials for learning grammar. In addition, memorizing formulas of tenses in English was chosen by 35% of total respondents as the activity to be involved in learning grammar and also 35% of total respondents voted for identifying and editing grammatical mistakes in sentences as the activity in learning grammar.

Table 4. 35: Procedures for Pronunciation Activities

Question	Items	N	f	%
Activities that I want to be involved in learning pronunciati	repeating the examples given by teachers	20	12	60.00
	practicing pronouncing the words based on phonetic transcriptions provided	20	7	35.00
	practicing pronouncing	20	5	25.00

on are (you may choose more than one option)	meaningfully from word level			
	individually finding the phonetic transcription in a dictionary	20	4	20.00
	practicing pronouncing words including the word' stresses and intonations	20	4	20.00
	practicing pronouncing the words with minimal pairs	20	3	15.00
	others	20	0	0

According to table 4.16 above, it can be seen that 60% of total respondents wanted repeating the examples given by teachers as the activity to be involved in learning pronunciation while by 35% of total respondents voted for practicing pronouncing the words based on phonetic transcriptions provided as the activity to be involved in learning pronunciation.

3) Setting

Nunan defines setting as the classroom arrangements which are implied in the task and it also takes into account whether the task is to be completed wholly or partly outside the classroom (2010). The following tables present the students of Multimedia Study Program's preference in term of setting consideration in completing tasks.

Table 4. 36: Setting

Question	Items	N	f	%
In the English instructional processes, I prefer to work (you may choose more than one option)	in pairs	20	11	55.00
	individually	20	10	50.00
	in small groups consisting 3-4 classmates for each	20	8	40.00
	in pairs with a classmate randomly chosen by the teacher	20	3	15.00
	others	20	0	0
In the English instructional processes, I prefer to have a class (you may choose more than one option)	a. inside and outside the classroom	20	11	55.00
	b. wholly inside the classroom	20	10	50.00
	c. outside the classroom, such as library, school yard, and the like	20	6	30.00
	d. others	20	0	0

As shown in table 4.17 above, 55% of total respondents preferred to work in pairs in the English instructional processes while 50% of total respondents preferred to complete tasks individually in the English instructional processes.

In term of the place where the English instructional takes place, 55% of total respondents preferred to have a class inside and outside the classroom while 50% of total respondents chose to have a class wholly inside the classroom.

4) Learner' Role

Nunan specifies learner's role as the part that students are required to contribute in completing tasks and the part that they have in maintaining the social and interpersonal relationships between all parties (2004). The table below shows about the preferences of Multimedia Study Program students in English instructional processes.

Table 4. 37: Learner's Role

Question	Items	N	f	%
In the English instructional processes, I prefer to (you may choose more than one option)	be guided by the teacher to accomplish every task	20	9	45.00
	jot down all the information given by the teacher	20	8	40.00
	have discussion with a seatmate to accomplish tasks	20	7	35.00
	have a small-group discussion in accomplishing tasks	20	6	30.00
	have opportunities to ask whenever difficulties come in doing tasks	20	5	25.00
	to be given spaces to freely manipulate my skill and knowledge to accomplish tasks	20	5	25.00
	listen to the teacher's explanation during the class	20	3	15.00

As shown in table 4.18 above, 45% of total respondents stated that in the English instructional processes, they preferred to be guided by the teacher to accomplish every task while 40% of total respondents chose to jot down all the information given by the teacher in the English instructional processes. In addition, 35%

of total respondents wanted to have discussion with a seatmate to accomplish tasks in the English instructional processes.

5) Teacher' Role

Teacher's role is the part which teachers are required to contribute in carrying out tasks and the part which they need in maintaining the social and interpersonal relationships between all parties (Nunan, 2004). The table below shows about the preferences of Multimedia Study Program students regarding what teachers should contribute in English instructional processes.

Table 4. 38: Teacher's Role

Question	Items	N	f	%
In the English instructional processes, I prefer my teacher to (you may choose more than one option)	give detailed explanation about how to accomplish the tasks	20	11	55.00
	give examples in doing tasks	20	10	50.00
	discuss every task given to the students	20	9	45.00
	explain the materials from the beginning up to the end of the class	20	8	40.00
	give correction whenever students make a mistake	20	7	35.00
	provide feedbacks, advices, or comments for works or tasks accomplished by students	20	2	10.00
	provide assistance only when the students ask	20	0	0
	others	20	0	0

According to table 4.19 presented above, 55% of total respondents stated that they preferred their teacher to give detailed

explanation about how to accomplish the tasks in English instructional processes. In addition, 50% of total respondents wanted their teacher to give examples in doing tasks while 45% of total respondents preferred their teacher to discuss every task given to the students in the English instructional processes.

b. The Description of the Interview Result

According to the interview with an English teacher of the eleventh graders of Multimedia Study Program at SMK N 2 Sewon, there are several facts that can be used as consideration in developing English learning materials for eleventh graders of Multimedia Study Program. The interview itself was held on October 19th 2015.

Multimedia study program is one of study programs that need English as the medium of communication to develop their communicative competence to the support for their future careers. However, the commonly problems found is students of Multimedia study program have low intention and get bored easily toward English instructional processes therefore, the first consideration among English teachers of Multimedia Study Program is to make English is interesting and motivating for them.

The essential thing to take into account is the English materials used. There are several problems in the current material, namely Get Along with English. In term of quantity, the number of books

provided in the school does not equally accommodate the number of students therefore one book is used in pairs. In every English class, students have to borrow the books in the library therefore they have no English materials to learn at home.

In term of appropriateness, the existing English materials are not specifically designed to different study programs that exist at SMK N 2 Sewon. Therefore, all study programs have to encounter the same content of English. The English teachers there also have no choice except to use the same English materials to teach different study programs. As the result, students have low intention toward English because the English materials do not fit their learning pathway of different study programs. Sometimes, the English teacher of Multimedia Study Program has to look for other materials taken from internet or books in order to complete the materials. In few years ago, the school ever tried to provide students worksheets which differentiate the English content between arts and technology study programs existing at SMK N 2 Sewon. It was the effort that the school took to improve students' intention in learning English. However, as the worksheet was used, the content remained same. The worksheets were different in term of sequences of the material only. Therefore, the worksheets do not used at the present time since it does not provide better solution.

In terms of English activities, students of Multimedia Study Program still need to be guided in every step to complete English instructional activities. They need explicit instructions to accomplish the tasks. In addition, the English teacher has to repeat the materials being explained for several times in order to get students understand. English skills in English instructional processes also do not fulfill the ideal proportion due to the lacks of facilities. Reading and writing have the higher proportion compared with listening and speaking in English learning activities. It is because there are no multimedia facilities in the classrooms and also the absence of a language laboratory makes the English teacher finds difficulties in engaging students either to speak or listen fluently.

In term of criteria in selecting the materials to complete the main book, the English teacher uses the syllabus as the essential consideration. Therefore, all materials are grounded based on standard of competences and basic competences in the syllabus.

To conclude, the needs analysis process as the first stage of developing particular English learning materials for particular students becomes consideration in developing English learning materials for Multimedia Study Program.

2. The Course Grid

After collating the data from the needs analysis, the next step in material development was writing a course grid of the materials. The course grid highlighted cores discussion presented through the materials and it guided every single step in developing each unit of the materials. There are three units of materials which are developed by referring to the course grid which is developed.

The course grid itself was developed by referring to the standard of competence and basic competences of Curriculum 2006 for Vocational High School. In addition, the needs analysis data also became consideration in developing units of the materials. The elements of the course grid consist of standard of competence, basic competences, topic, unit title, input text, language function, language features (key vocabulary, functional text, key grammar), input text, achievement indicators, and activities.

a. The Course Grid for Unit 1

The course grid for Unit 1 referred to standard of competence and basic competence. In addition, the result of the needs analysis also became consideration in developing the course grid for Unit 1. The standard of competence is “Communicating in English at an Elementary Level”. Meanwhile, the basic competence of the first draft is “2.2 Taking note of short messages from particular media/tools”. Concerning the result of the expert judgment, Unit 1 needed an

additional basic competence to support composition of integrated English learning materials. Therefore, the basic competence “2.1 Understanding simple conversation in professional context” was added to the course grid of Unit 1.

In Unit 1, students will learn about having conversation in professional context and taking notes of short messages from the particular media or tools. The spoken cycle focuses on making and receiving a telephone, while the written cycle focuses on taking and leaving a note by using telephone messages. The content of telephone conversation discussed professional matters that deal with jobs in the multimedia field.

The first item in the course grid is the basic competence. The basic competences of final draft (after the expert judgment was conducted) are “2.1 Taking note of short messages from particular media/tools” and “2.2 Understanding simple conversation in professional context”. The first basic competence concerns spoken cycle while the second one concerns written cycle. The second item in the course grid is topic. The topic of the Unit 1 is about e-commerce management and it takes “*Could you please ask her to add a new category?*” as the unit title that becomes third item in the course grid.

The fourth item is input text. The texts are used as the input in both spoken and written cycle. In spoken cycle, the input texts generally talk about business matters in the jobs in the multimedia

field, such as problem found in the database, configuring a database, rescheduling the meeting, et cetera. The explanation about language functions in telephoning and explanation about reported speeches also becomes input text. In written cycle, the input texts consist of passages about telephoning etiquettes, telephone messages and its explanation, important facts, and explanation of *ask* and *tell* in the forms of statements and requests.

The fifth item in the course grid is language function. It focuses on expressions used in making and receiving a call, such as, announcing identity, asking if someone is in, connecting to an extension, asking when the person wanted is in, connecting to an extension, confirming a wrong number, requesting information, and calling off. In addition, the language features, which become the sixth item, cover key vocabulary, a functional text and the key grammar. The functional text discusses about the general structures and content of telephone messages while the focus of the grammar covers the structures of *ask* and *tell* in statements and requests used in telephone conversation and the structures of reported speeches.

The following item of the course grid is achievement indicators. It is formulated from two basic competences of Unit 1. There are five achievement indicators in Unit 1. The last item is activities. The activities are designed to help students attain the achievement indicators in Unit 1. The activities in the course grid are grouped

based on each achievement indicators. The complete version of the course grid for Unit 1 is available on the Appendices.

b. The Course Grid for Unit 2

The course grid for Unit 2 referred to standard of competence and basic competence. In addition, the result of the needs analysis also became consideration in developing the course grid for Unit 2. The standard of competence is “Communicating in English at an elementary level” and basic competence number is “2.3 Describing job descriptions and educational backgrounds in both spoken and written manner”.

In Unit 2, students will learn how to describe job descriptions and educational backgrounds in spoken and written manner. In spoken cycle students will identify and use expressions to ask and tell about describe job responsibilities in multimedia field as well as identify and use expressions to ask and tell about educational backgrounds. Meanwhile, in the written cycle, students will focus on producing an application letter.

Concerning the items of the course grid, Unit 2 also has eight items that lead the instructional materials to be developed. The first item is the basic competence. It is “2.3 Describing job descriptions and educational backgrounds in both spoken and written manner”. It concerns both spoken and written cycle. The topic, which is the

second item in the course grid, is about jobs and responsibilities in multimedia field and it takes “*I perform XHTML and CSS coding*” as the unit title that becomes third item in the course grid.

The following item in the course grid is the input text. The texts are used as the input in both spoken and written cycle. In spoken cycle, the input texts generally discuss about job responsibilities and educational background in the multimedia field, such as, a monolog about Nurman’s job descriptions as a web developer, a dialog about educational backgrounds as a 3D animator, a dialog talking about an educational background and responsibilities as a game developer, et cetera. The explanation about expressions to ask and tell about job descriptions and educational backgrounds also becomes input text. In written cycle, the input texts consist of passages about job responsibilities as an animator, explanation about the simple present tense, application letters and its explanation of general structures, important facts, explanation about the simple perfect tense and advertisements.

The fifth item in the course grid is language function. It focuses on asking for and telling someone about job descriptions and educational backgrounds. Meanwhile, the language features, which become the sixth item, cover key vocabulary, a functional text and the key grammar. The functional text discusses about the general

structures and content of an application letter while the key grammar focuses on the simple present tense and the simple perfect tense.

The following item of the course grid is achievement indicators. The indicators are generated from basic competence of Unit 2. There are six achievement indicators in Unit 2. The last item is activities. The activities are designed to help students attain the achievement indicators in Unit 2. The activities in the course grid are grouped based on each achievement indicators. The complete version of the course grid for Unit 2 is available on the Appendices.

c. The Course Grid for Unit 3

The course grid for Unit 3 was generated from standard competence. The result of the needs analysis also became consideration in developing the course grid for Unit 3. The standard competence is “Communicating in English at an elementary level” and basic competence number is “2.4 Describing past events and future working plans”.

Concerning the objective of the Unit 3, students will learn how to describe past events and future working plans in both spoken and written manner. In spoken cycle students will identify and use expressions to ask and tell about past events or experiences as well as identify and use expressions to ask and tell about future plans. Meanwhile, in the written cycle, students will learn about describing past activities by using the simple past tense and describing future

plans by using the simple future tense. Producing a personal letter becomes the most prominent aspect in the written cycle because it reflects the implementation of using the simple present and the simple past tense.

In term of items that constitute the course grid, Unit 3 also has eight items that lead the instructional materials to be developed. The first item is the basic competence. It is “2.4 Describing past events and future working plans”. It focuses on both spoken and written cycle. The next item in the course grid is the topic. The topic of Unit 3 is about career journeys in multimedia field and “*What are you going to do after graduating?*” is the unit title that becomes the third item in the course grid.

The following item of the course grid is input text. The texts are used as the input in both spoken and written cycle. In spoken cycle, the input texts generally discuss about past experiences and future plans of the career in the multimedia field, such as, a dialog talking about past experiences and future work plans, dialog talking about future plans in career and education, dialog about past-work experiences, et cetera. The explanation about expressions to ask and tell someone about past events and future plans also becomes input text. In written cycle, the input texts consist of passages about a career journey of a web developer, explanation about the simple past tense,

personal letters and its explanation of general structures, important facts, and explanation about the simple future tense.

The fifth item in the course grid is language function. It highlights expressions to ask for and tell someone about past events and future plans. In addition, the language features, which become the sixth item, cover key vocabulary, a functional text and the key grammar. The general structures of a personal letter are discussed as the functional text which is discussed in this unit while the key grammar focuses on the simple past tense and the simple future tense.

The following item of the course grid is achievement indicators. They are derived from basic competence of Unit 3. There are six achievement indicators in Unit 3. The last item is activities. The activities are designed to help students attain the achievement indicators in Unit 3. The activities in the course grid are grouped based on each achievement indicators. The complete version of the course grid for Unit 3 is available on the Appendices.

3. The Unit Design

The next stage after developing the course grid was designing units of the materials. The following figure presents a brief design for each unit of instructional materials. The unit design for each unit helps to make the process of developing the materials systematic.

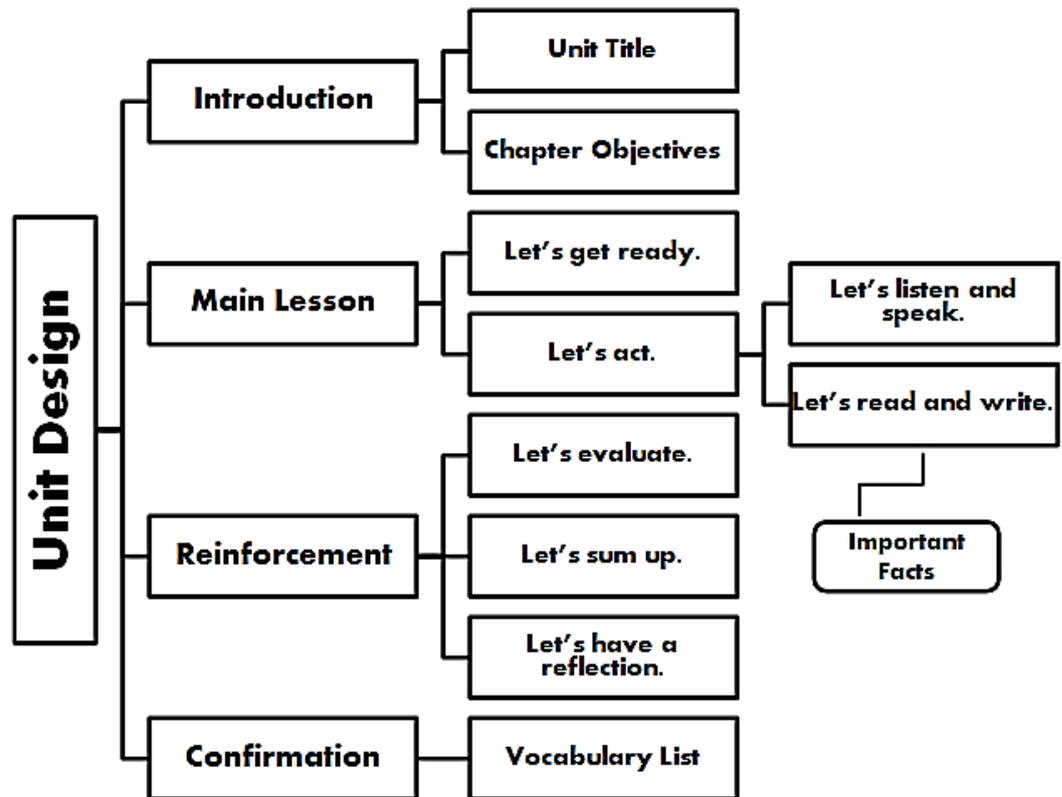


Figure 4. 2:Unit Design

As showed in Figure 4. 1, each unit of the materials consists of four main parts: introduction, main lesson, reinforcement, and confirmation. The introduction part presents the title of the unit and the brief information of what they are going to learn in this unit. The unit title also equipped with a set of pictures to present the context of the topic for each unit.

Following the introduction part is main lesson. The main lesson is elaborated in “*Let’s get ready*” and “*Let’s act*” section. It consists of tasks which are designed to assist students attain the basic competences based on Curriculum 2006 by practicing and carrying out a series of tasks in each unit of materials. “*Let’s get ready*” section is designed to build

students' schemata through the tasks and it serves to introduce the topic, set the context of the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task. In addition, it also prepares students to move into the "*Let's act*" section. "*Let's act*" section is divided into two main cycles of language learning, that is, spoken cycle and written cycle. The first cycle is "*Let's listen and speak*" that provides students with an early chance to hear, experience, reproduce and practice the target language. In this section, the tasks come in the form of controlled practice and also freer practice. The second cycle is "*Let's read and write*" that assists students to experience and practice the language exercise through written manner. Therefore, students will experience and identify the lexical and grammatical system through reading and practice and reproduce it through writing. In addition, the important fact or unique part related to the field of multimedia is also embedded in the written cycle. The facts are presented in the form of passages, graphics, or pictures. To make it more useful, students are required to accomplish tasks related to the facts presented. In this section, the tasks also come in the form of controlled practice and also freer practice. Therefore, the aim of the "*Let's act*" section also provides the ways to activate a range of language functions, which mainly discussed in "*Let's listen and speak*", and language form and functional texts, which are mainly discussed in "*Let's read and write*".

The third part of the materials is reinforcement. It consists of three sections; “*Let’s evaluate*”, “*Let’s sum up*”, and “*Let’s have a reflection*”. “*Let’s evaluate*” section consists of tasks which is designed as the evaluation and reinforcement toward the language functions and language features that students have learnt. The tasks in “*Let’s evaluate*” provide tasks which provide opportunity to the students to evaluate the language functions and grammatical system discussed in each unit. In the “*Let’s sum up*” section, students are allowed to recall what they have learnt in the unit. It consists of a clear picture of language function and language features, especially grammatical structures, in the unit. In addition, “*Let’s have a reflection*” provides student opportunity to self-reflect what they have learned and how well they are doing in order to strengthen their response in the learning process.

The last section is a confirmation which consists of “*Vocabulary list*” section. The vocabulary list presented is considered as lexical key items related to the topic in the current unit of materials that students have learnt. The list of vocabulary comes with the phonetics transcriptions and meanings in Bahasa.

4. The First Draft of the Materials

The developed materials consist of three units as shown in *Figure 4.1* above. The elaboration of the developed materials is explained as follow:

a. Unit 1

Unit 1 was developed based on course grid which was referred standard of competency and basic competency. The standard of competency of Unit 1 is "Communicating in English at an elementary level". Meanwhile the basic competency of the first draft is "2.2 Taking notes of short messages from particular media/tools". The number of basic competences of the first draft is different from the final draft concerning the result of the expert judgment stage. The addition of the basic competences number 2.1 for the Unit 1 was taken into account.

The title of Unit 1 is "*Could you ask him to check the e-commerce database, please?*" which takes e-commerce management as the topic. It was chosen as the topic of the unit for it is related with students' interest and field of study. This unit accommodates students with various language expressions used to make and receive a telephone call. Concerning the objectives of unit 1, students are expected to accomplish several abilities. They are (1) use appropriate expressions to make and receive a call in the professional context; (2) identify structures and content of telephone messages; (3) Take and leave a note of important information from a telephone conversation into the telephone messages; (4) use reported speeches in taking and leaving short messages in the form in both spoken and written manner; and (5) use "*ask*" and "*tell*" in the form of statements and

requests to take and leave short messages in both spoken and written manner.

The whole tasks of the first unit consist of 28 tasks which belong to three sections. The first section is “*Let’s get ready*” which consists of 2 tasks. The main sections is “*Let’s act*” which is elaborated in spoken cycle and written cycle. The spoken cycle namely “*Let’s listen and speak*” consists of 13 tasks while the written cycle namely “*Let’s write and read*” consists of 10 tasks. The last 3 tasks belong to third section, that is, “*Let’s evaluate*”.

b. Unit 2

Unit 2 was derived from the standard of competency and basic competency. The standard of competency of Unit 2 is “Communicating in English at an elementary level”. Meanwhile, the basic competency is “2.3 Describing job descriptions and educational backgrounds in both spoken and written manner”. In term the number or the suitability of basic competence, there was no revision after the expert evaluated the first draft of materials.

The title of Unit 2 is “*I perform XHTML and CSS Coding*” which takes jobs and responsibilities in the multimedia field as the topic. It was chosen as the topic of the unit for it is related with students’ interest and field of study. This unit accommodates students with various language expressions used to ask and tell someone about

job descriptions and educational backgrounds. Regarding the objectives of the Unit 2, the students are expected to be able to (1) use and identify appropriate expressions to ask and tell someone about job descriptions; (2) use and identify appropriate expressions to ask and tell someone about educational backgrounds; (3) describe job descriptions by using the simple present tense; (4) describe job ability by using simple perfect tense; (5) identify general structures and content of an application letter; and (6) produce an appropriate application letter.

The whole tasks of the first unit consist of 27 tasks which belong to three sections. The first section is “*Let’s get ready*” which consists of 2 tasks. The main sections is “*Let’s act*” which is elaborated in spoken cycle and written cycle. The spoken cycle namely “*Let’s listen and speak*” consists of 11 tasks while the written cycle namely “*Let’s write and read*” consists of 11 tasks. The last 3 tasks belong to third section, that is, “*Let’s evaluate*”.

c. Unit 3

Unit 3 was derived from the standard of competency and basic competency. The standard of competency of Unit 3 is “Communicating in English at an elementary level”. Meanwhile, the basic competency is “2.4 Describing past events and future working plans”. In term the number or the suitability of basic competence,

there was no revision after the expert evaluated the developed materials.

The title of Unit 3 is “*What are you going to do after graduating?*” which takes the topic of career journey in the multimedia field. It was chosen as the topic of the unit for it is related with students’ interest and field of study. This unit accommodates students with various language expressions used to ask and tell someone about past activities and future plans. Concerning the objectives of the Unit 3, the students are expected to be able to (1) use and identify appropriate expressions to ask and tell someone about past events; (2) use and identify appropriate expressions to ask and tell someone about future plans; (3) describe past activities or experiences by using the simple past tense; (4) describe future plans by using the simple future tense; (5) identify general structures and content of a personal letter; and (6) produce an appropriate personal letter.

The whole tasks of the first unit consist of 26 tasks which are divided into three sections. The first section is “*Let’s get ready*” which consists of 2 tasks. The main sections is “*Let’s act*” which is elaborated in spoken cycle and written cycle. The spoken cycle namely “*Let’s listen and speak*” consists of 11 tasks while the written cycle namely “*Let’s write and read*” consists of 11 tasks. The last 2 tasks belong to third section, that is, “*Let’s evaluate*”.

5. The Expert Judgment

As the first draft of the materials had been developed, the materials then were evaluated. The materials evaluation was conducted by distributing expert judgment questionnaires to an expert. The expert was a M. Hum. holder with 14 years of working experiences in the field of TEFL and currently is a permanent lecturer in English Education Department at Yogyakarta State University. The results of the questionnaires were then evaluated and became the bases to revise the materials. In the following section is the elaboration of the results of the expert judgment questionnaires, validations and reviews of the materials, and revisions of the materials.

a. The Results of the Expert Judgment and Revisions of Unit One

1) The Results of the Expert Judgment

There were four aspects of the materials that were being evaluated by the expert. The aspects were the appropriateness of the content, language, presentation, and layout. The following are the results of the analysis of the questionnaire for the expert judgment of the first draft of Unit 1.

a) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content of the first draft of the developed materials. The following

table provides the results of the analysis of the content appropriateness of the first draft of Unit 1.

Table 4.20: The Appropriateness of the Content of Unit 1

NO	Items	Score
1.	The developed materials are in accordance with the standard of competency and basic competency stated in the Curriculum 2006 for the eleventh graders of vocational high school.	2
2.	The developed materials meet the course grid.	3
3.	The topics of the units of the developed materials are relevant with the eleventh graders of Multimedia Study Program's daily life.	4
4.	The texts of the developed materials are relevant with the eleventh graders of Multimedia Study Program's context.	3
5.	The developed materials involve the explanation about the structure of a text of a particular genre.	3
6.	The developed materials involve the explanation about social functions of a text of a particular genre.	3
7.	The developed materials involve the explanation of the language 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.	3
10.	The developed materials involve learning activities which guide the students to develop their communication competences in spoken manner.	3
11.	The developed materials involve learning activities which guide the students to develop their communication competences in written manner.	3
Mean (x)		3.0

Table 4.20 shows that the mean of values of the content appropriateness of the first draft of Unit 1 is 3.0. This value is in

the range of $2.5 \leq x \leq 3.24$ which falls into the category of “Good”.

Although the result of content appropriateness is considered as “Good”, the expert suggested several things to be improved. The first suggestion was about basic competence of the Unit 1. The developed materials should be supported by an additional basic competence in order to support spoken cycle because the basic competence of the first draft only accommodates written cycle. Therefore, the basic competence of number 2.1 understanding simple conversation in professional context was added as the basis to develop Unit 1.

In term of resource citing, the expert suggested to provide link to every dialog which was adapted from particular sources. In addition, the expert also gave positive comments for the first draft that the context which is provided by the texts and vocabulary given already accommodate the context of the students of Multimedia Study Program to learn English based on their field.

b) The Appropriateness of the Language

The second aspect of the materials to evaluate was the appropriateness of the developed materials. The aspect of the language that was evaluated concerned to the language of the task instructions and the texts included in the materials. The following

table reveals the results of language appropriateness of the first draft of Unit 1.

Table 4.21: The Appropriateness of the Language of Unit 1

NO	Items	Score
12.	The language of the instructions and explanations in the developed materials is in accordance with the eleventh graders of Multimedia Study Program's cognitive development.	3
13.	The language used in the developed materials is unambiguous and understandable by the students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	the developed materials consistently use one variation of English.	3
Mean (x)		3.0

As seen in Table 4.21, the mean value of the appropriateness of the language of the first draft of Unit 1 is 3.0. Therefore, the aspect of the language of Unit 1 falls into the category of "Good" as the value 3.0 is in the range of $2.5 \leq x \leq 3.24$.

In relation to the language appropriateness, the expert suggested that to revise some grammatical both in the instructions and texts provided. The suggestions also covered the choice of words or terms. The experts suggested to revise several word choices that might irrelevant to Multimedia Study Program.

c) The Appropriateness of the Presentation

The third aspect of the materials to evaluate was the appropriateness of the presentation of the first draft of the materials. The following table indicates the analysis of the presentation appropriateness of the first draft of Unit 1.

Table 4.22: The Appropriateness of the Presentation of Unit 1

NO	Items	Score
17.	The developed materials are in accordance with the instructional steps of Curriculum 2006.	3
18.	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	3
19.	The arrangement of the tasks in the learning materials is initiated with guided tasks and gradually moves to the free production tasks.	3
20.	The arrangement of the learning activities in the developed materials include activities that focus on language features and the one that focus on communicative tasks.	3
21.	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and other people.	3
22.	The learning activities in the developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
24.	The developed materials encourage learners to identify their achievements and lacks during their learning.	3
25.	The learning objectives are stated in every unit of the developed materials.	3
26.	Every unit of the developed materials has identity, such as, title of the text, sources, and picture	4

	numbers.	
27.	Every unit of the developed materials has summary part that provides summary of the learning materials presented in the unit.	3
28.	Every unit of the developed materials has reflection part toward the instructional process.	4
29.	Every unit of the developed materials has important or interesting part which is relevant toward the instructional process.	3
Mean (x)		3.15

Based on Table 4.22 above, the mean value of the presentation appropriateness of the first draft of Unit 1 is 3.15. This value is in the range of $2.5 \leq x \leq 3.24$ which falls into the category of “Good”.

Although the presentation appropriateness has the value of 3.15, the expert reminded that Unit 1 should be based more on standard of competence of Curriculum 2006 in term of how materials are presented based on instructional steps of Curriculum 2006. In addition, the sequence of activities is good enough in term of from the arrangement of tasks that gradually move from guided tasks into free production tasks.

d) The Appropriateness of Layout

The fourth aspect to evaluate was the appropriateness of the layout of the first draft of Unit 1. The following table shows the results of the analysis of layout appropriateness of the first draft of Unit 1.

Table 4.23: The Appropriateness of the Layout of Unit 1

NO	Items	Score
30.	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
31.	The layout of the developed materials is proportional.	3
32.	The illustration and graphic design in the developed materials are aesthetic and functional.	3
33.	The illustration of the developed materials helps to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	4
35.	The developed materials use the right number of variation (<i>bold, italic, underline, capitalization</i>).	3
36.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.29

As seen in Table 4.23 above, the mean value of the appropriateness of the layout of the first draft of Unit 1 is 3.29. Therefore, the aspect of the language of Unit 1 falls into the category of “Very Good” as the value 3.29 is in the range of $3.25 \leq x \leq 4$.

Concerning the layout appropriateness of Unit 1, the expert commented that the layout is good and interesting. In addition, the variety of colors is already appropriate.

2) Revisions of Unit One

In general, the expert suggested that Unit 1 of the materials needed to be revised in term of the suitability with basic competence and language that covers the grammatical revisions

and word choice revisions. Then, as the needed revision had been made, the materials were considered as the final draft. The following tables describe the revisions of the first draft of Unit 1.

Table 4.24: Revisions of Unit1 (Basic Competence)

Basic Competence	Points to Revise	Revision
2.2 Taking note of short messages from direct communication or the particular media/tools	<ul style="list-style-type: none"> • The unsuitability of the basic competence toward the activities of materials. In the first draft of the materials, the activities are focused only on writing down simple messages. Therefore, the word “direct communication” should be omitted. • The addition of basic competence that can accommodate spoken cycle. 	Revising and adding the basic competence into: 2.1 Understanding simple conversation in professional context 2.2 Taking note of short messages from the particular media/tools

Table 4.25 Revisions of Unit1

Parts of the Unit	Points to Revise	Revision
Task 1	An inappropriate word choice in the question “What do you do if the caller wants you to pass a message to someone?”	Revising the question into “What do you do if the caller wants you to take or to leave a message to someone?”
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	An excessive action required in the instruction “In pairs, read the expressions below.” A grammatical mistake	Revising the question into “Read the expression below.” Revising the statement of

	in the statement of the resource citing “Adapted to:”	the resource citing into “Adapted from:”
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	A grammatical mistake in the statement of resource citing “Adapted to:”	Revising the statement into “Adapted from:”
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	<p>Lacking words regarded as the grammatical mistake in the instruction “Do you that it is very important”</p> <p>A grammatical mistake in the statement of the resource citing “Adapted to:”</p> <p>A grammatical mistake in the statement of the True and False table, that is, “...the callers does not allowed”</p> <p>A grammatical mistake in the statement of the True and False table, that is, “...one of the ways to shows....”</p>	<p>Revising the instruction into “Do you know that it is very important”</p> <p>Revising the statement into “Adapted from:”</p> <p>Revising the statement into “...the callers are not allowed”</p> <p>Revising the statement into “... one of the ways to show”</p>
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 20	An excessive action required in the instruction “In pairs, read the expressions below.”	Revising the question into “Read the expression below.”
Task 21	No revision	No revision
Task 22	A grammatical mistake in the statement of resource citing “Adapted	Revising the statement into “Adapted from:”

	to:”	
Task 23	An excessive action required in the instruction and an inappropriate word choice “In pairs, study the expressions below.” A grammatical mistake in the statement of resource citing “Adapted to:”	Revising the question into “Read the expression below.” Revising the statement into “Adapted from:”
Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision
Task 27	No revision	No revision
Task 28	No revision	No revision

b. The Results of the Expert Judgment and Revisions of Unit Two

1) The Results of the Expert Judgment

As in the previous sections, there were four aspects of Unit 2 that were being evaluated by the expert. The aspects were the appropriateness of the content, language, presentation, and layout. The following are the results of the analysis of the questionnaire for the expert judgment of the first draft of Unit 2.

a) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content of the first draft of the developed materials. The following table provides the results of the analysis of the content appropriateness of the first draft of Unit 2.

Table 4.26: The Appropriateness of the Content of Unit 2

NO	Items	Score
1.	The developed materials are in accordance with the standard of competency and basic competency stated in the Curriculum 2006 for the eleventh graders of vocational high school.	4
2.	The developed materials meet the course grid.	4
3.	The topics of the units of the developed materials are relevant with the eleventh graders of Multimedia Study Program's daily life.	3
4.	The texts of the developed materials are relevant with the eleventh graders of Multimedia Study Program's context.	3
5.	The developed materials involve the explanation about the structure of a text of a particular genre.	3
6.	The developed materials involve the explanation about social functions of a text of a particular genre.	3
7.	The developed materials involve the explanation of the language 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.	3
10.	The developed materials involve learning activities which guide the students to develop their communication competences in spoken manner.	4
11.	The developed materials involve learning activities which guide the students to develop their communication competences in written manner.	3
Mean (x)		3.27

Table 4.26 shows that the mean of values of the content appropriateness of the first draft of Unit 2 is 3.27. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of "Very Good".

Concerning the content appropriateness of Unit 2, the expert commented that the materials in Unit 2 are good and interesting. In addition, the tasks in Unit 2 involve learning activities which guide the students to actively learn English based on what they need in the present and future.

b) The Appropriateness of the Language

The second aspect of the materials to evaluate was the appropriateness of the developed materials. The following table presents the results of language appropriateness of the first draft of Unit 2.

Table 4.27: The Appropriateness of the Language of Unit 2

NO	Items	Score
12.	The language of the instructions and explanations in the developed materials is in accordance with the eleventh graders of Multimedia Study Program's cognitive development.	3
13.	The language used in the developed materials is unambiguous and understandable by the students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	The developed materials consistently use one variation of English.	3
Mean (x)		3.0

As seen in Table 4.27, the mean value of the appropriateness of the language of the first draft of Unit 2 is 3.0. Therefore, the aspect of the language of Unit 2 falls into the

category of “Good” as the value 3.0 is in the range of $2.5 \leq x \leq 3.24$.

The value concerning the language appropriateness above is also supported by the comments of the expert. The expert said that the language of the instructions and explanations in the developed materials is good and it only needs revisions in particular aspects especially in grammatical errors and word choices. Furthermore, the unit objective should be briefer and the word repetitions should be omitted. In addition, the language in term of tense markers should be more consistent.

c) The Appropriateness of the Presentation

The third aspect of the materials to evaluate was the appropriateness of the presentation of the first draft of the materials. The following table shows the analysis of the presentation appropriateness of the first draft of Unit 2.

Table 4.28: The Appropriateness of the Presentation of Unit 2

NO	Items	Score
17.	The developed materials are in accordance with the instructional steps of Curriculum 2006.	3
18.	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	3
19.	The arrangement of the tasks in the learning materials is initiated with guided tasks and gradually moves to the free production tasks.	3
20.	The arrangement of the learning activities in the developed materials include activities that focus on language features and the one that focus on	3

	communicative tasks.	
21.	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and other people.	4
22.	The learning activities in the developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
24.	The developed materials encourage learners to identify their achievements and lacks during their learning.	3
25.	The learning objectives are stated in every unit of the developed materials.	4
26.	Every unit of the developed materials has identity, such as, title of the text, sources, and picture numbers.	4
27.	Every unit of the developed materials has summary part that provides summary of the learning materials presented in the unit.	3
28.	Every unit of the developed materials has reflection part toward the instructional process.	4
29.	Every unit of the developed materials has important or interesting part which is relevant toward the instructional process.	3
Mean (x)		3.31

Based on Table 4.28 above, the mean value of the presentation appropriateness of the first draft of Unit 2 is 3.31. This value is in the range of $3.25 \leq x \leq 4$ which falls into the category of “Very Good”.

In relation to the presentation appropriateness of Unit 2, the expert commented that the sequence of activities if Unit 2 is good

enough in term of from the arrangement of tasks that gradually move from guided tasks into free production tasks. Furthermore, the portion of tasks which are divided into spoken cycle and written cycle is already in balance.

d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout of the first draft of Unit 2. The following table shows the results of the analysis of layout appropriateness of the first draft of Unit 2.

Table 4.29: The Appropriateness of the Layout of Unit 2

NO	Items	Score
30.	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
31.	The layout of the developed materials is proportional.	3
32.	The illustration and graphic design in the developed materials are aesthetic and functional.	3
33.	The illustration of the developed materials helps to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	3
35.	The developed materials use the right number of variation (<i>bold, italic, underline, capitalization</i>).	3
36.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.14

As seen in Table 4.29 above, the mean value of the appropriateness of the layout of the first draft of Unit 2 is 3.14. Therefore, the aspect of the language of Unit 2 falls into the

category of “Good” as the value 3.14 is in the range of $2.5 \leq x \leq 3.24$.

Concerning the layout appropriateness of Unit 1, the expert commented that the layout is good and interesting. In addition, the variety of colors is already appropriate.

2) Revisions of Unit Two

In general, the expert suggested that the Unit 2 of the materials needed to be revised in term of language that covers the grammatical revisions and word choice revisions. Then, as the needed revision had been made, the materials were considered as the final draft. The following table describes the revisions of the first draft of Unit 2.

Table 4.30: Revisions of Unit 2

Parts of the Unit	Points to Revise	Revision
Task 1	A grammatical mistake in the question “What does educational background she needs for the job?”	Revising the question into “What educational background does she need for the job?”
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	A grammatical mistake in the statement of the True and False table, that is, “The websites built does not....”	Revising the statement into “The websites built do not....”
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	An excessive action required in the instruction “In pairs, read	Revising the question into “Read the expression below.”

	<p>the expressions below.”</p> <p>An inappropriate tense marker in the expression of asking about educational background, that is, “Where do you study?”</p> <p>An inappropriate tense marker in the expression of telling about educational background, that is, “I study at Institut Teknologi Bandung.”</p> <p>A grammatical mistake in the statement of resource citing “Adapted to:”</p>	<p>Revising the expression into “Where did you study?”</p> <p>Revising the expression into “I studied at Institut Teknologi Bandung.”</p> <p>Revising the statement into “Adapted from:”</p>
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	A grammatical mistake in the statement of resource citing “Adapted to:”	Revising the statement into “Adapted from:”
Task 15	No revision	No revision
Task 16	A grammatical mistake in the statement of resource citing “Adapted to:”	Revising the statement into “Adapted from:”
Task 17	No revision	No revision
Task 18	A grammatical mistake in the statement of resource citing “Adapted to:”	Revising the statement into “Adapted from:”
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	No revision	No revision
Task 24	No revision	No revision
Task 25	An inappropriate tense marker in the expression	Revising the expression into “Where did you

	<p>of asking someone about educational background, that is, “Where did you graduated from?”</p> <p>An inappropriate tense marker in the expression of telling someone about educational background, that is, “I study at SMK N 2 Sewon.”</p>	<p>graduate from?”</p> <p>Revising the expression into “I studied at SMK N 2 Sewon”</p>
Task 26	<p>Lacking the word choice and a grammatical mistake in the statement “I’ve read in your CV that states you”</p> <p>Lacking a full stop at the end of the statement “....I’ll call you for the result later”</p>	<p>Revising the statement into “Your CV states that you..... Is that right?”</p> <p>Revising the expression into “....I’ll call you for the result later.”</p>
Task 27	No revision	No revision

c. The Results of the Expert Judgment and Revisions of Unit Three

1) The Results of the Expert Judgment

As in the previous sections, there were four aspects of Unit 3 that were being evaluated by the expert. The aspects were the appropriateness of the content, language, presentation, and layout. The following are the results of the analysis of the questionnaire for the expert judgment of the first draft of Unit 3.

a) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content of the first draft of the developed materials. The following

table provides the results of the analysis of the content appropriateness of the first draft of Unit 3.

Table 4.31: The Appropriateness of the Content of Unit 3

NO	Items	Score
1.	The developed materials are in accordance with the standard of competency and basic competency stated in the Curriculum 2006 for the eleventh graders of vocational high school.	4
2.	The developed materials meet the course grid.	3
3.	The topics of the units of the developed materials are relevant with the eleventh graders of Multimedia Study Program's daily life.	3
4.	The texts of the developed materials are relevant with the eleventh graders of Multimedia Study Program's context.	3
5.	The developed materials involve the explanation about the structure of a text of a particular genre.	3
6.	The developed materials involve the explanation about social functions of a text of a particular genre.	3
7.	The developed materials involve the explanation of the language 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.	3
10.	The developed materials involve learning activities which guide the students to develop their communication competences in spoken manner.	3
11.	The developed materials involve learning activities which guide the students to develop their communication competences in written manner.	3
Mean (x)		3.1

Table 4.31 shows that the mean of values of the content appropriateness of the first draft of Unit 3 is 3.1. This value is in the range of $2.5 \leq x \leq 3.24$ which falls into the category of “Good”.

Concerning the content appropriateness of Unit 3, the expert commented that the materials in Unit 3 are good and interesting. It involves students to learn English from the aspect of language functions, grammatical structure, and functional texts.

b) The Appropriateness of the Language

The second aspect of the materials to evaluate was the appropriateness of the developed materials. The following table presents the results of language appropriateness of the first draft of Unit 3.

Table 4.32: The Appropriateness of the Language of Unit 3

NO	Items	Score
12.	The language of the instructions and explanations in the developed materials is in accordance with the eleventh graders of Multimedia Study Program’s cognitive development.	3
13.	The language used in the developed materials is unambiguous and understandable by the students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	the developed materials consistently use one variation of English.	3
Mean (x)		3.0

As seen in Table 4.32, the mean value of the appropriateness of the language of the first draft of Unit 3 is 3.0. Therefore, the aspect of the language of Unit 3 falls into the category of “Good” as the value 3.0 is in the range of $2.5 \leq x \leq 3.24$.

Although Unit 3 is considered as “Good” in term of language appropriateness, the expert suggested that several grammatical errors need to be revised in term of subject-verb agreements and tense markers. In addition, the capitalization of several terms or words and the word choices of the instructions need to be taken into consideration because the appropriate word choices in the instructions will help students understand how to accomplish the tasks appropriately.

c) The Appropriateness of the Presentation

The third aspect of the materials to evaluate was the appropriateness of the presentation of the first draft of the materials. The following table shows the analysis of the presentation appropriateness of the first draft of Unit 3.

Table 4.33: The Appropriateness of the Presentation of Unit 3

NO	Items	Score
17.	The developed materials are in accordance with the instructional steps of Curriculum 2006.	3
18.	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	3
19.	The arrangement of the tasks in the learning	3

	materials is initiated with guided tasks and gradually moves to the free production tasks.	
20.	The arrangement of the learning activities in the developed materials include activities that focus on language features and the one that focus on communicative tasks.	3
21.	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and other people.	3
22.	The learning activities in the developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
24.	The developed materials encourage learners to identify their achievements and lacks during their learning.	3
25.	The learning objectives are stated in every unit of the developed materials.	4
26.	Every unit of the developed materials has identity, such as, title of the text, sources, and picture numbers.	3
27.	Every unit of the developed materials has summary part that provides summary of the learning materials presented in the unit.	3
28.	Every unit of the developed materials has reflection part toward the instructional process.	3
29.	Every unit of the developed materials has important or interesting part which is relevant toward the instructional process.	3
Mean (x)		3.1

Based on Table 4.33 above, the mean value of the presentation appropriateness of the first draft of Unit 3 is 3.1. This

value is in the range of $2.5 \leq x \leq 3.24$ which falls into the category of “Good”.

In relation to the presentation appropriateness of Unit 3, the expert commented that the tasks sequence is good enough. It enables them to learn English in an appropriate pace and also allow them to be involved in accomplishing tasks from spoken into written cycle that promote the suitable instructional process of Curriculum 2006.

d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout of the first draft of Unit 3. The following table shows the results of the analysis of layout appropriateness of the first draft of Unit 3.

Table 4.34: The Appropriateness of the Layout of Unit 3

NO	Items	Score
30.	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	3
31.	The layout of the developed materials is proportional.	3
32.	The illustration and graphic design in the developed materials are aesthetic and functional.	3
33.	The illustration of the developed materials helps to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	3
35.	The developed materials use the right number of variation (<i>bold, italic, underline, capitalization</i>).	3
36.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.0

As seen in Table 4.34 above, the mean value of the appropriateness of the layout of the first draft of Unit 3 is 3.0. Therefore, the aspect of the language of Unit 3 falls into the category of “Good” as the value 3.0 is in the range of $2.5 \leq x \leq 3.24$.

In relation to the layout appropriateness of Unit 3, the expert commented that the layout is good and interesting. In addition, the variety of colors, diagrams, picture is already appropriate.

2) Revisions of Unit Three

In general, the expert suggested that the Unit 3 of the materials needed to be revised in term of language that covers the grammatical revisions and word choice revisions. Then, as the needed revision had been made, the materials were considered as the final draft. The following table describes the revisions of the first draft of Unit 3.

Table 4.35: Revisions of Unit 3

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	A capitalization mistake in the instruction “What are your plans after graduating from Vocational high School?”	Revising the instruction into “What are your plans after graduating from Vocational High School?”
Task 3	No revision	No revision
Task 4	No revision	No revision

Task 5	No revision	No revision
Task 6	An excessive action required in the instruction “In pairs, read the expressions below.”	Revising the question into “Read the expression below.”
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	An excessive action required in the instruction “In pairs, read the expressions below.”	Revising the question into “Read the expression below.”
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	<p>A grammatical mistake in the statement of resource citing “Adapted to:”</p> <p>A grammatical mistake in the statement of the True and False table, that is, “Because his manager noticed him progress through....”</p> <p>A grammatical mistake in the statement of the True and False table, that is, “His second promotion brought to this new team as....”</p>	<p>Revising the statement into “Adapted from:”</p> <p>Revising the statement into “Because his manager noticed his progress through....”</p> <p>Revising the statement into “His second promotion brought to his new team as....”</p>
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 20	No revision	No revision
Task 21	A grammatical mistake in the statement of resource citing “Adapted to:”	Revising the statement into “Adapted from:”
Task 22	No revision	No revision
Task 23	No revision	No revision

Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision

H. Discussions

This research belongs to the category of educational research and development (Borg and Gall, 2003) as the main goal of this research is to develop and validate an educational product, that is, English instructional materials that accommodate the needs of particular students of particular study program. The English instructional materials attempted to assist the eleventh graders of Multimedia Study Program to accomplish communication competences in English at an elementary level. In addition, the instructional materials were in accordance with the demand of communicative competence based on students' study program as stated in Curriculum 2006 (Standard Content of BNSP, 2006). In order to meet the well-developed materials, a set of material development processes proposed by Jolly and Bolitho (1998) was followed. In order to make the stages of the material development more feasible for the researcher, various adaptations were made.

The first step of developing instructional materials was identifying and analyzing target and learning needs of the students by administering need analysis questionnaires. Identifying the needs was the early stage of material development proposed by Jolly and Bolitho (1998). The primary need analysis was conducted on October 9, 2015 by distributing questionnaires to 20 students of Multimedia Study Program at SMK N 2 Sewon while the second one was conducted on October 19, 2015 by conducting an interview

with the English teacher of the eleventh graders of Multimedia Study Program. In need analysis questionnaires for students, there were 31 items. Meanwhile, seven open-ended questions were addressed to the English teacher. Both need analysis questionnaire were administered in order to figure out various aspects; (a) learner's identity (Graves, 2000:103, Hutchinson & Waters, 1987:63), (b) learner's goal (Graves, 2000: 104), (c) necessities (Hutchinson & Waters, 1987:55), (d) lacks (Hutchinson & Waters, 1987:56), (e) wants (Hutchinson & Waters, 1987:56), (f) input (Nunan, 2000: 47-52), (g) procedures (Nunan, 2000:52, Hutchinson & Waters, 1987:60-63), (h) setting (Nunan, 2000:70), (i) teacher's role (Nunan, 2000:64-69), and (j) student's role (Nunan, 2000:64-69).

The exploration of the needs (Jolly and Bolitho, 1998) was in need to draw the conclusion of the students' target and learning needs. The results of the needs analysis were presented in percentage. As the needs analysis data were collated, the results revealed that most of the eleventh graders of Multimedia Study Program categorized as the beginner in term of the English proficiency level and most of them needed to improve their proficiency level up to intermediate level. In term of goal, the result of the need analysis shows that the eleventh graders of Multimedia Study Program need English in order to accommodate them to have the ability to communicate in English in both spoken and written manner. Considering to the results of needs analysis the English learning materials were developed in four language skills; listening, speaking, reading, and writing. The mastery demand of spoken and written

English is also in accordance with the second aim of English instructional process in VHS stated in Standard Content of BNSP (2006). In addition, from the necessities and inputs which were analyzed, students will need to use English either in spoken and written manner in order to support their career in multimedia field that deal a lot with written text understanding, such as manual book, memo, job descriptions, et cetera or with spoken text understanding, such as understanding conversation in a professional context. Added to this, they need English instructional materials of which topics within units meet their professional context. Meanwhile, in the English instructional process, they preferred to work individually and in pairs in order to accomplish the tasks. In term of teacher role, they preferred that the teacher gives detailed explanation and examples to accomplish the task.

The results of the needs analysis were not the only consideration in developing the English learning materials. Concerning the target needs of the eleventh graders of Multimedia Study Program, Curriculum 2006 for English language instruction in Vocational High School already stated that the competences that the students should reach in learning English are explained through the standard of competences and basic competences. Moreover, the first aim of the English instructional process in VHS stated that English is demanded in order to master the knowledge and skills in English to support students in attaining competencies of study programs (Standard Content of BSNP, 2006). Thus, in determining what to cover in the materials, the results of the needs analysis, the aim of English instructional process stated in BSNP,

and standard of competences and basic competences stated in Curriculum 2006 were taken into account.

The analyzed data then were used in the process of the contextual realization and pedagogical realization of the materials (Jolly and Bolitho, 1988). The course grid then was developed in order to sequence things like suitable ideas, contexts, or texts. The pedagogical realization of the materials was also sequenced in the course grid as the appropriate tasks or activities. Therefore, the syllabus (or the course grid in term of material development) is important as it grades and sequences the content to be taught (Nunan, 1988). The course grid was also developed by referring to standard of competences and basic competences in Curriculum 2006 for the year XI students of Vocational High School. The components of the course grid are (1) basic competence, (2) topic, (3) unit title, (4) input text, (5) language function, (6) language features, (7) achievement indicators, and (8) activities.

The developed materials were made within the context of multimedia fields in order to make students learn English meaningfully and to make them find interesting to learn English. It means that English can support their future career in the multimedia field as most of multimedia software utilities either hardware or software are developed and maintained by using English language. The multimedia context was provided in the developed materials through several components. They are (a) pictures to help understand the tasks, (b) important facts that come in the form of graphics,

diagram, pictures or passages, (c) vocabulary, and (d) spoken and written texts which were considered as the content discussed and issued in the multimedia field.

The next stage was production of the materials including involving the consideration of layout, type, size, visual, and the like (Jolly and Bolitho, 1988). In term of the approach applied in developing the materials, the researcher used the task-based language teaching in delivering the task in each unit. It is the idea that the language learning in the class can be achieved through the use of instructional tasks (Richards, 2006). In delivering the tasks, the researchers considered seven principles underlying TBLT, that is, scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection (Nunan, 2010).

The developed materials consisted of three units. Each unit was developed based on different basic competences. The number of basic competences which were used to develop three units of the materials was four basic competences. Each unit of the materials also had different number of tasks depending on what competences that students should attain by the unit. In term of the unit part, each unit of the materials consisted of four parts. They are introduction, main lesson, reinforcement, and confirmation.

The introduction part consists of the title of the unit and the brief information of what they are going to learn in the unit. The unit of the title is also equipped with a set of pictures to present the context of the topic for each unit. The main lesson is elaborated in “*Let’s get ready*” and “*Let’s act*”

section. It consists of tasks which are designed to assist students attain the basic competences based on Curriculum 2006 by practicing and carrying out a series of tasks in each unit of material. “*Let’s get ready*” present tasks that serve to introduce the topic and set the context of the tasks. The spoken and written cycle are served through the sections of “*Let’s listen and speak*” and “*Let’s read and write*”. Both “*Let’s listen and speak*” and “*Let’s read and write*” are in the “*Let’s act*” section. “*Let’s listen and speak*” presents students with an early chance to hear, experience, reproduce and practice the target language while “*Let’s read and write*” assists students to experience and practice the language exercise through written manner. Both “*Let’s listen and speak*” and “*Let’s read and write*” sections come from controlled practices into freer practices. The reinforcement part aims to give students the opportunity to recall what they have learnt through the unit (*Let’s sum up*) and reflect on how they have done it to strengthen their response in the learning process (*Let’s have a reflection*). In addition, “*Let’s evaluate*” section consists of tasks which are designed as the evaluation and reinforcement toward the language functions and language features that students have learnt. The last part is “*Vocabulary List*” that presents lexical key items related to the topic in the current unit of materials that students have learnt.

Unit 1 was developed based on standard of competence “Communicating in English at an elementary level”. Meanwhile, Unit 1 referred two basic competences. They are (a) “2.1 Understanding simple

conversation in professional context” and (b) “2.2 Taking notes of short messages from particular media/tools”. The number of basic competences of the first draft was different from the final draft concerning the result of the expert judgment stage. The addition of the basic competences number 2.1 for the Unit 1 was applied after the expert evaluated the materials. The title of the unit is “*Could you ask him to check the e-commerce database, please?*” which takes e-commerce management as the topic. It was chosen as the topic of the unit for it is related with students’ interest and field of study. Regarding to the number of tasks, Unit 1 consists of 28 tasks.

Unit 2 was developed based on standard of competence “Communicating in English at an elementary level”. The basic competence used was “2.3 Describing job descriptions and educational background in both spoken and written manner”. The title of the unit is “*I perform XHTML and CSS coding*” which takes jobs and responsibilities in the multimedia field as the topic. It was chosen as the topic of the unit for it is related with students’ interest and field of study. Regarding to the number of tasks, Unit 2 consists of 27 tasks.

Unit 3 was developed based on standard of competence “Communicating in English at an elementary level”. The basic competence used was “2.4 Describing past events and future working plans”. The title of the unit is “*What are you going to do after graduating?*” which takes the topic of career journey in the multimedia field. It was chosen as the topic of

the unit for it is related with students' interest and field of study. Regarding to the number of tasks, Unit 3 consists of 26 tasks.

After the process of materials writing of Unit 1, 2, and 3 had developed, the three units of developed materials were considered as the first draft of the materials. The next step to follow was material evaluation (Jolly and Bolitho, 1998). The process of material evaluation was done by distributing the questionnaire to the expert. The expert judgment questionnaires were adapted from the guideline of material evaluation published by BNSP (2006). The aspects evaluated were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the layout (BNSP, 2006).

The result of the material evaluation showed that the materials were good enough. The mean score of the three units of materials was 3.11. The value was in the range of $2.5 \leq x \leq 3.24$ which fell into the category of "Good". However, there were various parts of the materials that needed to be revised. Generally, the first draft of the materials needed to be revised in term of the grammatical aspect of the language. In addition, Unit 1 needed addition in term of the number of the basic competence. The basic competence number 2.1 was added to Unit in order to accommodate spoken cycle. The detailed revisions of the basic competence of Unit 1 were available in Table 2.24 while the detailed revisions of the language of the three units were available in Table 4.25, Table 4.30, and Table 4.35. As the revisions had been made,

the developed materials were considered as the final draft of the materials. The final draft of the materials is available in the Appendices.

The English learning materials for the eleventh graders of Multimedia Study Program then finally have various characteristics that become some features of the developed materials. The first is the type of the syllabus or the course grid is the multi-syllabus. It offers the combination of items from grammar, lexis, language functions, topics, tasks, different language skills tasks, or pronunciation issues (Harmer, 2001). Secondly, the use of task-based language teaching approach is the way to present the language learning through the materials. Thirdly, multimedia field issues which are relevant to the present and future context of the eleventh graders of Multimedia Study Program are used as the topic and context in each unit of the materials. Fourthly, the English learning materials were developed in spoken cycle and written cycle. The spoken cycle comes first before the written cycle. Thus, the English learning materials were developed in integrated skills. Then, the functional text discussed in each unit is related to the language functions in each unit of the materials. Lastly, there are 26-28 tasks developed in each unit of the materials.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. The first section of this chapter presents conclusion drawn from the findings and discussions of the research. Meanwhile, the second section of this chapter reveals suggestions proposed by the researcher for the eleventh graders of Multimedia Study Program, English teachers in Vocational High School, and other researchers.

I. Conclusions

The conclusions of this research were derived from the findings and discussions presented in the Chapter VI that aim to answer the research questions of the study. The first conclusion is about the results of the needs analysis in term of students' target needs. The second point presents the conclusion about the results of the need analysis in term of students' learning needs. In addition, the third one is the conclusion concerning the characteristics of the English learning materials which are appropriate for the eleventh graders of Multimedia Study Program.

1. The Target Needs of the Eleventh Graders of Multimedia Study Program

The target needs concerns what the learners need to do in the target situation and there are three types of target needs (Hutchinson & Waters, 1987). They are necessities, lacks, and wants. The results of students' target needs were derived from 20 students of the eleventh grade of Multimedia Study Program by administering need analysis

questionnaires. It was revealed that generally the students were in need to learn English in order to be able to communicate in English in both spoken and written manner. The results of the needs analysis also showed that the students' current level of English proficiency was mostly beginner and they wanted to elevate their proficiency in English up to intermediate level. In addition, they were in needs to understand spoken and written texts related to the multimedia field in English in order to support their future career. In terms of lacks, they found themselves had limited ways to understand spoken and written English, only understood limited expressions used in daily life, and found difficulties in expressing ideas in spoken and written manner. Thus, in the term of English language skill preference, the results showed that the balance of the English language skill they wanted to improve. It was revealed that listening (20%), speaking (35%), reading (20%), and writing (25%) were in almost the same in preference. Thus, it can be concluded that they need to learn the four English language skills.

2. The Learning Needs of the Eleventh Graders of Multimedia Study Program

Learning needs describe what the students need to do during the learning process in order to achieve the ultimate aim in learning itself (Hutchinson & Waters, 1987). To analyze the learning needs of the eleventh graders of Multimedia Study Program, the researcher used the framework of the task components proposed by Nunan (2010). The task

components consist of input, procedure, setting, learner's role, and teacher's role.

Concerning the inputs in English learning materials, the results of the needs analysis revealed that the eleventh graders of Multimedia Study Program needed spoken and written texts which have the topic related to the multimedia field. It was revealed that the spoken texts needed were in the form of monolog and dialog. In addition, students chose various kinds of written texts to be involved in the materials, such as manual books, texts about software application, software instructions, CVs, application letters, and the like.

In term of procedures, the results of the needs analysis revealed that the eleventh graders of Multimedia Study Program wanted various learning activities to be involved in materials. Most of them wanted listening for main idea and listening to jot down important information as the activities to be involved in the listening. Meanwhile, in term of activities to be involved in speaking, students generally wanted practicing dialogs and exchanging information with classmates to get particular information. In reading, they wanted reading for general and specific information while sentence or paragraph completion and arranging jumbled paragraphs were the most preferred activities in writing.

Related to the setting, learner's roles, and teacher's roles, based on the results of the needs analysis, the eleventh graders of Multimedia Study Program wanted English instructional processes to be done in both inside

and outside the classroom. In addition, they also wanted various types of classroom management such as working individually, in pairs, and in small groups in order to accomplish the learning activities. In addition, during the English instructional process, students wanted to be guided by the teacher to accomplish the tasks. Therefore, they also wanted the teacher gives detailed information about how to accomplish the tasks and gives examples in doing the tasks.

3. The Appropriate English Learning Materials for the Eleventh Graders of Multimedia Study Program

Based on the results of needs analysis, a conclusion of the appropriate English learning materials for the eleventh graders of Multimedia Study Program can be drawn. In addition, the results of the materials evaluation by the expert revealed that the developed materials were considered “Good” based on four criteria: (a) content appropriateness, (b) language appropriateness, (c) presentation appropriateness, and (d) layout appropriateness. Therefore, the following are the characteristics of the appropriate components in each unit of English learning materials for the eleventh graders of Multimedia Study Program.

1. In term of the topic to be covered in each unit of the developed materials, it is about the field of multimedia. It has the purpose to meet the learner’s interest and to relate their current field of study

or even their future career so that they can find learning English is meaningful.

2. The components of each unit of the developed materials have the following parts:

a. introduction part;

This part presents the title of the unit and the unit objective so that students can get the brief information of what they are going to learn in each unit. In addition, unit title also equipped with a set of pictures to present the context of the topic for each unit.

b. main lesson;

The main lesson is elaborated in “*Let’s get ready*” and “*Let’s act*” section. “*Let’s get ready*” is designed to build students’ schemata through several tasks that will serve to introduce the topic, set the context of the task, and also introduce some of the key vocabulary and expressions that students will need to accomplish the task. “*Let’s act*” section presents the spoken and written cycle. The first cycle is elaborated in “*Let’s listen*” that provides students with an early chance to hear, experience, reproduce, and practice the target language. The tasks in this section come in the form of controlled practice and freer practice. The written cycle, namely “*Let’s read and write*” assists students to experience and practice the language exercise

through written manner. Therefore, students will experience and identify the lexical and grammatical system through reading and practice and reproduce it through writing. In addition, the important or unique fact related to the field of multimedia is also embedded in the written cycle. The facts are presented in the form of passages, graphics, or pictures. To make it even more useful, students are required to accomplish tasks related to the facts presented. In the written cycle, the tasks also come in the form of controlled practice and also freer practice.

c. reinforcement;

The reinforcement part consists of three sections; “*Let’s evaluate*”, “*Let’s sum up*”, and “*Let’s have a reflection*”. The first section, “*Let’s evaluate*”, offers several tasks as the evaluation and reinforcement toward the grammatical system and functions that students have learnt. “*Let’s sum up*” gives students chances to recall what they have learn in the unit while the “*Let’s have a reflection*” section enables students to self-reflect what they have mastered in the unit and allow them to respond in the learning process.

d. confirmation;

The confirmation part presents the “*Vocabulary List*”. The list of key vocabulary presented is the lexical items related to the

topic in the current unit of materials. The list of vocabulary comes with the phonetics transcriptions and meanings in Bahasa.

J. Suggestions

In this part, the researcher proposes suggestions to the eleventh graders of Multimedia Study Program, English teachers in Vocational High Schools, and other researchers in relation to the English learning materials.

1. To the Eleventh Graders of Multimedia Study Program

For the eleventh graders of Multimedia Study Program who will considerably use the English materials, the researcher suggests that in order to meet the required competences and their own learning goals, the students should motivate themselves in order to actively participate in the learning process and accomplish the tasks appropriately. In addition, they should not worry to make any mistakes or errors in practicing the English language in both spoken and written manner. They also should not worry to ask assistance from the teacher.

2. To English Teachers at VHS

For the English teachers, especially in Vocational High School, the researcher suggests that in order to meet the targeted English instructional process, teachers should know well the characteristics of the students at VHS for they are actually different from the students in mainstream schools. Students in VHS tend to be involved in the teaching and learning process. Furthermore, they also have different motivation in

learning English. Thus, teachers should vary the learning activities and actively use a variety of learning sources that accommodate the students' field in order to maintain the students' motivation in learning English. In addition, teachers should maximize their roles for the students expect teachers will take the roles in the instructional process. Furthermore, the teachers should actively check the suitability of the materials with the students' context of study program before they use it in the English instructional process.

3. To Other Researchers

For other researchers, the researcher suggests that in developing the materials, they should thoroughly conduct the needs analysis process in order to reveal the data that can really meet the students' target and learning needs. Furthermore, it is also important that the material developers or researcher should follow the government rules toward the guidelines in developing materials. In addition, the materials also should in accordance with the Curriculum. It is also important that the researchers or the material developers make the material content for the Vocational High School be relevant with their field of study and their future career. Therefore, before developing the materials, it is crucial for the researchers to read the productive materials (what the students learn in their study program) to enrich the researchers' knowledge about content and context matter of students' field of study.

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APPENDICES

Appendix A

The Needs Analysis Instruments



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Depok, Sleman, Yogyakarta, 55281. Telp. (0274) 550843, 548207.

Fax. (0274) 548207

<http://www.fbs.uny.ac.id>

Kepada Yth. Siswa-siswi Kelas XI Jurusan Multimedia 1

SMK N 2 Sewon

Di tempat

Assalamua'laikum, Wr. Wb.

Dalam rangka penelitian mengenai pengembangan materi pembelajaran Bahasa Inggris untuk siswa kelas XI semester 1 jurusan Multimedia di SMK N 2 Sewon, pada kesempatan kali ini peneliti memohon kesediaan Anda untuk mengisi angket kebutuhan siswa. Angket ini bukan dimaksudkan untuk menguji kemampuan Anda, melainkan untuk mengetahui kebutuhan siswa kelas XI jurusan Multimedia terkait dengan materi pembelajaran Bahasa Inggris.

Jawaban yang Anda berikan tidak akan mempengaruhi nilai rapor Anda. Oleh karena itu, jawaban yang jujur dan sesuai dengan kondisi Anda sangat diharapkan untuk membantu kelancaran penelitian ini. Adapun jawaban dan identitas Anda dalam angket ini akan dijaga kerahasiaannya sesuai dengan kode etik penelitian.

Terima Kasih

Wassalamu'alaikum, Wr.Wb.

Yogyakarta, 9 Oktober 2015

Peneliti,

Ernita Raharja

Pend. Bahasa Inggris

12202241058

ANGKET ANALISA KEBUTUHAN SISWA KELAS XI JURUSAN
MULTIMEDIA
SEBAGAI DASAR PENGEMBANGAN MATERI PEMBELAJARAN
BAHASA INGGRIS DI SMK N 2 SEWON

A. Identitas Responden

Nama :
.....
Jenis Kelamin : L / P (coret yang tidak perlu)
Usia : tahun.

B. Kebutuhan Siswa dalam Pembelajaran Bahasa Inggris

Berikut ini adalah pernyataan-pernyataan yang mendeskripsikan kondisi Anda dalam penguasaan Bahasa Inggris. Lingkari pilihan jawaban yang tersedia sesuai dengan kondisi Anda. Apabila jawaban Anda tidak tersedia dalam alternatif pilihan jawaban, silahkan menuliskan jawaban Anda di bagian “Lain-lain”.

1. Tujuan saya belajar Bahasa Inggris di sekolah adalah.....

(Boleh memilih lebih dari satu jawaban)

- a. untuk memperoleh hasil maksimal di Ujian Akhir Nasional (UAN)
- b. agar dapat berkomunikasi secara lisan dan tulisan menggunakan Bahasa Inggris
- c. sebagai bekal untuk melanjutkan pendidikan di bangku Perguruan Tinggi / Universitas jurusan multimedia
- d. sebagai bekal untuk melanjutkan pendidikan di bangku Perguruan Tinggi / Universitas jurusan selain multimedia
- e. untuk menunjang pekerjaan dalam bidang multimedia setelah lulus sekolah
- f. lain-lain (sebutkan):

.....
.....
.....

2. Untuk menunjang karir atau pendidikan saya kedepannya, saya perlu memiliki kemampuan Bahasa Inggris pada level.....

(Pilih satu jawaban)

- a. pemula (*beginner*) :
- mampu berbicara dan memahami bahasa Inggris dalam lingkup yang sangat terbatas, contohnya dapat berkomunikasi dengan bahasa Inggris dasar untuk sekedar berbelanja atau berpergian;
 - dapat memahami kalimat dan ungkapan sederhana yang digunakan dalam kehidupan sehari-hari;
 - sedikit mengetahui tata bahasa (*grammar*) dan masih menemui kesulitan dalam berbahasa Inggris baik secara oral maupun tertulis.
- b. dasar (*elementary*) :
- mampu berkomunikasi dalam Bahasa Inggris dalam kegiatan sehari-hari apabila penutur berbicara dengan jelas dan pelan, contohnya Anda dapat membuat kalimat sederhana dan menjawab pertanyaan sederhana, berbicara mengenai aktivitas sehari-hari, berbicara mengenai hal yang disukai atau tidak disukai, memesan menu di rumah makan, dan berbelanja;
 - mampu memahami dan membuat text tertulis sederhana;
- c. menengah (*intermediate*) :
- dapat berbahasa Inggris dalam berbagai lingkup kehidupan sosial sehari-hari maupun keperluan pekerjaan, misalnya Anda mampu berbicara secara berterima dan percaya diri menggunakan Bahasa Inggris dalam berbelanja atau memesan kamar hotel;
 - dapat membuat dan memahami beberapa macam teks tertulis;

- mampu memahami informasi dasar atau informasi inti dari sebuah text tertulis;

3. Saat bekerja sebagai teknisi multimedia atau pekerjaan lain dalam bidang multimedia nanti, saya akan menggunakan Bahasa Inggris untuk

(Boleh memilih lebih dari satu jawaban)

- a. memahami berbagai macam teks berbahasa Inggris berkaitan dengan jurusan multimedia seperti; buku manual (*manual books*),instruksi berbagai macam perangkat lunak (*software instruction*), dsb
- b. berkomunikasi timbal balik dengan klien atau rekan kerja yang merupakan penutur asli Bahasa Inggris (*native speaker*) secara lisan
- c. berkomunikasi timbal balik dengan klien atau rekan kerja yang merupakan penutur asli Bahasa Inggris (*native speaker*) secara tertulis
- d. berkomunikasi Bahasa Inggris dengan klien atau rekan kerja (*non-native speaker*) secara lisan
- e. berkomunikasi Bahasa Inggris dengan klien atau rekan kerja (*non-native speaker*) secara tertulis
- f. lain-lain (sebutkan):
.....
.....
.....

4. Kemampuan berbahasa Inggris saya saat ini berada pada level.....

(Pilih satu jawaban)

- a. pemula (*beginner*) :
 - mampu berbicara dan memahami bahasa Inggris dalam lingkup yang sangat terbatas, contohnya dapat berkomunikasi dengan bahasa Inggris dasar untuk sekedar berbelanja atau berpergian;

- dapat memahami kalimat dan ungkapan sederhana yang digunakan dalam kehidupan sehari-hari;
- sedikit mengetahui tata bahasa (*grammar*) dan masih menemui kesulitan dalam berbahasa Inggris baik secara oral maupun tertulis.

b. dasar (*elementary*) :

- mampu berkomunikasi dalam Bahasa Inggris dalam kegiatan sehari-hari apabila penutur berbicara dengan jelas dan pelan, contohnya Anda dapat membuat kalimat sederhana dan menjawab pertanyaan sederhana, berbicara mengenai aktivitas sehari-hari, berbicara mengenai hal yang disukai atau tidak disukai, memesan menu di rumah makan, dan berbelanja;
- mampu memahami dan membuat text tertulis sederhana;

c. menengah (*intermediate*) :

- dapat berbahasa Inggris dalam berbagai lingkup kehidupan sosial sehari-hari maupun keperluan pekerjaan, misalnya Anda mampu berbicara secara berterima dan percaya diri menggunakan Bahasa Inggris dalam berbelanja atau memesan kamar hotel;
- dapat membuat dan memahami beberapa macam teks tertulis;
- mampu memahami informasi dasar atau informasi inti dari sebuah text tertulis;

5. Jenis ketrampilan (*skill*) Bahasa Inggris yang paling ingin saya tingkatkan adalah.....

(Pilih satu jawaban)

- a. kemampuan menyimak (*listening*)
- b. kemampuan berbicara (*speaking*)
- c. kemampuan membaca (*reading*)
- d. kemampuan menulis (*writing*)

6. Topik yang saya inginkan dalam pembelajaran menyimak (*listening*) adalah yang terkait dengan

(Boleh memilih lebih dari satu jawaban)

- a. bahasan dalam bidang multimedia
- b. berita/isu yang sedang digemari anak muda saat ini
- c. bidang akademik / pendidikan
- d. kehidupan sehari-hari
- e. lain-lain (sebutkan):

.....
.....
.....

7. Untuk meningkatkan kemampuan menyimak (*listening*), materi yang saya inginkan berupa.....

(Boleh memilih lebih dari satu jawaban)

- a. monolog dan dialog tanpa gambar (*audio recording*), contohnya percakapan dalam telepon, diskusi, presentasi, dll
- b. monolog dan dialog dengan gambar (*audio and video recording*), contohnya penjelasan deskripsi kerja suatu alat, penjelasan deskripsi kerja seseorang, dll
- c. materi otentik, contohnya siaran radio, siaran berita, pengumuman lisan di tempat-tempat umum dll
- d. lain-lain (sebutkan):

.....
.....
.....

8. Panjang teks yang saya inginkan untuk pembelajaran mendengarkan (*listening*) adalah

(Pilih satu jawaban)

- a. < 100 kata

- b. 100-150 kata
- c. 150-200 kata
- d. 200-250 kata
- e. > 250 kata

9. Topik yang saya inginkan dalam pembelajaran berbicara (*speaking*) adalah yang terkait dengan

(Boleh memilih lebih dari satu jawaban)

- a. bahasan dalam bidang multimedia
- b. berita/isu yang sedang digemari anak muda saat ini
- c. bidang akademik / pendidikan
- d. kehidupan sehari-hari
- e. lain-lain (sebutkan):

.....
.....
.....

10. Untuk meningkatkan kemampuan berbicara (*speaking*), materi yang saya inginkan berupa.....

(Boleh memilih lebih dari satu jawaban)

- a. monolog dan dialog tanpa gambar (*audio recording*), contohnya percakapan dalam telepon, diskusi, presentasi, dll
- b. monolog dan dialog dengan gambar (*audio and video recording*), contohnya penjelasan deskripsi kerja suatu alat, penjelasan deskripsi kerja seseorang, dll
- c. materi otentik, contohnya siaran radio, siaran berita, pengumuman lisan di tempat-tempat umum dll
- d. lain-lain (sebutkan):

.....
.....
.....

11. Panjang teks yang saya inginkan untuk pembelajaran berbicara (*speaking*) adalah

(Pilih satu jawaban)

- a. < 100 kata
- b. 100-150 kata
- c. 150-200 kata
- d. 200-250 kata
- e. > 250 kata

12. Topik yang saya inginkan dalam pembelajaran membaca (*reading*) adalah yang terkait dengan

(Boleh memilih lebih dari satu jawaban)

- a. bahasan dalam bidang multimedia
- b. berita/isu yang sedang digemari anak muda saat ini
- c. bidang akademik / pendidikan
- d. kehidupan sehari-hari
- e. lain-lain (sebutkan):

.....
.....
.....

13. Untuk meningkatkan kemampuan membaca (*reading*), materi yang saya inginkan berupa.....

(Boleh memilih lebih dari satu jawaban)

- a. teks petunjuk kerja alat, teks mengenai perangkat lunak multimedia, dan lain-lain
- b. CV, surat lamaran kerja, memo, surat resmi, dan lain sebagainya
- c. brosur, iklan, pamflet, leaflet, dan lain sebagainya
- d. artikel majalah, koran, dan lain sebagainya
- e. teks lain yang berkaitan dengan bidang multimedia

(Boleh memilih lebih dari satu jawaban)

- a. contoh teks yang akan dipelajari, seperti e-mail, CV, surat lamaran kerja, memo, dan lain sebagainya
- b. penjelasan struktur kebahasaan teks yang akan dipelajari
- c. kosa kata baru yang terkait dengan teks yang akan dipelajari beserta maknanya
- d. lain-lain (sebutkan):

.....
.....
.....

17. Panjang teks yang saya inginkan untuk pembelajaran menulis (*writing*) adalah.....

.....

(Pilih satu jawaban)

- a. < 100 kata
- b. 100-150 kata
- c. 150-200 kata
- d. 200-250 kata
- e. > 250 kata

18. Dalam pembelajaran menyimak (*listening*), kegiatan yang ingin saya lakukan adalah

(Boleh memilih lebih dari satu jawaban).

- a. mengidentifikasi garis besar informasi dari teks yang dibacakan oleh seseorang atau dari percakapan yang disimak
- b. mengidentifikasi detail/rincian informasi tertentu dari teks yang dibacakan oleh seseorang atau dari percakapan yang disimak
- c. mengidentifikasi ungkapan-ungkapan atau ekspresi tertentu dari teks yang dibacakan oleh seseorang atau dari percakapan yang disimak

- d. secara lisan menjawab pertanyaan-pertanyaan dari dari teks yang dibacakan oleh seseorang atau dari percakapan yang disimak
- e. secara tertulis menjawab pertanyaan-pertanyaan dari dari teks yang dibacakan oleh seseorang atau dari percakapan yang disimak
- f. mencatat poin-poin penting
- g. melengkapi kalimat atau teks rumpang
- h. lain-lain (sebutkan):

.....

.....

.....

19. Dalam pembelajaran berbicara (*speaking*), kegiatan yang ingin saya lakukan adalah

(Boleh memilih lebih dari satu jawaban).

- a. mempraktikkan dialog yang ada dalam materi
- b. berdiskusi mengenai topik tertentu dengan teman
- c. menyampaikan hasil diskusi di depan kelas
- d. membuat dialog bersama teman dan mempraktikannya berdasar topik tertentu
- e. bertukar informasi dengan teman untuk mendapatkan informasi tertentu tentang suatu topik
- f. bermain peran (*role playing*)
- g. membaca nyaring
- h. mewawancarai teman
- i. lain-lain (sebutkan):

.....

.....

.....

20. Dalam pembelajaran membaca(*reading*), kegiatan yang ingin saya lakukan adalah

(Boleh memilih lebih dari satu jawaban)

- a. membaca untuk mengetahui informasi umum dari sebuah bacaan
- b. membaca untuk menggali informasi tertentu dari sebuah bacaan
- c. membaca teks secara individu kemudian menjawab pertanyaan-pertanyaan sesuai dengan teks yang dibaca
- d. memahami teks bacaan dengan cara berdiskusi dengan teman
- e. menyusun kalimat atau paragraf acak agar menjadi teks yang padu
- f. meringkas isi bacaan
- g. menyimpulkan isi bacaan dengan menggunakan bahasa sendiri
- h. mendiskusikan makna kata atau arti ungkapan-ungkapan tertentu sesuai dengan konteks bacaan
- i. lain-lain (sebutkan):

.....
.....
.....

21. Dalam pembelajaran menulis (*writing*), kegiatan yang ingin saya lakukan adalah

(Boleh memilih lebih dari satu jawaban).

- a. melengkapi kalimat rumpang berdasarkan pilihan kata yang tersedia
- b. menyusun kata-kata yang acak menjadi kalimat yang bermakna
- c. menyusun kalimat-kalimat yang acak menjadi paragraf yang padu
- d. menyusun paragraf-paragraf yang acak menjadi teks yang padu
- e. menuliskan kesimpulan dari sebuah teks
- f. menulis teks secara individual berdasarkan contoh yang diberikan
- g. menulis teks berdasarkan gambar/diagram/tabel
- h. mengidentifikasi dan memperbaiki kesalahan dalam struktur kalimat
- i. mengidentifikasi dan memperbaiki kesalahan tanda baca dalam sebuah teks
- j. lain-lain (sebutkan):

.....
.....
.....

22. Dalam pembelajaran pengayaan kosa kata (*vocabulary*), kegiatan yang ingin saya lakukan adalah.....

(Boleh memilih lebih dari satu jawaban)

- a. mencari makna kata dalam teks berdasarkan konteksnya dalam teks
- b. mencari makna kata dalam kamus
- c. mencocokkan kata-kata dengan pilihan makna yang telah disediakan
- d. mencocokkan kata dengan gambar
- e. mencari sinonim atau antonim kata
- f. melengkapi kalimat dengan kosa kata yang telah disediakan sehingga membentuk kalimat yang padu
- g. melengkapi kalimat dengan kosa kata berdasarkan pengetahuan yang dimiliki sehingga membentuk kalimat yang padu
- h. mengidentifikasi jenis kata: kata kerja, kata benda, kata keterangan, dsb
- i. lain-lain (sebutkan):

.....
.....
.....

23. Dalam pembelajaran tata bahasa (*grammar/structure*), kegiatan yang ingin saya lakukan adalah.....

(Boleh memilih lebih dari satu jawaban)

- a. menghafal rumus tata bahasa dari yang telah diajarkan, misalnya menghafal *simple present tense*
- b. menulis kalimat yang padu secara mandiri berdasarkan formula atau rumus tata bahasa (*grammar*) yang telah diberikan

- c. mengidentifikasi kesalahan tata bahasa dalam kalimat dan memperbaikinya
- d. menyusun kata-kata acak agar menjadi kalimat yang padu
- e. lain-lain (sebutkan):

.....

.....

.....

24. Dalam pembelajaran tata pengucapan bunyi/pelafalan (*pronunciation*), kegiatan yang ingin saya lakukan adalah.....

(Boleh memilih lebih dari satu jawaban)

- a. menirukan cara pengucapan seperti yang dicontohkan guru
- b. mencari cara pengucapan secara mandiri melalui kamus
- c. berlatih membaca kata-kata secara nyaring berdasarkan cara pengucapan yang telah disediakan
- d. berlatih mengucapkan kata-kata yang memiliki bunyi hampir sama
- e. berlatih mengucapkan dengan benar dari level kata per kata
- f. berlatih mengucapkan kalimat termasuk cara penekanan (*stress*) dan intonasi
- g. lain-lain (sebutkan):

.....

.....

.....

25. Dalam pembelajaran Bahasa Inggris, saya lebih suka melakukan kegiatan secara.....

(Boleh memilih lebih dari satu jawaban)

- a. mandiri/ individu
- b. berpasangan dengan teman sebangku
- c. berpasangan dengan teman yang diacak

d. berkelompok dengan 3-4 orang

e. lain-lain (sebutkan):

.....
.....
.....

26. Dalam pembelajaran Bahasa Inggris, saya lebih suka melakukan jika kegiatan belajar mengajar dilaksanakan di.....

(Boleh memilih lebih dari satu jawaban)

a. seluruhnya di dalam kelas

b. seluruhnya di luar kelas seperti taman, lorong, halaman, perpustakaan, dsb

c. di dalam kelas dan di luar kelas

d. lain-lain (sebutkan):

.....
.....
.....

27. Dalam proses pembelajaran Bahasa Inggris, saya lebih suka jika.....

(Boleh memilih lebih dari satu jawaban)

a. hanya mendengarkan penjelasan guru

b. mencatat semua informasi yang diberikan oleh guru

c. dibimbing oleh guru dalam setiap mengerjakan tugas

d. berdiskusi dengan teman sebangku dalam mengerjakan tugas

e. berdiskusi dengan kelompok dalam mengerjakan tugas

f. diberikan kesempatan untuk selalu bertanya apabila ada kesulitan dalam mengerjakan tugas

g. diberikan kebebasan berkreasi dalam mengerjakan tugas

h. lain-lain (sebutkan):

.....
.....
.....

28. Dalam proses pembelajaran Bahasa Inggris, saya lebih suka jika guru

.....

(Boleh memilih lebih dari satu jawaban)

- a. menjelaskan materi dari awal hingga akhir pembelajaran
- b. selalu memberikan contoh pengerjaan tugas
- c. memberikan penjelasan yang detail terhadap cara pengerjaan tugas
- d. memberikan koreksi setiap kali siswa membuat kesalahan
- e. memberikan bantuan jika hanya siswa meminta
- f. membahas setiap tugas yang diberikan
- g. memberikan timbal balik, saran atau komentar terhadap hasil kerja siswa
- h. lain-lain (sebutkan):

.....
.....
.....

C. Tuliskan jawaban sesuai dengan kondisi Anda saat ini pada titik-titik yang telah disediakan.

29. Halaman website yang menyediakan informasi yang berkaitan dengan bidang *IT (Information Technology)* atau bidang multimedia yang paling sering saya kunjungi adalah (urutkan dari yang paling sering) adalah

.....

- a.
- b.
- c.
- d.

30. Selama ini usaha yang saya lakukan untuk belajar Bahasa Inggris adalah.....

- a.
- b.
- c.

31. Menurut saya, sebagai teknisi yang berkecimpung di bidang IT atau multimedia, situasi atau kondisi yang paling sering menuntut untuk menggunakan Bahasa Inggris adalah (urutkan dari yang paling sering dan sebutkan tujuan komunikasi tersebut)

- a.
- b.
- c.
- d.

Appendix B

The Interview Guideline

PANDUAN WAWANCARA
ANALISA KEBUTUHAN SISWA KELAS XI JURUSAN MULTIMEDIA
SEBAGAI DASAR PENGEMBANGAN MATERI PEMBELAJARAN
BAHASA INGGRIS DI SMK N 2 SEWON

1. Apakah sumber materi belajar yang disediakan di sekolah sudah memfasilitasi siswa dalam belajar Bahasa Inggris?
2. Apakah kekurangan materi pembelajaran atau *textbook* mata pelajaran Bahasa Inggris yang tersedia di sekolah saat ini?
3. Apa saja kriteria pemilihan materi pembelajaran yang Anda gunakan saat ini?
4. Apa saja sumber pembelajaran yang Anda gunakan dalam pembelajaran Bahasa Inggris?
5. Apa sajakah aktivitas pembelajaran Bahasa Inggris yang diminati siswa?
6. Apakah kendala yg Anda temui terkait dengan materi pembelajaran yang Anda gunakan saat ini?
7. Terkait dengan kompetensi keahlian siswa di bidang multimedia, apakah siswa lebih tertarik jika aktivitas belajar Bahasa Inggris dikaitkan dengan bidang yang mereka tekuni?

Appendix C

The Needs Analysis Data

The Needs Analysis Data

NO	QUESTIONS	ITEMS	N	f	%
1.	My goal in learning English at school is (you may choose more than one option)	a. to get maximum marks in the National Examination	20	10	50.00
		b. to be able to communicate in English in both spoken and written manner	20	12	60.00
		c. to have a preparation to continue studying majoring in multimedia in the university level	20	7	35.00
		d. to have a preparation to continue studying majoring in any major in the university level	20	5	25.00
		e. to support future profession in multimedia field after graduating from Vocational High School	20	3	15.00
		f. others	20	1	5.00
2.	To support my future job or my future education, I need to elevate my English proficiency level up to ... level.	a. beginner	20	3	15.00
		b. elementary	20	7	35.00
		c. intermediate	20	10	50.00
3.	When I work as technical support in multimedia field or any other fields later, I will need to use English for (you may choose more than one option)	a. understanding particular English texts related to multimedia field, such as, manual books, software instructions, and et cetera	20	17	85.00
		b. having two-ways communication with clients or colleagues who are native speakers of English in spoken manner	20	7	35.00
		c. having two-ways communication with clients or colleagues who are native speakers of English in written manner	20	1	5.00
		d. having two-ways communication with clients or colleagues who are non-native speakers of English in spoken manner	20	2	10.00
		e. having two-ways communication with clients or colleagues who are non-native speakers of English in	20	1	5.00

		written manner			
4.	My current English proficiency level is	a. beginner	20	14	70.00
		b. elementary	20	6	30.00
		c. intermediate	20	0	0
5.	The English language skill that I want to improve the most is	a. listening	20	4	20.00
		b. speaking	20	7	35.00
		c. reading	20	4	20.00
		d. writing	20	5	25.00
6.	Topic that I want to be involved in materials for learning listening is related to (you may choose more than one option)	a. multimedia field	20	11	55.00
		b. current issues among teenagers	20	3	15.00
		c. academic issues	20	10	50.00
		d. daily life issues	20	6	30.00
		e. others	20	0	0
7.	Input that I want to be involved in materials for learning listening is (you may choose more than one option)	a. monologs and dialogs without picture (audio recording), such as, telephoning conversation, discussion, presentation, et cetera	20	7	35.00
		b. monologs and dialogs with picture (audio and video recording), such as, manual books, job descriptions, et cetera	20	10	50.00
		c. authentic materials, such as, radio broadcasts, news broadcasts, et cetera	20	9	45.00
		d. others	20	0	0
8.	The length of texts that I want to be involved in materials for learning listening is	a. < 100 words	20	7	35.00
		b. 100-150 words	20	5	25.00
		c. 150-200 words	20	4	20.00
		d. 200-250 words	20	2	10.00
		e. > 250 words	20	2	10.00
9.	Topic that I want to be involved in materials for learning speaking is related to (you may choose more than one option)	a. multimedia field	20	12	60.00
		b. current issues among teenagers	20	2	10.00
		c. academic issues	20	9	45.00
		d. daily life issues	20	10	50.00
		e. others	20	0	0
10.	Input that I want to be involved in materials for	a. monologs and dialogs without picture (audio recording), such as, telephoning conversation, discussion,	20	11	55.00

	learning speaking is (you may choose more than one option)	presentation, et cetera			
		b. monologs and dialogs with picture (audio and video recording), such as, manual books, job descriptions, et cetera	20	10	50.00
		c. authentic materials, such as, radio broadcasts, news broadcasts, et cetera	20	5	25.00
		d. others	20	0	0
11.	The length of texts that I want to be involved in materials for learning speaking is	a. < 100 words	20	6	30.00
		b. 100-150 words	20	7	35.00
		c. 150-200 words	20	2	10.00
		d. 200-250 words	20	3	15.00
		e. > 250 words	20	2	10.00
12.	Topic that I want to be involved in materials for learning reading is related to (you may choose more than one option)	a. multimedia field	20	13	65.00
		b. current issues among teenagers	20	4	20.00
		c. academic issues	20	3	15.00
		d. daily life issues	20	10	50.00
		e. others	20	0	0
13.	Input that I want to be involved in materials for learning reading is (you may choose more than one option)	a. manual books, texts about software application, software instructions, and the like	20	12	60.00
		b. CVs, application letters, memos, formal letters, and the like	20	10	50.00
		c. brochures, advertisements, pamphlets, leaflets, and the like	20	3	15.00
		d. magazine articles, newspaper articles, and other mass media articles	20	3	15.00
		e. other texts related to multimedia field	20	6	30.00
14.	The length of texts that I want to be involved in materials for learning reading is	a. < 100 words	20	5	25.00
		b. 100-150 words	20	7	35.00
		c. 150-200 words	20	6	30.00
		d. 200-250 words	20	1	5.00
		e. > 250 words	20	1	5.00
15.	Topic that I want to be involved in materials	a. multimedia field	20	11	55.00
		b. current issues among teenagers	20	2	10.00

	for learning writing is related to (you may choose more than one option)	c. academic issues	20	7	35.00
		d. daily life issues	20	8	40.00
		e. others	20	0	0
16.	Input that I want to be involved in materials for learning writing is (you may choose more than one option)	a. examples of texts which are going to be learned, such as emails, CVs, application letters	20	18	90.00
		b. explanation of the language features of particular genre of texts in materials	20	17	85.00
		c. lists of vocabularies related to texts along with their meanings in materials	20	3	15.00
		d. others	20	0	0
17.	The length of texts that I want to be involved in materials for learning writing is	a. < 100 words	20	5	25.00
		b. 100-150 words	20	8	40.00
		c. 150-200 words	20	4	20.00
		d. 200-250 words	20	2	10.00
		e. > 250 words	20	1	5.00
18.	Activities that I want to be involved in learning listening are (you may choose more than one option)	a. listening for main idea	20	14	70.00
		b. listening for specific information	20	10	50.00
		c. listening to identify the meaning of particular words/phrases/expressions/language functions	20	6	30.00
		d. orally answering questions related to monolog or dialog being listened to	20	2	10.00
		e. writing the answers related to monolog or dialog being listened to	20	4	20.00
		f. listening to jot down important points	20	12	60.00
		g. listening to complete sentences or a text	20	4	20.00
		h. others	20	0	0
19.	Activities that I want to be involved in learning speaking are (you may choose more than one option)	a. practicing dialogs from materials	20	11	55.00
		b. having small-group discussion about particular topics	20	2	10.00
		c. presenting the results of the discussion in front of the class	20	4	20.00
		d. composing and practicing a dialog about particular topics with a classmate(s)	20	5	25.00

		e. exchanging information with classmates to get particular information about particular topics	20	8	40.00
		f. role playing	20	5	25.00
		g. reading aloud	20	0	0
		h. interviewing classmates	20	6	30.00
		i. others	20	0	0
20.	Activities that I want to be involved in learning reading are (you may choose more than one option)	a. reading for general information	20	15	75.00
		b. reading for specific information	20	12	60.00
		c. reading for comprehension	20	8	40.00
		d. having a discussion with classmates to be able to understand a text	20	6	30.00
		e. arranging jumbled sentences or paragraphs to make a meaningful text	20	2	10.00
		f. reading to summarize	20	4	20.00
		g. reading to rewrite or make a conclusion	20	1	5.00
		h. having a discussion about meaning of words/phrases/expressions/language functions based on a particular context	20	5	25.00
		i. others	20	0	-
21.	Activities that I want to be involved in learning writing are (you may choose more than one option)	a. completing sentences with words provided to make good and meaningful sentences/ paragraphs	20	13	65.00
		b. arranging jumbled words into a good and meaningful sentence	20	5	25.00
		c. arranging jumbled sentences into a good and meaningful paragraph	20	7	35.00
		d. arranging jumbled paragraphs into a good and meaningful text	20	3	15.00
		e. writing a conclusion of a text	20	1	5.00
		f. individually writing a text based on the examples given	20	2	10.00
		g. writing a text based on a picture / diagram/ table given	20	6	30.00
		h. identifying and editing grammatical mistakes in sentences	20	5	25.00
		i. identifying and editing punctuation errors in a text	20	6	30.00
		j. others	20	0	0
22.	Activities that I want to be	a. guessing the words' meaning based on their context in a text	20	19	95.00

	involved in learning vocabulary are (you may choose more than one option)	b. find word' meaning in a dictionary	20	6	30.00
		c. matching words with their meanings provided	20	5	25.00
		d. matching words with appropriate pictures representing words' meaning	20	2	10.00
		e. finding the synonym/ antonym of the words	20	3	15.00
		f. completing sentences with the appropriate words provided into meaningful sentences	20	8	40.00
		g. completing sentences with the appropriate words into meaningful sentences	20	5	25.00
		h. identifying words' part of speech: verbs, nouns, adverb, and the like	20	4	20.00
		i. others	20	0	0
23.	Activities that I want to be involved in learning grammars are (you may choose more than one option)	a. memorizing formulas of tenses in English	20	7	35.00
		b. individually making my own sentences based on a particular grammar point just learned	20	8	40.00
		c. identifying and editing grammatical mistakes in sentences	20	7	35.00
		d. arranging jumbled words into a good and meaningful sentence	20	3	15.00
		e. others	20	0	0
24.	Activities that I want to be involved in learning pronunciation are (you may choose more than one option)	a. repeating the examples given by teachers	20	12	60.00
		b. individually finding the phonetic transcription in a dictionary	20	4	20.00
		c. practicing pronouncing the words based on phonetic transcriptions provided	20	7	35.00
		d. practicing pronouncing the words with minimal pairs	20	3	15.00
		e. practicing pronouncing meaningfully from word level	20	5	25.00
		f. practicing pronouncing words including the word' stresses and intonations	20	4	20.00
		g. others	20	0	0
25.	In the English instructional processes, I prefer	a. individually	20	10	50.00
		b. in pairs	20	11	55.00
		c. in pairs with a classmate randomly	20	3	15.00

	to work (you may choose more than one option)	chosen by the teacher			
		d. in small groups consisting 3-4 classmates for each	20	8	40.00
		e. others	20	0	0
26.	In the English instructional processes, I prefer to have a class (you may choose more than one option)	e. wholly inside the classroom	20	10	50.00
		f. outside the classroom, such as library, school yard, and the like	20	6	30.00
		g. inside and outside the classroom	20	11	55.00
		h. others	20	0	0
27.	In the English instructional processes, I prefer to (you may choose more than one option)	a. listen to the teacher's explanation during the class	20	3	15.00
		b. jot down all the information given by the teacher	20	8	40.00
		c. be guided by the teacher to accomplish every task	20	9	45.00
		d. have discussion with a seatmate to accomplish tasks	20	7	35.00
		e. have a small-group discussion in accomplishing tasks	20	6	30.00
		f. have opportunities to ask whenever difficulties come in doing tasks	20	5	25.00
		g. to be given spaces to freely manipulate my skill and knowledge to accomplish tasks	20	5	25.00
28.	In the English instructional processes, I prefer my teacher to (you may choose more than one option)	a. explain the materials from the beginning up to the end of the class	20	8	40.00
		b. give examples in doing tasks	20	10	50.00
		c. give detailed explanation about how to accomplish the tasks	20	11	55.00
		d. give correction whenever students make a mistake	20	7	35.00
		e. provide assistance only when the students ask	20	0	0
		f. discuss every task given to the students	20	9	45.00
		g. provide feedbacks, advices, or comments for works or tasks accomplished by students	20	2	10.00
		h. others	20	0	0

Appendix D

Course Grid

Course Grid

Name of the School	: SMK N 2 Sewon
Subject	: English
Class / Semester	: XI / 1
Study Program	: Multimedia
Standard of Competence	: Communicating in English at an Elementary Level
Basic Competences	: 2.1. Understanding simple conversation in professional context 2.2. Taking note of short messages from the particular media/tools 2.3. Describing job descriptions and educational background in both spoken and written manner 2.4. Describing past events and future working plans

BASIC COMPETENCE	TOPIC	UNIT TITLE	INPUT TEXT	LANGUAGE FUNCTION	LANGUAGE FEATURES	ACHIEVEMENT INDICATORS	ACTIVITIES
2.1 Understanding simple conversation in professional context 2.2 Taking note of short messages from the particular media/tools	E-commerce management	UNIT 1 Could you ask him to check the e-commerce database, please?	Spoken cycle: - A dialog about a contract to design and maintain e-commerce database - A dialog about confirming a wrong	Expressions in making and receiving a call: - Announcing identity - Asking if someone is in - Asking when the person wanted will be in	Key vocabulary: Access Add Category Change Confirmation Contact Database Delete Establish Login Maintain	Students are able to: 2.1.1. Use and identify appropriate expressions to make and receive a call in the professional context	- Students answer questions about telephoning related to their personal experiences. - Students listen and repeat vocabulary that will appear in the next listening task. Then, they find the meanings of the vocabulary. - Students listen to and read the telephone

<p>(2.1 memahami percakapan sederhana dalam konteks profesional)</p> <p>(2.2 mencatat pesan-pesan sederhana melalui alat)</p>			<p>number</p> <ul style="list-style-type: none"> - A dialog talking about configuring a database of e-commerce - A dialog talking about a problem found in accessing e-commerce path - A dialog talking about rescheduling the meeting agenda - A dialog talking about a calling back request - A dialog about 	<ul style="list-style-type: none"> - Connecting to an extension - Confirming wrong a number - Requesting information - Pass on messages - Calling of 	<p>Payment System</p> <p>Functional Text: a telephone message: general structures</p> <p>Key Grammar:</p> <ul style="list-style-type: none"> - Reported speech, example: Susan said that the database should be normalized. - Structures of ask and tell in statements and requests used in telephone conversations. 		<p>conversation played in the recording.</p> <ul style="list-style-type: none"> - Students practice the dialog and discuss comprehension questions. - Students listen to and complete telephone conversations with the sentences provided in the list. - Students read several expressions used in a telephone conversation. - Students listen to the telephone conversation and match each statement with the correct response based on the information they hear. - Students rearrange the sentences into a good conversation and act it out the dialog with a partner. - In pairs, students take turns
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establishing a project of e-commerce

- Language functions used in telephoning
- Expressions
- Statements in reported speeches

Written cycle:

- Passages about using telephone etiquette
- Telephone messages
- Explanation of general structures of a telephone

Example: (a) Would you **tell her that I** phoned? (b) Could you **tell her to** restore the data?

2.2.1. Identify structures and content of telephone messages

to make and to receive a call by the situation provided.

- Students read passages about good telephone etiquette in professional context and decide whether the statements are True or False.
- Students listen to and complete a telephone conversation with suitable words or phrases to make meaningful expressions
- Students discuss several telephone messages and decide the relationship among people involved in each telephone message based on the content of the message.
- Students listen to telephone

message
- Important facts about e-commerce business in the world
- Message slips
- Explanation of **ask** and **tell** in the forms of statements and requests

2.2.2. Take and leave a note of important information from a telephone conversation into the telephone message

a conversation and correct the mistake information written in telephone messages based on the dialog.
- Students answer questions based on a telephone message.
- Students read and complete telephone messages based on given words.
- Students read the explanations about general structures of a telephone message

- Students listen to a telephone conversation and check the messages provided based on what the caller says.
- Students read and complete telephone messages based

						<p>2.2.2.1 Use reported speeches in taking and leaving short messages in the form in both spoken and written manner</p>	<p>on given words.</p> <ul style="list-style-type: none">- Students rearrange and rewrite the jumbled statements into a good telephone message- Students write telephone messages based on a given situation- Based on a given telephone conversation, students write down a telephone message. <ul style="list-style-type: none">- Students read the explanations about reported speeches- Students complete the information by writing it down into telephone messages by using statements in reported speeches.- Students write down
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						<p>2.2.2.2. Use <i>ask</i> and <i>tell</i> in the form of statements and requests to take and leave short messages in both spoken and written manner.</p>	<p>expressions from a telephone conversation provided into reported speeches.</p> <ul style="list-style-type: none"> - Students study the structures of <i>ask</i> and <i>tell</i> in the form of statements and requests used in telephone conversations - Students read some message slips and write statements and requests by using words in parentheses to leave or to take messages to someone.
BASIC COMPETENCY	TOPIC	UNIT TITLE	INPUT TEXT	LANGUAGE FUNCTION	LANGUAGE FEATURES	ACHIEVEMENT INDICATORS	ACTIVITIES

<p>2.3 Describing job descriptions and educational backgrounds in both spoken and written manner</p> <p><i>(merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan)</i></p>	<p>Jobs and responsibilities in multimedia field</p>	<p>I perform XHTML and CSS coding.</p>	<p>Spoken cycle:</p> <ul style="list-style-type: none"> - A monolog about Nurman's job descriptions as a web developer - A dialog about educational backgrounds as a 3D animator - A dialog talking about an educational background and responsibilities as a game developer - A dialog talking about 	<ul style="list-style-type: none"> - Asking and telling someone about job descriptions - Asking and telling someone about educational backgrounds 	<p>Key Vocabulary:</p> <p>Ability Administrator Apply Bachelor Code Configure Design Install IT support Layout Maintain Network Engineer Perform Photographer Programmer Responsible</p> <p>Functional Text:</p> <p>An application letter : general</p>	<p>Students are able to:</p> <p>2.3.1 Use and identify appropriate expressions to ask and tell someone about job descriptions.</p>	<ul style="list-style-type: none"> - In pairs, students observe a picture of a graphic designer and answer questions related to his/her job description based on based on information provided. - In pairs, students discuss and list several jobs into two categories; multimedia fields and others. - Students complete the questions by using words provided in the box in order to enrich vocabulary knowledge related to job description. - Students listen to the monolog about job descriptions of a web developer and check the best headline. - Students listen to the
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educational backgrounds and job descriptions

- Language functions used to ask and tell about job descriptions and educational backgrounds
- A resume to make a dialog

Written cycle:

- A text about responsibilities as an animator
- Explanations

structures

Key Grammar:

- Simple present tense
- Simple perfect tense

monolog and decide whether the statements are True or False.

- Students read expressions to ask and tell someone about job descriptions.
- Students read and practice a dialog. Then, they underline expressions to ask and tell someone about job descriptions.
- Students complete and practice the dialogs by using appropriate expressions.
- Students summarize the information about job descriptions of a game developer based on the dialog and present the information that they get.
- In pairs, students practice an interview based on the model provided. The

about the simple present tense

- Application letters
- Explanation of general structures of an application letter
- A graphic and a diagram about web designers versus web developers
- Explanations about the simple perfect tense

Evaluation
advertisements

2.3.2 Use and identify appropriate expressions to ask and tell someone about educational backgrounds.

content should refer to the job descriptions in a CV provided.

- Students read passages about job responsibilities as an animator and decide whether the statements are True or False.
- Students listen to the dialog talking about a job as a DBA (database administrator) and choose the expressions used in the dialog.
- In pairs, students observe a picture of a graphic designer and answer questions related to educational backgrounds needed to apply the job.
- Students listen the recording about words

							<p>related to educational backgrounds of a job and find their meanings based on the context.</p> <ul style="list-style-type: none">- Students listen to the dialog and complete the information about educational background required based on what they hear in the recording.- Students listen to a dialog and complete a cloze dialog by using sentences provided. Then, students practice the dialog with a classmate.- Students read expressions to ask and tell someone about educational background.- Students read and practice a dialog. Then, they circle expressions to ask and tell someone about job descriptions.
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| | | | | | | | <ul style="list-style-type: none">- Students complete and practice the dialogs by using appropriate expressions.- Students summarize the information about educational backgrounds of a game developer based on the dialog and present the information that they get.- In pairs, students practice an interview based on the model provided. The content should refer to the educational backgrounds in a CV provided.- Students listen to the dialog talking about a job as a DBA (database administrator) and choose the expressions used in the dialog. |
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						<p>2.3.3 Describe job descriptions by using the simple present tense.</p> <ul style="list-style-type: none"> - Students read passages which use the simple present tense to describe job descriptions or responsibilities. - Students read the explanations about the simple present tense - Students complete passages about job responsibilities of a web designer by using suitable verbs in parentheses. - Students rewrite job descriptions by changing the subject with 'He' or 'She'. <p>2.3.4 Describe job ability by using simple perfect tense.</p> <ul style="list-style-type: none"> - Students read an application letter that uses the simple perfect tense and answer the questions. - Students read the explanations about the
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						<p>simple perfect tense</p> <ul style="list-style-type: none"> - Students complete the body of the application letter with suitable verbs in parentheses. - Students write interrogative forms of the affirmative statements.
					<p>2.3.5 Identify general structures and content of an application letter.</p>	<ul style="list-style-type: none"> - Students read an application letter and answer comprehension questions. - Students study the explanation about general structures of an application letter.
					<p>2.3.6 Produce an appropriate application letter.</p>	<ul style="list-style-type: none"> - Students read the jumbled paragraphs and arrange them into a good application letter. - Students complete the body

							<p>of the application letter with suitable verbs in parentheses.</p> <p>- Students write an application letter based on one of job advertisements provided.</p>
BASIC COMPETENCY	TOPIC	UNIT TITLE	INPUT TEXT	LANGUAGE FUNCTION	LANGUAGE FEATURES		ACTIVITIES
2.4 Describing past events and future working	Career journeys in	What are you going to do after	Spoken cycle - A dialog talking about	- Asking and telling about past events	Key Vocabulary: Apprenticeship	Students are able to: 2.4.1 Use and identify appropriate expressions	- In pairs, students discuss about their own experiences

<p>plans</p> <p>(2.4 Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang)</p>	<p>multimedia a field</p>	<p>graduating?</p>	<p>past experiences and future work plans</p> <ul style="list-style-type: none"> - A dialog talking about future plans in career and education - A dialog about past- work experiences - A dialog talking about future working plans - Language function used to tell and ask about past events - Language 	<ul style="list-style-type: none"> - Asking and telling about future plans 	<p>Career Certificate Challenging Company Competition Enhance Experiences Opportunity Plan Project Skill Spend</p> <p>Functional Text:</p> <ul style="list-style-type: none"> - A personal letter: general structures <p>Key Grammar:</p> <ul style="list-style-type: none"> - Simple past tense - Simple future tense. 	<p>to ask and tell someone about past events.</p>	<p>and future plans based on the questions given.</p> <ul style="list-style-type: none"> - Students listen the recording about words related to the text telling past experiences of someone and find their meanings based on the context. - Students listen to the dialog and check the best headline. - Students number the charts orderly based on someone's experiences. - Students read expressions used to ask and tell about past experiences - Students listen to the previous dialog again and decidewhether the statements are True or False. - Students rearrange
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function used to tell and ask about future plans

Written cycle

- Passages about a career journey of a web developer
- A personal letter between friends
- Passages and a picture of a comparison between front-end and back-end development
- Explanations

sentences into a good conversation talking about past experiences and act it out with a classmate. Then, they circle and underline the expression to ask and tell about past experiences.

- Students do simple interview to ask and about their friends' last weekend activities based on the questions given. Then, put the information in the table.
- In pairs, students practice a dialog to ask and tell someone about asking and telling past activities based on the activities which are written in a calendar.
- Students listen to the dialog and complete the dialog with suitable expressions. Then, they practice the dialog in pairs.

about simple past tense

- Explanation about a personal letter: general structures
- Explanation about simple future tense

2.4.2 Use and identify appropriate expressions to ask and tell someone about future plans.

- Students list what they plan after graduating by giving a check and add more plan(s) by their own.
- Students listen the recording about words related to text telling future plans of someone and find their meanings based on the context.
- Students listen to the dialog and check the best headline.
- Students number the charts orderly based on someone's future plans.
- Students read expressions used to ask and tell about future plans.
- Students listen to the previous dialog again and decidewhether the

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| | | | | | | | <p>statements are True or False.</p> <ul style="list-style-type: none">- Students complete the conversation with <i>be+going to</i> and the verbs provided to make meaningful dialog.- Students do simple interview to ask and about their friends' next weekend plans based on the questions given. Then, put the information in the table.- In pairs, students practice a dialog to ask and tell someone about asking and telling future plans based on the activities which are written in a calendar.- Students listen to the dialog and complete the dialog with suitable expressions. Then, they practice the dialog in pairs |
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2.4.3 Describe past activities or experiences by using the simple past tense.

- Students read the text about a career journey as a web developer and find the meanings of the words based on the context. Then, they decide whether the statements are True or False.
- Students read the explanations about simple past tense.
- Students write the affirmative statements of the simple present tense into negative ones from statements found in the previous text.

2.4.4 Describe future plans by using the

- Students read a text that uses the simple future tense, that is, a personal

						<p>simple future tense.</p> <p>2.4.5 Identify general structures and content of a personal letter.</p>	<p>letter. Then, they answer the questions that follow.</p> <ul style="list-style-type: none"> - Students read the explanations about the simple future tense. - Students complete the body of the personal letter with suitable verbs provided. - Students write the affirmative statements of the simple future tense into interrogative ones from statements found in the previous text. <ul style="list-style-type: none"> - Students read a personal letter and answer the questions that follow. - Students read general structures of a personal letter. - Students rewrite the personal letter into several
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						<p>2.4.6 Produce an appropriate personal letter.</p>	<p>structures required.</p> <ul style="list-style-type: none">- Students read jumbled parts of a personal letter and rewrite them into a good personal letter.- Students complete the body of the personal letter with suitable verbs provided.- Students write a reply to a personal letter provided after they list their past experiences and future work plans.
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Appendix E

The Descriptions of Tasks

The Description of the Tasks

A. The Description of Tasks in Unit 1

UNIT 1	
Could you ask him to check the e-commerce database, please?	
<p>Task 1 Instruction: In pairs, answer the following questions.</p>	<p>Description: In this task, students are expected to answer questions based on their previous experiences in telephoning in order to let students have a general view about what they are going to learn in this unit. The task has the role as one of schema builders to activate students' background knowledge related to the topic of the unit.</p>
<p>Task 2 Instruction: Read the following telephone messages and decide the relationship between people involved in each telephone message. Write the number next to the correct message.</p>	<p>Description: This task is designed to strengthen the students' view about what they are going to learn but it specifically concerns more to the kind of functional text (telephone messages) that they will learn in this unit.</p>
<p>Task 3 Instruction: You will find the following words in Task 4 and 5. Listen to the recording and repeat after each word is played. Then, find their meanings. You may use your dictionary.</p>	<p>Description: This task aims to prepare students do the next tasks by introducing key vocabulary that will help them understand the dialog in the recording. In this task, students are expected not only to find the meanings of the words but also to read them aloud based of phonetic transcriptions provided after each word is played. Therefore, both spoken and written model are provided.</p>
<p>Task 4 Instruction: Read the following conversation and listen to the recording.</p>	<p>Description: In this task, students are expected to understand more with the information, pronunciation, and expressions of the conversation. It is expected that students can observe more by providing the opportunity to read while they listen. This task is a preparation before they practice the conversation in the next task.</p>

<p>Task 5</p> <p>Instruction:</p> <p>Practice the telephone conversation in Task 4 with a classmate. Then, discuss the questions below. Number 1 has been done as the example.</p>	<p>Description:</p> <p>In this task, students are given the opportunity to speak up by practicing the dialog after doing two previous tasks as the preparation. In order to provide more opportunities for students to talk in the freer way, they are also expected to answer the comprehension questions of the dialog then discuss the answers with the classmate.</p>
<p>Task 6</p> <p>Instruction:</p> <p>Listen to and complete these two conversations with the sentences from the list provided. Then, practice the dialog with your classmate. Number 1 has been done as the example.</p>	<p>Description:</p> <p>This task focuses on understanding the appropriate language expressions in dialogs. Students are provided with a semi-guided listening task therefore, they are allowed to choose the best expressions based on the list provided in order to complete the dialog. It is expected that students can understand the appropriate expressions through listening and reading from the list.</p>
<p>Task 7</p> <p>Instruction:</p> <p>Read the expressions below.</p>	<p>Description:</p> <p>In this task, students learn and discuss the telephoning expressions in a professional context that they have found in the previous tasks. This task aims to provide confirmation so that they can confidently use the appropriate expressions in telephoning in the next tasks.</p>
<p>Task 8</p> <p>Instruction:</p> <p>Listen to the telephone conversation and complete the telephone message below.</p>	<p>Description:</p> <p>In this task, students are expected to listen carefully the telephone conversation by completing the blank spaces. Therefore, in order to be able to complete it, they have to understand specific information from the conversation.</p>
<p>Task 9</p> <p>Instruction:</p> <p>Listen to the recording and repeat after each expression is played. Notice how <i>could you</i> and <i>would you</i> are reduced in the dialog you hear in Task 8.</p>	<p>Description:</p> <p>This task aims to provide the pronunciation model of the reduced forms of expressions that the students have heard in the previous task. It is expected that students can understand that certain expressions can be</p>

	reduced but it is still have the same meaning.
<p>Task 10 Instruction: Listen to the dialog in Task 8 again and match the statements with the correct responses based on the information you hear.</p>	<p>Description: This task provides opportunity to the students to strengthen their understanding of the conversation that they have heard in the previous task but they are expected to do different task, that is, they are expected to match statements or questions with the appropriate responses in order to focus on the language expressions instead of specific information.</p>
<p>Task 11 Instruction: Read the following expressions.</p>	<p>Description: In this task, students read the explanation about reported speeches as one of the ways to deliver statements that they have found in the previous tasks. This task aims to provide confirmation so that they can confidently express statements in appropriate ways in the next tasks.</p>
<p>Task 12 Instruction: Listen to the telephone conversations and check (✓) the messages from the caller.</p>	<p>Description: This task aims to provide a preparation to do the next task therefore, the task is designed as a guided task which is resembled by the list of messages provided. In this task, students are expected to list the important information from the caller by giving a check.</p>
<p>Task 13 Instruction: Complete the information in the telephone messages below by using statements in reported speech. Use your information that you get in Task 12 as guidance. Compare with your classmate's.</p>	<p>Description: This task is a completion task of the previous task, therefore this task is considered as the semi-guided task. Students use their work in Task 12 to complete two telephone messages. It is expected that students can train themselves through a real-world task which can be found in their real-life.</p>
<p>Task 14 Instruction: In pairs, rearrange the sentences below into a good conversation. Then, act it out with your classmate.</p>	<p>Description: In this task, it is expected that students can practice speaking with a scaffold. The guidance appears as a challenge to rearrange the sentences into a conversation before they can practice it.</p>

<p>Task 15</p> <p>Instruction:</p> <p>In pairs, take turns to ask and answer the telephone conversation. Then, act it out with your classmate. Follow the following model.</p>	<p>Description:</p> <p>In this task, students are expected to practice their speaking skill in limited guidance because they have to make a dialog and compose the appropriate expressions by themselves. The situation and model given will guide them to compose a dialog before they can practice speaking. This task aims to involve students in a situation that can drive them to compose a dialog with appropriate expressions that they have learned.</p>
<p>Task 16</p> <p>Instruction:</p> <p>Do you know that it is very important to make a good impression in answering a telephone especially in a professional context? Do you know how to do it properly? Read the following passages about telephone etiquette and find the meanings of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 is done as the example.</p>	<p>Description:</p> <p>This task provides a preparation as well as a preliminary task of the written cycle. Students are administered with questions that might initiate their idea toward the text that they are going to read. The task also provides vocabulary list that require students to find their meanings which hopefully can help them understand the content of the text. Concerning their understanding about the text, students are expected to understand specific information from the text by giving judgements whether those statements are true or false. In order to enable more their cognitive process, students need to provide a correction to the false statements.</p>
<p>Task 17</p> <p>Instruction:</p> <p>Read again the passage in Task 16 and write a short summary with your own words. Answer the following questions to guide you.</p>	<p>Description:</p> <p>This task is designed to provide students with writing practice but it the scaffold is still provided. The scaffold comes in the form of comprehension questions which have answers as the key idea of the summary.</p>
<p>Task 18</p> <p>Instruction:</p> <p>Read the following telephone messages and complete the information by the appropriate words provided.</p>	<p>Description:</p> <p>In this task, students are still expected to practice writing but it appears in the form of cloze telephone messages. It is expected that students can choose the appropriate words to fill the blank space in the telephone messages. The words provided come into the form of</p>

	verbs and nouns. The understanding of the content of the message will help them accomplish the task.
<p>Task 19</p> <p>Instruction:</p> <p>Read the telephone message in Task 18 again and answer the following questions. Number 1 has been done as the example.</p>	<p>Description:</p> <p>This task provides students with the comprehension questions of the telephone message content in the previous task. Therefore, it is expected that students also can understand the content of a telephone message as complete information that consist of the caller, the message receiver, the specific information, and the message taker.</p>
<p>Task 20</p> <p>Instruction:</p> <p>Read the explanations below.</p>	<p>Description:</p> <p>In this task, students learn and discuss about the function, the grammatical features, and parts of telephone messages. This task aims to provide confirmation of good telephone messages that they have found in the previous tasks so that they can confidently write appropriate telephone messages in the next tasks.</p>
<p>Task 21</p> <p>Instruction:</p> <p>Read the following jumbled information of a telephone message. Then, rewrite them into a good telephone message.</p>	<p>Description:</p> <p>This task is designed to provide students with a guided writing practice through a pedagogical task. After understanding the explanation about telephone messages, they are expected to write a telephone message by arranging the jumbled information provided into an appropriate telephone message. It is expected that students understand that a short functional text will more informative if it is written in the appropriate sequences.</p>
<p>Task 22</p> <p>Instruction:</p> <p>Read the following facts about e-commerce business that will blow your mind. Then, decide whether the statements are True (T) or False (F) by giving a check (√).</p>	<p>Description:</p> <p>In this task an important fact related to the unit topic is served. It is expected that students can be slightly relax from the main discussion of this unit by important fact in e-commerce business. Although it is not the main discussion of the unit, they are still required to make judgements of specific</p>

	information whether they are true or false based on the text.
<p>Task 23 Instruction: Read the expressions below.</p>	<p>Description: In this task, students learn and discuss about the grammatical structures of <i>tell</i> and <i>ask</i> in the form of statements and requests. This task aims to provide confirmation of the correct grammatical model in delivering messages that they have found in the previous tasks so that they can confidently write and use <i>tell</i> and <i>ask</i> in the form of statements and request in the next tasks.</p>
<p>Task 24 Instruction: Look at the message slips below and ask someone to pass on these messages. Use the words in parentheses. Then, compare with your classmate's. Number 1 is done as the example.</p>	<p>Description: In this task, students practice writing by implementing what they have learned from previous explanations. The task is considered as the semi-guided task because students are required to write messages based in the situation provided. The messages that they write should come in the form of statements and requests.</p>
<p>Task 25 Instruction: Write a telephone message based on the following situation.</p>	<p>Description: This task is still considered as a semi-guided task however it comes in less guidance than the previous task. Students are provided a situation as the basis from them to write a telephone message. They are free to elaborate their idea in writing the message as long as it is based on the situation given.</p>
<p>Task 26 Instruction: Listen to and complete the telephone conversation below with suitable words to make meaningful expressions. Then, practice with your classmate. Number 1 has been done as the example.</p>	<p>Description: This task is designed as the evaluation of language expressions that students have learned in this unit. Students are requires to complete the expressions based on the dialog they hear without any words provided as the answers.</p>
<p>Task 27 Instruction: After you complete the dialog in Task 26, study again the dialog. Then, write down</p>	<p>Description: This task is designed as the evaluation of language focus or grammatical structures of reported speeches that they have learned in</p>

reported speeches formulated from expressions they have completed in Task 26 above.	this unit. Students are expected to transform several statements in the conversation in Task 26 into appropriate reported speeches. This task is categorized as real-world task because students can do it in the real life situation.
<p>Task 28</p> <p>Instruction:</p> <p>Write down the message based on the following telephone conversation.</p>	<p>Description:</p> <p>This task is designed as the evaluation of a telephone message which is regarded as a functional text that students have learned in this unit. Before students compose a telephone message, they need to understand the conversation provided. Therefore, the cognitive process of this task is required more.</p>

B. The Description of Tasks in Unit 2

UNIT 2 I perform XHTML and CSS coding.	
<p>Task 1</p> <p>Instruction:</p> <p>In pairs, look at the pictures below and answer the following questions.</p>	<p>Description:</p> <p>This task is designed as the schema builders to enable students activate their background knowledge related to the topic of the unit. It is expected that students discuss and answer questions based on their own knowledge that is appealed by the information provided in order to let them build general view about what they are going to learn in this unit. The information provided contains the name of the job and a brief job description. It helps them decide what the best job is for the person in the picture.</p>
<p>Task 2</p> <p>Instruction:</p> <p>In pairs, list the following jobs that belong to multimedia fields and jobs that belong to other fields. Then, answer the question that follows orally. You may take a note.</p>	<p>Description:</p> <p>This task is designed to strengthen the students' view about what they are going to learn in this unit but it specifically concerns more to vocabulary that represent many kinds of job in the multimedia field. Students' background knowledge will help them a lot to categorize the jobs that fall into multimedia field and other fields. They also need to</p>

	provide reason of the job that they are most familiar with.
<p>Task 3</p> <p>Instruction:</p> <p>You will find words below in Task 4 and 5. Complete the following questions by using the words provided in the box.</p>	<p>Description:</p> <p>This task aims to prepare students do the next tasks by introducing key vocabulary that will help them understand the dialog in Task 4 and 5. The vocabulary appears in the form of questions or answers that represent its meanings. For each number, students are expected choose one vocabulary that best describes the questions and answers.</p>
<p>Task 4</p> <p>Instruction:</p> <p>Listen to the recording about someone's job description. Then, check (✓) the best headline. Compare your answer with your classmate's.</p>	<p>Description:</p> <p>In this task, students practice listening skills by finding general information based on the monolog which is played in the recording. This task is designed to enable students practice one of micro-skills in listening. They are expected to choose the best headline therefore, they should be able to make a conclusion based on the monolog.</p>
<p>Task 5</p> <p>Instruction:</p> <p>Listen to the monolog in Task 3 again. Then, decide whether the following statements are True (T) or False (F) by giving a check (✓). Number 1 has been done as the example.</p>	<p>Description:</p> <p>After students can grasp the general information, they are expected to be able to make judgements of the statements in the same monolog in this task. They are given a chance to listen the monolog again but they need to pay more attention to make sure each statement is true or false based on the monolog.</p>
<p>Task 6</p> <p>Instruction:</p> <p>You will find the following words in Task 7 and 8. Listen to the recording and repeat after each word is played. Then, find their meanings. You may use your dictionary.</p>	<p>Description:</p> <p>This task aims to prepare students do the next tasks by introducing key vocabulary that will help them understand the dialog in Task 7 and 8. In this task, students are expected not only to find the meanings of the words but also to read them aloud based of phonetic transcriptions provided after each word is played. Therefore, both spoken and written model are provided.</p>

<p>Task 7</p> <p>Instruction:</p> <p>Listen to the dialog between Kirana and a 3D animator of a multimedia design company. Kirana is going to get some information about requirements of a 3D animator. Complete the chart by giving a check (√). Then, report orally what the information you get to your classmates.</p>	<p>Description:</p> <p>In this task, students will listen to a conversation between two people talking about general requirements to be a 3D animator. Students are expected to list specific information required by giving a check. Through this task students are expected to understand the major, minimum degree level, and works experience needed to be a 3D animator.</p>
<p>Task 8</p> <p>Instruction:</p> <p>Listen to the dialog in Task 7 again and complete the following dialog by using the sentences provided. Then, practice the dialog with your classmate. Number 1 has been done as the example.</p>	<p>Description:</p> <p>In this task, students are also expected to listen for the specific information but it concerns specifically for the language expressions discussed in this unit. This task is designed to provide students exposures of language expressions used to tell and ask someone about educational backgrounds. Students are given preparation to complete the dialog before they practice acting it out. Therefore, for the preliminary speaking practice, students are still given guided task.</p>
<p>Task 9</p> <p>Instruction:</p> <p>Read the expressions below.</p>	<p>Description:</p> <p>In this task, students read about language expressions used to ask and tell about job responsibilities and educational backgrounds. This task aims to provide confirmation of the appropriate the language expressions that they have found in the previous tasks so that they can confidently ask and tell about job responsibilities and educational backgrounds in the next tasks.</p>
<p>Task 10</p> <p>Instruction:</p> <p>In pairs, read and practice the following dialog with your classmate. Then, circle the expressions to ask and tell someone about educational background and underline the expressions to ask and tell about job description.</p>	<p>Description:</p> <p>This task is designed to enable students practice speaking that comes in the form of a guided task. Although the dialog is provided, they need to differentiate the language expressions to ask and tell about job responsibilities and educational backgrounds. It is expected that students be aware toward</p>

	language expressions used in the dialog that they practice.
<p>Task 11</p> <p>Instruction:</p> <p>Read and complete the following conversation. Then, practice with your classmate. Look at the example.</p>	<p>Description:</p> <p>The role of this task is to provide students a speaking practice with less guidance compared with the previous task. Before students practice the conversation, they need to complete the dialog to make meaningful expressions. It is expected that students notice more toward appropriate phrases to fill the cloze expressions that they can refer from the previous tasks or explanations in order to strengthen their memory.</p>
<p>Task 12</p> <p>Instruction:</p> <p>Read again the dialog in Task 10 and summarize the following information. Then, present the information orally in front of your classmates.</p>	<p>Description:</p> <p>This task is to provide students a speaking practice with much less guidance compared with the previous task. Students are given a chance to orally express their summary from the dialog in Task 10. It is expected that students can build their confidence by speaking practice referring to information that they have collected by themselves.</p>
<p>Task 13</p> <p>Instruction:</p> <p>The following resume contains information about someone's job responsibilities and educational background. Work in pairs to practice an interview based on the model. One of you will be the interviewer and the other one will be an interviewee. For the interviewee, the answer should refer to the CV below.</p>	<p>Description:</p> <p>In this task, students are expected to practice their speaking skill in limited guidance. It is expected that students can elaborate more their cognitive process in speaking practice because they have to make a dialog and compose the appropriate expressions by themselves and filter information which is needed. The CV and model given will guide them to compose a dialog before they practice speaking. They are given a chance to manage what they have to say but it should refer to the model given.</p>
<p>Task 14</p> <p>Instruction:</p> <p>Do you know about responsibilities jobs in the multimedia field? What are the advantages by understanding your job</p>	<p>Description:</p> <p>This task provides a preparation as well as a preliminary task of the written cycle. Students are administered with questions that might initiate their idea toward the text that they are</p>

<p>responsibilities? Read the following passages about job responsibilities of a job in the multimedia fields and find the meaning of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 has been done as the example.</p>	<p>going to read. The task also provides vocabulary list that require students to find their meanings which hopefully can help them understand the content of the text that talking about an animator. Concerning their understanding about the text, students are expected to understand specific information from the text by giving judgements whether those statements are true or false. In order to enable more their cognitive process, students need to provide a correction to the false statements.</p>
<p>Task 15 Instruction: Read the following explanations.</p>	<p>Description: This task is designed to provide confirmation by giving appropriate grammar model of the simple present tense that is used to deliver text in the previous task. The explanations of simple present tense that deal a lot in talking about someone's job descriptions falls into two parts. They are functions and forms. It is expected that students can confidently write sentences or texts by using simple present tense appropriately in the next tasks.</p>
<p>Task 16 Instruction: The following text is about the job description of a web developer. Complete the text with the suitable verbs in parentheses. Number 1 has been done as the example.</p>	<p>Description: This task is designed to practice reading and writing skills by concerning to the grammatical item of the simple present tense. Students are expected to complete paragraphs of a web designer' job descriptions by using appropriate forms of verbs provided. Therefore, this task is considered as the guided task.</p>
<p>Task 17 Instruction: Rewrite the following job descriptions. Use <u>He</u> or <u>She</u> as the subject. Number 1 has been done as the example.</p>	<p>Description: In this task, students are expected to practice the grammatical item of the simple present tense through semi-guided writing task. There are job descriptions in multimedia field and pictures as the clues. Students are expected to rewrite job descriptions provided and change the pronoun of first person into third person.</p>

<p>Task 18</p> <p>Instruction: Do you know what an application letter is? When you will apply for a new job, you need to include an application letter together with your resume. Read the application letter below and answer the questions that follow.</p>	<p>Description: This task introduces students with a functional text discussed in this unit, that is, an application letter. The application letter is introduced in this task by giving students a question and a function of it. Comprehension questions are administered to them in order to lead them understand the content of the letter after reading.</p>
<p>Task 19</p> <p>Instruction: Read the following explanations.</p>	<p>Description: This task aims to provide students explanations of the application letter after they have got exposure of it in the previous task. The explanation covers the organizations of an application letter. It is expected that students get confirmation of the appropriate organizations of the application letter.</p>
<p>Task 20</p> <p>Instruction: Read the following jumbled parts of an application letter. Then, rewrite them into a good application letter.</p>	<p>Description: This task is designed to enable students understand more the organizations of the application letter by writing practice. The guided writing practice comes in the form of jumbled ideas. It is expected that students can write both the idea and the organizations orderly.</p>
<p>Task 21</p> <p>Instruction: Study the following picture and read the information presented. Then, based on the picture, decide whether the statements are True (T) or False (F) by giving a check (✓).</p>	<p>Description: In this task, students are provided with unique facts about two prominent jobs in multimedia field. It is expected that students can be slightly relax from the main discussion of this unit by providing them with attractive information. Although it is not the main discussion of the unit, they are still required to make judgements of specific information whether they are true or false based on the text.</p>
<p>Task 22</p> <p>Instruction: Read the following explanations.</p>	<p>Description: The role of this task is to provide students with grammatical item that specifically discusses about function and forms of simple</p>

	<p>perfect tense. The grammatical discussed is items that students have already found in the previously tasks. Therefore, it is expected that after students read the explanations about the appropriate model of simple perfect tense, they can confidently use it in the next tasks.</p>
<p>Task 23 Instruction: Complete the body of the application letter below with the suitable verbs in in the parentheses. Number 1 has been done as the example.</p>	<p>Description: Students are challenged with a guided writing task that concerns grammatical item after they get exposures in the previous tasks. It is expected that students fill the blank part of the application letter with the suitable verbs in simple perfect tense. This task aims to enable students that they need to state their experiences written in an application letter by using simple perfect tense.</p>
<p>Task 24 Instruction: Write interrogative forms of the affirmative statements that you have written in Task 23 above. Number 1 has been done as the example.</p>	<p>Description: This task enables students with a grammar exercise which concerns the form of the simple perfect tense. Students are expected to transform the affirmative form into the interrogative form. The task has the role to strengthen students' understanding about the form of simple perfect tense.</p>
<p>Task 25 Instruction: Listen to the dialog between Maura and Dira talking about Maura's career as a DBA (database administrator). Then, choose the expressions used in the dialog according to the following information by giving a check (√).</p>	<p>Description: This task is designed as the evaluation of listening skill concerning language expressions that students have learned in this unit. The expressions cover asking and telling about job descriptions and educational backgrounds. Students are requires to choose expressions they hear in the list provided. The expressions provided are categorized based on its functions.</p>
<p>Task 26 Instruction: Read and complete the following dialog with the suitable expressions. Then, practice the dialog with your classmate.</p>	<p>Description: This task aims to provide students with the evaluation of reading and speaking skills that enable students to practice after completing a dialog with appropriate expressions that they</p>

	have learned in this unit.
<p>Task 27 Instruction: Read job advertisements below. Then, write an application letter to apply the job based on one of advertisements you choose.</p>	<p>Description: In this task, students evaluate their writing skill by practicing to write an application letter. The application letter should refer to one of advertisements provided. It is expected that students can evaluate the understanding about the functional text and grammatical item that they have learned in this unit.</p>

C. The Description of Tasks in Unit 3

UNIT 3 What are you going to do after graduating?	
<p>Task 1 Instruction: In pairs, look at the pictures below and answer the following questions.</p>	<p>Description: This task is designed as the schema builders to enable students activate their background knowledge related to the topic of the unit. It is expected that students discuss and answer questions based on their own knowledge that is appealed by a picture provided in order to let them build general view about what they are going to learn in this unit. The picture depicts a winning of an Indonesian participant of the world skill competition and the questions administered are about experiences and future plans.</p>
<p>Task 2 Instruction: What are your plans after graduating from Vocational high School? Choose the following lists of plan by giving a check (√). Write down two more plans by your own.</p>	<p>Description: This task is designed to strengthen the students' view about what they are going to learn in this unit but it specifically concerns more to students' future plans. Students' background knowledge will help them a lot to list their future plans by giving a check (√). In addition, they also need to write their own future plan(s).</p>
<p>Task 3 Instruction: You will find the following words in Task 4, 5 and 7. Listen to the recording and repeat after each word is played.</p>	<p>Description: This task initiates into the oral cycle in this unit. Firstly, students are introduced with key vocabulary that will help them understand the dialog in Task 4, 5 and 7. In the vocabulary</p>

<p>Then, find their meanings. You may use your dictionary.</p>	<p>activity, students are expected not only to find the meanings of the words but also to read them aloud based of phonetic transcriptions provided after each word is played. Therefore, both spoken and written model are provided.</p>
<p>Task 4 Instruction: Listen to the dialog between Arista and Bramantyo. Then, check (√) the best headline. Compare your answer with your classmate's.</p>	<p>Description: This task is the first listening practice that requires students to find the general information by concluding the idea of the dialog. It is expected that students can conclude the information they hear by giving a check toward the best headline provided. This task is considered guided task that enable them to practice on of micro skills in listening.</p>
<p>Task 5 Instruction: Before you listen to the dialog in Task 4 again, try to number the following charts based on what Bramantyo says. Compare your answer with your classmate's.</p>	<p>Description: This is a post-listening activity of the previous task. Although it deals a lot will the previous listening task, it also helps students to recall their memory of the information in the recording. This task will help them do Task 7. It is expected that students can use their memory after they recording has been played.</p>
<p>Task 6 Instruction: Read the expressions below.</p>	<p>Description: In this task, students learn and discuss about language expressions used to ask and tell someone about past activities which are discussed in this unit. This task aims to provide confirmation of the appropriate the language expressions that they have found in the previous tasks so that they can confidently ask and tell someone about past activities in the next tasks.</p>
<p>Task 7 Instruction: Listen to the recording in Task 4 again. Then, decide whether the following statements are True (T) or False (F). Pay attention to the expressions that speakers say.</p>	<p>Description: This task enables students to practice one of micro skills in listening. They are expected to understand the specific information of the dialog. The dialog played is actually same with dialog played in Task 4, however they are required to give judgements whether the statements are true or false by giving a check.</p>
<p>Task 8</p>	<p>Description:</p>

<p>Instruction: Rearrange the sentences below into a good conversation and act it out with your classmate. Then, circle the expression to ask about past experiences and underline the expression to tell about past experiences. Number 1 has been done as the example.</p>	<p>In this task, students are provided with a guided speaking practice. Before they can practice the dialog, they are required to arrange the jumbled statements to make a meaningful dialog. Therefore, a pre-speaking activity is provided before they can practice speaking. In order to strengthen their memory toward the language expressions that have explained, they are expected to circle and underline the expressions to ask and tell about past experiences.</p>
<p>Task 9 Instruction: Listen to the dialog between Ahmad and Gunawan. Then, number the following statements orderly based on Ahmad's future plans.</p>	<p>Description: In this task, students are required to really understand the specific information in the recording. Numbering the statements orderly based on Ahmad's future plans will enable them to involve more their cognitive process. This task also introduces students with another language expressions talking about future plans.</p>
<p>Task 10 Instruction: In pairs, read the expressions below.</p>	<p>Description: In this task, students learn and discuss about language expressions used to ask and tell someone about future plans which are discussed in this unit. This task aims to provide confirmation of the appropriate the language expressions that they have found in the previous Task 9 so that they can confidently ask and tell someone about future plans in the next tasks.</p>
<p>Task 11 Instruction: Read and complete the following conversation. Use <i>be + going to</i> and verbs given in the box. Then, practice with your classmate. Look at the example.</p>	<p>Description: This task involves students with a grammatical item practice which is embedded in a guided listening task. The grammatical item concerns in the completion of the expressions to make meaningful dialog talking about future plans. After students complete the dialog, they are expected to practice it in pairs.</p>
<p>Task 12 Instruction: Ask more than two classmates what they</p>	<p>Description: In this task, students are provided with a speaking practice with limited guidance. The task includes expressions talking about past</p>

<p>did last weekend and their plan on the next weekend. Ask the following questions and add one more question by your own. Then, put the information in the table. Read the example below.</p>	<p>experiences and future plans. Students are expected to do a simple interview talking about their friends' last week activities and next week activities by questions provided. They are also allowed to add more questions by themselves. They have to put the information they get into the table provided.</p>
<p>Task 13 Instruction: The following calendars contain information about Mrs. Maura's and Mr. Muhsin's past activities and future plans. One of you will be Mrs. Maura and the other will be Mr. Muhsin. Work in pairs to practice the dialog based on the following calendar and model.</p>	<p>Description: In this task, students are expected to practice speaking in limited guidance. It is expected that students can elaborate more their cognitive process to make a dialog with appropriate expressions that they have learned in the previous tasks. Two calendars and model given are the situation that will guide them to make a dialog before they practice speaking. They are given a chance to manage what they have to say but it should refer to the situation and model given.</p>
<p>Task 14 Instruction: Do you agree that it takes a process to have a good career in your life? Do you think that your experiences also play an important role toward your career? Read the following passages about a career journey and find the meaning of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (√). Correct the false ones. Number 1 has been done as the example.</p>	<p>Description: This task provides a preparation as well as a preliminary task of the written cycle. Students are administered with questions that might initiate their idea toward the text that they are going to read. The task also provides vocabulary list that require students to find their meanings which hopefully can help them understand the content of the text discussing about a career journey. Concerning their understanding about the text, students are expected to understand specific information from the text by giving judgements whether those statements are true or false. In order to enable more their cognitive process, students need to provide a reason for each judgement.</p>
<p>Task 15 Instruction: Read the following explanations.</p>	<p>Description: This task is designed to provide confirmation by giving appropriate grammar model of simple past tense that is used in the previous task. The explanations of the simple past</p>

	<p>tense that deal a lot in talking past experiences falls into two parts. They are functions and forms. It is expected that students can confidently write sentences or texts by using the simple past tense appropriately in the next tasks especially for telling the past events.</p>
<p>Task 16 Instruction: Write negative forms of the affirmative statements that you can find in passages of Task 14 above. Number 1 has been done as the example.</p>	<p>Description: This task is designed to practice reading and writing skills by concerning the grammatical item of the simple past tense. Students are expected to observe more to the passages in Task 14 in order to find out affirmative statements then they need to rewrite them into negative forms. The task aims to strengthen students' understanding toward the grammatical item that they can found in a text.</p>
<p>Task 17 Instruction: Have you ever got a letter from your friends or relatives? Or, have you ever sent a letter for them to share your interesting experiences or personal matters? Read the following personal letter and answer the questions that follow.</p>	<p>Description: This task introduces students with a functional text discussed in this unit, that is, a personal letter. The personal letter is introduced in this task by giving students questions in order to activate their background knowledge. After reading the letter, comprehension questions are administered to them in order to lead them understand the content of the letter. It is expected that by reading it students get exposure of the letter's structures and the grammatical item used.</p>
<p>Task 18 Instruction: Read the following explanations.</p>	<p>Description: This task aims to provide students explanations of the personal letter after they have got exposure of it in the previous task. The explanation covers the parts of a personal letter and the function of each part. It is expected that students get confirmation of the appropriate organizations of the personal letter so that it can help them write the letter</p>

	appropriately.
<p>Task 19</p> <p>Instruction: Read the following jumbled parts of a personal letter written by Johan. Then, rewrite them into a good personal letter.</p>	<p>Description: This task is designed to let students understand more the organizations of the personal letter by writing practice. The guided writing practice comes in the form of jumbled ideas of the letter. It is expected that students can write the organizations orderly in order to make the ideas are arranged properly.</p>
<p>Task 20</p> <p>Instruction: After you arrange and rewrite the personal letter above, write them into the following structures.</p>	<p>Description: In this task, students are provided with the activity to strengthen their understanding about the organizations of the personal letter. Students are expected to write the personal letter in Task 19 into the structures provided. It can be said that this task is a post writing activity of the writing task in Task 19.</p>
<p>Task 21</p> <p>Instruction: Do you know what the differences between a front-end and back-end developer are? Study the following picture and read the information presented. Then, based on the picture, decide whether the statements are True (T) or False (F) by giving a check (√).</p>	<p>Description: In this task, students are provided with <i>infographic</i> that contains facts about two comparable jobs in multimedia field yet they deal with very different responsibilities. It is expected that students can be slightly relax from the main discussion of this unit by providing them with attractive information that can deepen their knowledge in multimedia field. Although it is not the main discussion of the unit, they are still required to make judgements of specific information whether they are true or false based on the information provided.</p>
<p>Task 22</p> <p>Instruction: Read the following explanations.</p>	<p>Description: The role of this task is to provide students with grammatical item that specifically discusses about function and forms of the simple future tense. The grammatical discussed is items that students have already found in the previously tasks, that is, Task 19 and 20. Therefore, it is expected that after students read the explanations about the appropriate model of the simple future tense, they can confidently use it in the next tasks.</p>

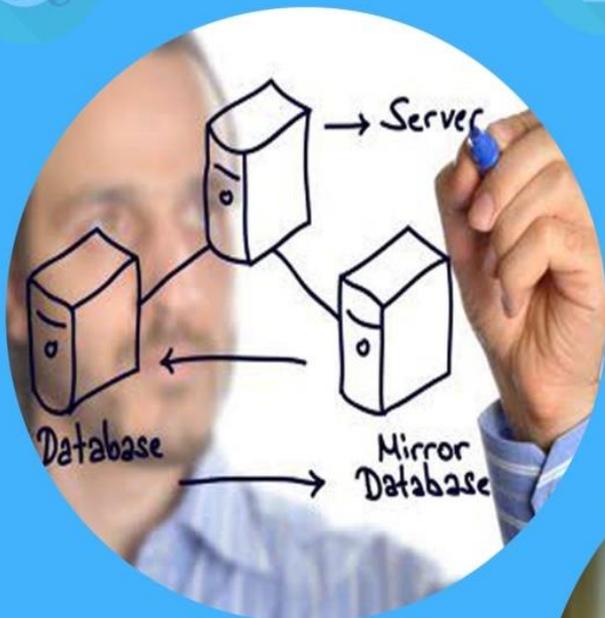
<p>Task 23</p> <p>Instruction: Complete the body of the personal letter below with the suitable verbs in simple future tense. Use the verbs provided. You may use <i>will</i> or <i>be + going to</i>. Number 1 has been done as the example.</p>	<p>Description: Students are challenged with a guided writing task that concerns grammatical item after they get exposures in the previous tasks. It is expected that students complete the body of personal letters with the appropriate verbs in simple future tense. This task aims to enable students that they can use simple future tense to tell their future plans in a personal letter.</p>
<p>Task 24</p> <p>Instruction: Here is a brief list of Jenna’s plans. Write them in complete sentences to make a body of a personal letter. Number 1 is done as the example.</p>	<p>Description: This task enables students to elaborate in a grammatical item exercise as well as to let them writing down a part of a personal letter. The list given is the scaffold to write down a complete part of the body of a personal letter.</p>
<p>Task 25</p> <p>Instruction: Listen to and complete the conversation below with suitable words to make meaningful expressions. Then, practice with your classmate. Number 1 has been done as the example.</p>	<p>Description: This task is designed as the evaluation of listening and speaking concerning language expressions that students have learned in this unit. The expressions cover asking and telling about past experiences and future plans. Students are requires to complete the dialog with appropriate expressions they hear in the recording. After completing the dialog, they are expected to practice the dialog in pairs.</p>
<p>Task 26</p> <p>Instruction: Read the personal letter below. Then, write a reply based on your list of your past activities and future plans.</p>	<p>Description: In this task, students evaluate their writing skill by practicing to write reply of the personal letter. The personal letter that they write as the reply should refer to the idea that they have listed before in the space provided. It is expected that students can evaluate the understanding about the functional text and grammatical item that they have learned in this unit.</p>

Appendix F

The First Draft of the Materials

Step Up

English For Multimedia Study Program



Grade XI
Semester 1

Written by :
Ernita Raharja

Supervised by :
Jamilah, M.Pd.



Preface



Step Up is English learning materials designed for the tenth graders of Multimedia Study Program in Vocational High Schools. This book guides students in learning English to achieve the communication competence in elementary level. This book is developed based on the needs analysis result and curriculum 2006.

Step Up assists students to learn English in integrated skills by accomplishing tasks categorized into two cycles, spoken cycle and written cycle. The materials cover four skills; listening, speaking, reading, and writing. For the listening skill, students can play the recordings provided in this book. Three units of this book discuss different topics. Each topic focuses on particular language expressions and language focuses based on Basic Competences in Curriculum 2006.

Hopefully, **Step Up** can help students to develop their four skills in English in order to achieve the communication competence in elementary level.

Good Luck!



Book Sections

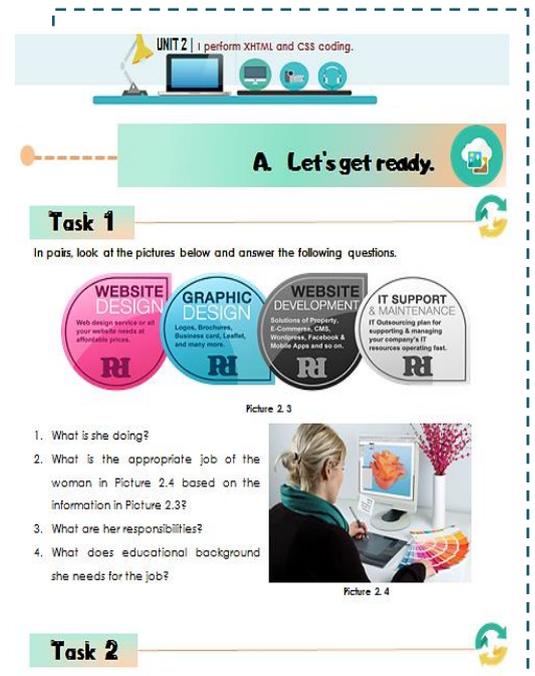


Step Up consists of several parts in each unit. The followings are the sections which equip this book to help the materials and task to be successfully accomplished by students.



Unit Cover contains information about the topic and brief overview about what students are going to learn from this unit.

Let's get ready provides students with warming up activities that enables students to activate their background knowledge toward the topic of the unit before they accomplish the main tasks.





B. Let's act.

Let's listen and speak.

Task 3

You will find words below in Task 4 and 5. Complete the following questions by using the words provided in the box.

Let's read and write.

1. What it is :
2. What it is :

Task 14

Do you know about responsibilities jobs in the multimedia field? What are the advantages by understanding your job responsibilities? Read the following passages about job responsibilities of a job in the multimedia fields and find the meaning of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 has been done as the example.

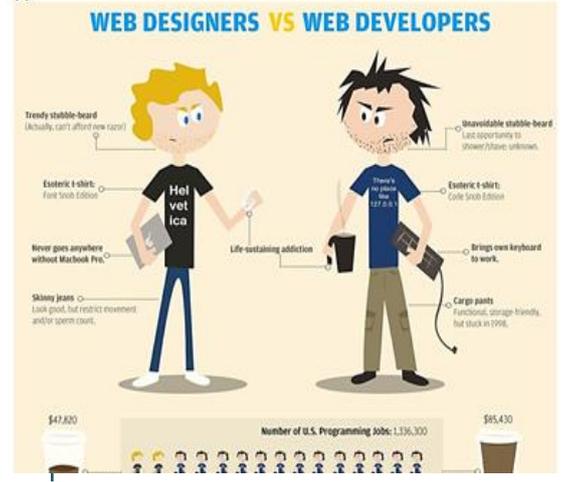
Words	Pronunciations	Meanings
...

Let's act is the main part of the unit. It provides students with the oral cycle (Let's listen and speak) and the written cycle (Let's read and write). Each cycle contains tasks that have different degree of guidance.

Infographic or Important Fact is embedded as a task that allows students to slightly refresh their mind with important or interesting facts in the multimedia field.

Task 21 Infographic

Study the following picture and read the information presented. Then, based on the picture, decide whether the statements are True (T) or False (F) by giving a check (✓).



Let's evaluate enable students to evaluate their ability toward language functions and language expressions that they have learnt in the previous tasks.

UNIT 2 | I perform XHTML and CSS coding.

C. Let's evaluate.

Task 25

Listen to the dialog between Maura and Dira talking about Maura's career as a DBA (database administrator). Then, choose the expressions used in the dialog according to the following information by giving a check (✓).

Asking about job descriptions

- What do you have to do?
- I would like to know what you have to do.
- What are your duties?
- Can you tell me what your task is?

Telling about job descriptions

- My duties are to assist database designs and to set up new databases.
- I have to assist database designs and set up new databases.
- I am responsible for the performance, integrity, and security of a database.
- My task deals with the performance, integrity, and security of a database.

Asking about educational background

- What was your major?



Let's sum up provides students a key point or summary of what they have learnt from the unit.

UNIT 2 | I perform XHTML and CSS coding.

D. Let's sum up.

In this unit, you have learnt how to talk about job descriptions and educational background in formal and informal ways and compose an application letter. We can draw the key points as the following:

1. Language Expressions to talk about Job Descriptions

Someone's Job or Profession	
Telling about Someone's Job: What do you do?	Telling about Someone's Job: I'm a web developer.
Someone's Job Description	
Asking about One's Job Description	
Formal	Informal
Could you tell me what your duties are? I would like to know what you have to do.	What are your duties? What do you have to do?
Telling about One's Job Description	

E. Let's have a reflection.

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a check (✓) in the right columns according to how much you have learnt.

Aspects	Very Much	Much	Little
	Using expressions in asking and telling about job descriptions.		
Using expressions in asking and telling about educational background.			
Using simple present tense to state about someone's job descriptions.			
Writing down an application letter.			
Using simple present perfect to state the ability that is performed in the past but it still can be performed in present time.			

Let's have reflection allows students to assess their own understanding toward key points that they have learnt from the unit,

Vocabulary List provides a list of vocabulary which is frequently used in the unit. They also can find the meanings of vocabulary in Bahasa Indonesia.

F. Vocabulary List

Words	Pronunciations	Meanings
ability (kb)	[ə'bil.ə.ti]	kemampuan
appearance (kb)	[ə'pi:ə.n.ɪ.s]	penampilan
configure (kkf)	[kən'fɪg.ə]	mengatur
create (kkf)	[kri'eɪt]	membuat
developer (kb)	[di'vel.ə.pə]	pengembang atau pembangun
duty (kb)	[dʌ:ti]	keajiban
install (kkf)	[m'stæl]	memasukkan program baru dalam system komputer
interface (kb)	[m.tʃeɪs]	antarmuka antara manusia dengan system komputer
major (kb)	[meɪ.dʒə]	bidang yang dipelajari
manage (kkf)	[mæn.ɪdʒ]	mengontrol
perform (kkf)	[pə'fɔ:m]	mengerjakan suatu aktivitas atau melakukan pekerjaan
performance (kb)	[pə'fɔ:mən.s]	kinerja
responsibility (kb)	[rɪ'spɒn.sə'bɪl.ə.ti]	keajiban
task (kb)	[tæsk]	pekerjaan yang dilakukan
upgrade (kkf)	[ə'pɡreɪd]	meningkatkan kualitas atau kegunaan dr sesuatu



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Key to Pronunciation



Vowel

Phonetic Symbols	Example	Pronunciation
i:	see	/si:/
i	any	/'eni/
e	net	/net/
æ	hat	/hæt/
ɑ:	arm	/ɑ:m/
ɒ	got	/gɒt/
ɔ:	walk	/wɔ:k/
ʊ	put	/pʊt/
u:	too	/tu:/
ʌ	bug	/bʌg/
ɜ:	hurt	/hɜ:t/
ə	agree	/ə'gri:/
eɪ	main	/meɪn/
aɪ	high	/haɪ/
əʊ	home	/həʊm/
aʊ	now	/naʊ/
ɔɪ	point	/pɔɪnt/
ɪə	near	/nɪə/
eə	hair	/heə/
ʊə	pure	/pjʊə/

Consonant

Phonetic Symbols	Example	Pronunciation
p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	got	/gɒt/
tʃ	chin	/tʃɪn/
dʒ	June	/dʒu:n/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	then	/ðen/
s	so	/səʊ/
z	zoo	/zu:/
ʃ	she	/ʃi/
h	how	/haʊ/
m	man	/mæn/
n	near	/nɪə/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/





List of Abbreviations



<i>kb</i>	: kata benda
<i>kki</i>	: kata kerja intransitif
<i>kkt</i>	: kata kerja transitif
<i>ks</i>	: kata sifat
<i>kt</i>	: kata keterangan



Unit 1



Could you ask him to check the e-commerce database, please?



Picture 1.2



Picture 1.1

What will you learn?



Do you have any idea about handling a phone call in a professional context properly? Having knowledge of making and receiving a phone call as well as handling telephone message will surely be beneficial for your future careers. Let's learn how to deal with them in this unit.



A. Let's get ready.



Task 1

In pairs, answer the following questions.

1. Have you ever made a phone call to your friends, roommates, or relatives?
2. What do you say to start talking?
3. Have you ever received a phone call?
4. What do you ask the caller?
5. What do you do if the caller wants you to pass a message to someone?



Picture 1.3

Task 2

Read the following telephone messages and decide the relationship between people involved in each telephone message. Write the number next to the correct messages.

1. colleagues
2. brother/sister
3. boss/assistant

Ratna, call Mom @ work ASAP.
She sounds mad!
Jeni

To: Ms. Danik
Date: 11/19
From: Muhammad Abraham
Message: Please give him the database requirement that you want.
Taken by: Dian
Time: 12:30

Dinda...
Hamdan from PT. Guna Web called at 2:30 p.m. He wants you to call him at 567143. It concerns the management of e-commerce database for his company.
Saraswati





B. Let's act.



Let's listen and speak.

Task 3



You will find the following words in Task 4 and 5. Listen to the recording and repeat after each word is played. Then, find their meanings. You may use your dictionary.

Words	Pronunciations	Meanings
contact (kkt)	[ˈkɑːn.tækt]	
contract (kb)	[ˈkɑːn.trækt]	
design (kkt)	[dɪˈzaɪn]	
enterprise (kb)	[ˈen.tə.praɪz]	
e-commerce (kb)	[iːˈkɑː.mɜːs]	
maintain (kkt)	[meɪnˈteɪn]	
message (kb)	[ˈmes.ɪdʒ]	
system (kb)	[ˈsɪs.təm]	

Task 4



Read the following conversation and listen to the recording.

- Secretary : Good Morning. PT. Adiguna Web.
 Mr. Ihsan : Hello. My name is Muhammad Ihsan. Can I speak to Ms. Yuliana, please?
 Secretary : I'm afraid she isn't in at the moment. Can I give her a message?
 Mr. Ihsan : Yes, please. Please tell her that we won the contract to design and maintain the e-commerce system of Laxada enterprise.
 Secretary : Laxada enterprise, right?
 Mr. Ihsan : Yes, that's right.
 Secretary : All right, Mr. Ihsan. I'll give Ms. Yuliana the message.
 Mr. Ihsan : And can I contact her tomorrow?
 Secretary : Yes. It seems that she will be here around 10.30 a.m.
 Mr. Ihsan : I'll get back to you soon. Thank you. Goodbye.
 Secretary : Goodbye.

Adapted to: Naterop, J.B. & Rod Revell. 2004. Telephoning in English. Cambridge: Cambridge University Press.





Task 5



Practice the telephone conversation in Task 4 with a classmate. Then, discuss the questions below. Number 1 has been done as the example.

1. Who is the caller?
Answer: The caller is Mr. Muhammad Ihsan.
2. What does the caller say to announce his identity?
3. Whom does he want to speak to?
4. What does the secretary tell that the person wanted is not there?
5. What does she say to offer to leave a message?
6. What is the caller message?
7. What does he say to call off the conversation?

Task 6



Listen to and complete these two conversations with the sentences from the list provided. Then, practice the dialog with your classmate. Number 1 has been done as the example.

Conversation A

- A : Persada Design. Can I help you?
- B : (1) Mr. Gary Lukman asked me to call this morning.
- A : I'm afraid there's no body with that name here.
- B : (2) _____
- A : That's OK. You could probably find the right number on the internet.
- B : (3) _____
- A : No problem. Goodbye

Conversation B

- C : (4) _____
- D : I'd like to speak to someone about configuring the database of e-commerce.
- C : (5) _____
- E : (6) _____



- D : I'm phoning about the adding category on web osCommerce of Laxada Enterprise.
- E : (7) _____
- D : I'm Rita Meisari, a marketing supervisor of Laxada Enterprise.
- E : (8) _____
- D : Yes, it's confirmation payment. We'd like an earlier addition if possible.
- E : (9) _____
- D : OK. Could you call me back today?
- E : (10) _____
- D : That'll be fine. Thanks very much

- a. OK Mrs. Meisari. Can you give me the name of the category you need?
- b. Gama Techno Group. Can I help you?
- c. Sorry. I must have written down the wrong number.
- d. Yes, later this afternoon if that's convenient
- e. Back-end Development. Can I help you?
- f. Sorry to have bothered you. Thanks so much. Goodbye
- g. Could you give your name please?
- h. *Mr. Gary Lukman asked me to call this morning.*
- i. Yes, please hold on. I'll put you through to Back-end Development.
- j. Right, confirmation payment. Well, I'll have to check with our database supervisor.

Task 7



In pairs, read the expressions below.

In Task 4, 5 and 6, you find the expressions which are commonly used in formal telephone conversations. Here are the expressions that you can use in telephoning in the professional context.

Person Calling	Announcing Identity	Person Called
<p>Hello, this is Amalia Kinanti.</p> <p>My name's David Nugroho from PT. Adiguna Karya.</p> <p>Good morning. This is Gladis Gunawan.</p>		<p>Hello. Daniel Santosa.</p> <p>Can I help you?</p> <p>PT. Gameloft. Good morning.</p>





Person Calling

Asking if someone is in

Person Called

Can I speak to Mr. Jonathan, please?
 Hello is Sinta there?
 Hi, it's Danuar Ahmad here. Is Anita in?
 Can I speak to someone in Back-end Development, please?

Hold the line, please.
 Hold on, please. I'll see.
 Yes. I'll just get her.
 Yes, just a moment.

Person Called is not There

Person Called

I'm afraid he isn't in at the moment. Can I take a message?
 Sorry, she's just gone out. Would you like to call back later?
 She's away for few days. Can I give her a message?

Person Calling

Asking When the Person Wanted will be in

Person Called

What time will she be back?
 Can I contact her tomorrow?
 When would be a good time to call again?

She should be back by 4 o'clock.
 She's due back tomorrow
 Why don't you try in a couple of hours?

Person Calling

Connecting to an Extension

Person Called

Could you put me through to Mr. Santosa, please?
 I'd like to speak to Ani Marinka, please?
 Could you give me the number of his direct line, please?

Would you hold on, please?
 Please hold the line.
 Sorry to keep you waiting.
 Yes, please hold on and I'll put you through.

Person Calling

Confirming a Wrong Number

Person Called

Oh, isn't that International Technoweb?
 I'm sorry. I must have the wrong number.
 I thought I'd dialed 0856 7777 1234.

I think you must have dialed the wrong number. What number have you got?
 I'm afraid. There is no body with that name.





Person Calling	Requesting Information	Person Called
<p>Could you give me your name, please? I'd like to speak to somebody about... Could you give some information about...?</p>		<p>I'm Daniel Atmaja from Jogja Sites. Can you give me the reference number? I'll check to the department concerned. Can I let you know the situation tomorrow?</p>

Person Calling	Calling off	Person Called
<p>I'll get back to you soon. Thanks very much. Goodbye. OK. Bye.</p>		<p>Thanks for calling. We'll be in touch about it soon. Goodbye. Bye.</p>

Adapted to: Naterop, J.B.& Rod Revell. 2004. Telephoning in English. Cambridge: Cambridge University Press.

Task 8



Listen to the telephone conversation and complete the telephone message below.

Telephone Message

To: Danuarja *Day/Date: Monday/ 23-11-2015*
From: Atmaja *Time: 10.30 a.m.*
Message:

Mr. Atmaja says that he _____ the menu in the _____ path thus he couldn't _____ as the _____.
Please _____ at 0877 6655 4411 when you _____.

Taken by: Saputra



Task 9



Listen to the recording and repeat after each expression is played. Notice how could you and would you are reduced in the dialog you hear in Task 8.

[wʊdʒə]

- *Would you please pass on the message as soon as he gets in?*

[kʊdʒə]

- *Could you give me your number, please?*

Task 10



Listen to the dialog in Task 8 again and match the statements with the correct responses based on the information you hear.

- | | |
|---|---|
| 1. Atmaja speaking. May I help you? | _____ Don't worry. |
| 2. Can I give him a message? | _____ That's enough. Thanks so much. Goodbye |
| 3. This is bad. Would you please pass on the message as soon as he gets in? | _____ Yes. Please tell him that.... |
| 4. Could you give me your number, please? | _____ Yes. This is Saputra. May I speak to Danuarja please? |
| 5. Anything else? | _____ My number is 0856 4302 2222. |

Task 11



Read the following expressions.

From the telephone message used in Task 8, you find the following statement:

He says that he couldn't access the menu in the e-commerce path so that he couldn't log in as the guest.

The expression above is used to express **a statement** in **a reported speech** or **a reported statement**.





a. Pronouns

In reported statement, you often have to change the pronoun depending on who says what.

Example:

Direct Speech

Ina says, "Mr. Fathar uses Xampp as the web server used to establish an e-commerce site."

In the example above, "**Ina says**" is the introductory sentence.

Reported Speech

She says that Mr. Fathar uses Xampp as the web server used to establish an e-commerce site.

b. Tenses

If the introductory sentence is in the **Simple Present**, there is no change of tenses.

Example:

Direct Speech

*Daniel says, "Anton **installs** Xampp and MySql before he **maintains** the e-commerce database"*

In the example above, "**Daniel says**" is the introductory sentence.

Reported Speech

*He says that Anton **installs** Xampp and MySql before he **maintains** the e-commerce database.*

Adapted to: (1) http://www.englisch-hilfen.de/en/grammar/reported_statements.htm
 (2) <https://www.ego4u.com/en/cram-up/grammar/reported-speech/statements>





Task 12



Listen to the telephone conversations and check (✓) the messages from the caller based on the list below.

<ul style="list-style-type: none"> <input type="checkbox"/> Call Mr. Husen back. <input type="checkbox"/> Reschedule the meeting agenda on Monday morning. <input type="checkbox"/> Meet Mr. Husen on Monday morning. 	<p>To Mrs. Ami</p>
<p>To Mr. Sukoco</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Call Mr. Husen back at monday morning. <input type="checkbox"/> Delete the payment feature. <input type="checkbox"/> Add a menu on e-commerce. <input type="checkbox"/> Fix the payment feature on e-commerce soon.

Task 13



Complete the information in the telephone messages below by using statements in reported speech. Use your information that you get in Task 12 as guidance. Compare with your classmate's.

Telephone Message

<i>To: Mrs. Ami</i>	<i>Day/Date: Friday/ 26-11-2015</i>
<i>From: Mr. Husen</i>	<i>Time: 11:30 a.m.</i>
<i>Message:</i>	
<hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/>	
<i>Taken by:</i>	
<i>Anisa</i>	



Telephone Message

To: Mr. Sukoco

Day/Date: Friday/ 26-11-2015

From: Mr. Husen

Time: 11:30 a.m.

Message:

*Taken by:
Anisa*

Task 14



In pairs, rearrange the sentences below into a good conversation. Then, act it out with your classmate.

A	B
1. Sure. Is there anything else Mrs. Almira?	a. Of course. Please tell him to arrange a meeting with PT. Anguerah Logistics concerning the establishment of a commercial web.
2. Good morning. Jogja'web Sync. Can I help you?	b. No, that's enough.
3. Thanks for calling.	c. Well, it's alright. When would be a good time to call again?
4. The meeting should be over at around 1 p.m. Can I give him a message?	d. Anytime. Bye.
5. I'm sorry. Mr. Muhsin is now in a meeting with back-end development department. I'm afraid I cannot put you through.	e. Good morning. This is Almira. Can you put me through to Mr. Muhsin, please?





Task 15



In pairs, take turns to ask and answer the telephone conversation. Then, act it out with your classmate. Follow the following model.

Situation:

The person calling is a colleague of Yoga Prasetya and would like to speak to him to talk about establishing a new e-commerce web project as they discussed last week in Jogja Site Conference. However, Yoga Prasetya is at the conference for a week. Then, the person called asks the person calling to leave a message.





Let's read and write.

Task 16



Do you think it is very important to make a good impression in answering a telephone especially in a professional context? Do you know how to do it properly? Read the following passages about telephone etiquette and find the meanings of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 is done as the example.

Words	Pronunciations	Meanings
completion (kb)	[kəm'pli:ʃ ə n]	
ensure (kkt)	[ɪn'ʃʊr]	
etiquette (kb)	['et,ɪ.kət]	
impatient (ks)	[ɪm'peɪ.ʃ ə nt]	
impression (kb)	[ɪm'preʃ. ə n]	
pleasant (ks)	['plez. ə nt]	
promptly (kk)	['pra:mpt t-li]	
regardless (kk)	[rɪ'gɑ:rd.ləs]	
transfer (kkt)	['træns.fɜ:]	
value (kkt)	['væl.ju]	

Using Good Telephone Etiquette

Good telephone etiquette is important regardless of whether you are the person calling or the person receiving the call. When you place a call, good telephone etiquette includes identifying yourself and stating the purpose of the call. The principles of good telephone etiquette are most useful when you are the receiver of the telephone call.



Picture 1. 4





Every time you answer the telephone, the principles of good telephone etiquette will help you make a good impression. The principles of good telephone etiquette are:

- **Answer the telephone promptly**—Studies show that callers tend to grow impatient after the telephone has rung three times. Answering the telephone promptly shows the caller you are ready to do business.
- **Use a pleasant greeting**—A pleasant greeting makes your callers feel welcome. Stating your company name confirms the customer called the right place. Stating your own name forms a more personal connection between you and the caller.
- **Ask permission before placing a caller on hold**—Don't assume the caller is willing to wait. Always seek and obtain the caller's consent before placing him on hold.
- **Use warm transfers**—In a warm transfer, the person transferring the call tells the person to whom he is transferring the call who is on the line, and the nature of the call.
- **Ensure satisfaction**—Before you end a conversation, be sure that you have met the customer's needs in every way. Don't assume that they have finished all of their business until they tell you so. When you think that business has been concluded, ask if there is anything else you can do to help.



Picture 1. 5

When a customer calls your business or organization, using the principles of good telephone etiquette shows him that you value and respect him, and that you care about his business. Customers who contact your business over the telephone begin forming an impression of your company even before you pick up. Consistently applying the principles of good telephone etiquette to each and every call you receive goes a long way in building a positive image for your company.

Adapted to: <http://www.directutor.com/content/using-good-telephone-etiquette>





No.	Statements	T	F	Corrections
1.	Good telephone etiquette is only important for the person who calls.		√	<i>Good telephone etiquette is important for both the person calling and the person called.</i>
2.	The principles of good telephone etiquette will help you make a good impression.			
3.	Answering the telephone promptly indicates the caller you are ready to do business			
4.	You do not need a pleasant greeting to make your callers feel welcome.			
5.	Stating your own name to the callers does not allowed because stating your company is enough.			
6.	We do not need to ask the caller if there is anything else you can do to help before you end the conversation.			
7.	Using telephone etiquette is one of the ways to shows respects to your clients or colleagues.			

Task 17



Read again the passage in Task 16 and write a short summary with your own words.

Answer the following questions to guide you.

1. What does the good telephone etiquette include when we place a call?
2. What are the principles of good telephone etiquette?
3. When dowe use the principles of good telephone etiquette?
4. Why is good telephone etiquette important?
5. What are the benefits of constantly applying the principles of good telephone etiquette?

Summary

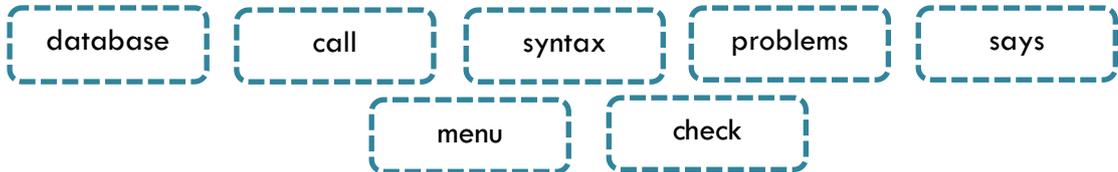




Task 18



Read the following telephone messages and complete the information by the appropriate words provided.



Telephone Message

To: Mrs. Henita Ayu

Day/Date: Tuesday/ 1-12-2015

From: Mrs. Nindya

Time: 09:00 a.m.

Message:

She _____(1) that there is a _____(2) error found in the "Category" _____(3) for several products. The errors must be something wrong with the _____(4). She wants you to _____(5) the database and _____(6) her after you find the _____(7).

Taken by: Andin

Task 19



Read the telephone message in Task 18 again and answer the following questions. Number 1 has been done as the example.

- Who is the caller?
Answer: The caller is Mrs. Nindya.
- Whom does she want to leave the message to?
- When does the person calling leave the message?
- What does the caller find in the "Category"?
- What does she want toward the person who is called?
- Who is the message taker?



Task 20

In pairs, read the explanations below.

In Task 19, you find a telephone message. The telephone message helps you communicate the content of the message from the caller to the person whom the caller wants to speak in brief and structured way.

The grammatical features in a telephone message include:

- The use of commands for requesting; “please call”, “please check”, etc.
- The use of statements in reported speech; “she says that...”, “he wants you to...”, “Amir ask you to...”, etc.

In general, parts of the telephone messages include:

- the name of the person whom the caller wants to speak;

To: Mr.Harsanto

- the name of the caller;

From: Mr.Nurcahyo

- the day and date when the caller calls in;

Day/Date: Tuesday/ 1-12-2015

- the time of the caller calls on;

Time: 09:00 a.m.

- the content of the message;

Message:

She asks you to call her back at 0857 5556 7789. Please call her before 05/00 p.m.

- the name of the person receiving the call and taking the message to be passed on;

Taken by: Andin





Task 21



Read the following jumbled information of a telephone message. Then, rewrite them into a good telephone message.

Please call him back if you find any problems.

Wednesday/ 2-12-2015 *09:40 a.m.*

To: Mrs.Andita *Taken by: Tina* *From: Mr.Atmaja*

Those categories belong to PT. Sinergy Computer's e-commerce web sites.

He asks you to add the following categories; "Wired tools" and "Wireless tools".

Telephone Message



Task 22 Important Facts



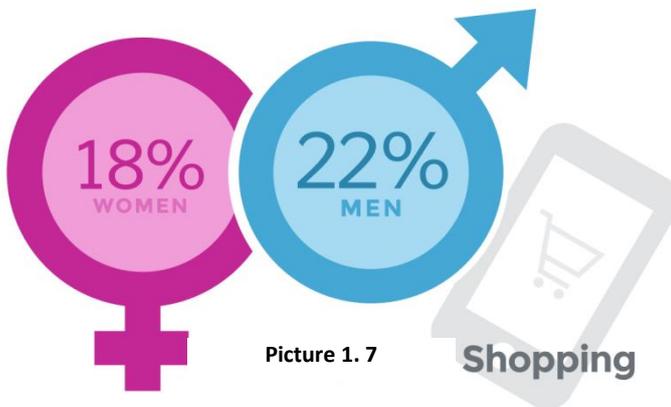
Read the following facts about e-commerce business that will blow your mind. Then, decide whether the statements are True (T) or False (F) by giving a check (✓).

What makes your customers fall in love with your business? **73%** of them say they love you for your friendly employees or customer service representatives and **55%** just love the way you easily give them access to information and support.

What makes your customers
♥ your business?



Picture 1. 6



Picture 1. 7

Shopping

Think women are responsible for creating online shopping trends? Men are actually more likely to purchase online through their mobile gadgets. In 2014, **18% of women** bought an item on their smartphone, compared to **22% of men**.

If your online store isn't optimized for mobile, get ready for a lot of rejection. **30%** of mobile shoppers abandon a transaction if the shopping experience is not optimized for mobile.

30%
of mobile shoppers
abandon a transaction
if the shopping
experience is not
optimized for mobile



Picture 1. 8

44%
will abandon the
shopping cart if the
shipping and handling
costs are too high

Picture 1. 9



During the checkout process, if your shipping and handling costs are too high, **44%** of your customers will abandon the shopping cart outright.

Adapted to: <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>





No.	Statements	T	F
1.	Friendly staff and great service affect customer more to fall in love with your business rather than easy access to information and support.		
2.	Men are actually more likely to purchase online through their mobile gadgets.		
3.	Women prefer more to buy an item through their smartphone if it is compared with men.		
4.	Less than 30% of mobile shoppers abandon a transaction if the shopping experience is not optimized for mobile.		
5.	Shipping and handling costs affect 44% of customers to cancel the shopping chart.		

Task 23



In pairs, study the following explanations.

In Task 21, you find the following expression to pass on the message.



He asks you to add the following categories; "Wired tools" and "Wireless tools".

In passing on or giving the message to someone, we can use "tell" and "ask" in the form of **statements** and **requests**.

Statement	Message with a Statement
The meeting is on Friday.	Please tell Ani (that) the meeting is on Friday
	Would you tell her (that)...?
	Could you tell her (that)...?
Request	Message with a Request
Call me this afternoon	Please ask him to call me this afternoon.
	Would you ask him to...?
	Could you ask him to...?

Adapted to: Richard, Jack C., Jonathan Hull, & Susan Proctor. 2011. New interchange student's book 1: English for international communication: Cambridge: Cambridge University Press.





Task 24



Look at the message slips below and ask someone to pass on these messages. Use the words in parentheses. Then, compare with your classmate's. Number 1 is done as the example.

1

Citra·
The presentation is at 7·00 tonight·

(could)

Could you tell Citra the presentation is at 7·00?

2

Anton·
Bring the user interface design of e-commerce sites·

(could)

3

Mita·
Give me the administrator password before 08·00 tonight·

(would)

4

Ikhsan·
The folder of "htdocs" cannot be found·

(would)

5

Yuli·
The address of the database server is "localhost"·

(please)

6

Jono·
Restore the database at 10·00 tomorrow morning·

(please)



Task 25



Write a telephone message based on the following situation.

You are Mr. Anggara's secretary. While he is not in the office, Mrs. Tiara calls for him. She says that the directory of "hdocs/ecommerce" where the install folder exists cannot be found. Therefore, she wants him to back up the database before 7.00 tonight and fix the problems before 10.00 tomorrow morning. Her number is (0274) 889 001.

Telephone Message

To: _____

Phone: _____

From : _____

Message:

Taken by :





C. Let's evaluate.



Task 26



Listen to and complete the telephone conversation below with suitable words to make meaningful expressions. Then, practice with your classmate. Number 1 has been done as the example.

- Secretary : Webo Cooperation, good morning.(1) Can I help you?
- Mrs. Andin : Hello, is Aris Nugroho in, please?
- Secretary : I'll see if he's in the office. (2) _____ calling?
- Mrs. Andin : Andin Rahma.
- Secretary : Please (3) _____ the line. I'll see if I can (4) _____ you.
- Mrs. Andin : That's OK.
- Secretary : Sorry, (5) _____ in a meeting at the moment. Can I help you?
- Mrs. Andin : Well, I met Aris Nugroho in Coding Conference last week at Semarang. He (6) _____ me to call him this week. When will he be free, do you know?
- Secretary : I'm afraid I don't know. Shall I ask him to (7) _____ you as soon as he can?
- Mrs. Andin : Yes, please. That would be good.
- Secretary : (8) _____ I have your phone number, Mrs. Andin?
- Mrs. Andin : My number is 0878 889 998.
- Secretary : Right. Can I (9) _____ the number- 0878 889 998.
- Mrs. Andin : That's right.
- Secretary : (10) _____ ask Mr. Nugroho to give you a ring as soon as he's free.
- Mrs. Andin : Thank you very much. Goodbye.





Task 27



After you complete the dialog in Task 26, study again the dialog. Then, write down reported speeches formulated from expressions they have completed in Task 26 above.

1. Mrs. Andin says that_____
2. _____
3. _____
4. _____
5. _____

Task 28



Write down the message based on the following telephone conversation.

- Tony : Hello. Jogja Site Company.
- Mr. Rahmawan : Hello. Is Mr. Pramana there?
- Tony : Sorry, who's calling?
- Mr. Rahmawan : This is Gunadi Rahmawan from Web Techno Indonesia.
- Tony : Please hold the line. I'll see if I can transfer you. Sorry he is still training the trainees. Would you like to leave a message to him?
- Mr. Rahmawan : Yes, please. Would you ask him to reset the administrator username and password to access the e-commerce site of PT. Laxada?
- Tony : Sure. I'll pass on the message soon. Is there anything else, sir?
- Mr. Rahmawan : Uh uh. Since this is urgent, please tell Mr. Pramana that he should inform me before 7.00 tonight.
- Tony : Could I have your number please?
- Mr. Rahmawan : My number (021) 567 777.
- Tony : That's fine. I've got that. I'll ask him to ring you before 7.00 tonight. Bye.
- Mr. Rahmawan : Thanks. Bye.





Telephone Message

To: _____

Phone: _____

From : _____

Message:

Taken by :

D. Let's sum up.



In this unit, you have learnt how to make phone calls in professional context and write down the important messages from telephoning. We can draw the key points as the following:

1. Language Expressions in Telephone Conversations

Person Calling	Person Called
Announcing Identity	
Hello, this is ... (your name). My name's ... from ... (your company).	Can I help you? (Your company). Good morning.
Asking if Someone is in	
Can I speak to ..., please? Hello is ... there?	Hold the line, please. Yes, just a moment.
Person Called is not There	
	I'm afraid he isn't in at the moment. Can I take a message?
Asking When the Person Wanted will be in	
What time will she be back?	She should be back by 4 o'clock.





Connecting to an Extension	
Could you put me through to ..., please? I'd like to speak to ..., please?	Please hold the line. Yes, please hold on and I'll put you through.
Confirming a Wrong Number	
Oh, isn't that ...?	I think you must have dialed the wrong number. What number have you got?
Requesting Information	
I'd like to speak to somebody about... Could you give me some information about...?	I'll check to the department concerned. Can I let you know the situation tomorrow?
Calling off	
Thanks very much. Goodbye.	Bye

2. Reported Statements

- In reported statement, you often have to change the pronoun depending on who says what.
- If the introductory sentence is in the **Simple Present**, there is no change of tenses. For example:

Direct Speech

Ina says, "Mr. Fathar uses Xampp as the web server used to establish an e-commerce site."

In the example above, "**Ina says**" is the introductory sentence.

Reported Speech

She says that Mr. Fathar uses Xampp as the web server used to establish an e-commerce site.

3. Features of a Telephone Message

The grammatical features in a telephone message include:

- The use of commands for requesting; "please call", "please check", etc.
- The use of statements in reported speech; "she says that...", "he wants you to...", "Amir ask you to...", etc.

In general, parts of the telephone messages include:

- the name of the person whom the caller wants to speak





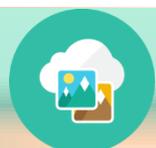
- the name of the caller
- the day and date when the caller calls in
- the time of the caller calls on
- the content of the message or the information to pass on
- the name of the person receiving the call and taking the message to be passed on

4. The Use of Ask and Tell to Pass on a Message to Someone

In passing on or giving the message to someone, we can use “*tell*” and “*ask*” in the form of **statements** and **requests**.

Statement	Message with a Statement
The meeting is on Friday.	Please tell Ani (that) the meeting is on Friday
	Would you tell her (that)...?
	Could you tell her (that)...?
Request	Message with a Request
Call me this afternoon	Please ask him to call me this afternoon.
	Would you ask him to...?
	Could you ask him to...?

E. Let's have a reflection.



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a check (✓) in the right columns according to how much you have learnt.

Aspects	Very Much	Much	Little
Using telephoning expressions in a professional context.			
Passing on a message from a telephone conversation: through the use of <i>ask</i> and <i>tell</i> .			
Passing on a message from a telephone conversation: through the use reported statements			
Writing down a telephone message based on the telephone conversation.			





F. Vocabulary List



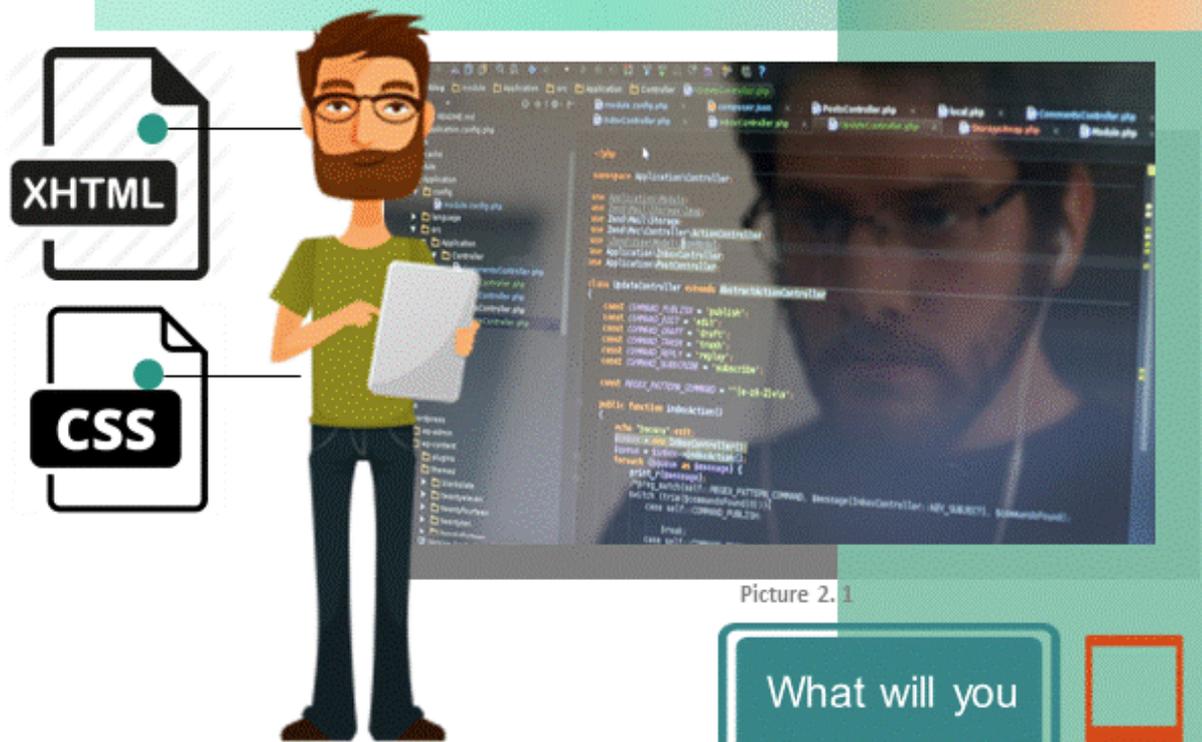
Words	Pronunciations	Meanings
access (<i>kkt</i>)	[ˈæk.ses]	membuka informasi dalam sistem komputer
addition (<i>kb</i>)	[əˈdɪʃ. ə n]	penambahan
administrator (<i>kb</i>)	[ədˈmɪn.ɪ.streɪ.tə r]	pengendali system
check (<i>kkt</i>)	[tʃek]	memeriksa
contact (<i>kkt</i>)	[ˈkɑ:n.tækt]	menghubungi
concern (<i>kkt</i>)	[kənˈsɜ:n]	melibatkan
database (<i>kb</i>)	[ˈdeɪ.tə.beɪs]	kumpulan data
directory (<i>kb</i>)	[dɪˈreɪ.t ə r.i]	alamat atau lokasi file
establish (<i>kkt</i>)	[ɪˈstæb.lɪʃ]	membangun
etiquette (<i>kb</i>)	[ˈet.ɪ.kət]	nilai kesopanan
e-commerce (<i>kb</i>)	[iːˈkɑ:.mɜ:s]	layanan jual beli barang atau jasa melalui internet
maintain (<i>kkt</i>)	[meɪnˈteɪn]	memelihara
path (<i>kb</i>)	[pæθ]	petunjuk lokasi file atau folder dalam system computer
payment (<i>kb</i>)	[ˈpeɪ.mənt]	pembayaran
transfer (<i>kkt</i>)	[ˈtræns.fɜ:r]	memindah



Unit 2



I perform XHTML and CSS coding.



Picture 2.1

Picture 2.2

What will you learn?

Later, if you are applying a new job or maybe you already have a job, you have to be able to ask and tell about the job descriptions and the educational backgrounds. In addition, you also have to be able to write down an application letter to apply a new job. Do you know how to do those appropriately? Learn to do them in this unit and you will do them successfully.



B. Let's get ready.



Task 1



In pairs, look at the pictures below and answer the following questions.



Picture 2. 3

1. What is she doing?
2. What is the appropriate job of the woman in Picture 2.4 based on the information in Picture 2.3?
3. What are her responsibilities?
4. What does educational background she needs for the job?



Picture 2. 4

Task 2



In pairs, list the following jobs that belong to multimedia fields and jobs that belong to other fields. Then, answer the question that follows orally. You may take a note.

photographer	web administrator	librarian	physician
co-pilot	UI designer	web graphic designer	
architect	mechanic	visual information specialist	
electrician	video editor	web developer	IT support





Multimedia Fields	Other Fields

Which one of the jobs above that you are most familiar with? What do you know about the job? Tell your classmates.

The job which is the most familiar for me is _____

The reason is _____

G. Let's act.



Task 3



You will find words below in Task 4 and 5. Complete the following questions by using the words provided in the box.

responsible	complaint	interactive
client	company	stressful

- What does (a) _____ mean?
It is an organization which sells goods or services in order to make money.
- What is a/an (b) _____?
It is a/an a customer or someone who receives services.



3. What kind of a system or computer program is (c) _____?
It is a system or computer program which is designed to involve the user in the exchange of information.
4. What does (d) _____ mean?
It is a situation that makes you feel worried and nervous.
5. When do you get a/an (e) _____?
It happens when someone says that something is wrong or not satisfactory.
6. What does (f) _____ mean?
It is a condition when you have control or authority over something and duty of taking care of it.

Task 4



Listen to the recording about someone's job description. Then, check (✓) the best headline. Compare your answer with your classmate's.

My job is very stressful.
 I love to meet many clients.

I love my job since it's challenging.
 My job is my passion.

Picture 2. 5





Task 5



Listen to the monolog in Task 3 again. Then, decide whether the following statements are True (T) or False (F) by giving a check (✓). Number 1 has been done as the example.

No.	Statements	T	F
1.	Nurman works for a game developer company.		✓
2.	He has been working on his current company for about 3 years.		
3.	His clients usually want to promote their company through web sites.		
4.	He has to meet the customers' requirements concerning the websites.		
5.	He designs websites but he does not code for it.		
6.	The websites built does not need to be interactive.		
7.	He is responsible for making sure the web site works as well.		
8.	His workplace is always stressful.		
9.	He ignores clients' complaints over the websites.		

Task 6



You will find the following words in Task 7 and 8. Listen to the recording and repeat after each word is played. Then, find their meanings. You may use your dictionary.

Words	Pronunciations	Meanings
animator (kb)	['æn.ɪ.meɪ.tə]	
apply (kki)	[ə'plai]	
bachelor (kb)	['bætʃ. ə l.ə]	
design (kb)	[dɪ'zaɪn]	
determine (kkt)	[dɪ'tɜ:.mɪn]	
employer (kb)	[ɪm'plɔɪ.ə]	
major (kb)	['meɪ.dʒə]	
requirement(kb)	[rɪ'kwair.mənt]	





Task 7



Listen to the dialog between Kirana and a 3D animator of a multimedia design company. Kirana is going to get some information about requirements of a 3D animator. Complete the chart by giving a check (✓). Then, report orally what the information you get to your classmates.



Picture 2. 6

Minimum Degree Level

- associate's degree*
- bachelor's degree*
- master's degree*
- doctoral degree*

Major

- computer engineering*
- visual communication design*
- computer science*
- broadcasting*

Work Experience

- at least one year experience for entry level positions*
- at least 2 years experiences for entry level positions*
- 5 years of experiences at least for high level positions*

Task 8



Listen to the dialog in Task 7 again and complete the following dialog with the sentences from the list provided. Then, practice the dialog with your classmate. Number 1 has been done as the example.

- Kirana : Good morning, Miss.Dina. My name is Kirana from Paramadina Vocational High School.
- Mrs. Diana : Good morning Kirana.
- Kirana : (1) *I'm so happy to have a chance to meet you.* Well, I'm going to ask you information about common requirements of a 3D animator.





- Mrs. Diana : Yeah. You can ask anything about it.
- Kirana : Being a 3D animator is one of popular jobs in multimedia field.
(2) _____
- Mrs. Diana : I graduated from Institut Teknologi Bandung.
(3) _____
However, associate degree is also possible to apply as a 3D animator.
- Kirana : (4) _____
- Mrs. Diana : Well actually, those who have majors in computer science or visual communication design may apply the job too.
- Kirana : (5) _____
- Mrs. Diana : The job experiences will determine their positions. Employers require at least one year experience for entry level positions. For high level positions they must have five years of experiences at least.
- Kirana : Well, I think I have got the information of educational background needed to be a web animator. Thank you for the time.
- Mrs. Diana : My pleasure. You can contact me later if you want to know more.

- k. I took bachelor's degree level and my major was computer engineering.
- l. How about the job experience needed to apply the job as a 3D animator?
- m. I also would to know about other majors that can apply the job as the 3D animator.
- n. *I'm so happy to have a chance to meet you*
- o. Could you tell me a little about your educational background?

Task 9



In pairs, read the expressions below.

In Task 4 and 5 you find the following expressions. These expressions are used to express or state **someone's job descriptions** or **responsibilities**.

I design and code the web pages every day to build an interactive web site layout.

I also manage the database by using MySql.



In addition, in Task 7 and 8 you also find the expressions which are used to ask for and tell about **educational background** as the following.

Could you tell me a little about your educational background?

I graduated from Institut Teknologi Bandung. I took bachelor's degree level and my major was computer engineering

Here are the expressions that you can use to talk about someone's job, job descriptions and educational background.

a. Someone's Job or Profession

Asking about Someone's Job

What do you do?
What's your job?

Telling about Your Job

I'm a web developer.
I work for PT. Guna Web as a 3D animator.

b. Someone's Job Descriptions

Asking about One's Job Description

Formal

Could you tell me what your duties are?
I would like to know whether you know about your responsibility.
Can you tell me what your task is?
I would like to know what you have to do.

Informal

What are your duties?
What is your responsibility?
What is your task?
What do you have to do?

Telling about One's Job Description

My duty is to design a commercial web pages.
I am responsible for maintaining the data base of web servers.
My task is to maintain the web by CPanel.
I have to design user interface for websites.





c. Someone's Educational Background

Asking about One's Educational Background

Formal	Informal
<p>Could you tell me a little about your educational background?</p> <p>Could you tell me where you graduated from?</p> <p>I would like to know your major.</p> <p>I would like to know where you study.</p>	<p>What is your educational background?</p> <p>Where did you graduated from?</p> <p>What was your major?</p> <p>Where do you study?</p>

Telling about One's Educational Background

I graduated from Padjajaran University.

I took the bachelor degree in computer science.

My major was software engineering.

I study at Institut Teknologi Bandung.

Adapted to: Widyantoro, Agus. 2008. Effective Communication. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

Task 10



In pairs, read and practice the following dialog with your classmate. Then, circle the expressions to ask and tell about educational background and underline the expressions to ask and tell about job description.

- Andri : Hey, Bagas. You seem very busy these days. What's your job now?
- Bagas : I'm not busy, I just totally enjoy my job so much. Now I work for Gameloft as a game developer.
- Andri : Wow, that's fantastic! What are your duties then?
- Bagas : Well, I create and produce games for personal computers, online games, tablets, mobile phones, and other hand-held devices.
- Andri : Who has the part for designing the appearance?
- Bagas : I also have that part. I am responsible for designing the appearance as well.
- Andri : Oh God, you're brilliant. What's your educational background that bring you to get a job as a game developer?
- Bagas : In 2003 I graduated from Institut Teknologi Bandung. I took the bachelor's degree.





Andri : What was your major?

Bagas : I majored in software engineering. That's actually my passion.

Task 11



Read and complete the following conversation. Then, practice with your classmate.

Look at the example.

 *What do you do?*
 _____ a IT support and maintenance

 *Where do you work?*
 _____ for PT. Natio Networking.

 *I would like _____ what _____ to do.*


I _____ for keeping all desktop PCs run well.

_____ also includes repairing either hardware or software.

 *That's interesting. Where do _____ from?*


_____ from STM Pembangunan Yogyakarta.

 *I _____ to know _____*


My _____ computer networking.

I'm really passionate in it.

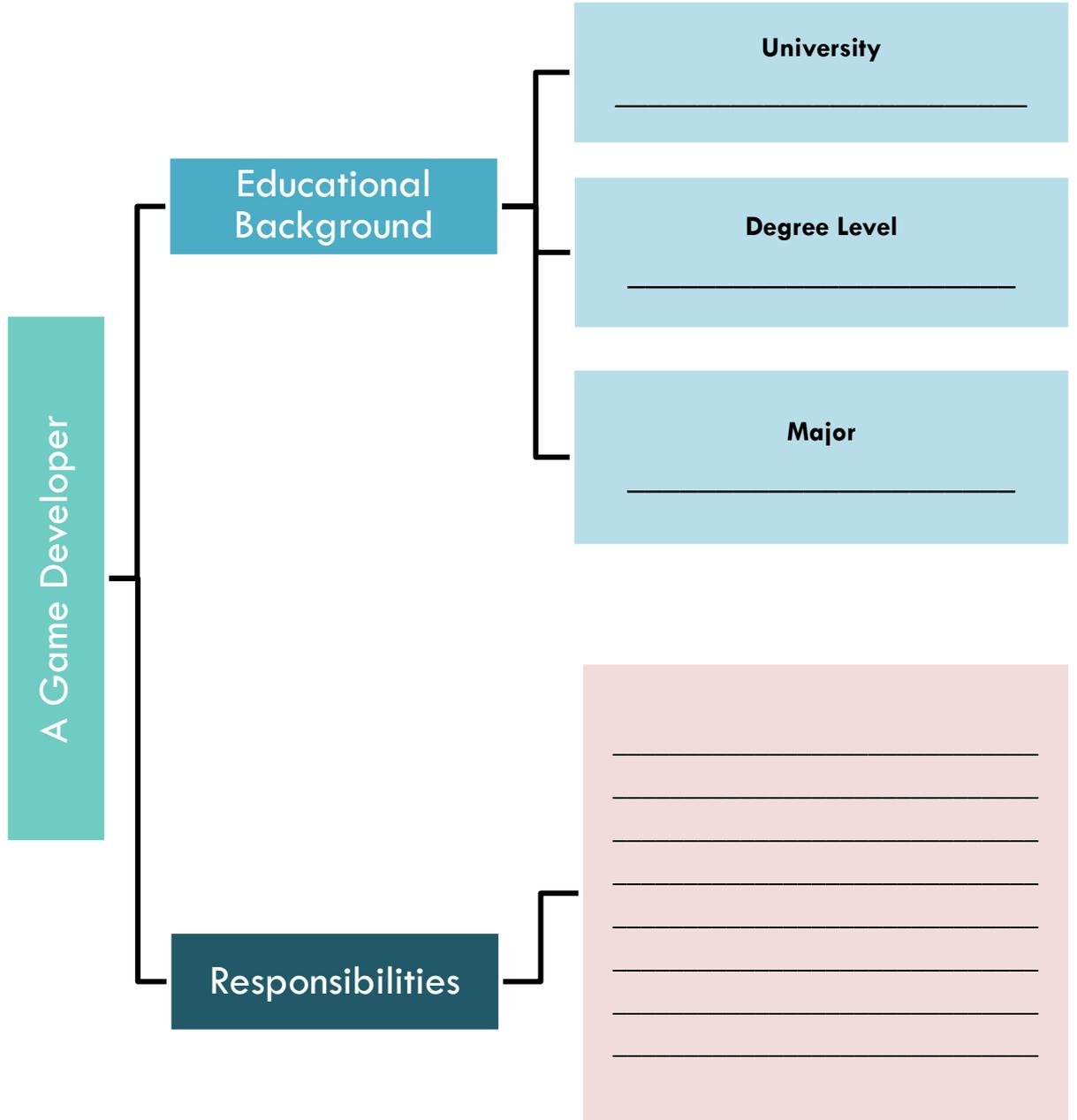




Task 12



Read again the dialog in Task 10 and summarize the following information. Then, present the information orally in front of your classmates.





Task 13



The following resume contains information about someone's job responsibilities and educational background. Work in pairs to practice an interview based on the model. One of you will be the interviewer and the other one will be an interviewee. For the interviewee, the answer should refer to the CV below.

Anindya Wisanti

085643021112

anwisa@gmail.com

OBJECTIVE: To obtain a position as a Web Designer in PT. Webo Indonesia.

EDUCATION:

2010 – 2013: STM Pembangunan Yogyakarta

Computer Networking

EXPERIENCE:

PT.Gama Techno, Yogyakarta
Web Designer

2013-present

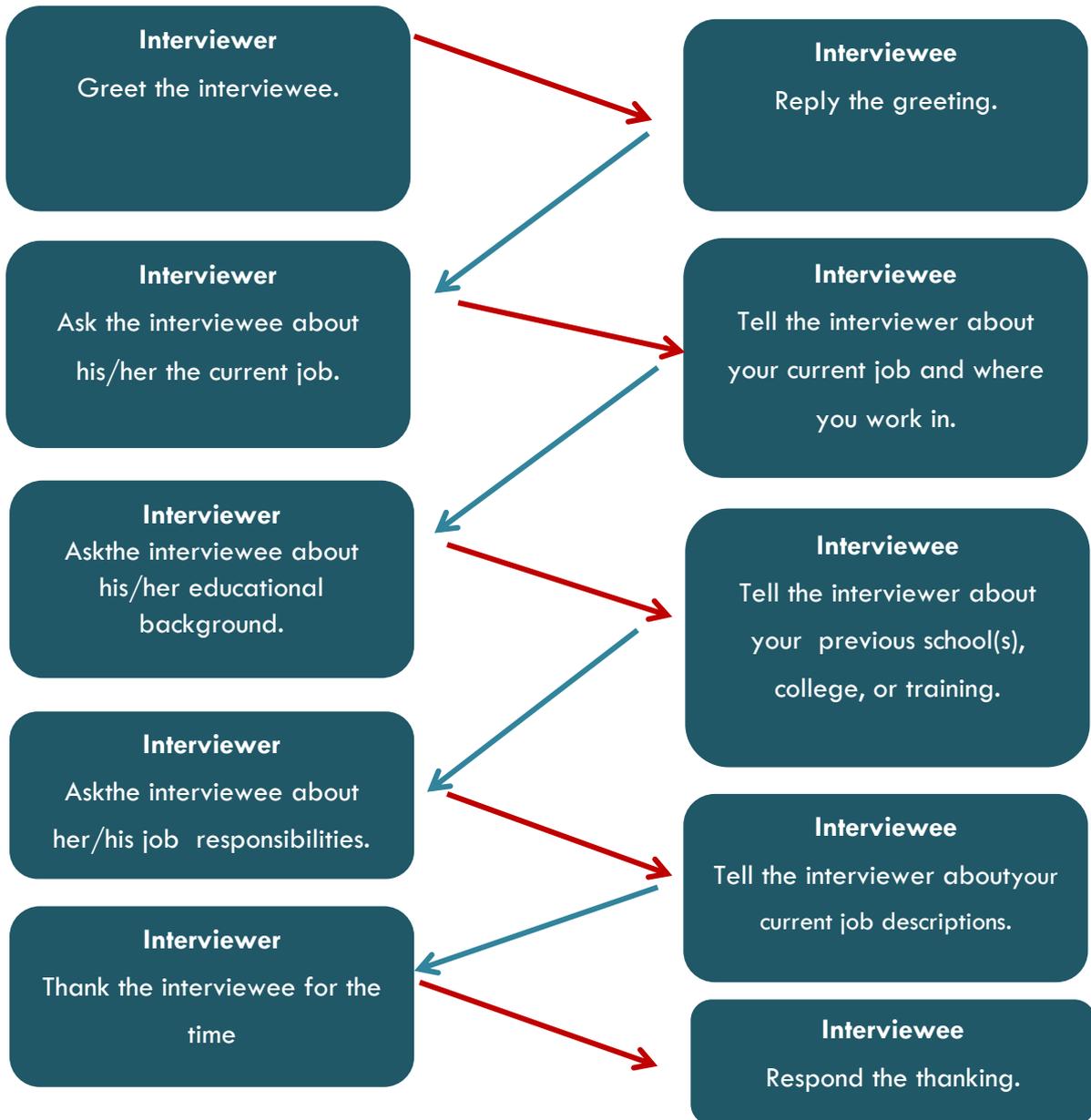
Job descriptions:

1. Perform XHTML and CSS coding
2. Manage and maintain a national website
3. Responsible to make website template including layout and design
4. Perform validation of website

TECHNICAL SKILL:

- Adobe Dreamweaver
- Microsoft Front Page
- Adobe Fireworks
- Homesite
- QuarkXPress







Let's read and write.



Task 14

Do you know about responsibilities jobs in the multimedia field? What are the advantages by understanding your job responsibilities? Read the following passages about job responsibilities of a job in the multimedia fields and find the meaning of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 has been done as the example.

Words	Pronunciations	Meanings
appear (<i>kki</i>)	[ə'pɪr]	
deadline (<i>kb</i>)	['ded.laɪn]	
development (<i>kb</i>)	[dɪ'vel.əp.mənt]	
freelance (<i>kb</i>)	[ɪm'peɪ.ʃənt]	
generate (<i>kkt</i>)	['dʒen.ə'reɪt]	
movement (<i>kb</i>)	['mu:v.mənt]	
produce (<i>kkt</i>)	[prə'du:s]	
promote (<i>kkt</i>)	[prə'moʊt]	
versatility (<i>kb</i>)	[,vɜ:ɪ.sə'tɪl.ə.tɪ]	
view (<i>kkt</i>)	[vju:]	

An Animator

An animator produces multiple images called frames, which when sequenced together create an illusion of movement known as animation. The images can be made up of digital or hand-drawn pictures, models or puppets. They design images that appear to come to life on screen.



Picture 2. 7



Animators' work is found in feature films, commercials, pop videos, computer games, websites and other media. They are also responsible to work with drawings, specialist software or models that capture separate images of each stage of a movement. When the images are viewed at speed, the character appears to move. Producing animation involves a number of stages including generating ideas, building models and rigging lighting. Computer animation uses software known as CGI (computer-generated imagery).



Picture 2. 8
hours sitting at a drawing board or computer.

Animators usually work normal office hours, although they may work additional hours to meet deadlines. Many of them work freelance, part-time and temporary contracts. Animators usually work in offices or studios. Working on stop frame animation may involve standing for long periods under hot studio lights. Other types of animation demand long

Animators normally train on the job working with more experienced colleagues to learn and develop new techniques and skills. It is essential for animators to keep up to date with new developments in the industry, and there are many relevant short courses. As many animators are self-employed, career progression depends on their skills, versatility, and ability to promote themselves.

Adapted to: (a) <http://creativepool.com/articles/jobdescriptions/animator-job-description>
(b) http://www.prospects.ac.uk/animator_job_description.htm

No.	Statements	T	F	Corrections
1.	Animation is the base to produce frames.		√	<i>Animation is created based on the pieces of frames.</i>
2.	Drawings help animator to capture separate images of each stage of a movement.			
3.	Animators can produce animation only by a single stage.			
4.	CGI is popular software installed in computer to help animators design all pieces of animation.			
5.	People who prefer to work freelance do not fit to work as an animator.			
6.	Standing for long time is possible for an animator.			
7.	There is no training for animator to enhance their skills.			



Task 15

Read the following explanations.

From the passages in Task 14, you find the following statements.

- *An animator produces multiple images called frames.*
- *They design images that appear to come to life on screen.*



The statements above use **simple present tense** in order to state someone's job descriptions or responsibilities. Here are further explanations about simple present tense.

Simple Present Tense

a. Function

Simple present tense is used to express:

1) **a description or a definition about something, for example;**

- *"A web designer **designs** the layout of the sites".*
- *Database administrators **manage** the data to be easily accessed by people in interactive ways.*
- *"I **am** a web designer".*

2) **an action that happens regularly as the habit, for example;**

- *"An IT support and maintenance **is** always ready when you need to repair your desktop PC in your workplace".*
- *"Administrators **control** the database everyday".*

3) **something that is true in general, for example;**

- *"Working without SOP (Standard Operating Procedure) **endangers** everyone".*
- *"Computers **help** your works to be done easily".*

b. Form

1) **Affirmative : S + V1(s+es)+ Object/Complement**

"He maintains a national website"

2) **Negative : S + don't/doesn't + V1 + Object/Complement**

"He does not maintain a national website"

3) **Interrogative : Do/Does+S + V1 +Object/Complement?**

"Does he maintain a national website?"





Task 16



The following text is about the job description of a web developer. Complete the text with the suitable verbs in parentheses. Number 1 has been done as the example.

A Web Designer

Web designers (1) (plan) *plan*, (2) (create) _____, and (3) (code) _____ web pages, using both non-technical and technical skills to produce websites that fit the customer's requirements. They also (4) (produce) _____ not just the look of the website but (5) (determine) _____ how it works as well. A web designer (6) (be) _____ also responsible for the maintenance of an existing site. The recent growth in touchscreen phones and tablet devices has dictated a new way of designing websites. A web designer (7) (need) _____ to ensure that web pages (8) (be) _____ responsive no matter the type of the device viewer is used. Therefore, the need to test websites at different stages of design on a variety of different devices (9) (became) _____ an important aspect of the job.

The term web developer (10) (be) _____ sometimes used interchangeably with web designer, but this can be confusing. Web developing (11) (be) _____ a more specialist role. A web developer (12) (focus) _____ on the back-end development of a website and (13) (incorporate) _____ the creation of highly complex search functions.

Adapted to: http://www.prospects.ac.uk/web_designer_job_description.htm





Task 17



Rewrite the following job descriptions. Use He or She as the subject. Number 1 has been done as the example.

1

I'm a web designer. I work for PT. Sigma Web Indonesia. I create websites layout and fix any problems related to the user interface.

He is a web designer. He works for PT. Sigma Web Indonesia. He creates websites layout and fixes any problems related to the user interface.



Picture 2. 9

2

I create permanent visual images for an exceptional range of creative, technical and documentary purposes. I'm a photographer. I like cameras so much.



Picture 2. 10

3

I'm a film editor. I work in JogjaTV film studio. I digitally cut the files to put together the sequences of the film and decide what is usable.



Picture 2. 11



Task 18



Do you know what an application letter is? When you will apply for a new job, you need to include an application letter together with your resume. Read the application letter below and answer the questions that follow.

Edwin Sungkar Atmaja

Imogiri Timur Street No.4,
Bantul, Yogyakarta, 55782
085612442131

ed.sungkar@gmail.com

December 18th, 2015

Santosa Wibisana
PT. Excellence Indonesia
Affandi Street No.56, Yogyakarta
(0274) 535-675

Dear Mr. Wibisana,

I am sending you this application letter in regard to the position advertised in *Kedaulatan Rakyat* newspaper on Desember 15, 2015. My name is Edwin Sungkar Atmaja and I am 23 years old. Having read the advertisement, I would like to apply the position of IT Support Technician. As requested, I am enclosing a completed job application, my certification, my resume, and three references.

The opportunity presented in this listing is very interesting and I really enjoy working with modern technology. I have previously worked as IT Support in PT. Angkasa Finance for a year. The key strengths that I possess for success in this position include:

- I have successfully installed many kinds of administrative software and hardware.
- I have successfully upgraded and completed administrative tasks relating to user accounts.
- I have maintained more than fifty PC desktop to perform normally.

I believe that my strong technical experience and education will make me a very competitive candidate for this position. I love interacting with people and answering questions relating to their hardware and software. I also have learned a lot about roles as an IT Support Technician.

Please find my attached CV which I believe shows my suitability for the role. I can be reached anytime though my email at ed.sungkar@gmail.com or my cell phone at 08561244213. I can make myself available for interview at a time convenient for you. Thank you for your time and consideration.

Yours Sincerely,

Edwin S. Atmaja

Adapted to: <http://evanhoehelpdesk.com/cover-letter-for-it-support/>





1. Who is the sender of the application letter?
2. Why does he send the application letter?
3. What is the name of the company that he applies?
4. What is the job that he has applied before?
5. What are the technical experiences that he has?
6. Why does he feel that he is a competitive candidate to apply the job?
7. How does the employee contact the applicant if there will be a job interview?

Task 19



Read the following explanations.

You have read the application letter in Task 18. An application letter usually has the general organizations so that you can state what you want to say in a structured way. Read the organizations of an application letter below.

Santosa Wibisana
PT. Excellence Indonesia
Affandi Street No.56, Yogyakarta
(0274) 535-675

Dear Mr. Wibisana

I am sending you this application letter in regard to the position advertised in *Kedaulatan Rakyat* newspaper on Desember 15, 2015. My name is Edwin Sungkar Atmaja and I am 23 years old. Having read the advertisement, I would like to apply the position of IT Support Technician. As requested, I am enclosing a completed job application, my certification, my resume, and three references.

The opportunity presented in this listing is very interesting and I really enjoy working with modern technology. I have previously worked as IT Support in PT. Angkasa Finance for a year. The key strengths that I possess for success in this position include:

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- I have maintained more than fifty PC desktop to perform normally.

I believe that my strong technical experience and education will make me a very competitive candidate for this position. I love interacting with people and answering questions relating to their hardware and software. I also have learned a lot about roles as an IT Support Technician.

Please find my attached CV which I believe shows my suitability for the role. I can be reached anytime though my email at ed.sungkar@gmail.com or my cell phone at 08561244213. I can make myself available for interview at a time convenient for you. Thank you for your time and consideration.

Edwin Sungkar Atmaja
Imogiri Timur Street No.4,
Bantul, Yogyakarta, 55782
08561 2442131
ed.sungkar@gmail.com

December 18th, 2015

Yours Sincerely,

Edwin S. Atmaja

The Inside address

The sender's address

Salutation

Date

Opening paragraph

Body of letter

Closing paragraph

Closing





Task 20

Read the following jumbled parts of an application letter. Then, rewrite them into a good application letter.

In addition, my work history also has provided me a variety of business skills which allow me to relate to all levels of management, to a variety of business positions, and work successfully with a diversity of personalities, customers, and end-users. Previously, I have worked in Omap Platform as a software engineer for about two years and I have successfully dealt with such responsibilities as a software engineer.

Nurlina Saraswati
Magelang Street No.14, Yogyakarta
085712345678

I am applying for the position of a software engineer, advertised in *Harian Jogja* on December 20, 2015. My name is Nurlina Saraswati and I am 26 years old. I have a bachelor's degree from Institut Teknologi Bandung.

Sincerely,

Nurlina Saraswati

I would welcome the opportunity to discuss my background in greater detail, and look forward to hearing from you at your convenience. Thank you for your consideration

My education has provided me with a variety of information systems knowledge and practical skills; primarily in software engineering, Java development and C development, as well as network design, implementation, and administration.

Personnel Manager
PT. Gameloft Indonesia
Laksda Adisutjipto Street Np. 56, Yogyakarta
(0274) 667-778

December 22nd, 2015

Dear Sir/Madam,

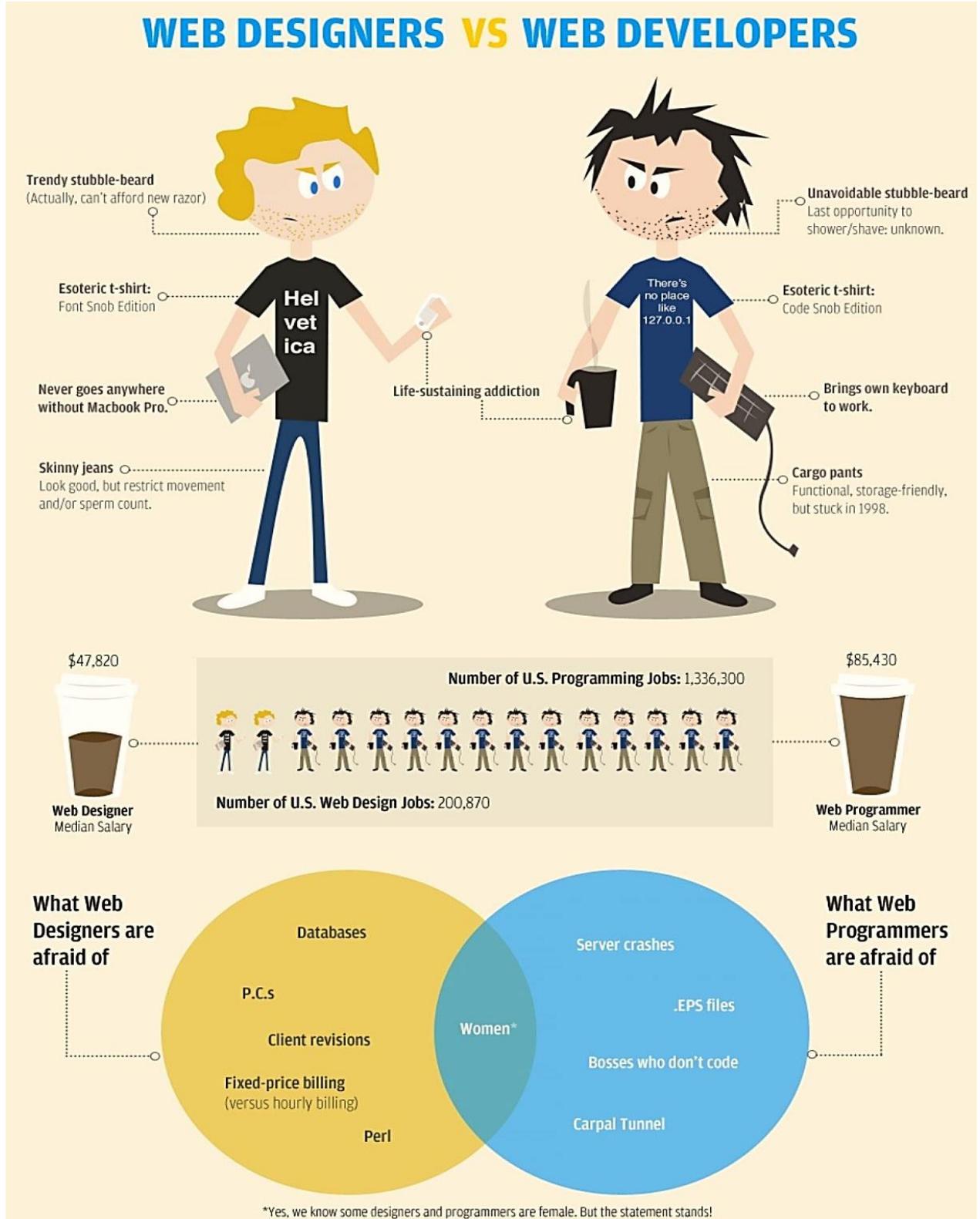
I believe that my educational background and experience meet your requirement. I would like to add that I have a pleasant personality. I am friendly, hardworking, and eager to learn. I am able to work independently as well as in a team.



Task 21 Infographic



Study the following picture and read the information presented. Then, based on the picture, decide whether the statements are True (T) or False (F) by giving a check (✓).



Picture 2. 12



No.	Statements	T	F
1.	Web developers tend to have stubble-beard.		
2.	A web developer usually has regular time to shower every day.		
3.	On the contrary, web designers usually avoid stubble-beard.		
4.	Both of a web designer and a web developer tend to wear very unusual t-shirt.		
5.	Bringing own keyboard to work is the characteristic of a web designer.		
6.	In United States, web developers have higher salary than web designers'.		
7.	In United States, job as web developers and web designers have the same number.		
8.	Database errors become one of reasons why web designers feel afraid of.		
9.	Bosses who do not code are not a problem for wed developers.		
10.	Client's complaints are the same reason why web designer and web developer feel afraid of.		

Task 22

Read the following explanations.

From the application letter presented in Task 18 and 19, you find the following statements.

- *I have successfully installed many kinds of administrative software and hardware.*
- *I have successfully upgraded and completed administrative tasks relating to user accounts.*

The statements above use **simple perfect tense** in order to state actions which occur in the past and they could be repeated in the present as the ability. Here are further explanations about simple perfect tense.

Simple Perfect Tense

a. Function

Simple perfect tense is used to express:

1) an action that has an effect or results on the present situation, for example;

- *Ahmad has configured the server.* (The server can wok normally now.)
- *Riani hasn't uploaded the files yet.* (So, we are still waiting for her to upload.)





2) actions occur in the past and they are still maintained in the present so that the actions could be repeated in the present, for example;

- *Anton has successfully maintained administrative software and hardware.* (It means that he can do or repeat the activities.)
- *I have upgraded the operating system of more than 40 PCs.* (It implies you still have the ability to repeat the same action.)

b. Form

1) **Affirmative** : **S + has/have + V3+ Object/Complement**

“He has designed a user interface for Android”

2) **Negative** : **S + hasn’t/haven’t + V3+ Object/Complement**

“They haven’t upgraded the software”

3) **Interrogative** : **Has/have+S +V3+Object/Complement?**

“Has she worked in an IT company?”

Task 23



Complete the body of the application letter below with the suitable verbs in simple perfect tense. Use the verbs in the parentheses. Number 1 has been done as the example.

....

I am a hands-on Software Developer, Project Team Leader, and Software Support Manager with 13 years of application design, development, and support experience. I (1) **(develop)** have developed console, client, database, and website applications using current versions of Microsoft Visual. I successfully (2) **(manage)** _____ multiple simultaneous development projects from project initiation.

Currently, I am a Development Team Resource Manager at DataConsortum. I (3) **(defined)** _____ processes and procedures, including implementing Net coding standards, SQL development standards, projects and task management standards. I also (4) **(involved)** _____ with network server configuration and firewall security.





Task 24

Write interrogative forms of the affirmative statements that you have written in Task 23 above. Number 1 has been done as the example.

1. **Affirmative form** :
 I have developed console, client, database, and websites applications using current version of Microsoft Visual.

Interrogative form :
Have I developed console, client, database, and websites applications using current version of Microsoft Visual?

2. **Affirmative form** :

Interrogative form :

3. **Affirmative form** :

Interrogative form :

4. **Affirmative form** :

Interrogative form :



C. Let's evaluate.



Task 25



Listen to the dialog between Maura and Dira talking about Maura's career as a DBA (database administrator). Then, choose the expressions used in the dialog according to the following information by giving a check (✓).

Asking about job descriptions

- What do you have to do?*
- I would like to know what you have to do.*
- What are your duties?*
- Can you tell me what your task is?*

Telling about job descriptions

- My duties are to assist database designs and to set up new databases.*
- I have to assist database designs and set up new databases.*
- I am responsible for the performance, integrity, and security of a database.*
- My task deals with the performance, integrity, and security of a database.*

Asking about educational background

- What was your major?*
- Where did you graduated from?*
- I would like to know your major.*
- I would like to know where you study.*

Telling about educational background

- My major was Multimedia Study Program.*
- I graduated from SMK N 2 Sewon.*
- I study at SMK N 2 Sewon*





Task 26



Read and complete the following dialog with the suitable expressions. Then, practice the dialog with your classmate.



: Hello, Jonathan. Let's start this interview. I want to ask several things related to your competency. I've read in your CV that states you have been joined in an international company.



: That's right Ma'am. I have worked for PT. Techno Sites for about 3 years as a web programmer.



: (1) _____ your duties are?



: (2) _____ to code and test websites and also fix bugs.



: Is there anything else?(3) _____ more about your responsibilities.



: (4) _____ for coding, testing, debugging and documenting activities.



: (5) _____ graduated from?



: (6) _____ STM Pembangunan Yogyakarta or STEMBAYO.



: (7) _____ your major.



: (8) _____ computer networking.



: That's great. That's all for the interview today. I'll call you for the results later



: Thank you for the interview.



Task 27



Read job advertisements below. Then, write an application letter to apply the job based on one of advertisements you choose.

Calling all
CREATIVE PEOPLE!

PERIOD 1 UNTIL
30
NOV 2015

Be a part of our creative team as
GRAPHIC DESIGNER (FREELANCE)

- Male/female. Max 28 years old.
- Responsible for making some Creative and Stunning Advertising.
- Have a great taste in 'Feminine design style'.
- Young, energetic & Creative thinker.
- Excellent knowledge about Adobe Photoshop, Corel Draw or any other similar app.
- Fast learner & good to adapt.
- Able to work individually & as a part of a team.
- Able to work under pressure to meet tight Deadlines.
- Good personality & attitude.
- Working hours : 4 hours.

SKILL PLUS : HAS ABILITY TO OPERATE DSLR CAMERA.

Submit your application letter and CV to
gotosovieh@gmail.com

GOTOSOVIE INDONESIA
INSTAGRAM @ GOTOSOVIE
WEBSITE : WWW.GOTOSOVIE.COM



Picture 2. 13



PT. Teknologi Kode Indonesia
[TTLab] is an IT company working on Computer Network, Computer Security, Information System, Web Development and Server Development. We challenge you, the young talents, to be part of us and share your idea, concept, and creativity together with our skillful teams

Mobile Programmer
Android & IOS

Jl. Tanjung No. 126 Nitikan, Sorosutan Umbulharjo Yogyakarta
(0274) 370489
Ttlab.co.id

General qualifications:

1. Able to work with Open Source OS
2. Innovative, creative, problem solver
3. Ready to meet high-pressure deadlines
4. Able to work professionally
5. Able to work individually and in a team
6. Be responsible and ready for new challenges
7. Religious and friendly
8. Willing to stay in Yogyakarta

Specific qualifications:

1. Bachelor`s degree D3/S1
[Computer Science / Information Technology, Engineering Computer / Telecommunication], Science & Technology
2. Having minimum 1 year experience in Mobile Programming
3. Interested in mobile application development
4. Having good skills in JAVA programming
5. Familiar with Android smartphone and tablet SDK
6. Familiar with OOP, MVC design, Mobile Database [SQLite]

Send your application letter together with CV to
Ttlab.indo@gmail.com
before December 28th 2015

Picture 2. 14



git

pt gongsin
internasional
trasindo

GIT (Gongsin Internasional Transindo) is a start up company in field of education and technology. Our company mission is to create mobile best mobile application services

in area of social/community, utility, and lifestyle in various platform with fast development deployment process.

GIT IS HIRING ANDROID DEVELOPER (FULLTIME)

LOCATION IN YOGYAKARTA

Skill Required:

1. Programming Language: Java, J2EE (enterprise)
2. Web Services: Using REST API's, JSON
3. Multithreading in Java
4. Stylesheet Languages: CSS, Javascript
5. Platform: Eclipse, Android Studio
6. Versioning System: SVN, GIT
7. Android SDK
8. SQLite

Job Description:

1. Acting as Android developer
2. Working closely with another mobile app developer leading the other platform development
3. Delivering across the entire app life cycle –concept, design, build, deploy, test, release to app stores and support
4. Building prototypes at tech scoping stage of projects
5. Working along the web developers to create and maintain a robust framework to support the apps

Send your application letter and CV to hr.git.indonesia@gmail.com before December 20 2015

Working Duration: 5 days x 8 hours a week
Working Time: Preferred (09.00 - 17.00) , open for flexible timing
Overtime (weekday): Available per hour additional salary
Overtime (weekend): Available per hour additional salary
Lunch: Available (also dinner if overnight, also at weekend)

Picture 2. 15



D. Let's sum up.



In this unit, you have learnt how to talk about job descriptions and educational background in formal and informal ways and compose an application letter. We can draw the key points as the following:

5. Language Expressionsto talk about Job Descriptions

Someone's Job or Profession	
Telling about Someone's Job: What do you do?	Telling about Someone's Job: I'm a web developer.
Someone's Job Description	
Asking about One's Job Description	
Formal	Informal
Could you tell me what your duties are? I would like to know what you have to do.	What are your duties? What do you have to do?
Telling about One's Job Description	
My duty is to design a commercial web pages. I have to design user interface for websites.	
Someone's Educational Background	
Formal	Informal
Could you tell me where you graduated from? I would like to know your major.	Where did you graduated from? What was your major?
Telling about One's Educational Background	
I graduated from Padjajaran University. My major was software engineering.	

6. Simple Present Tense

a. Function

Simple present tense is used to express:

- a) a description or a definition about something, for example;

"A web designer designs the layout of the sites".

- b) something that is true in general, for example;

"Administrators control the database everyday".





- c) an action that happens regularly as the habit, for example;
“Computers help your works to be done easily.”

b. Structure

- Affirmative : S + V1(s+es) + Object/Complement
“He maintains a national website.”
- Negative : S + don't/doesn't + V1 + Object/Complement
“He does not maintain a national website.”
- Interrogative : Do/Does + S + V1 + Object/Complement?
“Does he maintain a national website?”

Therefore, in telling someone's job descriptions or responsibilities, we use simple present tense

7. General Structures of An Application Letter

In general, the structures of an application letter cover the following parts:

- a. the sender's address : complete address together with post code;
- b. date : the date when you compose the application letter;
- c. inside address : the name of the company or the name of the people who have privilege in recruitment together with complete address;
- d. salutation : a greeting in words;
- e. the opening paragraph : ideas of what the position will you apply, where you get the information of the recruitment;
- f. body of the letter : the descriptions of your qualifications and competences;
- g. closing paragraph : the information how can the employer contact and the thanking
- h. closing : a closing statements, your signature, and your name.

8. Simple Perfect Tense

a. Function

Simple perfect tense is used to express:

- a) an action that has an effect or results on the present situation, for example;
“Ahmad has configured the server.”(The server can wok normally now.)
- b) actions occur in the past and they are still maintained in the present so that the actions could be repeated in the present, for example;





“Anton has successfully maintained administrative software and hardware.”(It means that he can do or repeat the activities.)

b. Structure

- **Affirmative** : **S + has/have + V3+ Object/Complement**

“He has designed a user interface for Android.”

- **Negative** : **S + hasn't/haven't + V3+ Object/Complement**

“They haven't upgraded the software.”

- **Interrogative** : **Has/have+S +V3+Object/Complement?**

“Has she worked in an IT company?”

Therefore, in stating your ability that you have performed in the past but you can still repeat the action, you use simple present perfect especially in writing an application letter.

E. Let's have a reflection.



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a check (√) in the right columns according to how much you have learnt.

Aspects	Very Much	Much	Little
Using expressions in asking and telling about job descriptions.			
Using expressions in asking and telling about educational background.			
Using simple present tense to state about someone's job descriptions.			
Writing down an application letter.			
Using simple present perfect to state the ability that is performed in the past but it still can be performed in present time.			





F. Vocabulary List



Words	Pronunciations	Meanings
ability (<i>kb</i>)	[ə'bil.ə.tj]	kemampuan
appearance (<i>kb</i>)	[ə'pi:r. ə n t s]	penampilan
configure (<i>kkt</i>)	[kən'fig.ə]	mengatur
create (<i>kkt</i>)	[kri'eit]	membuat
developer (<i>kb</i>)	[di'vel.ə.pə]	pengembang atau pembangun
duty (<i>kb</i>)	[du:tj]	kewajiban
install (<i>kkt</i>)	[in'sta:l]	memasukkan program baru dalam system komputer
interface (<i>kb</i>)	['in.tə.feis]	antarmuka antara manusia dengan system komputer
major (<i>kb</i>)	['mei.dʒ ə]	bidang yang dipelajari
manage (<i>kkt</i>)	['mæn.ɪdʒ]	mengontrol
perform (<i>kkt</i>)	[pə'fɔ:rm]	mengerjakan suatu aktivitas atau melakukan pekerjaan
performance (<i>kb</i>)	[pə'fɔ:r.mən t s]	kinerja
responsibility (<i>kb</i>)	[rɪ ,spɑ:n t .sə'bil.ə.tj]	kewajiban
task (<i>kb</i>)	[tæsk]	pekerjaan yang dilakukan
upgrade (<i>kkt</i>)	[ʌp'greɪd]	meningkatkan kualitas atau kegunaan dr sesuatu



Unit 3



What are you going to do after graduating?



Picture 3.3



Picture 3.1

Picture 3.2

What will you learn?

Did you have any interesting experiences in your life? Do you make a plan for your future career? Do you know how to express them? In this unit, you will learn how to state your past experiences as well as your future plans especially your future career. You will also learn how to share your past experiences and future plans through a personal letter.

Learn to do them in this unit and you will do them successfully.



C. Let's get ready.



Task 1



In pairs, look at the pictures below and answer the following questions.



Picture 3. 4

1. Did you have any great experiences or achievements in your life?
2. What did you do to achieve your plans?
3. Do you also have a future plan to make a better life?
4. What are you going to do to achieve the plan?



Picture 3. 5

Task 2



What are your plans after graduating from Vocational high School? Choose the following lists of plan by giving a check (✓). Write down two more plans by your own.

After graduating, I will



Picture 3. 6





- join to a company in a multimedia or an information technology field.
- continue my study in a university and take a major in a multimedia field.
- continue my study in a university and take another major.
- get an apprenticeship in a multinational company.
- join a competition in a multimedia field, such as web designing, application developing, etc.
- _____
- _____

B. Let's act.



Task 3



You will find the following words in Task 4, 5 and 7. Listen to the recording and repeat after each word is played. Then, find their meanings. You may use your dictionary.

Words	Pronunciations	Meanings
announce (<i>kkt</i>)	[ə'naʊnts]	
apprentice (<i>kb</i>)	[ə'pren.tɪs]	
apprenticeship (<i>kb</i>)	[ə'pren. tɪ s.ʃɪp]	
challenging (<i>ks</i>)	[ˈtʃæl.ɪn.dʒɪŋ]	
competition (<i>kb</i>)	[ˌkɑ:m.pə'tɪʃ. ən]	
improve (<i>kkt</i>)	[ɪm'pru:v]	
opportunity (<i>kb</i>)	[ˌɑ:pə'tu:ri.nə.tɪ]	
portfolio (<i>kb</i>)	[ˌpɔ:rt'fɒ.li.oo]	





register (kkt)

['redʒ.ɪ.stə]

Task 4



Listen to the dialog between Arista and Bramantyo. Then, check (✓) the best headline. Compare your answer with your classmate's.

It's about Bramantyo's future career.



It's about Bramantyo's past experiences and future plans of his career.

It's about Bramantyo's career achievement on the past.

Picture 3.7

Task 5



Before you listen to the dialog in Task 4 again, try to number the following charts based on what Bramantyo says. Compare your answer with your classmate's.

- Continue his study in univerisity.
- Pass on the test.
- Officially being an apprentice.
- Join a software developing competition.
- Register and send particular documents including his portfolio.





Task 6



In pairs, read the expressions below.

In Task 4 and 5 you find the following expressions. These expressions are used to ask and tell someone about **past activities**.

What did you do last three months?

I joined in an apprenticeship.

Here are the expressions that you can use to ask and tell about someone's past activities.

Asking about Past Activity

Did you **submit** your portfolio in web designing?

What **did** you **do** last three months?

Where **did** you **join** the program?

Did you **do** anything special to pass on the test?

Telling about Past Activity

Yes, I **did**. I **submitted** my portfolio together with other documents.

No, I **didn't**. I just **uploaded** my CV and application letter.

I **joined** in an apprenticeship. I **worked** as a freelancer and **studied**.

I **joined** in PT. Excellindo Yogyakarta.

Yes, I **did**. I **read** a lot anything about software developing.
No, I **didn't**. I just **kept** myself calm and confident.

Regular Verbs

submit → submitted
upload → uploaded
join → joined
work → worked

Irregular Verbs

read → read
keep → kept





Task 7



Listen to the recording in Task 4 again. Then, decide whether the following statements are True (T) or False (F). Pay attention to the expressions that speakers say.

- Arista asks Bramantyo "what did you do last three months, Bram?" to know what Bramantyo did during last three months.
- Bramanto tells what he did in the last three months by saying "I didn't do anything".
- Arista asks Bramantyo the steps that he did to become an apprentice by saying "where did you join the program?"
- Bramantyo tells "Yes, I did. I read a lot anything about software developing." to say what he did to pass on the test.
- Arista asks Bramantyo "Did you do anything special to pass on the test?" to know whether he did particular thing to do to pass the test.

Task 8



Rearrange the sentences below into a good conversation and act it out with your classmate. Then, circle the expression to ask about past experiences and underline the expression to tell about past experiences. Number 1 has been done as the example.

Zahra		Amara	
()	My team and I designed a website to promote a freeware application to manage database in schools.	()	That's sound interesting. What project did you do?
()	Did you enjoy it?	()	Not really. I just worked on my practicum report.
()	Of course. Your mark never betrayed you process.	()	Hello. I feel great. How about you? What did you do in the last two months?





(1)	Hi Amara. How's life?	()	That's right.
()	No, I didn't. It was very useful to develop and train my skills in providing best-user interface through a website. How about you? Did you do anything special?	()	Did you find any problem during the project?
()	I'm fine. Well, I worked as a freelancer in a multinational company. I did a project with my team.	()	Hello. I feel great. How about you? What did you do in the last two months?

Task 9



Listen to the dialog between Ahmad and Gunawan. Then, number the following statements orderly based on Ahmad's future plans.

- Apply for a job as a web programmer in a national company.
- Graduate from Vocational High School.
- Apply for an apprenticeship program in a company.
- Join a web programming competition.



Picture 3. 8





Task 10

In pairs, read the expressions below.

In Task 9, you find the following expressions. These expressions are used to ask and tell someone about **future plans**.

What are you going to do after graduating?

I'll apply for a job as a web programmer after I finish my apprenticeship program.

Here are the expressions that you can use to ask and tell about someone's future plans.

Asking about Future Plan

Telling about Future Plan

What **are** you **going to** do after graduating?
What **will** you **do** after graduating?

I'**mgoing to** continue my study.
I'd like to go to university next month.

Where **will** you **take** the program?

I **will choose** a web programming company in Yogyakarta.

What major **will** you **take**?

I plan to take Design Communication
Visual

Will you also **apply** a job as a web programmer?

I'**llapply** a job as a web programmer after I finish my apprenticeship program.
I plan to use my experience to join a national company.



Task 11

Read and complete the following conversation. Use be+going to and verbs given in the box. Then, practice with your classmate. Look at the example.

 *What are you going to do after finishing the web programming course?* do

I _____ a freelancer dealing with CSS and XHTML code.  apply

 *That sounds interesting. _____ you _____ your study?* continue

Yeah. I _____ to university while having a job as a freelancer. How about you, Sam?  go

 *Well, Toni and I _____ in a software developer company.* go

Both of you should start seeking for job information about a software developer. 

 *Yeah. But we _____ not _____ a company outside Yogyakarta province.* choose

Well, good luck then. 

 *Thanks.*



Task 12



Ask more than two classmates what they did last weekend and their plan on the next weekend. Ask the following questions and add one more question by your own. Then, put the information in the table. Read the example below.

○ Where did you go last weekend?

○ What did you do there?

○ Did you enjoy your weeked? Why?

○ Where will you go next weekend?

○ What will you do there?

○

Example:

You : Where did you go last weekend?
 Dini : I went to Cisco Lab in Gama Techno Cooperation.
 You : What did you do there?
 Dini : I take a certification of CCNA Chapter 1.
 You : Did you enjoy it? Why?
 Dini : Yes, I did. I got new experiences and new friends there.
 You : Then, where will you go next weekend?
 Dini : I plan to go to Gunung Kidul.
 You : What will you do there?
 Dini : I'm going to take a week of vacation there.

You fill the table this way:

Name	Last Week Activities	Next Weekend Plans
Dini	She went to Cisco Lab in Gama Techno Cooperation to take a certification of CCNA Chapter 1. She enjoyed it because she got new experiences and new friends there.	She plans to go to Gunung Kidul. She is going to take a week of vacation there.





Name	Last Week Activities	Next Weekend Plans

Task 13



The following calendars contain information about Mrs. Maura's and Mr. Muhsin's past activities and future plans. One of you will be Mrs. Maura and the other will be Mr. Muhsin. Work in pairs to practice the dialog based on the following calendar and model.

Mrs. Maura's agenda March 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 TODAY	9 Meet with Mr. Wijaya in Semarang	10 Doing coding project with team in PT Sigma	11	12`	13





Mr. Muhsin's agenda						
March 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Fly to Lombok	2	3	4	5	6
	Have a vacation with family →					
7 Go back home	8 TODAY	9	10	11	12	13

Student A

Student B





Let's read and write.

Task 14



Do you agree that it takes a process to have a good career in your life? Do you think that your experiences also play an important role toward your career? Read the following passages about a career journey and find the meaning of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 has been done as the example.

Words	Pronunciations	Meanings
allow (<i>kkt</i>)	[ə'laʊ]	
challenging (<i>ks</i>)	['tʃæl.ɪn.dʒɪŋ]	
convince (<i>kkt</i>)	[kən'veɪn t s]	
expect (<i>kkt</i>)	[ɪk'spekt]	
feature (<i>kb</i>)	['fi:tʃə]	
improve (<i>kkt</i>)	[ɪm'pru:v]	
notice (<i>kkt</i>)	['nəʊ.tɪs]	
progress (<i>kb</i>)	['pra.gres]	
senior (<i>kb</i>)	['si:njə]	
specialist (<i>kb</i>)	['speʃ. ə l.ɪst]	

A career journey:

How I Went From Total Beginner to Senior Web Developer

My name is Joey Nguyen. I graduated from University of Texas at Austin with a Bachelor's of Science in Advertising. I ended up with that degree after struggling to find a major I liked and chose advertising only because it was slightly more interesting than the other fields that I took classes in. However, I did not think my advertising degree had anything to do with my career transition.



Picture 3. 9





I transitioned out of advertising into web development for several reasons. I never enjoyed my job responsibilities nor did I have much interest in the topics that I needed to learn to get better and move up in that career path. I did not like being forced to promote products or clients that I didn't believe in. After leaving my first job at an ad agency, I started at a new advertising company that was really small, less than 10 people.

My friend saw some potential in me after noticing that I had a good grasp of computers from our conversations, and he was the one who convinced me to switch to a career in technology. I started learning how to code to build websites because there was a need for a person to do that at my company, but we had no one except an outside contractor to do it. I spent my free time on nights and weekends on that site improving my coding skills, learning things like HTML, CSS, and Javascript (jQuery).

Since I was living in Houston at the time and the job was in Dallas, my second interview gave me a junior level developer position so the test was really simple, more so than I expected. The name of the



Picture 3. 10

company is Dealertrack Technologies. For the first two years, I worked on building new client sites and maintaining existing ones. Early on, I did not really have to ask for more challenging work. As I kept working and improving, my manager noticed my progress through my interactions with other developers at my level, helping them with things they could not figure out, as well as his discussions with the senior developers on our team about how I was performing. I was given more challenging work as a result.

With my first promotion, there was not really much transitioning involved. I stayed on the same team and worked on the same stuff. My second promotion followed shortly after I was moved to a new team, which I am on currently. As opposed to my previous team where it was all front-end developers building and maintaining customer-facing client websites, I was brought to this new team as a front-end specialist where I work with software engineers, quality assurance analysts, and product managers to build a new web application system that allows clients to make edits to their sites.

As a senior front-end web developer, I work with my team to make sure that the features that the engineers build look good and provide a good user experience for the customers who will eventually be using it. My current goal is to transition from a front-end developer to a full-stack developer, someone who can do both front-end and back-end. Right now, I'm getting better by helping with small things like fixing bugs that our QAs find in the features.

Adapted to: <http://blog.aftercollege.com/went-total-beginner-senior-web-developer/>





No.	Statements	T	F	Reasons
1.	Joey Nguyen chose advertising as his major because he was passionate in it.		√	<i>He chose advertising among other majors because it was slightly more interesting than the other fields that I took classes in.</i>
2.	He did not like being forced to promote the products to the clients became one of reasons why he transitioned out of advertising into web development.			
3.	There was no one who convinced him to switch to a career in technology in his work place.			
4.	He started to code to build websites because he wanted to promote products.			
5.	Dealertrack Technologies gave him chance to start a new career as a junior level position developer.			
6.	Because his manager noticed him progress through his performance, he was given more challenging work as a result.			
7.	His second promotion brought to this new team as a front-end specialist.			
8.	As a senior front-end web developer, he does not have any current goal of transition.			

Task 15



Read the following explanations.

From the passages in Task 14, you find the following statements

- I started learning how to code to build websites because there was a need for a person to do that at my company.*
- My manager noticed my progress through my interactions with other developers at my level*



The statements above use **simple past tense** in order to state activities or actions happened at particular time in the past. Here are further explanations about simple past tense.





Simple Past Tense

c. Function

Simple past tense is used to express:

4) **one action which happened at a particular time in the past but the time is not given, for example;**

- *“I started at a new advertising company that was really small”.*
- *He was the one who convinced me to switch to a career in technology”.*
- *“I spent my free time on nights and weekends on that site”.*

5) **an action completed in the past at a definite time, for example;**

- *“I joined Dealertrack Technologies in 2004”.*
- *“I met my clients yesterday”.*

d. Form

4) **Affirmative : S + V2 + Object/Complement**

“My manager noticed my progress through my interactions with other developers at my level”.

5) **Negative : S + did not+ V1+ Object/Complement**

“My manager did not notice my progress through my interactions with other developers at my level”.

6) **Interrogative : Did +S + V1 +Object/Complement?**

“Did your manager notice my progress through my interactions with other developers at my level?”

SPELLING NOTES

1. When a verb ends in **y** after a consonant, change **y** into **i** before adding **ed**, for example;
 - carry → carried
 - try → tried
 - copy → copied

2. When a **suffix** is added to a short verb ending in a consonant after a vowel, double the consonant, for example;
 - Beg → begged
 - Stop → stopped
 - Plan → planned





Task 16

Write negative forms of the affirmative statements that you can find in passages of Task 14 above. Number 1 has been done as the example.

5. **Affirmative form** :

After leaving my first job at an ad agency, I started at a new advertising company that was really small, less than 10 people. (Paragraph 1)

Negative form :

After leaving my first job at an ad agency, I did not start at a new advertising company that was really small, less than 10 people.

6. **Affirmative form** :

Negative form :

7. **Affirmative form** :

Negative form :

8. **Affirmative form** :

Negative form :



Task 17



Have you ever got a letter from your friends or relatives? Or, have you ever sent a letter for them to share your interesting experiences or personal matters? Read the following personal letter and answer the questions that follow.

35 Senggigi Raya
Lombok
75009 Nusa Tenggara Timur

Imogiri-Siluk Street No. 16
Imogiri, Bantul,
55782 Yogyakarta

March 13, 2016

Dear Sarah,

It has been two years you moved to Lombok. How are you? I hope you and your family are in good condition. I am so happy to share this with you.

Next week, I will move to Semarang to start my new work. Because of your support, I passed on the interview and the test. I am very glad to start my new career as a junior web designer in PT Pro Nusa. I am going to take a course too in Semarang to improve my skill in designing web because I know that it needs a process to become a senior web programmer like you.

Anyway, last week vacation, I spent my days to have preparations for getting CCNA certificate. Did you enjoy your last week vacation too? I heard that Lombok has a lot of tourist attractions which are amazing. I hope that I could visit Lombok someday.

I want to know your interesting experiences and what you plan for you career. I am looking forward to hearing from you soon. I miss you so much.

Love always,

Tiara

Tiara

P.S. I'm bringing you "bakpia", your favorite snack from Jogja





8. Who was the writer of the letter?
- Answer:** *The writer of the letter was Tiara.*
9. Why did she send the letter?
10. What will she plan to do next week?
11. What is she going to do after moving to Semarang?
12. What did she do in his/her last week vacation?
13. What did she expect toward the receiver?
14. What was the additional information that she write in the end of the letter?

Task 18



Read the following explanations.

You have read the application letter in Task 17. A personal letter usually has the general format that you can follow. Read the full format of a personal letter below.

35 Senggigi Raya
Lombok
75009 Nusa Tenggara Timur

Imogiri-Siluk Street No. 16
Imogiri, Bantul,
55782 Yogyakarta

March 13, 2016

Dear Sarah,

It has been two years you moved to Lombok. How are you? I hope you and your family are in good condition. I am so happy to share this with you.

Next week, I will move to Semarang to start my new work. Because of your support, I passed on the interview and the test. I am very glad to start my new career as a junior web designer in PT Pro Nusa. I am going to take a course too in Semarang to improve my skill in designing web because I know that it needs a process to become a senior web programmer like you.

Anyway, last week vacation, I spent my days to have preparations for getting CCNA certificate. Did you enjoy your last week vacation too? I heard that Lombok has a lot of tourist attractions which are amazing. I hope that I could visit Lombok someday.

I want to know your interesting experiences and what you plan for you career. I am looking forward to hearing from you soon. I miss you so much.

Love always,

Tiara

Tiara

P.S. I'm bringing you "bakpia", your favorite snack from Jogja

The receiver's address

Salutation

Closing

Signature

Postscript

The sender's address

Date

Opening paragraph

Body of the letter

Closing paragraph





a. Address

The address of the receiver is on the left side and the writer address is on the right side.

b. Date

The date states when the letter is written.

c. Salutation

The greeting to the person you are writing to.

d. Opening paragraph

The opening of the letter usually starts with asking the receiver's condition or referring to the previous letter.

e. Body of the letter

The body of the letter is the main part of the letter. It includes what your purpose why you write the letter.

f. Closing paragraph

The part indicates the letter is going to end. Try to end the letter with positive feelings, for example: "Hope to hear from you soon", "Please write back".

g. Closing

Write a short expression to end your writing. It based on the relationship with the writer, for example:

- Formal : sincerely, warmly, or best wishes.
- Informal: yours, take care, or cheers.
- Intimate: love, much love, or thinking of you.

h. Signature

Write your signature or initials of you as the writer.

i. Postscript

Postscript or P.S. is an additional information or after thought in a letter. You can also write a playful joke in the postscript.





Task 19



Read the following jumbled parts of a personal letter written by Johan. Then, rewrite them into a good personal letter.

I hope all is well with you. It's been a while since you moved to Tangerang to have a new career. It is so sad that you are now away from here. I hope your new workplace is going well. It must be exciting to have new colleagues.

*Beo Street No. 16
Mrican, Caturtunggal,
Depok, Sleman, Yogyakarta*

By the way, next two weeks will be a long weekend. What will you plan to spend your holiday? Honestly, I will spend my long weekend to prepare my web programming competition. I cannot believe that I am chosen to be one of participants to join such a competition in Jakarta. If it is possible, I want to meet you. Will you meet me when I am in Jakarta next month? Tell me what you will do next month, so that I can arrange to meet you.

March 17, 2015

I want to know what have you done there and your plans for the next month. I am waiting for a quick reply. Don't let me miss your activities. I miss you.

*Regards,

Johan Akbar*

*Cinangka Raya Street No.17
Ciputat, Tangerang Selatan*





Everything is fine here. I've told you before that I plan to have a programmer course. Finally, I passed the course with satisfied result. Unfortunately, my 3D animator projects needed more improvement. Therefore, my lecturer gave me advices to take programming concentration instead of designing. Finally, last semester I took web programming as my concentration subject in college.

Dear Lana,

Task 20



After you arrange and rewrite the personal letter above, write them into the following structures.

Salutation

Opening Paragraph

Closing Paragraph

Closing



Task 21 Infographic



Do you know what the differences between a front-end and back-end developer are? Study the following picture and read the information presented. Then, based on the picture, decide whether the statements are True (T) or False (F) by giving a check (✓).

Let's compare building a website to building a house. The owner of the house ultimately decides the overall purpose, style and decor; the designers and copywriters create the 'furniture'; back-end developers actually build the house, and front-end developers take responsibility for interior design.

FRONT-END DEVELOPMENT VS. BACK-END DEVELOPMENT

The front end of a website is everything the user sees, touches and experiences. The back end of a website works behind the scenes to enable the front end. Let's have a look at what Front-End and Back-End Developers bring to the table.

Front-End Developer	Back-End Developer
<p>Philosophy</p> <p>"I'm passionate about creating outstanding user experiences"</p>	<p>Philosophy</p> <p>"I love building dynamic sites with robust architecture"</p>
<p>Tools</p> <p>HTML 5 CSS JavaScript AngularJS jQuery</p>	<p>Tools</p> <p>PHP C# Ruby Python Node.js</p>
<p>Strengths</p> <p>Creative, Imaginative, Driven, Emphatic, Personable, Curious</p>	<p>Strengths</p> <p>Flexible, Organised, Detail-Oriented, Analytical, Logical</p>
<p>Lifestyle</p> <p>Huge monitor + Macbook Pro on desk, Red Bull in hand, wearing a graphic tshirt and skinny jeans</p>	<p>Lifestyle</p> <p>Empty coffee cups all over the desk with an old-school but powerful laptop, usually in a hoody and cargo pants</p>

Front-End and Back-End Developers work together to create a dynamic website with excellent user experience, taking the designers' wireframes from development to delivery.

Picture 3. 11



Front-end Developers

The front end of a website is everything that users interact with, from fonts and colors to dropdown menus and sliders. All of the code and architecture of the website's user experience is coded by front-end developers using a combination of HTML, CSS, and JavaScript that is controlled by your computer's browser.

To achieve a positive and immersive user experience, front-end developers must be adept at three main languages: HTML, CSS and Javascript.

Back-end Developers

The back end of a website consists of a server, an application, and a database. A back-end developer builds and maintains the technology that powers those components which, together, enables the user-facing side of the website to exist in the first place.

When you arrived to this website, our servers sent information to your computer or mobile device, which translated into the page you're seeing right now. That whole process is the result of a back-end developers work. In addition, if you apply for a job and upload your CV, the storage of your personal details is also credited to the back-end developer.

Adapted to: <http://www.burnssheehan.co.uk/h/blog/decoding-web-development%3A-frontend-vs-backend/bp1606/>

No.	Statements	T	F
1.	A front-end developer deals with both HTML and PHP.		
2.	A back-end developer has a responsibility to build the base and the core of a website.		
3.	Anything that deals with user interface of a website is the work of a front-end developer.		
4.	A front-end developer tends to be a sequenced thinker.		
5.	You will find a high specification computer in a back-end developer's desk.		
6.	In building a website, front-end developers work on their job before back-end developers start their job.		
7.	Build and maintain a server, an application, and a database are responsibilities for back-end developers.		
8.	A back-end and front-end developer work together to provide an excellent website for end users.		





Task 22

Read the following explanations.

From the application letter presented in Task 17, 18, 19 and 20, you find the following statements.

- *Next week, I will move to Semarang to start my new work.*
- *I am going to take a course too in Semarang to improve my skill in designing web.*

The statements above use **simple future tense** to state an action that will take place in the future time. Here are further explanations about simple future tense.

Simple Future Tense

c. Function

Simple future tense is used to express:

3) an action that will take place in the future, for example;

- *He will join a web programming course in Techno Nixia.*
- *I will be at Semarang to start my new job next year.*

4) a habitual action which we assume will take place in the future, for example;

- *I will be in the office tomorrow morning.*
- *My team will come again to have presentation.*

d. Form

4) Affirmative : S + will + V1 + Object/Complement

"He will join a 3D animation competition last month"

5) Negative : S + will + not + V1 + Object/Complement

"He will not join a 3D animation competition last month"

6) Interrogative : Will+S + V1 + Object/Complement?

"Will he join a 3D animation competition last month?"

Be + going to

We use **(be) + going to** talk about plans and intentions that appear more probable, for example:

- *I am going to have an interview today.*
- *She is going to meet her boss this morning.*





Task 23

Complete the body of the personal letter below with the suitable verbs in simple future tense. Use the verbs provided. You may use will or be+ going to. Number 1 has been done as the example.

- | | | | |
|----------|--------|-------|-------|
| continue | submit | enjoy | spend |
| try | join | take | fun |

1. I have plans for the next month. I've ever told you that I had no idea about applying for a new job as photographer. Finally, I (1) am going to submit my application letter next week. Before I (2) _____ a professional photographer, (3) _____ Jogja Photographer Club to find new partners with the same passion. It (4) _____ to work in what you passionate.

2. Your plans are very interesting. Concerning my previous job, I (5) _____ my study in software engineering. I (6) _____ a part time job. I (7) will try to enjoy my first semester. But, before I start my new life, my parents and I (8) are going to spend a week to take a vacation in Bandung.





Task 24



Here is a brief list of Jenna’s plans. Write them in complete sentences to make a body of a personal letter. Number 1 is done as the example.

My plans for the next two years:

1. Graduating from Vocational High School
2. Spending two weeks of holiday in my grandparents’ hometown
3. Applying to an apprenticeship program
4. Working as a freelance graphic designer
5. Joining a course of web developing
6. Joining a regional web designing competition
7. Applying a job in a web developer company

Well, I know that what I plan may not run as I expect, but at least I have best version of what I will do for the next two years. Finally, I am going to graduate next month after having my examination. _____



D. Let's evaluate.



Task 25



Listen to and complete the conversation below with suitable words to make meaningful expressions. Then, practice with your classmate. Number 1 has been done as the example.

-  : It's been a long time since I saw you. How's life Mim?
-  : Great. How (1) was your training program?
-  : Emm.. It (2) _____ to meet new partners and learn new experience. (3) _____ your first semester?
-  : Well, that was actually my challenging semester.
-  : So, what (4) _____ in your first semester?
-  : My first semester was fulfilled with my new activities. After having class, I (5) _____ as a freelancer as a front-end developer during my last semester.
-  : Where (6) _____?
-  : I (7) _____ at Gama Techno Yogyakarta but I will not continue to work there.
Why?
-  : Well, I (8) _____ a web designing course because I (9) _____ join a web designing competition someday. How about you? What (10) _____ after training?
-  : I'd like to work in the same company.
-  : That sounds interesting. (11) _____ your study?
-  : Yes, I will but I am going to finish my contract first.



: Good luck then.



: Thanks. I hope you so.

Task 26



Read the personal letter below. Then, write a reply based on your list of your past activities and future plans.

Ciantra Street No.56
17530 Cikarang Selatan,
Bekasi, Jawa Barat

Imogiri-Silik Street No.16
55792 Imogiri, Bantul,
Yogyakarta

April 16, 2016

Dear Vicky,

I just heard that you received a new job in software developing in Bekasi. I am very happy to know that. Congratulations!

I know it was not easy to get a good job in this market competition especially for fresh graduates with hardly any work experiences. Your success inspired me to try harder. I tried to apply for several jobs in multimedia field. However, I was not lucky yet. Therefore, I applied for a freelance work as a graphic designer in Yogyakarta. Now, I am still working as a freelancer and still trying to find a good job that fits my competence.

Actually, my future plan is quite simple. I plan to join a course in web designing because I cannot separate my skill from designing. I will also try to find good job here. Your recommendation will help me a lot. I hope you wouldn't mind telling your future plans for me. Please tell me what you did during your first month as a software developer.

I hope to hear from you soon.

Regards,

Hendra

Hendra





Past Activities

1. _____

2. _____

3. _____

4. _____

Future Activities

6. _____

7. _____

8. _____

9. _____



Write down your reply here:

A large writing area enclosed in a dashed blue border with rounded corners. It contains 20 horizontal lines for writing, with a light green background on the left and a light orange background on the right.



E. Let's sum up.



In this unit, you have learnt how to describe past events and future working plans as well as compose a personal letter. We can draw the key points as the following:

9. Language Expression to talk about Past Activity

Asking about Past Activity	Telling about Past Activity
Did you submit your portfolio in web designing?	No, I didn't . I just uploaded my CV and application letter.
What did you do last three months?	I joined in an apprenticeship. I worked as a freelancer and studied .
Did you do anything special to pass on the test?	Yes, I did . I read a lot anything about software developing.

10. Language Expression to talk about Future Working Plan

Asking about Future Working Plan	Telling about Future Plan
What are you going to do after graduating?	I'm going to continue my study.
Where will you take the program?	I will choose a web programming company in Yogyakarta.
What major will you take ?	I plan to take Design Communication Visual.

11. Simple Present Tense

c. Function

Simple past tense is used to express:

6) **one action which happened at a particular time in the past but the time is not given, for example;**

- *"I started at a new advertising company that was really small".*
- *He was the one who convinced me to switch to a career in technology".*

7) **an action completed in the past at a definite time, for example;**

- *"I joined Dealertrack Technologies in 2004".*

d. Structure

▪ **Affirmative** : **S + V2 + Object/Complement**





“My manager noticed my progress through my interactions with other developers at my level”.

▪ **Negative: S + did not+ V1+ Object/Complement**

“My manager did not notice my progress through my interactions with other developers at my level”.

▪ **Interrogative : Did +S + V1 +Object/Complement?**

“Did your manager notice my progress through my interactions with other developers at my level?”

12. General Structures of A Personal Letter

In general, the structures of a personal letter fall into the following parts:

j. Address

The address of the receiver is on the left side and the writer address is on the right side.

k. Date

The date states when the letter is written.

l. Salutation

The greeting to the person you are writing to.

m. Opening paragraph

The opening of the letter usually starts with asking about the receiver’s condition or referring to the previous letter.

n. Body of the letter

The body of the letter is the main part of the letter. It includes what your purpose why you write the letter.

o. Closing paragraph

The part indicates the letter is going to end. Try to end the letter with positive feelings, for example: “Hope to hear from you soon”, “Please write back”.

p. Closing

Write a short expression to end your writing. It based on the relationship with the writer, for example:

- Formal : sincerely, warmly, or best wishes.
- Informal: yours, take care, or cheers.
- Intimate: love, much love, or thinking of you.





q. Signature

Write your signature or initials of you as the writer.

r. Postscript

Postscript or P.S. is an additional information or after thought in a letter. You can also write a playful joke in the postscript.

13. Simple Future Tense

c. Function

Simple perfect tense is used to express:

1) **an action that will take place in the future, for example;**

- *He will join a web programming course in Techno Nixia.*

2) **a habitual action which we assume will take place in the future, for example;**

- *I will be in the office tomorrow morning.*

d. Form

▪ **Affirmative : S + will + V1 + Object/Complement**

"He will join a 3D animation competition last month".

▪ **Negative : S + will + not + V1 + Object/Complement**

"He will not join a 3D animation competition last month".

▪ **Interrogative : Will+ S + V1 + Object/Complement?**

"Will he join a 3D animation competition last month?"

Be + going to

We use **(be) + going to** talk about plans and intentions that appear more probable, for example:

- *I am going to have an interview today.*
- *She is going to meet her boss this morning.*





F. Let's have a reflection.



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a check (✓) in the right columns according to how much you have learnt.

Aspects	Very Much	Much	Little
Using expressions in asking and telling about past activities or past experiences.			
Using expressions in asking and telling about future plans, such as future working or studying plan.			
Using simple past tense to state past activities or past experiences.			
Writing down a personal letter.			
Using simple future tense to state future plans, such as future working or studying plan.			





G. Vocabulary List



Words	Pronunciations	Meanings
apprenticeship (<i>kb</i>)	[ə'pren.tɪs.ʃɪp]	magang
career (<i>kb</i>)	[kə'riː]	karir
challenging (<i>ks</i>)	[ˈtʃæl.ɪn.dʒɪŋ]	tidak mudah
competence (<i>kb</i>)	['kɑ:m.pɪ.təns]	kemampuan, keahlian
competition (<i>kb</i>)	[,kɑ:m.pə'tɪʃ.ən]	kompetisi
course (<i>kb</i>)	[kɔ:rs]	kursus, kelas
experience (<i>kb</i>)	[ɪk'spɪə.ri.əns]	pengalaman
improve (<i>kkt</i>)	[səb'mɪt]	meningkatkan
join (<i>kkt</i>)	[spend]	bergabung
prepare (<i>kkt</i>)	[prə'vaɪd]	menyiapkan
project (<i>kb</i>)	['pra:dʒekt]	pekerjaan yang membutuhkan kurun waktu tertentu untuk menyelesaikan
provide (<i>kkt</i>)	[prɪ'per]	menyediakan
spend (<i>kkt</i>)	[dʒɔɪn]	menghabiskan, menggunakan
submit (<i>kkt</i>)	[ɪm'pru:v]	mengumpulkan





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<http://blog.aftercollege.com/went-total-beginner-senior-web-developer/>





Picture Credits



BOOK COVER

Pictures <https://goo.gl/wFZRHI>

<https://goo.gl/IXGImc>

Icons <http://goo.gl/svhdr4>

UNIT 1

Could you ask him to check the database, please?

Picture 1.1 <https://goo.gl/6LbCxO>

Picture 1.2 <https://goo.gl/vbz8Ys>

Picture 1.3 <http://goo.gl/AhvJg7>

Picture 1.4 <http://goo.gl/t2nbbo>

Picture 1.5 <http://goo.gl/qCI07T>

Picture 1.6 <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>

Picture 1.7 <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>

Picture 1.8 <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>

Picture 1.9 <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>

UNIT 2

I perform XHTML and CSS coding.

Picture 2.1 <https://goo.gl/pZmHll>

Picture 2.2 <https://goo.gl/vZUdFL>

Picture 2.3 <https://goo.gl/Z1DSbu>

Picture 2.4 <https://goo.gl/eNLbhW>

Picture 2.5 <https://goo.gl/bfIGJU>



- Picture 2.6** <https://goo.gl/BIZ5CQ>
- Picture 2.7** <https://goo.gl/Vr8HOOf>
- Picture 2.8** <https://goo.gl/DDQ1FP>
- Picture 2.9** <http://www.menkom.com.au>
- Picture 2.10** <http://www.camping-le-fief.com>
- Picture 2.11** <https://goo.gl/h7EqZy>
- Picture 2.12** <http://sixrevisions.com/infographics/web-designers-vs-web-developers-infographic/>
- Picture 2.13** <https://www.instagram.com/p/-r9h2Qlmlm/>
- Picture 2.14** <https://www.instagram.com/p/9a51bKFmOP/>
- Picture 2.15** <https://www.instagram.com/p/8sikkYFmOk/>

UNIT 3

What are you going to do after graduating?

- Picture 3.1** <https://goo.gl/NyUb68>
- Picture 3.2** <https://goo.gl/OAUGDa>
- Picture 3.3** <https://goo.gl/gWZYpa>
- Picture 3.4** <https://goo.gl/kLcYNF>
- Picture 3.5** <https://goo.gl/ID8Haf>
- Picture 3.6** <https://goo.gl/USY3ty>
- Picture 3.7** <https://goo.gl/zzzcvv>
- Picture 3.8** <http://www.guraru.org>
- Picture 3.9** <http://blog.aftercollege.com/went-total-beginner-senior-web-developer/>
- Picture 3.10** <https://goo.gl/0VfFCt>
- Picture 3.11** <http://www.burnssheehan.co.uk/h/blog/decoding-web-development%3A-frontend-vs-backend/bp1606/>





Appendix 1: Listening Scripts



UNIT 1

TASK 6

Conversation a

- A : Persada Design. Can I help you?
B : **(1)** Mr. Gary Lukman asked me to call this morning.
A : I'm afraid there's no body with that name here.
B : **(2)** Sorry. I must have written down the wrong number
A : That's OK. You could probably find the right number on the internet.
B : **(3)** Sorry to have bothered you. Thanks so much. Goodbye
A : No problem. Goodbye

Conversation b

- C : **(4)** Gama Techno Group. Can I help you?
D : I'd like to speak to someone about configuring the database of e-commerce.
C : **(5)** Yes, please hold on. I'll put you through to Back-end Development.
E : **(6)** Back-end Development. Can I help you?
D : I'm phoning about the adding category on web osCommerce of Laxada Enterprise.
E : **(7)** Could you give your name please?
D : I'm Rita Meisari, a marketing supervisor of Laxada Enterprise.
E : **(8)** OK Mrs. Meisari, Can you give me the name of the category you need?
D : Yes, it's confirmation payment. We'd like an earlier addition if possible.
E : **(9)** Right, confirmation payment. Well, I'll have to check with our database supervisor.
D : OK. Could you call me back today?
E : **(10)** Yes, later this afternoon if that's convenient.
D : That'll be fine. Thanks very much





TASK 8 & 10

- Atmaja : Good Morning. Atmaja speaking. May I help you?
- Saputra : Yes. This is Saputra. May I speak to Danuarja please?
- Atmaja : I'm sorry. He isn't in at the moment. Can I give him a message?
- Saputra : Yes. Please tell him that I cannot access localhost in ecommerce path so that I couldn't log in as the administrator.
- Atmaja : Localhost in ecommerce path, right?
- Saputra : That's right. This is bad. Would you please pass on the message as soon as he gets in?
- Atmaja : Don't worry. Could you give me your number, please?
- Saputra : My number is 0856 4302 2222.
- Atmaja : 0856 4302 2222. Anything else?
- Saputra : That's enough. Thanks so much. Goodbye.
- Atmaja : Goodbye.

TASK 12

- Anisa : Back-end development of Webo Tech. May I help you?
- Mr. Husen : Hi, it's Zaky Husen. Is Mrs. Ami in?
- Anisa : Sorry, she's just gone out. Would you like to leave a message to her?
- Mr. Husen : Yes, thanks. Could you ask her to reschedule the meeting agenda on Monday morning?
- Anisa : Sure. Is there anything else?
- Mr. Husen : Is Mr. Sukoco, her web administrator in?
- Anisa : I'm sorry. Mr. Sukoco is on meeting now with the clients. Could I take your message, sir?
- Mr. Husen : Of course. Please tell him that I need him to fix the payment feature on e-commerce web site soon.
- Anisa : Payment feature, right?
- Mr. Husen : That's right. Thank you so much. Good Bye.
- Anisa : Anytime. Bye





TASK 26

- Secretary : Webo Corporation, good morning. Can I help you?
- Mrs. Andin : Hello, is Aris Nugroho in, please?
- Secretary : I'll see if he's in the office. Who's calling?
- Mrs. Andin : Andin Rahma.
- Secretary : Please hold the line. I'll see if I can transfer you.
- Mrs. Andin : That's OK.
- Secretary : Sorry, he's in a meeting at the moment. Can I help you?
- Mrs. Andin : Well, I met Aris Nugroho in Coding Conference last week at Semarang. He asked me to call him this week. When will he be free, do you know?
- Secretary : I'm afraid I don't know. Shall I ask him to call you as soon as he can?
- Mrs. Andin : Yes, please. That would be good.
- Secretary : Could I have your phone number, Mrs. Andin?
- Mrs. Andin : My number is 0878 889 998.
- Secretary : Right. Can I confirm the number- 0878 889 998.
- Mrs. Andin : That's right.
- Secretary : I'll ask Mr. Nugroho to give you a ring as soon as he's free.
- Mrs. Andin : Thank you very much. Goodbye.





UNIT 2

TASK 4 & 5

Hi, my name is Nurman. I have been working on a web developer company for about three years. I work as a web developer there. I meet many clients who want to promote their company or business through the websites. I design and code the web pages every day to build an interactive web site layout. I also manage the database by using MySQL. Sometimes, my job is very stressful when my codes do not work properly. It means that I have to find the error codes gradually and fix them soon if I don't want to get further complaints. I am responsible not only for designing the look of the web site but also for determining how it works as well. Despite all detailed works that I have to handle, I love my job because it's very challenging.

TASK 7 & 8

- Kirana : Good morning, Miss.Dina. My name is Kirana from Paramadina Vocational High School.
- Miss Dina : Good morning Kirana.
- Kirana : I'm so happy to have a chance to meet you. Well, I'm going to ask you information about common requirements of a 3D animator.
- Miss Dina : Yeah. You can ask anything about it.
- Kirana : Being a 3D animator is one of popular jobs in multimedia field. Could you tell me a little about your educational background?
- Miss Dina : I graduated from Institut Teknologi Bandung. I took bachelor's degree level and my major was computer engineering. However, associate's degree is also possible to apply as a 3D animator.
- Kirana : I also would to know about other majors that can apply the job as the 3D animator.
- Miss Dina : Well actually, those who have majors in computer science or visual communication design may apply the job too.
- Kirana : How about the job experience needed to apply the job as a 3D animator?
- Miss Dina : The job experiences will determine their positions. Employers require at least one year experience for entry level positions. For high level positions they must have five years of experiences at least.
- Kirana : Well, I think I have got the information of educational background needed





to be a web animator. Thank you for the time.

Miss Dina : My pleasure. You can contact me later if you want to know more.

TASK 25

- Dira : Hi, Maura. I'm sorry it's been a long time since we met in junior high school.
- Maura : It's okay. You're still the same. How's your college life in Surabaya?
- Dira : That's wonderful. I learn many things there. By the way, I heard that you have a new job. Tell me, where do you work now?
- Maura : That's right and I love my current job. Now, I work for Victory International Future as a database administrator.
- Dira : Wow, that's great. Why do you love the job?
- Maura : Well, I'm not good at all in web designing and I found my passion in database since I was in Vocational High School.
- Dira : Yeah, it will be fun to work in what you are passionate. And what are your duties then?
- Maura : I am responsible for the performance, integrity, and security of a database. Because of that, my duties are to assist database designs and to set up new databases.
- Dira : That sound complex but I think you really enjoy it. What was your major?
- Maura : My major was Multimedia Study Program and I graduated from SMK N 2 Sewon.
- Dira : I think one of my friend in university also graduated from VHS and he majored Multimedia Study Program. He performs very well in 3D animator.
- Maura : Wow, that's great. By the way, our orders are coming. Let's eat.
- Dira : It tastes good.





UNIT 3

TASK 4 & 7

- Arista : So, what did you do last three months, Bram?
- Bramantyo : I joined in an apprenticeship.
- Arista : That sounds nice. Where did you join the program?
- Bramantyo : I joined in Excellindo Yogyakarta Corporation. The company gave us the opportunity to work and develop our competency. We have a great time to learn and improve our skills in developing user interface in android OS.
- Arista : How did you become an apprentice there? I've ever heard that it was not easy to join the program.
- Bramantyo : When Excellindo Corporation announced the program on the website, I just registered myself and sent certain documents including my portfolio. After a week, I was called for a test. Then, finally I passed on the test.
- Arista : That's cool! Did you do anything special to pass on the test?
- Bramantyo : Yes, I did. I read a lot anything about software developing. That helped me a lot.
- Arista : Why don't you continue to work there now?
- Bramantyo : I will continue my study in university and I want to take computer engineering. After that, I am going to join a software developing competition.
- Arista : That's sound challenging. Good luck.

TASK 9

- Ahmad : Say, Gun, what are you going to do after graduating?
- Gunawan : Well, I'd like to go to university next month.
- Ahmad : What major will you take?
- Gunawan : I plan to take Design Communication Visual. How about you? What will you do after graduating?
- Ahmad : I have several plans. After completing my study in VHS, I will apply for an apprenticeship program.
- Gunawan : Where will you take the program?





- Ahmad : I will choose a web programming company in Yogyakarta.
- Gunawan : Are you going to join a web programming competition?
- Ahmad : Of course. I'm going to join a web programming competition after I complete my apprenticeship program.
- Gunawan : That sounds challenging. Will you also apply a job as a web programmer?
- Ahmad : Yes, I will. I'll apply a job as a web programmer after I finish my apprenticeship program and get a certificate of the competition. I plan to use my experience to join a national company.
- Gunawan : Nice! I am impressed to know your plans. It's amazing. I hope you will succeed one day.
- Ahmad : Thanks. I hope you will succeed too.

TASK 25

- Mimi : It's been a long time since I saw you. How's life Mim?
- Tasya : Great. How was your training program?
- Mimi : Emm.. It was interesting to meet new partners and learn new experience. Did you enjoy your first semester?
- Tasya : Well, that was actually my challenging semester.
- Mimi : So, what did you do in your first semester?
- Tasya : My first semester was fulfilled with my new activities. After having class, I worked as a freelancer as a front-end web developer during my last semester.
- Mimi : Where did you work?
- Tasya : I worked at Gama Techno Yogyakarta but I will not continue to work there.
- Mimi : Why?
- Tasya : Well, I am going to join a web designing course because I plan to join a web designing competition someday. How about you? What will you do after training?
- Mimi : I'd like to work in the same company.
- Tasya : That sounds interesting. Will you continue your study?
- Mimi : Yes, I will but I am going to finish my contract first.
- Tasya : Good luck then.
- Mimi : Thanks. I hope you so.



Appendix G

The Expert Judgment Questionnaire

ANGKET EVALUASI
MATERI PEMBELAJARAN BAHASA INGGRIS BERDASAR KURIKULUM 2006
UNTUK SISWA KELAS XI SEMESTER 1 JURUSAN MULTIMEDIA
DI SMK N 2 SEWON BANTUL
TAHUN AJARAN 2015/2016

(Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMK)

A. IDENTITAS RESPONDEN

Nama :

Jenis Kelamin : L / P (coret yang tidak sesuai)

Pendidikan : () D3 () S1 () S2 () S3

Lama Mengajar : tahun.

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (√) pada salah satu kolom SS/ S/ TS/ STS yang sesuai dengan pendapat Anda. Anda juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

UNIT 1

Could you ask him to check the e-commerce database, please?

Dikembangkan berdasarkan:

- a. Standar Kompetensi :
2. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*
- b. Kompetensi Dasar :
2.2 Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat.

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1	Materi yang dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar kurikulum 2006 untuk kelas XI SMK.				
2	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI jurusan multimedia.				
4	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI jurusan multimedia.				
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.				
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.				
KELAYAKAN BAHASA					
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				
KELAYAKAN PENYAJIAN					
17	Materi yang dikembangkan sudah sesuai dengan langkah-langkah pembelajaran kurikulum 2006.				
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 mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
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 dan tertulis atas prakarsa sendiri secara kreatif dan kritis.				
23	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
24	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
26	Teks dalam setiap unit materi mempunyai identitas berupa judul teks, rujukan teks, dan nomor urut gambar.				
27	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
28	Dalam tiap unit materi dilengkapi dengan refleksi terhadap materi pembelajaran.				
29	Dalam tiap unit materi dilengkapi dengan fakta (<i>important facts</i> atau <i>infographic</i>) yang relevan dengan proses pembelajaran.				
KELAYAKAN GRAFIS					
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 bersifat estetis dan fungsional.				
33	Ilustrasi dan materi pembelajaran membantu memperjelas materi.				
34	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
35	Penggunaan variasi (<i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) tidak berlebihan				
36	Keseluruhan desain visual materi menarik.				

C. TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Anda tentang materi yang telah disusun?

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2. Menurut Anda, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Anda untuk memperbaiki materi yang telah disusun?

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REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa kelas XI jurusan Multimedia UNIT 1 dengan judul “**Could you ask him to check the e-commerce database, please?**” 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 2

I perform XHTML and CSS coding.

Dikembangkan berdasarkan:

- a. Standar Kompetensi :
2. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*
- b. Kompetensi Dasar :
2.3 Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan.

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1	Materi yang dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar kurikulum 2006 untuk kelas XI SMK.				
2	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI jurusan multimedia.				
4	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI jurusan multimedia.				
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.				
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.				
KELAYAKAN BAHASA					
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				
KELAYAKAN PENYAJIAN					
17	Materi yang dikembangkan sudah sesuai dengan langkah-langkah pembelajaran kurikulum 2006.				
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 mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
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 dan tertulis atas prakarsa sendiri secara kreatif dan kritis.				
23	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
24	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
26	Teks dalam setiap unit materi mempunyai identitas berupa judul teks, rujukan teks, dan nomor urut gambar.				
27	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
28	Dalam tiap unit materi dilengkapi dengan refleksi terhadap materi pembelajaran.				
29	Dalam tiap unit materi dilengkapi dengan fakta (<i>important facts</i> atau <i>infographic</i>) yang relevan dengan proses pembelajaran.				
KELAYAKAN GRAFIS					
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 bersifat estetis dan fungsional.				
33	Ilustrasi dan materi pembelajaran membantu memperjelas materi.				
34	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
35	Penggunaan variasi (<i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) tidak berlebihan				

36	Keseluruhan desain visual materi menarik.				
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c. TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Anda tentang materi yang telah disusun?

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2. Menurut Anda, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Anda untuk memperbaiki materi yang telah disusun?

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REKOMENDASI

UNIT 3

What are you going to do after graduating?

Dikembangkan berdasarkan:

a. Standar Kompetensi :

2. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

b. Kompetensi Dasar :

2.4 Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang.

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1	Materi yang dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar kurikulum 2006 untuk kelas XI SMK.				
2	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI jurusan multimedia.				
4	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI jurusan multimedia.				
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.				
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.				
KELAYAKAN BAHASA					
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				
KELAYAKAN PENYAJIAN					
17	Materi yang dikembangkan sudah sesuai dengan langkah-langkah pembelajaran kurikulum 2006.				
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 mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
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 dan tertulis atas prakarsa sendiri secara kreatif dan kritis.				
23	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
24	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
26	Teks dalam setiap unit materi mempunyai identitas berupa judul teks, rujukan teks, dan nomor urut gambar.				
27	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
28	Dalam tiap unit materi dilengkapi dengan refleksi terhadap materi pembelajaran.				
29	Dalam tiap unit materi dilengkapi dengan fakta (<i>important facts</i> atau <i>infographic</i>) yang relevan dengan proses pembelajaran.				
KELAYAKAN GRAFIS					
30	Materi pembelajaran yang dikembangkan dicetak dieng 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 bersifat estetis dan fungsional.				
33	Ilustrasi dan materi pembelajaran membantu memperjelas materi.				
34	Materi pembelajaran tidak menggunakan terlalu banyak jenins huruf.				
35	Penggunaan variasi (<i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) tidak berlebihan				
36	Keseluruhan desain visual materi menarik.				

c. TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Anda tentang materi yang telah disusun?

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2. Menurut Anda, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Anda untuk memperbaiki materi yang telah disusun?

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REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa kelas XI jurusan Multimedia UNIT 3 dengan judul “**What are you going to do after graduating?**” 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, _____

Evaluatur Materi,

NIP.

Appendix H

The Expert Judgment Data

The Results of the Expert Judgment

A. The Expert Judgment Results of Unit 1

The Appropriateness of the Content

NO	Items	Score
1.	The developed materials are in accordance with the standard of competency and basic competency stated in the Curriculum 2006 for the eleventh graders of vocational high school.	2
2.	The developed materials meet the course grid.	3
3.	The topics of the units of the developed materials are relevant with the eleventh graders of Multimedia Study Program's daily life.	4
4.	The texts of the developed materials are relevant with the eleventh graders of Multimedia Study Program's context.	3
5.	The developed materials involve the explanation about the structure of a text of a particular genre.	3
6.	The developed materials involve the explanation about social functions of a text of a particular genre.	3
7.	The developed materials involve the explanation of the language 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.	3
10.	The developed materials involve learning activities which guide the students to develop their communication competences in spoken manner.	3
11.	The developed materials involve learning activities which guide the students to develop their communication competences in written manner.	3
Mean (x)		3.0

The Appropriateness of the Language

NO	Items	Score
12.	The language of the instructions and explanations in the developed materials is in accordance with the eleventh graders of Multimedia Study Program's cognitive development.	3
13.	The language used in the developed materials is unambiguous and understandable by the students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	the developed materials consistently use one variation of English.	3
Mean (x)		3.0

The Appropriateness of the Presentation

NO	Items	Score
17.	The developed materials are in accordance with the instructional steps of Curriculum 2006.	3
18.	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	3
19.	The arrangement of the tasks in the learning materials is initiated with guided tasks and gradually moves to the free production tasks.	3
20.	The arrangement of the learning activities in the developed materials include activities that focus on language features and the one that focus on communicative tasks.	3
21.	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and other people.	3
22.	The learning activities in the developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
24.	The developed materials encourage learners to identify their achievements and lacks during their learning.	3
25.	The learning objectives are stated in every unit of the developed materials.	3
26.	Every unit of the developed materials has identity, such as, title of the text, sources, and picture numbers.	4
27.	Every unit of the developed materials has summary part that provides summary of the learning materials presented in the unit.	3
28.	Every unit of the developed materials has reflection part toward the instructional process.	4
29.	Every unit of the developed materials has important or interesting part which is relevant toward the instructional process.	3
Mean (x)		3.15

The Appropriateness of the Layout

NO	Items	Score
30.	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
31.	The layout of the developed materials is proportional.	3
32.	The illustration and graphic design in the developed materials are aesthetic and functional.	3
33.	The illustration of the developed materials helps to clarify the	3

	presentation of the materials.	
34.	The developed materials use the appropriate variation of fonts.	4
35.	The developed materials use the right number of variation (<i>bold, italic, underline, capitalization</i>).	3
36.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.29

B. The Expert Judgment Results of Unit 2

The Appropriateness of the Content

NO	Items	Score
1.	The developed materials are in accordance with the standard of competency and basic competency stated in the Curriculum 2006 for the eleventh graders of vocational high school.	4
2.	The developed materials meet the course grid.	4
3.	The topics of the units of the developed materials are relevant with the eleventh graders of Multimedia Study Program's daily life.	3
4.	The texts of the developed materials are relevant with the eleventh graders of Multimedia Study Program's context.	3
5.	The developed materials involve the explanation about the structure of a text of a particular genre.	3
6.	The developed materials involve the explanation about social functions of a text of a particular genre.	3
7.	The developed materials involve the explanation of the language 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.	3
10.	The developed materials involve learning activities which guide the students to develop their communication competences in spoken manner.	4
11.	The developed materials involve learning activities which guide the students to develop their communication competences in written manner.	3
Mean (x)		3.27

The Appropriateness of the Language

NO	Items	Score
12.	The language of the instructions and explanations in the developed	3

	materials is in accordance with the eleventh graders of Multimedia Study Program's cognitive development.	
13.	The language used in the developed materials is unambiguous and understandable by the students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	the developed materials consistently use one variation of English.	3
Mean (x)		3.0

The Appropriateness of the Presentation

NO	Items	Score
17.	The developed materials are in accordance with the instructional steps of Curriculum 2006.	3
18.	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	3
19.	The arrangement of the tasks in the learning materials is initiated with guided tasks and gradually moves to the free production tasks.	3
20.	The arrangement of the learning activities in the developed materials include activities that focus on language features and the one that focus on communicative tasks.	3
21.	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and other people.	4
22.	The learning activities in the developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
24.	The developed materials encourage learners to identify their achievements and lacks during their learning.	3
25.	The learning objectives are stated in every unit of the developed materials.	4
26.	Every unit of the developed materials has identity, such as, title of the text, sources, and picture numbers.	4
27.	Every unit of the developed materials has summary part that provides summary of the learning materials presented in the unit.	3
28.	Every unit of the developed materials has reflection part toward the instructional process.	4
29.	Every unit of the developed materials has important or interesting part which is relevant toward the instructional process.	3
Mean (x)		3.31

The Appropriateness of the Layout

NO	Items	Score
30.	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
31.	The layout of the developed materials is proportional.	3
32.	The illustration and graphic design in the developed materials are aesthetic and functional.	3
33.	The illustration of the developed materials helps to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	3
35.	The developed materials use the right number of variation (<i>bold, italic, underline, capitalization</i>).	3
36.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.14

C. The Expert Judgment Results of Unit 3

The Appropriateness of the Content

NO	Items	Score
1.	The developed materials are in accordance with the standard of competency and basic competency stated in the Curriculum 2006 for the eleventh graders of vocational high school.	4
2.	The developed materials meet the course grid.	3
3.	The topics of the units of the developed materials are relevant with the eleventh graders of Multimedia Study Program's daily life.	3
4.	The texts of the developed materials are relevant with the eleventh graders of Multimedia Study Program's context.	3
5.	The developed materials involve the explanation about the structure of a text of a particular genre.	3
6.	The developed materials involve the explanation about social functions of a text of a particular genre.	3
7.	The developed materials involve the explanation of the language 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.	3
10.	The developed materials involve learning activities which guide the students to develop their communication competences in spoken manner.	3

11.	The developed materials involve learning activities which guide the students to develop their communication competences in written manner.	3
Mean (x)		3.1

The Appropriateness of the Language

NO	Items	Score
12.	The language of the instructions and explanations in the developed materials is in accordance with the eleventh graders of Multimedia Study Program's cognitive development.	3
13.	The language used in the developed materials is unambiguous and understandable by the students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	the developed materials consistently use one variation of English.	3
Mean (x)		3.0

The Appropriateness of the Presentation

NO	Items	Score
17.	The developed materials are in accordance with the instructional steps of Curriculum 2006.	3
18.	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	3
19.	The arrangement of the tasks in the learning materials is initiated with guided tasks and gradually moves to the free production tasks.	3
20.	The arrangement of the learning activities in the developed materials include activities that focus on language features and the one that focus on communicative tasks.	3
21.	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and other people.	3
22.	The learning activities in the developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
23.	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
24.	The developed materials encourage learners to identify their achievements and lacks during their learning.	3
25.	The learning objectives are stated in every unit of the developed materials.	4

26.	Every unit of the developed materials has identity, such as, title of the text, sources, and picture numbers.	3
27.	Every unit of the developed materials has summary part that provides summary of the learning materials presented in the unit.	3
28.	Every unit of the developed materials has reflection part toward the instructional process.	3
29.	Every unit of the developed materials has important or interesting part which is relevant toward the instructional process.	3
Mean (x)		3.1

The Appropriateness of the Graphic

NO	Items	Score
30.	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	3
31.	The layout of the developed materials is proportional.	3
32.	The illustration and graphic design in the developed materials are aesthetic and functional.	3
33.	The illustration of the developed materials helps to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	3
35.	The developed materials use the right number of variation (<i>bold, italic, underline, capitalization</i>).	3
36.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.0

Appendix I

The Final Draft of Materials

Step Up



English for Multimedia Study Program

**Grade XI
Semester 1**

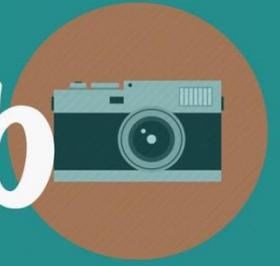


Written by :
Ernita Raharja

Supervised by :
Jamilah, M.Pd.

Step Up

English for Multimedia Study Program



**Grade XI
Semester 1**



**Written by :
Ernita Raharja**

**Supervised by :
Jamilah, M.Pd.**



Preface



Step Up is English learning materials designed for the tenth graders of Multimedia Study Program in Vocational High Schools. This book guides students in learning English to achieve the communication competence in elementary level. This book is developed based on the needs analysis result and curriculum 2006.

Step Up assists students to learn English in integrated skills by accomplishing tasks categorized into two cycles, spoken cycle and written cycle. The materials cover four skills; listening, speaking, reading, and writing. For the listening skill, students can play the recordings provided in this book. Three units of this book discuss different topics. Each topic focuses on particular language expressions and language focuses based on Basic Competences in Curriculum 2006.

Hopefully, **Step Up** can help students to develop their four skills in English in order to achieve the communication competence in elementary level.

Good Luck!



Book Sections

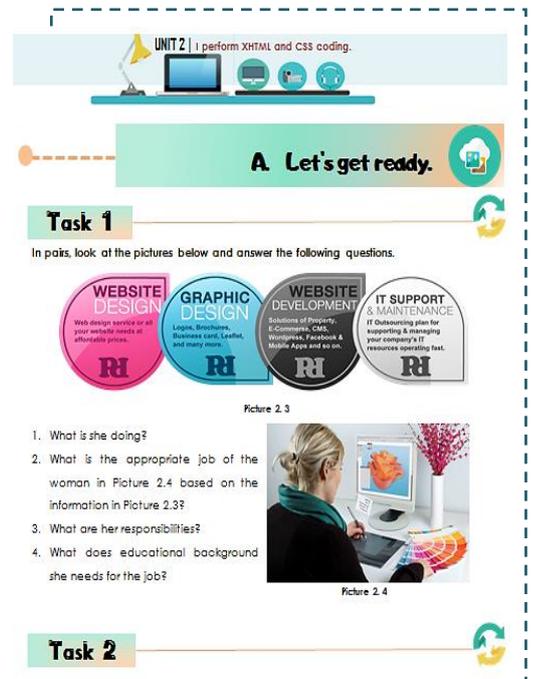


Step Up consists of several parts in each unit. The followings are the sections which equip this book to help the materials and task to be successfully accomplished by students.



Unit Cover contains information about the topic and brief overview about what students are going to learn from this unit.

Let's get ready provides students with warming up activities that enables students to activate their background knowledge toward the topic of the unit before they accomplish the main tasks.





B. Let's act.

Let's listen and speak.

Task 3

You will find words below in Task 4 and 5. Complete the following questions by using the words provided in the box.

Let's read and write.

Task 14

1. What it is :
2. What it is :

Do you know about responsibilities jobs in the multimedia field? What are the advantages by understanding your job responsibilities? Read the following passages about job responsibilities of a job in the multimedia fields and find the meaning of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 has been done as the example.

Words	Pronunciations	Meanings
...

Let's act is the main part of the unit. It provides students with the oral cycle (Let's listen and speak) and the written cycle (Let's read and write). Each cycle contains tasks that have different degree of guidance.

Infographic or Important Fact is embedded as a task that allows students to slightly refresh their mind with important or interesting facts in the multimedia field.

Task 21 Infographic

Study the following picture and read the information presented. Then, based on the picture, decide whether the statements are True (T) or False (F) by giving a check (✓).

WEB DESIGNERS VS WEB DEVELOPERS

Let's evaluate enable students to evaluate their ability toward language functions and language expressions that they have learnt in the previous tasks.

UNIT 2 | I perform XHTML and CSS coding.

C. Let's evaluate.

Task 25

Listen to the dialog between Maura and Dira talking about Maura's career as a DBA (database administrator). Then, choose the expressions used in the dialog according to the following information by giving a check (✓).

Asking about job descriptions

- What do you have to do?
- I would like to know what you have to do.
- What are your duties?
- Can you tell me what your task is?

Telling about job descriptions

- My duties are to assist database designs and to set up new databases.
- I have to assist database designs and set up new databases.
- I am responsible for the performance, integrity, and security of a database.
- My task deals with the performance, integrity, and security of a database.

Asking about educational background

- What was your major?



Let's sum up provides students a key point or summary of what they have learnt from the unit.

UNIT 2 | I perform XHTML and CSS coding.

D. Let's sum up.

In this unit, you have learnt how to talk about job descriptions and educational background in formal and informal ways and compose an application letter. We can draw the key points as the following:

1. Language Expressions to talk about Job Descriptions

Someone's Job or Profession	
Telling about Someone's Job: What do you do?	Telling about Someone's Job: I'm a web developer.
Someone's Job Description	
Asking about One's Job Description	
Formal	Informal
Could you tell me what your duties are? I would like to know what you have to do.	What are your duties? What do you have to do?
Telling about One's Job Description	

E. Let's have a reflection.

How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a check (✓) in the right columns according to how much you have learnt.

Aspects	Very Much	Much	Little
	Using expressions in asking and telling about job descriptions.	<input type="checkbox"/>	<input type="checkbox"/>
Using expressions in asking and telling about educational background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using simple present tense to state about someone's job descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing down an application letter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using simple present perfect to state the ability that is performed in the past but it still can be performed in present time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Let's have reflection allows students to assess their own understanding toward key points that they have learnt from the unit,

Vocabulary List provides a list of vocabulary which is frequently used in the unit. They also can find the meanings of vocabulary in Bahasa Indonesia.

F. Vocabulary List

Words	Pronunciations	Meanings
ability (kb)	[ə'bil.ə.ti]	kemampuan
appearance (kb)	[ə'pi:ə.n.ɪ.s]	penampilan
configure (kkf)	[kən'fɪg.ə]	mengatur
create (kkf)	[kri'eɪt]	membuat
developer (kb)	[dɪ'vel.ə.pə]	pengembang atau pembangun
duty (kb)	[dʌ:ti]	keajiban
install (kkf)	[ɪn'stɔ:l]	memasukkan program baru dalam system komputer
interface (kb)	[ɪn.'tɜ:fəs]	antarmuka antara manusia dengan system komputer
major (kb)	[mə:dʒ.ə]	bidang yang dipelajari
manage (kkf)	[mæn.ɪdʒ]	mengontrol
perform (kkf)	[pə'fɔ:m]	mengerjakan suatu aktivitas atau melakukan pekerjaan
performance (kb)	[pə'fɔ:m.ə.n.ɪ.s]	kinerja
responsibility (kb)	[rɪ'spɔ:n.sə'bɪl.ə.ti]	keajiban
task (kb)	[tæsk]	pekerjaan yang dilakukan
upgrade (kkf)	[ə'p'græd]	meningkatkan kualitas atau kegunaan dr sesuatu



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lan of the Book



Title/Topics		Basic Competence		
UNIT 1	Page 1-28	2.1. Understanding simple conversation in professional context 2.2. Taking note of short messages from the particular media/tools		
Could you ask him to check the e-commerce database, please?				
Functions	Grammar	Functional Text	Spoken Cycle	Written Cycle
<p>Expressions in making and receiving a call:</p> <ul style="list-style-type: none"> • Announcing identity • Asking if someone is in • Asking when the person wanted will be in • Connecting to an extension • Confirming a wrong number • Requesting information • Offering to leave a message • Calling of 	<ul style="list-style-type: none"> • Reported speech • Structures of ask and tell in statements and requests to pass on messages 	Telephone message	<ul style="list-style-type: none"> • Listening to and talk about a contract to design and maintain e-commerce database. • Listening to and talk about confirming a wrong number. • Listening to and talk about configuring e-commerce database. • Listening to and talk about a problem found in e-commerce. • Listening to a dialog talking about rescheduling the meeting agenda. • Talking about a calling back request. • Talking about establishing a project of e-commerce. 	<ul style="list-style-type: none"> • Reading passages about good telephone etiquette • Writing down a summary • Completing a telephone message by the words provided • Reading and answering comprehension questions of a telephone message • Arranging jumbled information into a good telephone message • “Important facts”: reading about facts in e-commerce. • Writing down statement and request by using tell and ask to pass on messages • Writing down a telephone message based on given situation.

Title/Topics		Basic Competence		
UNIT 2	Page 29-61	2.3 Describing job descriptions and educational backgrounds in both spoken and written manner		
I perform XHTML and CSS coding.				
Functions	Grammar	Functional Text	Spoken Cycle	Written Cycle
<ul style="list-style-type: none"> Asking and telling someone about job descriptions Asking and telling someone about educational backgrounds 	<ul style="list-style-type: none"> Simple present tense Simple perfect tense 	Application letter	<ul style="list-style-type: none"> Listening to someone's job descriptions Listening to and talk about educational backgrounds as a 3D animator Talking about educational background and responsibilities as a game developer Talking about someone's job descriptions and educational backgrounds Role-playing to interview someone about job descriptions and educational backgrounds based on a given situation 	<ul style="list-style-type: none"> Reading passages about a job as an animator Completing passages about job descriptions of a web developer Writing down job descriptions based on jobs provided. Reading and answering comprehension questions of an application letter Arranging jumbled information into a good application letter "Infographic": reading about web designers versus web developers presented in a graphic or diagram Completing an application letter by the verbs provided Writing down interrogative forms into affirmative statements



Title/Topics		Basic Competence		
UNIT 3	Page 62-96	2.4 Describing past events and future working plans		
What are you going to do after graduating?				
Functions	Grammar	Functional Text	Spoken Cycle	Written Cycle
<ul style="list-style-type: none"> Asking and telling about past events Asking and telling about future plans 	<ul style="list-style-type: none"> Simple past tense Simple future tense 	Personal letter	<ul style="list-style-type: none"> Listening to someone's past experiences in joining apprenticeship and future education plans Talking about past experiences Listening to and talk about someone's future plans in education and career Talking about future career and education plans Interviewing classmates to know what they did last weekend and what they plans next week Role-playing to ask and tell about past events and future plans based on given agenda 	<ul style="list-style-type: none"> Reading passages about a career journey of a web developer : experiences and future plans Rewriting affirmative statements of past experiences from the passages and change them into negative statements Reading and answering comprehension questions of a personal letter Arranging jumbled information into a good personal letter Rewriting a personal letter into particular structures "Infographic" : reading about the differences between front-end developers and backend-developers Completing bodies of personal letters Rewriting future plans from personal letters and change the form into interrogative forms





Key to Pronunciation



Vowel

Phonetic Symbols	Example	Pronunciation
i:	see	/si:/
i	any	/'eni/
e	net	/net/
æ	hat	/hæt/
ɑ:	arm	/ɑ:m/
ɒ	got	/gɒt/
ɔ:	walk	/wɔ:k/
ʊ	put	/pʊt/
u:	too	/tu:/
ʌ	bug	/bʌg/
ɜ:	hurt	/hɜ:t/
ə	agree	/ə'gri:/
eɪ	main	/meɪn/
aɪ	high	/haɪ/
əʊ	home	/həʊm/
aʊ	now	/naʊ/
ɔɪ	point	/pɔɪnt/
ɪə	near	/nɪə/
eə	hair	/heə/
ʊə	pure	/pjʊə/

Consonant

Phonetic Symbols	Example	Pronunciation
p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	got	/gɒt/
tʃ	chin	/tʃɪn/
dʒ	June	/dʒu:n/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	then	/ðen/
s	so	/səʊ/
z	zoo	/zu:/
ʃ	she	/ʃi/
h	how	/haʊ/
m	man	/mæn/
n	near	/nɪə/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/



List of Abbreviations



<i>kb</i>	: kata benda
<i>kki</i>	: kata kerjaintransitif
<i>kkt</i>	: kata kerjatransitif
<i>ks</i>	: kata sifat
<i>kt</i>	: kata keterangan



Unit 1



Could you ask him to check the e-commerce database, please?



Picture 1. 1

Picture 1. 2

What will you learn?



Do you have any idea about handling a phone call in a professional context properly? Having knowledge of making and receiving a phone call as well as handling telephone message will surely be beneficial for your future careers. Let's learn how to deal with them in this unit.



A. Let's get ready.



Task 1

In pairs, answer the following questions.



Picture 1. 3

Task 2

Read the following telephone messages and decide the relationship between people involved in each telephone message. Write the number next to the correct messages.

4. colleagues
5. brother/sister
6. boss/assistant

Ratna, call Mom @ work ASAP.
She sounds mad!
Jeni

To: Ms. Danik
Date: 11/19
From: Muhammad Abraham
Message: Please give him the database requirement that you want.
Taken by: Dian
Time: 12:30

Dinda...
Hamdan from PT. Guna Web called at 2:30 p.m. He wants you to call him at 567143. It concerns the management of e-commerce database for his company.
Saraswati





B, Let's act.



Let's listen and speak.

Task 3



You will find the following words in Task 4 and 5. Listen to the recording and repeat after each word is played. Then, find their meanings. You may use your dictionary.

Words	Pronunciations	Meanings
contact (<i>kkt</i>)	[ˈkɑːn.tækt]	
contract (<i>kb</i>)	[ˈkɑːn.trækt]	
design (<i>kkt</i>)	[dɪˈzaɪn]	
enterprise (<i>kb</i>)	[ˈen.tə.praɪz]	
e-commerce (<i>kb</i>)	[iːˈkɑː.mɜːs]	
maintain (<i>kkt</i>)	[meɪnˈteɪn]	
message (<i>kb</i>)	[ˈmes.ɪdʒ]	
system (<i>kb</i>)	[ˈsɪs.təm]	

Task 4



Read the following conversation and listen to the recording.

Mr. Ihsan	:	Hello. My name is Muhammad Ihsan. Can I speak to Ms. Yuliana, please?
Secretary	:	I'm afraid she isn't in at the moment. Can I give her a message?
Mr. Ihsan	:	Yes, please. Please tell her that we won the contract to design and maintain the e-commerce system of Laxada enterprise.
Secretary	:	Laxada enterprise, right?
Mr. Ihsan	:	Yes, that's right.
Secretary	:	All right, Mr. Ihsan. I'll give Ms. Yuliana the message.
Mr. Ihsan	:	And can I contact her tomorrow?
Secretary	:	Yes. It seems that she will be here around 10.30 a.m.
Mr. Ihsan	:	I'll get back to you soon. Thank you. Goodbye.
Secretary	:	Goodbye.

Adapted from: Naterop, J.B. & Rod Revell. 2004. *Telephoning in English*. Cambridge: Cambridge University Press.



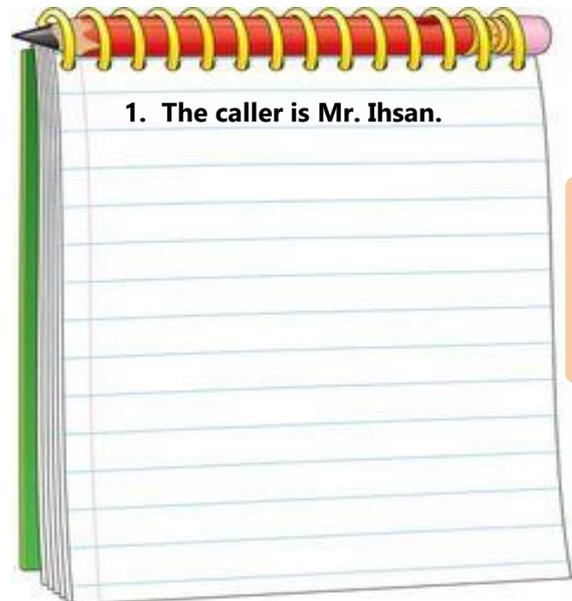
Task 5



Practice the telephone conversation in Task 4 with a classmate. Then, discuss the questions below. Number 1 has been done as the example.



Questions



Answers

Task 6



Listen to and complete these two conversations with the sentences from the list provided. Then, practice the dialog with your classmate. Number 1 has been done as the example.

Conversation A

A : Persada Design. Can I help you?
 B : (1) Mr. Gary Lukman asked me to call this morning.
 A : I'm afraid there's no body with that name here.
 B : (2) _____
 A : That's OK. You could probably find the right number on the internet.
 B : (3) _____
 A : No problem. Goodbye

Conversation B

- C : (1) _____
 D : I'd like to speak to someone about configuring the database of e-commerce.
 C : (2) _____
 E : (3) _____
 D : I'm phoning about the adding category on web osCommerce of Laxada Enterprise.
 E : (7) _____
 D : I'm Rita Meisari, a marketing supervisor of Laxada Enterprise.
 E : (8) _____?
 D : Yes, it's confirmation payment. We'd like an earlier addition if possible.
 E : (9) _____
 D : OK. Could you call me back today?
 E : (10) _____
 D : That'll be fine. Thanks very much



- a. OK Mrs. Meisari. Can you give me the name of the category you need?
- b. Gama Techno Group. Can I help you?
- c. Sorry. I must have written down the wrong number.
- d. Yes, later this afternoon if that's convenient
- e. Back-end Development. Can I help you?
- f. Sorry to have bothered you. Thanks so much. Goodbye
- g. Could you give your name please?

~~h. Mr. Gary Lukman asked me to call this morning.~~

- i. Yes, please hold on. I'll put you through to Back-end Development.
- j. Right, confirmation payment. Well, I'll have to check with our database supervisor.

Task 7



Read the expressions below.

In Task 4, 5 and 6, you find the expressions which are commonly used in formal telephone conversations. Here are the expressions that you can use in telephoning in the professional context.

Announcing Identity

Person Calling

Hello, this is AmaliaKinanti.
My name's David Nugroho from PT.
AdigunaKarya.
Good morning. This is GladisGunawan.

Person Called

Hello. Daniel Santosa.
Can I help you?
PT. Gameloft. Good morning.

Asking if someone is in

Person Calling

Can I speak to Mr. Jonathan, please?
Hello is Sinta there?
Hi, it's Danuar Ahmad here. Is Anita in?
Can I speak to someone in Back-end
Development, please?

Person Called

Hold the line, please.
Hold on, please. I'll see.
Yes. I'll just get her.
Yes, just a moment.

Person Called is not There

Person Called

I'm afraid he isn't in at the moment. Can I take a message?
Sorry, she's just gone out. Would you like to call back later?
She's away for few days. Can I give her a message?



Asking When the Person Wanted will be in

Person Calling

What time will she be back?
Can I contact her tomorrow?
When would be a good time to call again?

Person Called

She should be back by 4 o'clock.
She's due back tomorrow
Why don't you try in a couple of hours?

Connecting to an Extension

Person Calling

Could you put me through to Mr. Santosa, please?
I'd like to speak to AniMarinka, please?
Could you give me the number of his direct line, please?

Person Called

Would you hold on, please?
Please hold the line.
Sorry to keep you waiting.
Yes, please hold on and I'll put you through.

Confirming a Wrong Number

Person Calling

Oh, isn't that International Technoweb?
I'm sorry. I must have the wrong number.
I thought I'd dialed 0856 7777 1234.

Person Called

I think you must have dialed the wrong number. What number have you got?
I'm afraid. There is no body with that name.

Requesting Information

Person Calling

Could you give me your name, please?
I'd like to speak to somebody about....
Could you give some information about...?

Person Called

I'm Daniel Atmaja from Jogja Sites.
Can you give me the reference number?
I'll check to the department concerned.
Can I let you know the situation tomorrow?

Offering to leave a Message

Person Calling

Can I give him a message?
Do you want to leave a message for her?
Would you like to leave a message to her?

Person Called

Please tell him that I cannot access localhost in ecommerce path.
Please tell him that I need him to fix the payment feature on e-commerce web site soon.





Person Calling

I'll get back to you soon.
Thanks very much. Goodbye.
OK. Bye.

Person Called

Thanks for calling.
We'll be in touch about it soon.
Goodbye

Adapted from: Naterop, J.B.& Rod Revell. 2004. Telephoning in English. Cambridge: Cambridge University Press.

Task 8



Listen to the telephone conversation and complete the telephone message below.

Telephone Message

To: Danuarja
From: Atmaja

Day/Date: Monday, 23-11-2016
Time: 10:30 a.m.

Message:
Mr. Atmaja says that he _____ the menu in the _____
path thus he couldn't _____ as the _____.
Please _____ at 0877 6655 4411 when you _____.

Taken by:
Saputra

Task 9



Listen to the recording and repeat after each expression is played. Notice how could you and would you are reduced in the dialog you hear in Task 8.

[wʊdʒə]
*Would you please pass on
the message as soon as he
gets in?*

[kʊdʒə]
*Could you give me your
number, please?*



Task 10



Listen to the dialog in Task 8 again and match the questions with the correct responses based on the information you hear.

Questions	Responses
1. Atmaja speaking. May I help you?	Don't worry.
2. Can I give him a message?	That's enough. Thanks so much. Goodbye.
3. This is bad. Would you please pass on the message as soon as he gets in?	Yes. Please tell him that....
4. Could you give me your number, please?	Yes. This is Saputra. May I speak to Danuarja please?
5. Anything else?	My number is 0856 4302 2222.

Task 11



Read the following expressions.

From the telephone message used in Task 8, you find the following statement:

He says that he couldn't access the menu in the e-commerce path so that he couldn't log in as the guest.

The expression above is used to pass on a message in the form of **reported speech** or **reported statement**.

c. Pronouns

In reported statement, you often have to change the pronoun depending on who says what.

Example:

Direct Speech

Ina says, "Mr. Fathar uses Xampp as the web server used to establish an e-commerce site."

Reported Speech

She says that Mr. Fathar uses Xampp as the web server used to establish an e-commerce site.

In the example above, "**Ina says**" is the introductory sentence.





d. Tenses

If the introductory sentence is in the **Simple Present**, there is no change of tenses.

Example:

Direct Speech

Daniel says, "Anton *installs* Xampp and MySQL before he *maintains* the e-commerce database"

Reported Speech

He says that Anton *installs* Xampp and MySQL before he *maintains* the e-commerce database.

In the example above, "**Daniel says**" is the introductory sentence.



Adapted from: (1) http://www.englisch-hilfen.de/en/grammar/reported_statements.htm
 (2) (<https://www.ego4u.com/en/cram-up/grammar/reported-speech/statements>)

Task 12



Listen to the telephone conversations and check (✓) the messages from the caller based on the list below.

<ul style="list-style-type: none"> <input type="checkbox"/> Call Mr. Husen back. <input type="checkbox"/> Reschedule the meeting agenda on Monday morning. <input type="checkbox"/> Meet Mr. Husen on Monday morning. 	<p>To Mrs. Ami</p>
<p>To Mr. Sukoco</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Call Mr. Husen back at monday morning. <input type="checkbox"/> Delete the payment feature. <input type="checkbox"/> Add a menu on e-commerce. <input type="checkbox"/> Fix the payment feature on e-commerce soon.



Task 13



Complete the information in the telephone messages below by using statements in reported speech. Use your information that you get in Task 12 as guidance. Compare with your classmate's.


Telephone Message 

To: Mrs. Ami
From: Mr. Husen

Day/Date: Friday, 27-11-2016
Time: 10:30 a.m.

Message:

Taken by:
Anisa


Telephone Message 

To: Mr. Sukoco
From: Mr. Husen

Day/Date: Friday, 27-11-2016
Time: 10:30 a.m.

Message:

Taken by:
Anisa



Task 14



In pairs, rearrange the sentences below into a good conversation. Then, act it out with your classmate.



- Is there anything else Mrs. Almira?
- Good morning. Jogja'web Sync. Can I help you?
- Thanks for calling.
- The meeting should be over at around 1 p.m.
Can I give him a message?
- I'm sorry. Mr. Muhsin is now in a meeting with back-end development department. I'm afraid I cannot put you through.



- Of course. Please tell him to arrange a meeting with PT. Anguerah Logistics concerning the establishment of a commercial web.
- No, that's enough.
- Well, it's alright. When would be a good time to call again?
- Anytime. Bye.
- Good morning. This is Almira. Can you put me through to Mr. Muhsin, please?





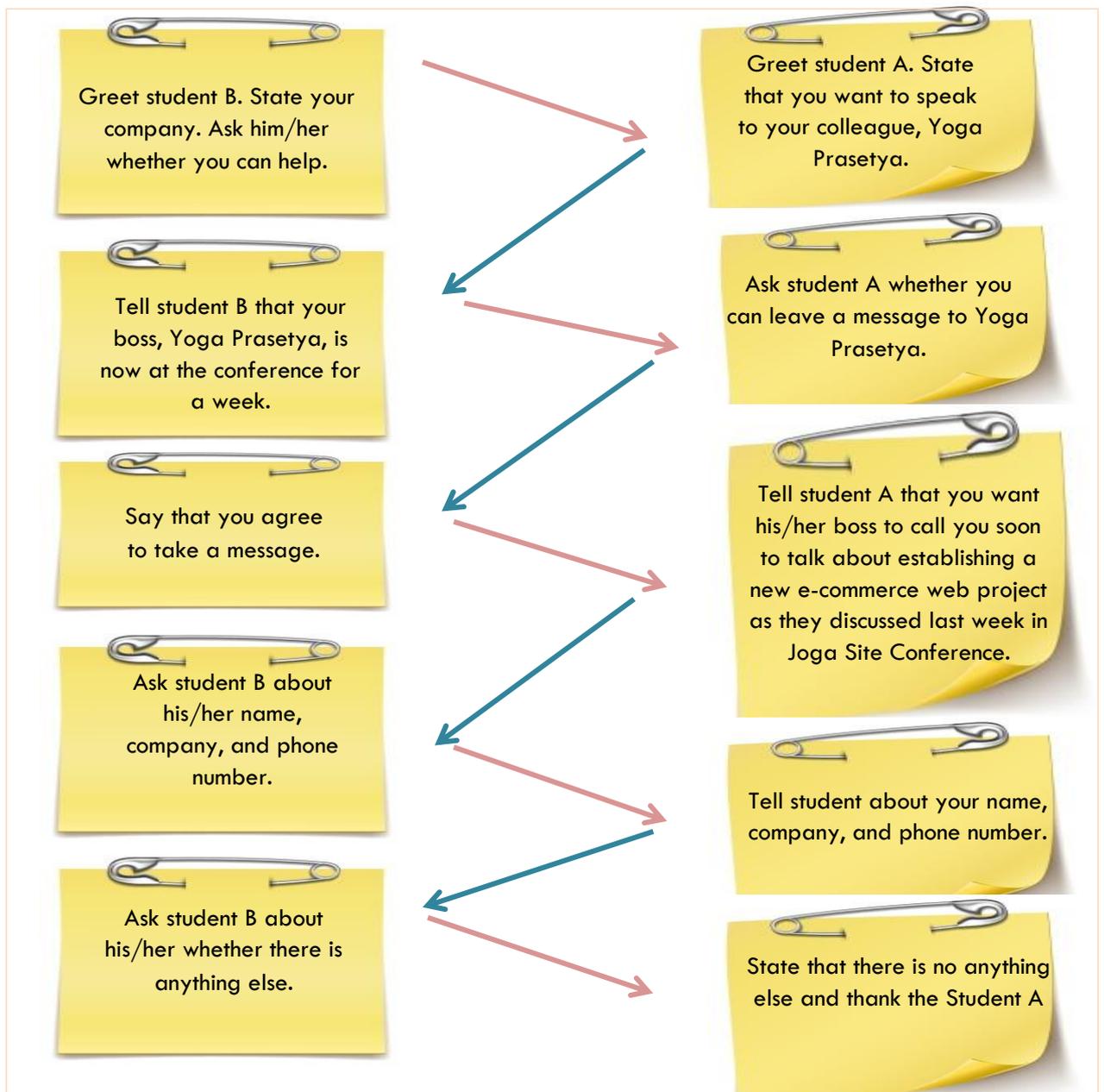
Task 15



In pairs, take turns to ask and answer the telephone conversation. Then, act it out with your classmate. Follow the following model.

Situation:

The person calling is a colleague of Yoga Prasetya and would like to speak to him to talk about establishing a new e-commerce web project as they discussed last week in Jogja Site Conference. However, Yoga Prasetya is at the conference for a week. Then, the person called asks the person calling to leave a message.





Let's read and write.

Task 16



Do you know that it is very important to make a good impression in answering a telephone especially in a professional context? Do you know how to do it properly? Read the following passages about telephone etiquette and find the meanings of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 is done as the example.

Words	Pronunciations	Meanings
completion (kb)	[kəm'pli:ʃ ə n]	
ensure (kkt)	[ɪn'ʃʊr]	
etiquette (kb)	['etɪ.kət]	
impatient (ks)	[ɪm'peɪ.ʃ ə nt]	
impression (kb)	[ɪm'preʃ. ə n]	
pleasant (ks)	['plez. ə nt]	
promptly (kk)	['prɑ:mpt-li]	
regardless (kk)	[rɪ'gɑ:rd.ləs]	
transfer (kkt)	['træns.fɜ:]	
value (kkt)	['væl.ju]	

Using Good Telephone Etiquette

Good telephone etiquette is important regardless of whether you are the person calling or the person receiving the call. When you place a call, good telephone etiquette includes identifying yourself and stating the purpose of the call. The principles of good telephone etiquette are most useful when you are the receiver of the telephone call.



Picture 1. 4

Every time you answer the telephone, the principles of good telephone etiquette will help you make a good impression. The principles of good telephone etiquette are:



- **Answer the telephone promptly**—Studies show that callers tend to grow impatient after the telephone has rung three times. Answering the telephone promptly shows the caller you are ready to do business.
- **Use a pleasant greeting**—A pleasant greeting makes your callers feel welcome. Stating your company name confirms the customer called the right place. Stating your own name forms a more personal connection between you and the caller.
- **Ask permission before placing a caller on hold**—Don't assume the caller is willing to wait. Always seek and obtain the caller's consent before placing him on hold.
- **Use warm transfers**—In a warm transfer, the person transferring the call tells the person to whom he is transferring the call who is on the line, and the nature of the call.
- **Ensure satisfaction**—Before you end a conversation, be sure that you have met the customer's needs in every way. Don't assume that they have finished all of their business until they tell you so. When you think that business has been concluded, ask if there is anything else you can do to help.



Picture 1.5

When a customer calls your business or organization, using the principles of good telephone etiquette shows him that you value and respect him, and that you care about his business. Customers who contact your business over the telephone begin forming an impression of your company even before you pick up. Consistently applying the principles of good telephone etiquette to each and every call you receive goes a long way in building a positive image for your company.

Adapted from: <http://www.directutor.com/content/using-good-telephone-etiquette>

No.	Statements	T	F	Corrections
1.	Good telephone etiquette is only important for the person who calls.		√	<i>Good telephone etiquette is important for both the person calling and the person called.</i>
2.	The principles of good telephone etiquette will help you make a good impression.			
3.	Answering the telephone promptly indicates the caller you are ready to do business			
4.	You do not need a pleasant greeting to make your callers feel welcome.			
5.	Stating your own name to the callers are not allowed because stating your company is enough.			



Task 20



Read the explanations below.

In Task 19, you find a telephone message. The telephone message helps you communicate the content of the message from the caller to the person whom the caller wants to speak in brief and structured way.

The grammatical features in a telephone message include:

- The use of commands for requesting; “please call”, “please check”, etc.
- The use of statements in reported speech; “she says that...”, “he wants you to...”, “Amir ask you to...”, etc.

In general, parts of the telephone messages include:

- the name of the person whom the caller wants to speak;

To: Mr.Harsanto

- the name of the caller;

From: Mr.Nurcahyo

- the day and date when the caller calls in;

Day/Date: Tuesday/ 1-12-2015

- the time of the caller calls on;

Time: 09.00 a.m.

- the content of the message;

Message:

She asks you to call her back at 0857 5556 7789. Please call her before 05/00 p.m.

- the name of the person receiving the call and taking the message to be passed on;

Taken by: Andin



Task 21



Read the following jumbled information of a telephone message. Then, rewrite them into a good telephone message.

Please call him back if you find any problems.

Message receiver:
Mrs. Andita
Message taker: Tina

Those categories belong to PT. Sinergy Computer's e-commerce web sites.

He asks you to add the following categories; "Wired tools" and "Wireless tools".

Caller: Mr. Atmaja

09.40 a.m.
Wednesday,
December 2th, 2016

**Telephone Message** 

To: _____ **Day/Date:** _____
From: _____ **Time:** _____

Message:

Taken by: _____



Task 22 Important Facts



Read the following facts about e-commerce business that will blow your mind. Then, decide whether the statements are True (T) or False (F) by giving a check (✓).

What makes your customers fall in love with your business? **73%** of them say they love you for your friendly employees or customer service representatives and **55%** just love the way you easily give them access to information and support.

What makes your customers  your business?

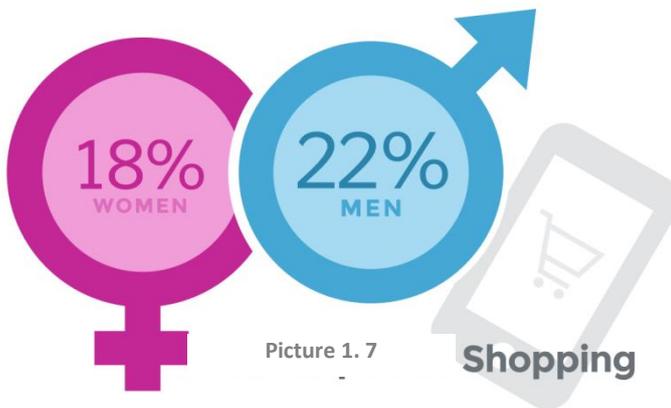
73%

55%

Friendly staff and great service

Easy access to information and support

Picture 1. 6



Picture 1. 7

Think women are responsible for creating online shopping trends? Men are actually more likely to purchase online through their mobile gadgets. In 2014, **18% of women** bought an item on their smartphone, compared to **22% of men**.

If your online store isn't optimized for mobile, get ready for a lot of rejection. **30%** of mobile shoppers abandon a transaction if the shopping experience is not optimized for mobile.

30% of mobile shoppers **abandon** a transaction if the shopping experience is not optimized for mobile

Picture 1. 8



44% will **abandon** the shopping cart if the shipping and handling costs are **too high**

Picture 1. 9



During the checkout process, if your shipping and handling costs are too high, **44%** of your customers will abandon the shopping cart outright.

Adapted from: <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>



No.	Statements	T	F
1.	Friendly staff and great service affect customer more to fall in love with your business rather than easy access to information and support.		
2.	Men are actually more likely to purchase online through their mobile gadgets.		
3.	Women prefer more to buy an item through their smartphone if it is compared with men.		
4.	Less than 30% of mobile shoppers abandon a transaction if the shopping experience is not optimized for mobile.		
5.	Shipping and handling costs affect 44% of customers to cancel the shopping chart.		

Task 23



Read the following explanations.

In Task 21, you find the following expression to pass on the message.

He asks you to add the following categories; "Wired tools" and "Wireless tools".



In passing on or giving the message to someone, we can use "tell" and "ask" in the form of **statements** and **requests**.

Statement	Message with a Statement
The meeting is on Friday.	Please tell Ani (that) the meeting is on Friday
	Would you tell her (that)...?
	Could you tell her (that)...?
Request	Message with a Request
Call me this afternoon	Please ask him to call me this afternoon.
	Would you ask him to...?
	Could you ask him to...?

Adapted from: Richard, Jack C., Jonathan Hull, & Susan Proctor. 2011. *New interchange student's book 1: English for international communication*: Cambridge: Cambridge University Press.





Task 24

Look at the message slips below and ask someone to pass on these messages. Use the words in parentheses. Then, compare with your classmate's. Number 1 is done as the example.

1

*Citra.
The presentation is at 7.00 tonight.*

(could)
Could you tell Citra the presentation is at 7.00?

(could)

2

*Citra.
The presentation is at 7.00 tonight.*

(would)

3

*Mita.
Give me the administrator password before 08.00 tonight.*

(would)

4

*Ikhsan.
The folder of "htdocs" cannot be found.*

(please)

5

*Yuli.
The address of the database server is "localhost".*

(please)

6

*Jono.
Restore the database at 10.00 tomorrow morning.*



Task 25



Write a telephone message based on the following situation.

Situation

You are Mr. Anggara's secretary. While he is not in the office, Mrs. Tiara calls for him. She says that the directory of "hdocs/ecommerce" where the install folder exists cannot be found. Therefore, she wants him to back up the database before 7.00 tonight and fix the problems before 10.00 tomorrow morning. Her number is (0274) 889 001.



Telephone Message



To:

From:

Message:

Day/Date:

Time:

Taken by:





e. Let's evaluate.



Task 26

Listen to and complete the telephone conversation below with suitable words to make meaningful expressions. Then, practice with your classmate. Number 1 has been done as the example.

Secretary	: WeboCoorporation, good morning.(1) <u>Can</u> I help you?
Mrs. Andin	: Hello, is ArisNugroho in, please?
Secretary	: I'll see if he's in the office. (2) _____calling?
Mrs. Andin	: Andin Rahma.
Secretary	: Please (3) _____ the line. I'll see if I can (4) _____you.
Mrs. Andin	: That's OK.
Secretary	: Sorry, (5) _____ in a meeting at the moment. Can I help you?
Mrs. Andin	: Well, I met ArisNugroho in Coding Conference last week at Semarang. He (6) _____me to call him this week. When will he be free, do you know?
Secretary	: I'm afraid I don't know. Shall I ask him to (7) _____you as soon as he can?
Mrs. Andin	: Yes, please. That would be good.
Secretary	: (8) _____I have your phone number, Mrs. Andin?
Mrs. Andin	: My number is 0878 889 998.
Secretary	: Right. Can I (9) _____the number- 0878 889 998.
Mrs. Andin	: That's right.
Secretary	: (10) _____ask Mr. Nugroho to give you a ring as soon as he's free.
Mrs. Andin	: Thank you very much. Goodbye.





Task 27



After you complete the dialog in Task 26, study the dialog again. Then, write down reported speeches formulated from expressions they have completed in Task 26 above.

1. Mrs. Andin says that
- 2.
- 3.
- 4.
- 5.



Task 28



Write down the message based on the following telephone conversation.

Tony	:	Hello. Jogja Site Company.
Mr. Rahmawan	:	Hello. Is Mr. Pramana there?
Tony	:	Sorry, who's calling?
Mr. Rahmawan	:	This is GunadiRahmawan from Web Techno Indonesia.
Tony	:	Please hold the line. I'll see if I can transfer you. Sorry he is still training the trainees. Would you like to leave a message to him?
Mr. Rahmawan	:	Yes, please. Would you ask him to reset the administrator username and password to access the e-commerce site of PT. Laxada?
Tony	:	Sure. I'll pass on the message soon. Is there anything else, sir?
Mr. Rahmawan	:	Uh uh. Since this is urgent, please tell Mr. Pramana that he should inform me before 7.00 tonight.
Tony	:	Could I have your number please?
Mr. Rahmawan	:	My number (021) 567 777.
Tony	:	That's fine. I've got that. I'll ask him to ring you before 7.00 tonight. Bye.
Mr. Rahmawan	:	Thanks. Bye.





Telephone Message



To: _____ **Day/Date:** _____

From: _____ **Time:** _____

Message:

Taken by: _____ 

D. Let's sum up.



In this unit, you have learnt how to make phone calls in professional context and write down the important messages from telephoning. We can draw the key points as the following:

14. Language Expressions in Telephone Conversations

Person Calling	Person Called
Announcing Identity	
Hello, this is ... (your name). My name's ... from ... (your company).	Can I help you? (Your company). Good morning.
Asking if Someone is in	
Can I speak to ..., please? Hello is ... there?	Hold the line, please. Yes, just a moment.
Person Called is not There	
	I'm afraid he isn't in at the moment. Can I take a message?
Asking When the Person Wanted will be in	
What time will she be back?	She should be back by 4 o'clock.
Connecting to an Extension	
Could you put me through to ..., please? I'd like to speak to ..., please?	Please hold the line. Yes, please hold on and I'll put you through.
Confirming a Wrong Number	
Oh, isn't that ...?	I think you must have dialed the wrong number. What number have you got?
Requesting Information	
I'd like to speak to somebody about.... Could you give me some information about...?	I'll check to the department concerned. Can I let you know the situation tomorrow?





Offering to leave a Message	
Can I give him a message?	Please tell him that I cannot access localhost
Do you want to leave a message for her?	in ecommerce path.
Calling off	
Thanks very much. Goodbye.	Bye

15. Reported Statements

- In reported statement, you often have to change the pronoun depending on who says what.
- If the introductory sentence is in the **Simple Present**, there is no change of tenses. For example:

Direct Speech

Ina says, "Mr. Fathar uses Xampp as the web server used to establish an e-commerce site."

In the example above, "**Ina says**" is the introductory sentence.

Reported Speech

She says that Mr. Fathar uses Xampp as the web server used to establish an e-commerce site.

16. Features of a Telephone Message

The grammatical features in a telephone message include:

- The use of commands for requesting; "please call", "please check", etc.
- The use of statements in reported speech; "she says that...", "he wants you to...", "Amir ask you to...", etc

In general, parts of the telephone messages include:

- the name of the person whom the caller wants to speak
- the name of the caller
- the day and date when the caller calls in
- the time of the caller calls on
- the content of the message or the information to pass on the name of the person

17. The Use of Ask and Tell to Pass on a Message to Someone

In passing on or giving the message to someone, we can use "**ask**" and "**tell**" in the form of **statements** and **requests**.



Statement	Message with a Statement
The meeting is on Friday.	Please tell Ani (that) the meeting is on Friday
	Would you tell her (that)...?
	Could you tell her (that)...?
Request	Message with a Request
Call me this afternoon	Please ask him to call me this afternoon.
	Would you ask him to...?
	Could you ask him to...?

8. Let's have a reflection.



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a check (✓) in the right columns according to how much you have learnt.

Aspects	Very Much	Much	Little
Using appropriate expressions to make and receive a call in a professional context.			
Understand the structures and content of telephone messages.			
Take and leave a note of important information from a telephone conversation into a telephone message.			
Use reported speeches in taking and leaving short messages.			
Use "ask" and "tell" in the form of statements and requests to take and leave short messages.			





F. Vocabulary List



Words	Pronunciations	Meanings
access (<i>kkt</i>)	[ˈæk.ses]	membuka informasi dalam sistem komputer
addition (<i>kb</i>)	[əˈdɪʃ. ə n]	penambahan
administrator (<i>kb</i>)	[ədˈmɪn.i.streɪ.tər]	pengendali system
check (<i>kkt</i>)	[tʃek]	memeriksa
contact (<i>kkt</i>)	[ˈkɑ:n.tækt]	menghubungi
concern (<i>kkt</i>)	[kənˈsɜ:n]	melibatkan
database (<i>kb</i>)	[ˈdeɪ.tə.beɪs]	kumpulan data
directory (<i>kb</i>)	[dɪˈrek.t ə r.i]	alamat atau lokasi file
establish (<i>kkt</i>)	[ɪˈstæb.lɪʃ]	membangun
etiquette (<i>kb</i>)	[ˈet.ɪ.kət]	nilai kesopanan
e-commerce (<i>kb</i>)	[i:ˈkɑ:mɜ:s]	layanan jual beli barang atau jasa melalui internet
maintain (<i>kkt</i>)	[meɪnˈteɪn]	memelihara
path (<i>kb</i>)	[pæθ]	petunjuk lokasi file atau folder dalam system computer
payment (<i>kb</i>)	[ˈpeɪ.mənt]	pembayaran
transfer (<i>kkt</i>)	[ˈtræns.fɜː]	memindah



A. Let's get ready.



Task 1



In pairs, look at the pictures below and answer the following questions.



Picture 2. 3

6. What is she doing?
7. What is the appropriate job of the woman in Picture 2.4 based on the information in Picture 2.3?
8. What are her responsibilities?
9. What educational background does she need for the job?



Picture 2. 4

Task 2



In pairs, list the following jobs that belong to multimedia fields and jobs that belong to other fields. Then, answer the question that follows orally. You may take a note.

photographer	web administrator	librarian	physician
co-pilot	UI designer	web graphic designer	
architect	mechanic	visual information specialist	
electrician	video editor	web developer	IT support





Multimedia Fields

Others

--	--

Which one of the jobs above that you are most familiar with? What do you know about the job? Tell your classmates.

The job which is the most familiar for me is _____

The reason is _____

B. Let's act.



Let's
listen
and
speak.

Task 3



You will find words below in Task 4 and 5. Complete the following questions by using the words provided in the box.

responsible

client

complaint

company

interactive

stressful



1. What does (a) _____ mean?
It is an organization which sells goods or services in order to make money.

2. What is a/an (b) _____?
It is a/an a customer or someone who receives services.

3. What kind of a system or computer program is (c) _____?
It is a system or computer program which is designed to involve the user in the exchange of information.

4. What does (d) _____ mean?
It is a situation that makes you feel worried and nervous.

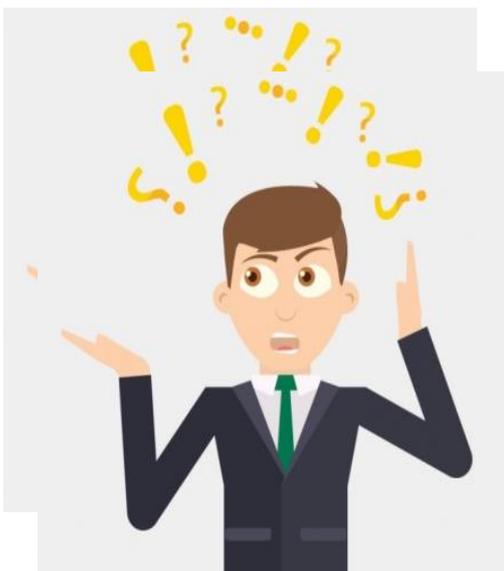
5. When do you get a/an (e) _____?
It happens when someone says that something is wrong or not satisfactory.

6. What does (f) _____ mean?
It is a condition when you have control or authority over something and duty of taking care of it.

Task 4



Listen to the recording about someone's job description. Then, check (✓) the best headline. Compare your answer with your classmate's.



Picture 2. 5

I love to meet many clients.

My job is my passion.

My job is very stressful.

I love my job since it's challenging.





Task 5



Listen to the monolog in Task 4 again. Then, decide whether the following statements are True (T) or False (F) by giving a check (✓). Number 1 has been done as the example.

No.	Statements	T	F
1.	Nurman works for a game developer company.		✓
2.	He has been working on his current company for about 3 years.		
3.	His clients usually want to promote their company through web sites.		
4.	He has to meet the customers' requirements concerning the websites.		
5.	He designs websites but he does not code for it.		
6.	The websites built do not need to be interactive.		
7.	He is responsible for making sure the web site works as well.		
8.	His workplace is always stressful.		
9.	He ignores clients' complaints over the websites.		

Task 6



You will find the following words in Task 7 and 8. Listen to the recording and repeat after each word is played. Then, find their meanings. You may use your dictionary.

Words	Pronunciations	Meanings
animator (kb)	['æn.ɪ.meɪ.tə]	
apply (kki)	[ə'plai]	
bachelor (kb)	['bætʃ. ə l.ə]	
design (kb)	[dɪ'zaɪn]	
determine (kkt)	[dɪ'tɜ:.mɪn]	
employer (kb)	[ɪm'plɔɪ.ə]	
major (kb)	['meɪ.dʒə]	
requirement(kb)	[rɪ'kwair.mənt]	





Task 7



Listen to the dialog between Kirana and a 3D animator of a multimedia design company. Kirana is going to get some information about requirements of a 3D animator. Complete the chart by giving a check (✓). Then, report orally what the information you get to your classmates.



Picture 2. 6

Minimum Degree Level

- associate's degree
- bachelor's degree
- master's degree
- doctoral degree

Major

- computer engineering
- visual communication design
- computer science
- broadcasting

Work Experience

- at least one year experience for entry level positions
- at least 2 years experiences for entry level positions
- 5 years of experiences at least for high level positions

Task 8



Listen to the dialog in Task 7 again and complete the following dialog with the sentences from the list provided. Then, practice the dialog with your classmate. Number 1 has been done as the example.

Kirana : Good morning, Miss.Dina. My name is Kirana from Paramadina Vocational High School.

Mrs. Diana : Good morning Kirana.

Kirana : (1) *I'm so happy to have a chance to meet you.* Well, I'm going to ask you information about common requirements of a 3D animator.

Mrs. Diana : Yeah. You can ask anything about it.





Kirana : Being a 3D animator is one of popular jobs in multimedia field.
 (2) _____

Mrs. Diana : I graduated from Institut Teknologi Bandung.
 (3) _____
 However, associate degree is also possible to apply as a 3D animator.

Kirana : (4) _____

Mrs. Diana : Well actually, those who have majors in computer science or visual communication design may apply the job too.

Kirana : (5) _____

Mrs. Diana : The job experiences will determine their positions. Employers require at least one year experience for entry level positions. For high level positions they must have five years of experiences at least.

Kirana : Well, I think I have got the information of educational background needed to be a web animator. Thank you for the time.

Mrs. Diana : My pleasure. You can contact me later if you want to know more.

- a. I took bachelor's degree level and my major was computer engineering.
- b. How about the job experience needed to apply the job as a 3D animator?
- c. I also would to know about other majors that can apply the job as the 3D animator.
- d. ~~I'm so happy to have a chance to meet you.~~
- e. Could you tell me a little about your educational background?

Task 9



Read the expressions below.

In Task 4 and 5 you find the following expressions. These expressions are used to express or state **someone's job descriptions** or **responsibilities**.

I design and code the web pages every day to build an interactive web site layout.

I also manage the database by using MySQL.



In addition, in Task 7 and 8 you also find the expressions which are used to ask for and tell about **educational background** as the following.

Could you tell me a little about your educational background?

I graduated from Institut Teknologi Bandung. I took bachelor's degree level and my major was computer engineering.

Here are the expressions that you can use to talk about someone's job, job descriptions and educational background.

d. Someone's Job or Profession

Asking about Someone's Job

What do you do?
What's your job?

Telling about Your Job

I'm a web developer.
I work for PT. Guna Web as a 3D animator.

e. Someone's Job Descriptions

Asking about One's Job Description

Formal

Could you tell me what your duties are?
I would like to know whether you know about your responsibility.
Can you tell me what your task is?
I would like to know what you have to do.

Informal

What are your duties?
What is your responsibility?
What is your task?
What do you have to do?

Telling about One's Job Description

My duty is to design a commercial web pages.
I am responsible for maintaining the data base of web servers.
My task is to maintain the web by CPanel.
I have to design user interface for websites.





f. Someone's Educational Background

Asking about One's Educational Background

Formal

Could you tell me a little about your educational background?
 Could you tell me where you graduated from?
 I would like to know your major.
 I would like to know where you study.

Informal

What is your educational background?
 Where did you graduated from?
 What was your major?
 Where did you study?

Telling about One's Educational Background

I graduated from Padjajaran University.
 I took the bachelor degree in computer science.
 My major was software engineering.
 I studied at Institut Teknologi Bandung.

Adapted from: Widyantoro, Agus. 2008. Effective Communication. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

Task 10



In pairs, read and practice the following dialog with your classmate. Then, circle the expressions to ask and tell about educational background and underline the expressions to ask and tell about job description.

- Andri : Hey, Bagas. You seem very busy these days. What's your job now?
 Bagas : I'm not busy, I just totally enjoy my job so much. Now I work for Gameloft as a game developer.
 Andri : Wow, that's fantastic! What are your duties then?
 Bagas : Well, I create and produce games for personal computers, online games, tablets, mobile phones, and other hand-held devices.
 Andri : Who has the part for designing the appearance?
 Bagas : I also have that part. I am responsible for designing the appearance as well.
 Andri : Oh God, you're brilliant. What's your educational background that bring you to get a job as a game developer?
 Bagas : In 2003 I graduated from Institut Teknologi Bandung. I took the bachelor's degree.
 Andri : What was your major?
 Bagas : I majored in software engineering. That's actually my passion.





Task 11



Read and complete the following conversation. Then, practice with your classmate.
Look at the example.

 *What do you do?*

 _____ a IT support and maintenance

 *Where do you work?*

 _____ for PT. Natio Networking.

 *I would like _____ what _____ to do.*

 I _____ for keeping all desktop PCs run well.
_____ also includes repairing either hardware or software.

 *That's interesting. Where do _____ from?*

 _____ from STM Pembangunan Yogyakarta.

 *I _____ to know _____*

 My _____ computer networking.
I'm really passionate in it.

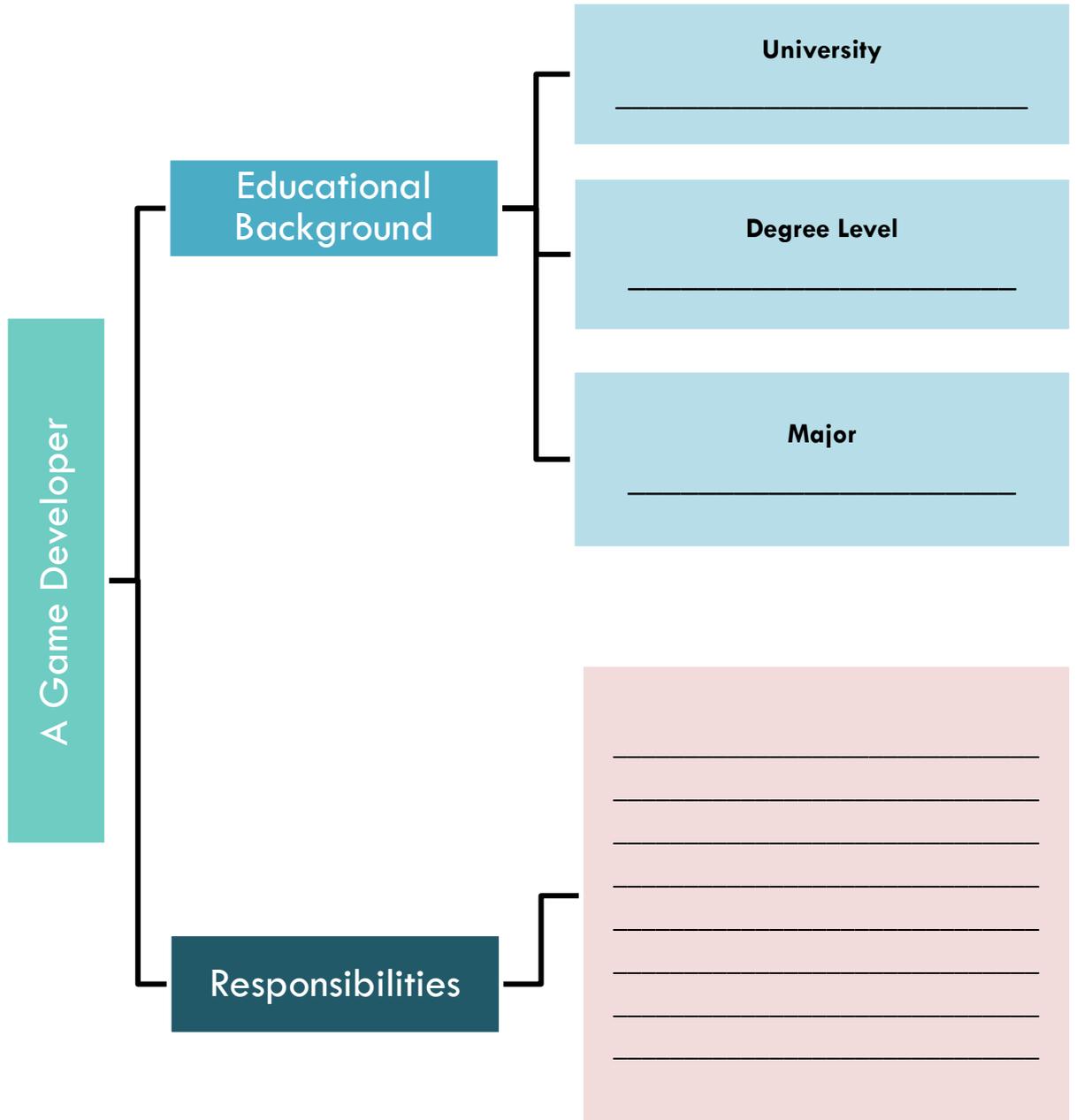




Task 12



Read again the dialog in Task 10 and summarize the following information. Then, present the information orally in front of your classmates.





Task 13



The following resume contains information about someone's job responsibilities and educational backgrounds. Work in pairs to practice an interview based on the model. One of you will be the interviewer and the other one will be an interviewee. For the interviewee, the answer should refer to the CV below.

AnindyaWisanti

085643021112

anwisa@gmail.com

OBJECTIVE: To obtain a position as a Web Designer in PT. Webo Indonesia.

EDUCATION:

2010 – 2013: STM Pembangunan Yogyakarta

Computer Networking

EXPERIENCE:

PT.Gama Techno, Yogyakarta

2013-present

Web Designer

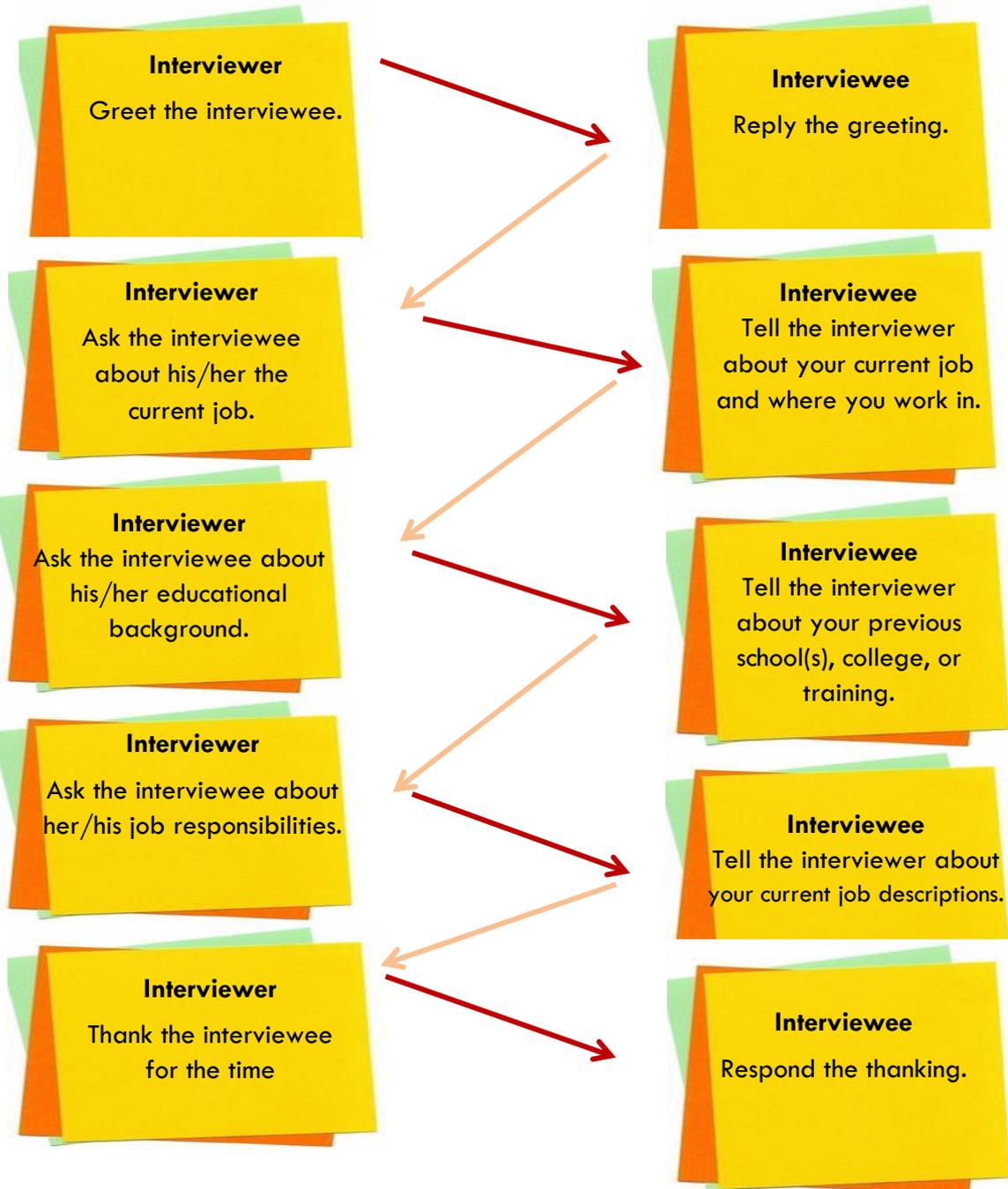
Job descriptions:

5. Perform XHTML and CSS coding
6. Manage and maintain a national website
7. Responsible to make website template including layout and design
8. Perform validation of website

TECHNICAL SKILL:

- Adobe Dreamweaver
- Microsoft Front Page
- Adobe Fireworks
- Homesite
- QuarkXPress







Let's read and write.



Task 14

Do you know about responsibilities jobs in the multimedia field? What are the advantages by understanding your job responsibilities? Read the following passages about job responsibilities of a job in the multimedia fields and find the meaning of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 has been done as the example.

Words	Pronunciations	Meanings
appear (<i>kki</i>)	[ə'pɪr]	
deadline (<i>kb</i>)	['ded.laɪn]	
development (<i>kb</i>)	[dɪ'vel.əp.mənt]	
freelance (<i>kb</i>)	[ɪm'peɪ.ʃənt]	
generate (<i>kkt</i>)	['dʒen.ə.r.eɪt]	
movement (<i>kb</i>)	['mu:v.mənt]	
produce (<i>kkt</i>)	[prə'du:s]	
promote (<i>kkt</i>)	[prə'moʊt]	
versatility (<i>kb</i>)	[ˌvɜːs.ə'tɪl.ə.tɪ]	
view (<i>kkt</i>)	[vju:]	

An Animator

An animator produces multiple images called frames, which when sequenced together create an illusion of movement known as animation. The images can be made up of digital or hand-drawn pictures, models or puppets. They design images that appear to come to life on screen.



Picture 2. 7



Animators' work is found in feature films, commercials, pop videos, computer games, websites and other media. They are also responsible to work with drawings, specialist software or models that capture separate images of each stage of a movement. When the images are viewed at speed, the character appears to move. Producing animation involves a number of stages including generating ideas, building models and rigging lighting. Computer animation uses software known as CGI (computer-generated imagery).



Picture 2. 8

Animators usually work normal office hours, although they may work additional hours to meet deadlines. Many of them work freelance, part-time and temporary contracts. Animators usually work in offices or studios. Working on stop frame animation may involve standing for long periods under hot studio lights. Other types of animation demand long hours sitting at a drawing board or computer.

Animators normally train on the job working with more experienced colleagues to learn and develop new techniques and skills. It is essential for animators to keep up to date with new developments in the industry, and there are many relevant short courses. As many animators are self-employed, career progression depends on their skills, versatility, and ability to promote themselves.

Adapted from: (a) <http://creativepool.com/articles/jobdescriptions/ animator-job-description>
 (b) http://www.prospects.ac.uk/animator_job_description.htm

No.	Statements	T	F	Corrections
1.	Animation is the base to produce frames.		√	<i>Animation is created based on the pieces of frames.</i>
2.	Drawings help animator to capture separate images of each stage of a movement.			
3.	Animators can produce animation only by a single stage.			
4.	CGI is popular software installed in computer to help animators design all pieces of animation.			
5.	People who prefer to work freelance do not fit to work as an animator.			
6.	Standing for long time is possible for an animator.			
7.	There is no training for animator to enhance their skills.			



Task 15



Read the following explanations.

From the passages in Task 14, you find the following statements.

- *An animator produces multiple images called frames.*
- *They design images that appear to come to life on screen.*



The statements above use **simple present tense** in order to state someone's job descriptions or responsibilities. Here are further explanations about simple present tense.



Simple Present Tense

e. Function

Simple present tense is used to express:

8) a description or a definition about something, for example;

- *"A web designer designs the layout of the sites".*
- *Database administrators manage the data to be easily accessed by people in interactive ways.*
- *"I am a web designer".*

9) an action that happens regularly as the habit, for example;

- *"An IT support and maintenance is always ready when you need to repair your desktop PC in your workplace".*
- *"Administrators control the database everyday".*

10) something that is true in general, for example;

- *"Working without SOP (Standard Operating Procedure) endangers everyone".*
- *"Computers help your works to be done easily".*

f. Form

7) Affirmative : S + V1(s+es)+ Object/Complement

"He maintains a national website"

8) Negative : S + don't/doesn't + V1+ Object/Complement

"He does not maintain a national website"

9) Interrogative : Do/Does+S + V1 +Object/Complement?

"Does he maintain a national website?"





Task 16



The following text is about the job description of a web developer. Complete the text with the suitable verbs in parentheses. Number 1 has been done as the example.

A Web Designer

Web designers (1)(plan) plan, (2) (create) _____, and (3) (code) _____ web pages, using both non-technical and technical skills to produce websites that fit the customer's requirements. They also (4)(produce) _____ not just the look of the website but (5)(determine) _____ how it works as well. A web designer (6) (be) _____ also responsible for the maintenance of an existing site. The recent growth in touchscreen phones and tablet devices has dictated a new way of designing websites. A web designer (7)(need) _____ to ensure that web pages (8) (be) _____ responsive no matter the type of the device viewer is used. Therefore, the need to test websites at different stages of design on a variety of different devices (9) (became) _____ an important aspect of the job.

The term web developer (10) (be) _____ sometimes used interchangeably with web designer, but this can be confusing. Web developing (11) (be) _____ a more specialist role. A web developer (12) (focus) _____ on the back-end development of a website and (13) (incorporate) _____ the creation of highly complex search functions.

Adapted from: http://www.prospects.ac.uk/web_designer_job_description.htm





Task 17



Rewrite the following job descriptions. Use He or She as the subject. Number 1 has been done as the example.

1

I'm a web designer. I work for PT. Sigma Web Indonesia. I create websites layout and fix any problems related to the user interface.

He is a web designer. He works for PT. Sigma Web Indonesia. He creates websites layout and fixes any problems related to the user interface.

We create these



& fix these



Picture 2. 9

2

I create permanent visual images for an exceptional range of creative, technical and documentary purposes. I'm a photographer. I like cameras so much.

Blank yellow writing area for the student's response.



Picture 2. 10

3

I'm a film editor. I work in JogjaTV film studio. I digitally cut the files to put together the sequences of the film and decide what is usable.

Blank yellow writing area for the student's response.



Picture 2. 11





Task 18



Do you know what an application letter is? When you will apply for a new job, you need to include an application letter together with your resume. Read the application letter below and answer the questions that follow.

Edwin SungkarAtmaja
Imogiri Timur Street No.4,
Bantul, Yogyakarta, 55782
085612442131
ed.sungkar@gmail.com

December 18th, 2015

Santosa Wibisana
PT. Excellence Indonesia
Affandi Street No.56, Yogyakarta
(0274) 535-675

Dear Mr. Wibisana,

I am sending you this application letter in regard to the position advertised in *Kedaulatan Rakyat* newspaper on Desember 15, 2015. My name is Edwin SungkarAtmaja and I am 23 years old. Having read the advertisement, I would like to apply the position of IT Support Technician. As requested, I am enclosing a completed job application, my certification, my resume, and three references.

The opportunity presented in this listing is very interesting and I really enjoy working with modern technology. I have previously worked as IT Support in PT. Angkasa Finance for a year. The key strengths that I possess for success in this position include:

- I have successfully installed many kinds of administrative software and hardware.
- I have successfully upgraded and completed administrative tasks relating to user accounts.
- I have maintained more than fifty PC desktop to perform normally.

I believe that my strong technical experience and education will make me a very competitive candidate for this position. I love interacting with people and answering questions relating to their hardware and software. I also have learned a lot about roles as an IT Support Technician.

Please find my attached CV which I believe shows my suitability for the role. I can be reached anytime though my email at ed.sungkar@gmail.com or my cell phone at 08561244213. I can make myself available for interview at a time convenient for you. Thank you for your time and consideration.

Yours Sincerely,

Edwin S. Atmaja

Adapted from: <http://evanhoehelpdesk.com/cover-letter-for-it-support/>





15. Who is the sender of the application letter?
16. Why does he send the application letter?
17. What is the name of the company that he applies?
18. What is the job that he has applied before?
19. What are the technical experiences that he has?
20. Why does he feel that he is a competitive candidate to apply the job?
21. How does the employee contact the applicant if there will be a job interview?

Task 19



Read the following explanations.

You have read the application letter in Task 18. An application letter usually has the general organizations so that you can state what you want to say in a structured way. Read the organizations of an application letter below.

Edwin Sungkar Atmaja
 Imogiri Timur Street No.4,
 Bantul, Yogyakarta, 55782
 085612442131
ed.sungkar@gmail.com

December 18th, 2015

Santosa Wibisana
 PT. Excellence Indonesia
 Affandi Street No.56, Yogyakarta
 (0274) 535-675

Dear Mr. Wibisana

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- I have successfully installed many kinds of administrative software and hardware.
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Please find my attached CV which I believe shows my suitability for the role. I can be reached anytime though my email at ed.sungkar@gmail.com or my cell phone at 08561244213. I can make myself available for interview at a time convenient for you. Thank you for your time and consideration.

Yours Sincerely,

 Edwin S. Atmaja

The sender's address

Date

The Inside address

Salutation

Opening paragraph

Body of letter

Closing paragraph

Closing





Task 20



Read the following jumbled parts of an application letter. Then, rewrite them into a good application letter.

In addition, my work history also has provided me a variety of business skills which allow me to relate to all levels of management, to a variety of business positions, and work successfully with a diversity of personalities, customers, and end-users. Previously, I have worked in Omap Platform as a software engineer for about two years and I have successfully dealt with such responsibilities as a software engineer.

NurlinaSaraswati
Magelang Street No.14, Yogyakarta
085712345678

I am applying for the position of a software engineer, advertised in *HarianJogja* on December 20, 2015. My name is NurlinaSaraswati and I am 26 years old. I have a bachelor's degree from InstitutTekhnologi Bandung.

Sincerely,

NurlinaSaraswati

I would welcome the opportunity to discuss my background in greater detail, and look forward to hearing from you at your convenience. Thank you for your consideration

My education has provided me with a variety of information systems knowledge and practical skills; primarily in software engineering, Java development and C development, as well as network design, implementation, and administration.

Personnel Manager
PT. Gameloft Indonesia
LaksdaAdisutjipto Street Np. 56, Yogyakarta
(0274) 667-778

December 22nd, 2015

Dear Sir/Madam,

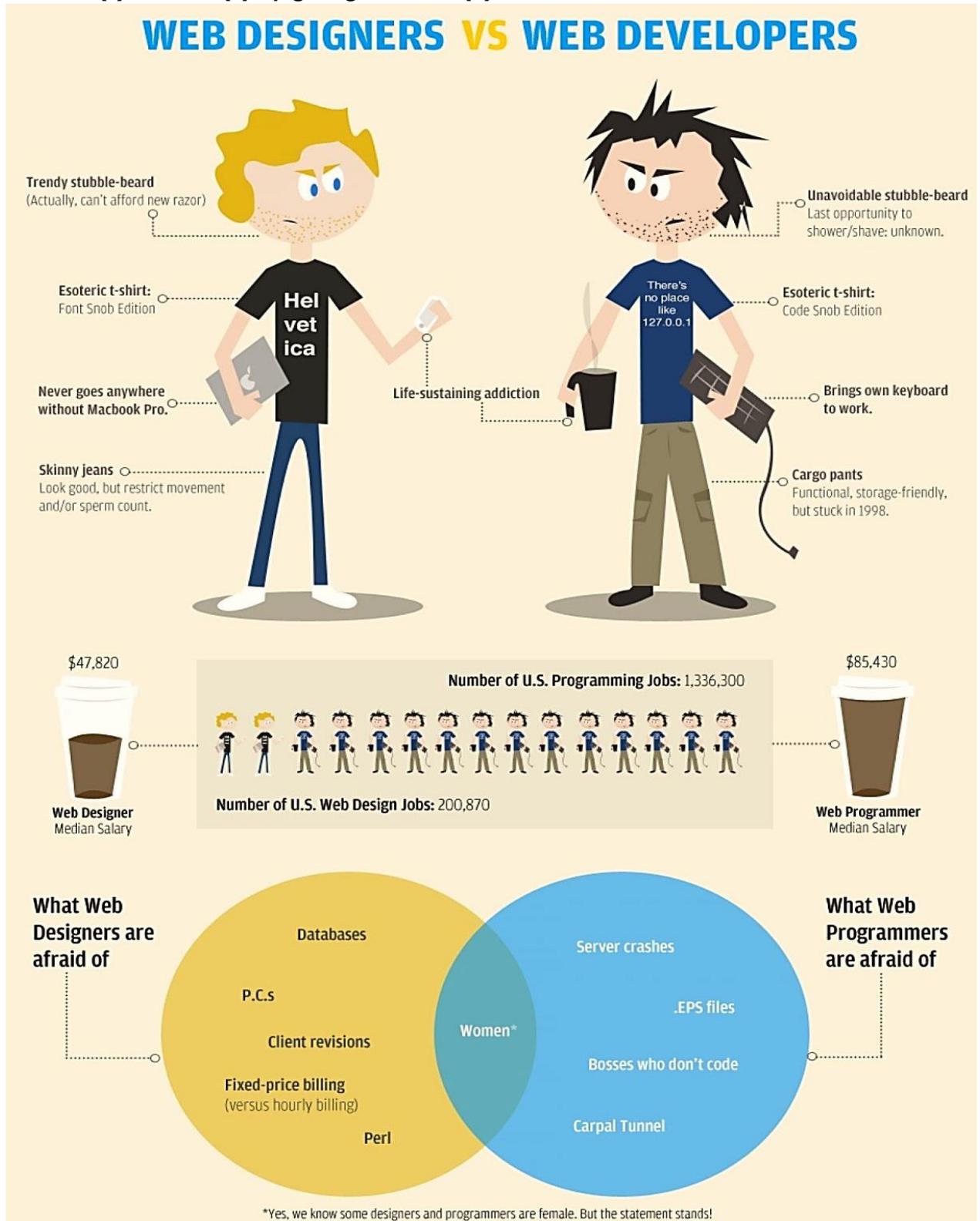
I believe that my educational background and experience meet your requirement. I would like to add that I have a pleasant personality. I am friendly, hardworking, and eager to learn. I am able to work independently as well as in a team.





Task 21 Infographic

Study the following picture and read the information presented. Then, based on the picture, decide whether the statements are True (T) or False (F) by giving a check (✓).



Picture 2.12





No.	Statements	T	F
1.	Web developers tend to have stubble-beard.		
2.	A web developer usually has regular time to shower every day.		
3.	On the contrary, web designers usually avoid stubble-beard.		
4.	Both of a web designer and a web developer tend to wear very unusual t-shirt.		
5.	Bringing own keyboard to work is the characteristic of a web designer.		
6.	In United States, web developers have higher salary than web designers'.		
7.	In United States, job as web developers and web designers have the same number.		
8.	Database errors become one of reasons why web designers feel afraid of.		
9.	Bosses who do not code are not a problem for wed developers.		
10.	Client's complaints are the same reason why web designer and web developer feel afraid of.		

Task 22



Read the following explanations.

From the application letter presented in Task 18 and 19, you find the following statements.

- *I have successfully installed many kinds of administrative software and hardware.*
- *I have successfully upgraded and completed administrative tasks relating to user accounts.*



The statements above use **simple perfect tense** in order to state actions which occur in the past and they could be repeated in the present as the ability. Here are further explanations about simple perfect tense.

Simple Perfect Tense

e. Function

Simple perfect tense is used to express:

5) an action that has an effect or results on the present situation, for example;

- *Ahmad has configured the server.* (The server can wok normally now.)
- *Riani hasn't uploaded the files yet.* (So, we are still waiting for her to upload.)





6) actions occur in the past and they are still maintained in the present so that the actions could be repeated in the present, for example;

- Anton has successfully maintained administrative software and hardware. (It means that he can do or repeat the activities.)
- I have upgraded the operating system of more than 40 PCs. (It implies you still have the ability to repeat the same action.)

f. Form

7) Affirmative : S + has/have + V3+ Object/Complement

“He has designed a user interface for Android”

8) Negative : S + hasn't/haven't + V3+ Object/Complement

“They haven't upgraded the software”

9) Interrogative : Has/have+S +V3+Object/Complement?

“Has she worked in an IT company?”

Task 23



Complete the body of the application letter below with the suitable verbs in the parentheses. Number 1 has been done as the example.

....

I am a hands-on Software Developer, Project Team Leader, and Software Support Manager with 13 years of application design, development, and support experience. (1) (develop) have developed console, client, database, and website applications using current versions of Microsoft Visual. I successfully (2) (manage) _____ multiple simultaneous development projects from project initiation.

Currently, I am a Development Team Resource Manager at DataConsortum. I (3) (define) _____ processes and procedures, including implementing Net coding standards, SQL development standards, projects and task management standards. I also (4) (involve) _____ with network server configuration and firewall security.





Task 24



Write interrogative forms of the affirmative statements that you have written in Task 23 above. Number 1 has been done as the example.

9. **Affirmative form** :

I have developed console, client, database, and websites applications using current version of Microsoft Visual.

Interrogative form :

Have I developed console, client, database, and websites applications using current version of Microsoft Visual?

10. **Affirmative form** :

Interrogative form :

11. **Affirmative form** :

Interrogative form :

12. **Affirmative form** :

Interrogative form :





e. Let's evaluate.



Task 25



Listen to the dialog between Maura and Dira talking about Maura's career as a DBA (database administrator). Then, choose the expressions used in the dialog according to the following information by giving a check (✓).

Asking about job descriptions

- What do you have to do?
- I would like to know what you have to do.
- What are your duties?
- Can you tell me what your task is?

Telling about job descriptions

- My duties are to assist database designs and to set up new databases.
- I have to assist database designs and set up new databases.
- I am responsible for the performance, integrity, and security of a database.
- My task deals with the performance, integrity, and security of a database.

Asking about educational background

- What was your major?
- Where did you graduate from?
- I would like to know your major.
- I would like to know where you studied.

Telling about educational background

- My major was Multimedia Study Program.
- I graduated from SMK N 2 Sewon.
- I studied at SMK N 2 Sewon





Task 26



Read and complete the following dialog with the suitable expressions. Then, practice the dialog with your classmate.



: Hello, Jonathan. Let's start this interview. I want to ask several things related to your competency. Your CV that states you have been joined in an international company.



: That's right Ma'am. I have worked for PT. Techno Sites for about 3 years as a web programmer.



: (1) _____ your duties are?



: (2) _____ to code and test websites and also fix bugs.



: Is there anything else?(3) _____ more about your responsibilities.



: (4) _____ for coding, testing, debugging and documenting activities.



: (5) _____ graduated from?



: (6) _____ STM Pembangunan Yogyakarta or STEMBAYO.



: (7) _____ your major.



: (8) _____ computer networking.



: That's great. That's all for the interview today. I'll call you for the results later.



: Thank you for the interview.





Task 27



Read job advertisements below. Then, write an application letter to apply the job based on one of advertisements you choose.

Calling all

CREATIVE PEOPLE!

PERIOD 1 UNTIL

30

NOV 2015

Be a part of our creative team as

GRAPHIC DESIGNER (FREELANCE)

- Male/female. Max 28 years old.
- Responsible for making some Creative and Stunning Advertising.
- Have a great taste in 'Feminine design style'.
- Young, energetic & Creative thinker.
- Excellent knowledge about Adobe Photoshop, Corel Draw or any other similar app.
- Fast learner & good to adapt.
- Able to work individually & as a part of a team.
- Able to work under pressure to meet tight Deadlines.
- Good personality & attitude.
- Working hours : 4 hours.

SKILL PLUS : HAS ABILITY TO OPERATE DSLR CAMERA.



GOTOSOVIE INDONESIA
 INSTAGRAM @ GOTOSOVIE
 WEBSITE : WWW.GOTOSOVIE.COM

SUBMIT YOUR CV & GREAT PORTOFOLIO
 to email : gotosoviehr@yahoo.com.
 with Subject "Can you hiring me as your graphic designer?"



Picture 2.13



PT. Teknologi Kode Indonesia
 [T'Lab] is an IT company working
 on Computer Network, Computer
 Security, Information System,
 Web Development and Server
 Development. We challenge you, the
 young talents, to be part of us and
 share your idea, concept, and
 creativity together with our skillful
 teams

Mobile Programmer

Android & IOS

Jl. Tanjung No. 126 Nirikan, Sorosutan Umbutharjo Yogyakarta
 (0274) 370489
 Tlab.co.id

General qualifications:

1. Able to work with Open Source OS
2. Innovative, creative, problem solver
3. Ready to meet high-pressure deadlines
4. Able to work professionally
5. Able to work individually and in a team
6. Be responsible and ready for new challenges
7. Religious and friendly
8. Willing to stay in Yogyakarta

Specific qualifications:

1. Bachelor`s degree D3/S1
 [Computer Science / Information Technology,
 Engineering Computer / Telecommunication],
 Science & Technology
2. Having minimum 1 year experience in
 Mobile Programming
3. Interested in mobile application development
4. Having good skills in JAVA programming
5. Familiar with Android smartphone and tablet SDK
6. Familiar with OOP, MVC design, Mobile Database [SQLite]

Please send your application letter
 (including recent color photo) to: hrd@tlab.co.id
<http://jobs.tlab.co.id/>



Picture 2.14

56

Step Up | English for the 11th Graders of Multimedia Study Program



git

pt gongsin
internasional
trasindo

GIT (Gongsin Internasional Transindo) is a start up company in field of education and technology. Our company mission is to create mobile best mobile application services

in area of social/community, utility, and lifestyle in various platform with fast development deployment process.

GIT IS HIRING ANDROID DEVELOPER (FULLTIME)

LOCATION IN YOGYAKARTA

Skill Required:

1. Programming Language: Java, J2EE (enterprise)
2. Web Services: Using REST API's, JSON
3. Multithreading in Java
4. Stylesheet Languages: CSS, Javascript
5. Platform: Eclipse, Android Studio
6. Versioning System: SVN, GIT
7. Android SDK
8. SQLite

Job Description:

1. Acting as Android developer
2. Working closely with another mobile app developer leading the other platform development
3. Delivering across the entire app life cycle –concept, design, build, deploy, test, release to app stores and support
4. Building prototypes at tech scoping stage of projects
5. Working along the web developers to create and maintain a robust framework to support the apps

Send your application letter and CV to hr.git.indonesia@gmail.com before December 20 2015

Working Duration: 5 days x 8 hours a week
Working Time: Preferred (09.00 - 17.00) , open for flexible timing
Overtime (weekday): Available per hour additional salary
Overtime (weekend): Available per hour additional salary
Lunch: Available (also dinner if overnight, also at weekend)

Picture 2.15



D. Let's sum up.



In this unit, you have learnt how to talk about job descriptions and educational background in formal and informal ways and compose an application letter. We can draw the key points as the following:

18. Language Expressions to talk about Job Descriptions

Someone's Job or Profession	
Telling about Someone's Job: What do you do?	Telling about Someone's Job: I'm a web developer.
Someone's Job Description	
Asking about One's Job Description	
Formal	Informal
Could you tell me what your duties are? I would like to know what you have to do.	What are your duties? What do you have to do?
Telling about One's Job Description	
My duty is to design a commercial web pages. I have to design user interface for websites.	
Someone's Educational Background	
Asking about One's Educational Background	
Formal	Informal
Could you tell me where you graduated from? I would like to know your major.	Where did you graduate from? What was your major?
Telling about One's Educational Background	
I graduated from Padjajaran University. My major was software engineering.	

19. Simple Present Tense

e. Function

Simple present tense is used to express:

- d) a description or a definition about something, for example;
"A web designer *designs* the layout of the sites".
- e) something that is true in general, for example;
"Administrators *control* the database everyday".
- f) an action that happens regularly as the habit, for example;
"Computers *help* your works to be done easily."

f. Structure

- Affirmative : "He maintains a national website."





- **Negative** : “He does not maintain a national website.”
- **Interrogative** : “Does he maintain a national website?”

Therefore, in telling someone’s job descriptions or responsibilities, we use simple present tense

20. General Structures of An Application Letter

In general, the structures of an application letter cover the following parts:

- i. **the sender’s address** : complete address together with post code
- j. **date** : the date when you compose the application letter
- k. **inside address** : the name of the company or the name of the people who have privilege in recruitment together with complete address
- l. **salutation** : a greeting in words
- m. **the opening paragraph** : ideas of what the position will you apply, where you get the information of the recruitment
- n. **body of the letter** : the descriptions of your qualifications and competences
- o. **closing paragraph** : the information how can the employer contact and the thanking
- p. **closing** : a closing statements, your signature, and your name.

21. Simple Perfect Tense

e. Function

Simple perfect tense is used to express:

- c) **an action that has an effect or results on the present situation, for example;**
“Ahmad has configured the server.”(The server can work normally now.)
- d) **actions occur in the past and they are still maintained in the present so that the actions could be repeated in the present, for example;**
“Anton has successfully maintained administrative software and hardware.”(It means that he can do or repeat the activities.)

f. Structure

- **Affirmative** : “He has designed a user interface for Android.”
- **Negative** : “They haven’t upgraded the software.”
- **Interrogative** : “Has she worked in an IT company?”

Therefore, in stating your ability that you have performed in the past but you can still repeat the action, you use simple present perfect especially in writing an application letter.





8. *Let's have a reflection.*



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a check (✓) in the right columns according to how much you have learnt.

Aspects	Very Much	Much	Little
Understanding and using expressions in asking and telling about job descriptions.			
Understanding and using expressions in asking and telling about educational backgrounds.			
Understanding and using simple present tense to state about someone's job descriptions.			
Understanding and using simple present perfect to write down the appropriate application letter.			
Understand general structures and content of an application letter.			
Understanding the content and structures of an application letter.			
Writing down an application letter.			





F. Vocabulary List



Words	Pronunciation	Meanings
ability (<i>kb</i>)	[ə'bil.ə.tj]	kemampuan
appearance (<i>kb</i>)	[ə'pɪr. ə n t s]	penampilan
configure (<i>kkt</i>)	[kən'fɪg.ə]	mengatur
create (<i>kkt</i>)	[kri'eɪt]	membuat
developer (<i>kb</i>)	[dɪ'vel.ə.pə]	pengembangataupembangun
duty (<i>kb</i>)	[du:tj]	kewajiban
install (<i>kkt</i>)	[ɪn'stɑ:l]	memasukkan program baru dalam system komputer
interface (<i>kb</i>)	['ɪn.tə.feɪs]	antarmuka antara manusia dengan system komputer
major (<i>kb</i>)	['meɪ.dʒ ə]	bidang yang dipelajari
manage (<i>kkt</i>)	['mæn.ɪdʒ]	mengontrol
perform (<i>kkt</i>)	[pə'fɔ:rm]	mengerjakansuatuaktivitasataumelakukanpekerjaan
performance (<i>kb</i>)	[pə'fɔ:r.mənt s]	kinerja
responsibility (<i>kb</i>)	[rɪ'spɑ:nt .sə'bɪl.ə.tj]	kewajiban
task (<i>kb</i>)	[tæsk]	pekerjaan yang dilakukan
upgrade (<i>kkt</i>)	[ʌp'greɪd]	meningkatkan kualitas atau kegunaan dan sesuatu



Unit 3



What are you going to do after graduating?



Picture 3.3



Picture 3.2



Picture 3.1



Did you have any interesting experiences in your life? Do you make a plan for your future career? Do you know how to express them? In this unit, you will learn how to state your past experiences as well as your future plans especially your future career. You will also learn how to share your past experiences and future plans through a personal letter. Learn to do them in this unit and you will do them successfully.



A. Let's get ready.



Task 1



In pairs, look at the pictures below and answer the following questions.



Picture 3. 4

5. Did you have any great experiences or achievements in your life?
6. What did you do to achieve your plans?
7. Do you also have a future plan to make a better life?
8. What are you going to do to achieve the plan?



Picture 3. 5

Task 2



What are your plans after graduating from Vocational High School? Choose the following lists of plan by giving a check (✓). Write down two more plans by your own.

After graduating, I will



Picture 3. 6





- join to a company in a multimedia or an information technology field.
- continue my study in a university and take a major in a multimedia field.
- continue my study in a university and take another major.
- get an apprenticeship in a multinational company.
- join a competition in a multimedia field, such as web designing, application developing, etc.
- _____
- _____

B. Let's act.



Let's listen and speak.

Task 3



You will find the following words in Task 4, 5 and 7. Listen to the recording and repeat after each word is played. Then, find their meanings. You may use your dictionary.

Words	Pronunciations	Meanings
announce (<i>kkt</i>)	[ə'naʊnts]	
apprentice (<i>kb</i>)	[ə'pren.tɪs]	
apprenticeship (<i>kb</i>)	[ə'pren. tɪ s.ʃɪp]	
challenging (<i>ks</i>)	['tʃæl.ɪn.dʒɪŋ]	
competition (<i>kb</i>)	[,kɑ:m.pə'tɪʃ. ən]	
improve (<i>kkt</i>)	[ɪm'pru:v]	
opportunity (<i>kb</i>)	[,ɑ:pə'tu:nə.tɪ]	
portfolio (<i>kb</i>)	[,pɔ:rt'fɔʊ.li.oo]	
register (<i>kkt</i>)	['redʒ.ɪ.stə]	





Task 4



Listen to the dialog between Arista and Bramantyo. Then, check (✓) the best headline. Compare your answer with your classmate's.

It's about Bramantyo's future career.



Picture 3. 7

It's about Bramantyo's past experiences and future plans of his career.

It's about Bramantyo's career achievement on the past.

Task 5



Before you listen to the dialog in Task 4 again, try to number the following charts orderly based on what Bramantyo says. Compare your answer with your classmate's.

Continue his study in university.

Pass on the test.

Officially being an apprentice.

Join a software developing competition.

Register and send particular documents including his portfolio.





Task 6



Read the expressions below.

In Task 4 and 5 you find the following expressions. These expressions are used to ask and tell someone about **past activities**.

What did you do last three months?

I joined in an apprenticeship.

Here are the expressions that you can use to ask and tell about someone's past activities.

Asking about Past Activity

Did you **submit** your portfolio in web designing?

What **did** you **do** last three months?

Where **did** you **join** the program?

Did you **do** anything special to pass on the test?

Telling about Past Activity

Yes, I **did**. I **submitted** my portfolio together with other documents.

No, I **didn't**. I just **uploaded** my CV and application letter.

I **joined** in an apprenticeship.
I **worked** as a freelancer and **studied**.

I **joined** PT. Excellindo Yogyakarta.

Yes, I **did**. I **read** a lot anything about software developing.
No, I **didn't**. I just **kept** myself calm and

Regular Verbs

submit → submitted
upload → uploaded
join → joined
work → worked

Irregular Verbs

read → read
keep → kept





Task 7



Listen to the recording in Task 4 again. Then, decide whether the following statements are True (T) or False (F). Pay attention to the expressions that speakers say.

Arista asks Bramantyo "what did you do last three months, Bram?" to know what Bramantyo did during last three months.

Bramantyo tells what he did in the last three months by saying "I didn't do anything".

Arista asks Bramantyo the steps that he did to become an apprentice by saying "where did you join the program?"

Bramantyo tells "Yes, I did. I read a lot anything about software developing." to say what he did to pass on the test.

Arista asks Bramantyo "Did you do anything special to pass on the test?" to know whether he did particular thing to do to pass the test.

Task 8



Rearrange the sentences below into a good conversation and act it out with your classmate. Then, circle the expression to ask about past experiences and underline the expression to tell about past experiences. Number 1 has been done as the example.

- My team and I designed a website to promote a freeware application to manage database in schools.
- Did you enjoy it?
- Of course. Your mark never betrayed you process.
- 1 Hi Amara. How's life?
- No, I didn't. It was very useful to develop and train my skills in providing best-user interface through a website. How about you? Did you do anything special?
- I'm fine. Well, I worked as a freelancer in a multinational company. I did a project with my team.



Zahra





Amara

- That's sound interesting. What project did you do?
- Not really. I just worked on my practicum report.
- Hello. I feel great. How about you? What did you do in the last two months?
- That's right.
- Did you find any problem during the project?
- Hello. I feel great. How about you? What did you do in the last two months?

Task 9



Listen to the dialog between Ahmad and Gunawan. Then, number the following statements orderly based on Ahmad's future plans.

Apply for a job as a web programmer in a national company.

Graduate from Vocational High School.

Apply for an apprenticeship program in a company.

Join a web programming competition.



Picture 3. 8





Task 10



Read the expressions below.

In Task 9, you find the following expressions. These expressions are used to ask and tell someone about **future plans**.

What are you going to do after graduating?

I'll apply for a job as a web programmer after I finish my apprenticeship program.

Here are the expressions that you can use to ask and tell about someone's future plans.

Asking about Future Plan

What **are you going to** do after graduating?

What **will you do** after graduating?

Where **will you take** the program?

What major **will you take**?

Will you also **apply** a job as a web programmer?

Telling about Future Plan

I'm going to continue my study.

I'd like to go to university next month.

I will choose a web programming company in Yogyakarta.

I plan to take Design Communication Visual.

I'll apply a job as a web programmer after I finish my apprenticeship program.
I plan to use my experience to join a national company.





Task 11



Read and complete the following conversation. Use **be+going to** and verbs given in the box. Then, practice with your classmate. Look at the example.



What are you going to do after finishing the web programming course?

do

I _____ a freelancer dealing with CSS and XHTML code.



apply



That sounds interesting. _____ you _____ your study?

continue

Yeah. I _____ to university while having a job as a freelancer.
How about you, Sam?



go



Well, Toni and I _____ in a software developer company.

go

Both of you should start seeking for job information about a software developer.



Yeah. But we _____ not _____ a company outside Yogyakarta province.

choose

Well, good luck then.



Thanks.





Task 12



Ask more than two classmates what they did last weekend and their plan on the next weekend. Ask the following questions and add one more question by your own. Then, put the information in the table. Read the example below.

- Where did you go last weekend?
- What did you do there?
- Did you enjoy your weeked? Why?
- Where will you go next weekend?
- What will you do there?
- _____

Example:

You	:	Where did you go last weekend?
Dini	:	I went to Cisco Lab in Gama Techno Corporation.
You	:	What did you do there?
Dini	:	I take a certification of CCNA Chapter 1.
You	:	Did you enjoy it? Why?
Dini	:	Yes, I did. I got new experiences and new friends there.
You	:	Then, where will you go next weekend?
Dini	:	I plan to go to GunungKidul.
You	:	What will you do there?
Dini	:	I'm going to take a week of vacation there.

You fill the table this way:

Name	Last Week Activities	Next Weekend Plans
Dini	She went to Cisco Lab in Gama Techno Corporation to take a certification of CCNA Chapter 1. She enjoyed it because she got new	She plans to go to GunungKidul. She is going to take a week of vacation there.





	experiences and new friends there.	
--	------------------------------------	--

Name	Last Week Activities	Next Weekend Plans

Task 13



The following calendars contain information about Mrs. Maura's and Mr. Muhsin's past activities and future plans. One of you will be Mrs. Maura and the other will be Mr. Muhsin. Work in pairs to practice the dialog based on the following calendar and model.

Mrs. Maura's Agenda March 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 TODAY	9 Meet with Mr. Wijaya in Semarang	10 Doing coding project with team in PT Sigma →	11	12`	13



Mr. Muhsin's Agenda March 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Fly to Lombok	2	3	4	5	6
	Have a vacation with family →					
7 Go back home	8 TODAY	9	10	11	12`	13

Student A

Greet B. Ask B about his/her last week activity.

Ask where B travelled last week and how long B spent the activity.

Give your opinion about B's last week activity.

Tell B what you plan to do next week and where will you go.

Tell B how long you will spend the activities.

Student B

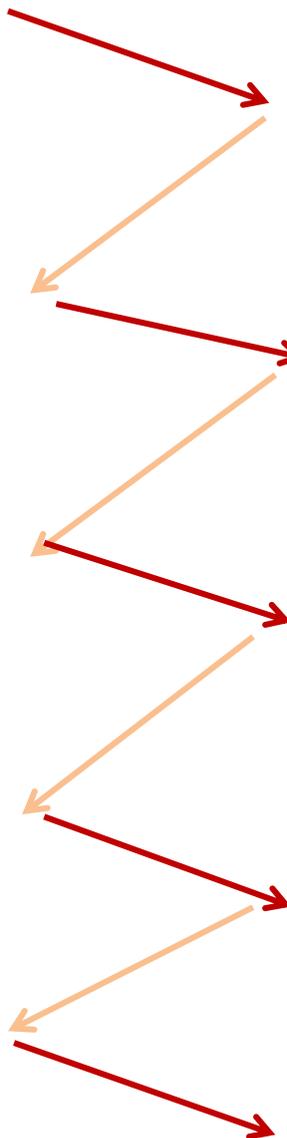
Respond to A's greeting. Tell A about your last week activity.

Tell A where you travelled and how long you spent the activity.

Take turn to ask about A's next week plans. What he/she will do next week and where he/she will go.

Ask A how long he/she will spend the activities.

Give your opinion about A's next week plans.





Let's read and write.

Task 14



Do you agree that it takes a process to have a good career in your life? Do you think that your experiences also play an important role toward your career? Read the following passages about a career journey and find the meaning of the following words based on context. Then, decide whether the statements are True (T) or False (F) by giving a check (✓). Correct the false ones. Number 1 has been done as the example.

Words	Pronunciations	Meanings
allow (kkt)	[ə'laʊ]	
challenging (ks)	['tʃæl.ɪn.dʒɪŋ]	
convince (kkt)	[kən'vɪnt s]	
expect (kkt)	[ɪk'spekt]	
feature (kb)	['fi:tʃə]	
improve (kkt)	[ɪm'pru:v]	
notice(kkt)	['nəʊ.tɪs]	
progress (kb)	['pra.gres]	
senior (kb)	['si:niə]	
specialist (kb)	['speʃ. ə l.ɪst]	

A career journey:

How I Went From Total Beginner to Senior Web Developer

My name is Joey Nguyen. I graduated from University of Texas at Austin with a Bachelor's of Science in Advertising. I ended up with that degree after struggling to find a major liked and chose advertising only because it was slightly more interesting than the other fields that I took classes in. However, I did not think my advertising degree had anything to do with my career transition.



Picture 3. 9





I transitioned out of advertising into web development for several reasons. I never enjoyed my job responsibilities nor did I have much interest in the topics that I needed to learn to get better and move up in that career path. I did not like being forced to promote products or clients that I didn't believe in. After leaving my first job at an ad agency, I started at a new advertising company that was really small, less than 10 people.

My friend saw some potential in me after noticing that I had a good grasp of computers from our conversations, and he was the one who convinced me to switch to a career in technology. I started learning how to code to build websites because there was a need for a person to do that at my company, but we had no one except an outside contractor to do it. I spent my free time on nights and weekends on that site improving my coding skills, learning things like HTML, CSS, and Javascript (jQuery).

Since I was living in Houston at the time and the job was in Dallas, my second interview gave me a junior level developer position so the test was really simple, more so than I expected. The name of the company is Dealertrack Technologies. For the first two years, I worked on building new client sites and maintaining existing ones. Early on, I did not really have to ask for more challenging work. As I kept working and improving, my manager noticed my progress through my interactions with other developers at my level, helping them with things they could not figure out, as well as his discussions with the senior developers on our team about how I was performing. I was given more challenging work as a result.



Picture 3. 10

With my first promotion, there was not really much transitioning involved. I stayed on the same team and worked on the same stuff. My second promotion followed shortly after I was moved to a new team, which I am on currently. As opposed to my previous team where it was all front-end developers building and maintaining customer-facing client websites, I was brought to this new team as a front-end specialist where I work with software engineers, quality assurance analysts, and product managers to build a new web application system that allows clients to make edits to their sites.

As a senior front-end web developer, I work with my team to make sure that the features that the engineers build look good and provide a good user experience for the customers who will eventually be using it. My current goal is to transition from a front-end developer to a full-stack developer, someone who can do both front-end and back-end. Right now, I'm getting better by helping with small things like fixing bugs that our QAs find in the features.

Adapted from: <http://blog.aftercollege.com/went-total-beginner-senior-web-developer/>

No.	Statements	T	F	Reasons
1.	Joey Nguyen chose advertising as his major because he was passionate in it.		√	He chose advertising among other majors because it was slightly more interesting than the other fields



				<i>that he took classes in.</i>
2.	He did not like being forced to promote the products to the clients became one of reasons why he transitioned out of advertising into web development.			
3.	There was no one who convinced him to switch to a career in technology in his work place.			
4.	He started to code to build websites because he wanted to promote products.			
5.	Dealertrack Technologies gave him chance to start a new career as a junior level position developer.			
6.	Because his manager noticed his progress through his performance, he was given more challenging work as a result.			
7.	His second promotion brought to his new team as a front-end specialist.			
8.	As a senior front-end web developer, he does not have any current goal of transition.			

Task 15



Read the following explanations.

From the passages in Task 14, you find the following statements

- *I started learning how to code to build websites because there was a need for a person to do that at my company.*
- *My manager noticed my progress through my interactions with other developers at my level*



The statements above use **simple past tense** in order to state activities or actions happened at particular time in the past. Here are further explanations about simple past tense.

Simple Past Tense

g. Function

Simple past tense is used to express:

1) one action which happened at a particular time in the past but the time is not given, for example;

- *“I started at a new advertising company that was really small”.*





- He was the one who convinced me to switch to a career in technology”.
- “I spent my free time on nights and weekends on that site”.

12) an action completed in the past at a definite time, for example;

- “I joined Dealertrack Technologies in 2004”.
- “I met my clients yesterday”.

h. Form

10) Affirmative : S + V2+ Object/Complement

“My manager noticed my progress through my interactions with other developers at my level”.

11) Negative : S + did not+ V1+ Object/Complement

“My manager did not notice my progress through my interactions with other developers at my level”.

12) Interrogative : Did +S + V1 +Object/Complement?

“Did your manager notice my progress through my interactions with other developers at my level?”

SPELLING NOTES

3. When a verb ends in **y** after a consonant, change **y** into **i** before adding **ed**, for example;
- carry → carried
 try → tried
 copy → copied

4. When a **suffix** is added to a short verb ending in a consonant after a vowel, double the consonant, for example;
- Beg → begged
 Stop → stopped
 Plan → planned





Task 16

Write negative forms of the affirmative statements that you can find in passages of Task 14 above. Number 1 has been done as the example.

13. **Affirmative form** :

After leaving my first job at an ad agency, I started at a new advertising company that was really small, less than 10 people. (Paragraph 1)

Negative form :

After leaving my first job at an ad agency, I did not start at a new advertising company that was really small, less than 10 people.

14. **Affirmative form** :

Negative form :

15. **Affirmative form** :

Negative form :

16. **Affirmative form** :

Negative form :





Task 17



Have you ever got a letter from your friends or relatives? Or, have you ever sent a letter for them to share your interesting experiences or personal matters? Read the following personal letter and answer the questions that follow.

35 Senggigi Raya
Lombok
75009 Nusa Tenggara Timur

Imogiri-Siluk Street No. 16
Imogiri, Bantul,
55782 Yogyakarta

March 13, 2016

Dear Sarah,

It has been two years you moved to Lombok. How are you? I hope you and your family are in good condition. I am so happy to share this with you.

Next week, I will move to Semarang to start my new work. Because of your support, I passed on the interview and the test. I am very glad to start my new career as a junior web designer in PT Pro Nusa. I am going to take a course too in Semarang to improve my skill in designing web because I know that it needs a process to become a senior web programmer like you.

Anyway, last week vacation, I spent my days to have preparations for getting CCNA certificate. Did you enjoy your last week vacation too? I heard that Lombok has a lot of tourist attractions which are amazing. I hope that I could visit Lombok someday.

I want to know your interesting experiences and what you plan for your career. I am looking forward to hearing from you soon. I miss you so much.

Love always,

Tiara

Tiara

P.S. I'm bringing you "bakpia", your favorite snack from Jogja





2. Who was the writer of the letter?
3. Why did she send the letter?
4. What will she plan to do next week?
5. What is she going to do after moving to Semarang?
6. What did she do in his/her last week vacation?
7. What did she expect toward the receiver?
8. What was the additional information that she write in the end of the letter?

2. The writer of the letter is Tiara.

Task 18

Read the following explanations.

You have read the application letter in Task 17. A personal letter usually has the general format that you can follow. Read the full format of a personal letter below.

35 Senggigi Raya
Lombok
75009 Nusa Tenggara Timur

The receiver's address

Imogiri-Siluk Street No. 16
Imogiri, Bantul,
55782 Yogyakarta

The sender's address

March 13, 2016

Date

Dear Sarah,

Salutation

It has been two years you moved to Lombok. How are you? I hope you and your family are in good condition. I am so happy to share this with you.

Next week, I will move to Semarang to start my new work. Because of your support, I passed on the interview and the test. I am very glad to start my new career as a junior web designer in PT Pro Nusa. I am going to take a course too in Semarang to improve my skill in designing web because I know that it needs a process to become a senior web programmer like you.

Anyway, last week vacation, I spent my days to have preparations for getting CCNA certificate. Did you enjoy your last week vacation too? I heard that Lombok has a lot of tourist attractions which are amazing. I hope that I could visit Lombok someday.

I want to know your interesting experiences and what you plan for you career. I am looking forward to hearing from you soon. I miss you so much.

Love always,

Closing

Tiara

Signature

Tiara

P.S. I'm bringing you "bakpia", your favorite snack from Jogja

Postscript

Opening paragraph

Body of the letter

Closing paragraph





s. Address

The address of the receiver is on the left side and the writer address is on the right side.

t. Date

The date states when the letter is written.

u. Salutation

The greeting to the person you are writing to.

v. Opening paragraph

The opening of the letter usually starts with asking the receiver's condition or referring to the previous letter.

w. Body of the letter

The body of the letter is the main part of the letter. It includes what your purpose why you write the letter.

x. Closing paragraph

The part indicates the letter is going to end. Try to end the letter with positive feelings, for example:

"Hope to hear from you soon", "Please write back".

y. Closing

Write a short expression to end your writing. It based on the relationship with the writer, for example:

- Formal : sincerely, warmly, or best wishes.
- Informal: yours, take care, or cheers.
- Intimate: love, much love, or thinking of you.

z. Signature

Write your signature or initials of you as the writer.

aa. Postscript

Postscript or P.S. is an additional information or after thought in a letter. You can also write a playful joke in the postscript.





Task 19

Read the following jumbled parts of a personal letter written by Johan. Then, rewrite them into a good personal letter.

I hope all is well with you. It's been a while since you moved to Tangerang to have a new career. It is so sad that you are now away from here. I hope your new workplace is going well. It must be exciting to have new colleagues.

*Beo Street No. 16
Mrican, Caturtunggal,
Depok, Sleman, Yogyakarta*

By the way, next two weeks will be a long weekend. What will you plan to spend your holiday? Honestly, I will spend my long weekend to prepare my web programming competition. I cannot believe that I am chosen to be one of participants to join such a competition in Jakarta. If it is possible, I want to meet you. Will you meet me when I am in Jakarta next month? Tell me what you will do next month, so that I can arrange to meet you.

March 17, 2015

I want to know what have you done there and your plans for the next month. I am waiting for a quick reply. Don't let me miss your activities. I miss you.

*Regards,

Johan Akbar*

*Cinangka Raya Street No.17
Ciputat, Tangerang Selatan*





Everything is fine here. I've told you before that I plan to have a programmer course. Finally, I passed the course with satisfied result. Unfortunately, my 3D animator projects needed more improvement. Therefore, my lecturer gave me advices to take programming concentration instead of designing. Finally, last semester I took web programming as my concentration subject in college.

Dear Lana,

Task 20



After you arrange and rewrite the personal letter above, write them into the following structures.

Salutation

Opening Paragraph

Closing Paragraph

Closing



Task 21 Infographic



Do you know what the differences between a front-end and back-end developer are? Study the following picture and read the information presented. Then, based on the picture, decide whether the statements are True (T) or False (F) by giving a check (✓).

Let's compare building a website to building a house. The owner of the house ultimately decides the overall purpose, style and decor; the designers and copywriters create the 'furniture'; back-end developers actually build the house, and front-end developers take responsibility for interior design.

FRONT-END DEVELOPMENT

VS.

BACK-END DEVELOPMENT

The front end of a website is everything the user sees, touches and experiences. The back end of a website works behind the scenes to enable the front end. Let's have a look at what Front-End and Back-End Developers bring to the table.

Front-End Developer	Back-End Developer
<p>Philosophy</p> <p>"I'm passionate about creating outstanding user experiences"</p>	<p>Philosophy</p> <p>"I love building dynamic sites with robust architecture"</p>
<p>Tools</p> <p>HTML 5 CSS JavaScript AngularJS jQuery</p>	<p>Tools</p> <p>PHP C# Ruby Python Node.js</p>
<p>Strengths</p> <p>Creative, Imaginative, Driven, Emphatic, Personable, Curious</p>	<p>Strengths</p> <p>Flexible, Organised, Detail-Oriented, Analytical, Logical</p>
<p>Lifestyle</p> <p>Huge monitor + Macbook Pro on desk, Red Bull in hand, wearing a graphic tshirt and skinny jeans</p>	<p>Lifestyle</p> <p>Empty coffee cups all over the desk with an old-school but powerful laptop, usually in a hoody and cargo pants</p>

Front-End and Back-End Developers work together to create a dynamic website with excellent user experience, taking the designers' wireframes from development to delivery.

Picture 3. 11





The front end of a website is everything that users interact with, from fonts and colors to dropdown menus and sliders. All of the code and architecture of the website's user experience is coded by front-end developers using a combination of HTML, CSS, and JavaScript that is controlled by your computer's browser. To achieve a positive and immersive user experience, front-end developers must be adept at three main languages: HTML, CSS and Javascript.



The back end of a website consists of a server, an application, and a database. A back-end developer builds and maintains the technology that powers those components which, together, enables the user-facing side of the website to exist in the first place. When you arrived to this website, our servers sent information to your computer or mobile device, which translated into the page you're seeing right now. That whole process is the result of a back-end developers work. In addition, if you apply for a job and upload your CV, the storage of your personal details is also credited to the back-end developer.

Adapted from: <http://www.burnsheehan.co.uk/h/blog/decoding-web-development%3A-frontend-vs-backend/bp1606/>

No.	Statements	T	F
1.	A front-end developer deals with both HTML and PHP.		
2.	A back-end developer has a responsibility to build the base and the core of a website.		
3.	Anything that deals with user interface of a website is the work of a front-end developer.		
4.	A front-end developer tends to be a sequenced thinker.		
5.	You will find a high specification computer in a back-end developer's desk.		
6.	In building a website, front-end developers work on their job before back-end developers start their job.		
7.	Build and maintain a server, an application, and a database are responsibilities for back-end developers.		
8.	A back-end and front-end developer work together to provide an excellent website for end users.		





Task 22

Read the following explanations.

From the application letter presented in Task 17, 18, 19 and 20, you find the following statements.

- *Next week, I will move to Semarang to start my new work.*
- *I am going to take a course too to improve my skill in designing web.*



The statements above use **simple future tense** to state an action that will take place in the future time. Here are further explanations about simple future tense.

Simple Future Tense



g. Function

Simple future tense is used to express:

7) an action that will take place in the future, for example;

- *He will join a web programming course in Techno Nixia.*
- *I will be at Semarang to start my new job next year.*

8) a habitual action which we assume will take place in the future, for example;

- *I will be in the office tomorrow morning.*
- *My team will come again to have presentation.*

h. Form

10) Affirmative : S + will + V1 + Object/Complement

"He will join a 3D animation competition last month"

11) Negative : S + will + not + V1 + Object/Complement

"He will not join a 3D animation competition last month"

12) Interrogative : Will + S + V1 + Object/Complement?

"Will he join a 3D animation competition last month?"

Be + going to

We use **(be) + going to** talk about plans and intentions that appear more probable, for example:

- *I am going to have an interview today.*
- *She is going to meet her boss this morning.*

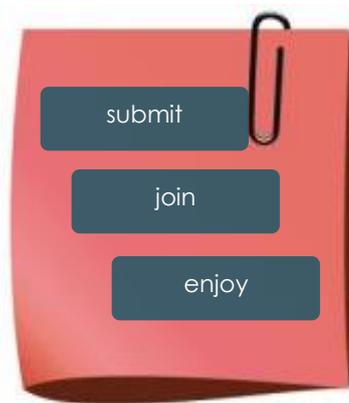




Task 23



Complete the body of the personal letters below with the suitable verbs provided. You may use will or be+ going to. Number 1 has been done as the example.



1. I have plans for the next month. I've ever told you that I had no idea about applying for a new job as photographer. Finally, I (1) am going to submit my application letter next week. Before I (2) _____ a professional photographer, (3) _____ Jogja Photographer Club to find new partners with the same passion. It (4) _____ to work in what you passionate.

2. Your plans are very interesting. Concerning my previous job, I (5) _____ my study in software engineering. I (6) _____ a part time job. I (7) will try to enjoy my first semester. But, before I start my new life, my parents and I (8) are going to spend a week to take a vacation in Bandung.





C. Let's evaluate.



Task 25



Listen to and complete the conversation below with suitable words to make meaningful expressions. Then, practice with your classmate. Number 1 has been done as the example.



: It's been a long time since I saw you. How's life Mim?



: Great. How (1) was your training program?



: Emm.. It (2) _____ to meet new partners and learn new experience. (3) _____ your first semester?



: Well, that was actually my challenging semester.



: So, what (4) _____ in your first semester?



: My first semester was fulfilled with my new activities. After having class, I (5) _____ as a freelancer as a front-end developer during my last semester.



: Where (6) _____?



: I (7) _____ at Gama Techno Yogyakarta but I will not continue to work there.



Why?



: Well, I (8) _____ a web designing course because I (9) _____ join a web designing competition someday. How about you? What (10) _____ after training?



: I'd like to work in the same company.



: That sounds interesting. (11) _____ your study?



: Yes, I will but I am going to finish my contract first.





: Good luck then.



: Thanks. I hope you so.

Task 26



Read the personal letter below. Then, write a reply based on your list of your past activities and future plans.

Ciantra Street No-56
17530 Cikarang Selatan,
Bekasi, Jawa Barat

Imogiri-Silik Street No-16
55792 Imogiri, Bantul,
Yogyakarta

April 16, 2016

Dear Vicky,

I just heard that you received a new job in software developing in Bekasi. I am very happy to know that. Congratulations!

I know it was not easy to get a good job in this market competition especially for fresh graduates with hardly any work experiences. Your success inspired me to try harder. I tried to apply for several jobs in multimedia field. However, I was not lucky yet. Therefore, I applied for a freelance work as a graphic designer in Yogyakarta. Now, I am still working as a freelancer and still trying to find a good job that fits my competence.

Actually, my future plan is quite simple. I plan to join a course in web designing because I cannot separate my skill from designing. I will also try to find good job here. Your recommendation will help me a lot. I hope you wouldn't mind telling your future plans for me. Please tell me what you did during your first month as a software developer.

I hope to hear from you soon.

Regards,

Hendra

Hendra





Past Activities

A yellow notepad with a black border, pinned to the top with two red pushpins. It contains a list of numbered lines for writing past activities.

6. _____

7. _____

8. _____

9. _____

Future Plans

A pink notepad with a black border, pinned to the top with two red pushpins. It contains a list of numbered lines for writing future plans.

1. _____

2. _____

3. _____

4. _____



Write down your reply here:

A large rectangular area enclosed by a dashed blue border, containing 20 horizontal lines for writing a response.



D. Let's sum up.



In this unit, you have learnt how to describe past events and future working plans as well as compose a personal letter. We can draw the key points as the following:

22. Language Expression to talk about Past Activity

Asking about Past Activity	Telling about Past Activity
Did you submit your portfolio in web designing?	No, I didn't . I just uploaded my CV and application letter.
What did you do last three months?	I joined in an apprenticeship. I worked as a freelancer and studied .
Did you do anything special to pass on the test?	Yes, I did . I read a lot anything about software developing.

23. Language Expression to talk about Future Working Plan

Asking about Future Working Plan	Telling about Future Plan
What are you going to do after graduating?	I'm going to continue my study.
Where will you take the program?	I will choose a web programming company in Yogyakarta.
What major will you take ?	I plan to take Design Communication Visual.

24. Simple Present Tense

g. Function

Simple past tense is used to express:

13) one action which happened at a particular time in the past but the time is not given, for example;

- "I started at a new advertising company that was really small".
- He was the one who convinced me to switch to a career in technology".

14) an action completed in the past at a definite time, for example;

- "I joined Dealertrack Technologies in 2004".

h. Structure

- **Affirmative** : "My manager noticed my progress through my interactions with other developers at my level".
- **Negative**: "My manager did not notice my progress through my interactions with other developers at my level".
- **Interrogative** : "Did your manager notice my progress through my interactions with other developers at my level?"





25. General Structures of A Personal Letter

In general, the structures of a personal letter fall into the following parts:

- bb. Address of the writer and receiver
- cc. Date when the letter is written.
- dd. Salutation to greet the receiver
- ee. Opening paragraph
- ff. Body of the letter as the main part of the letter
- gg. Closing paragraph to indicate the letter is going to be ended
- hh. Closing
- ii. Signature
- jj. Postscript as the additional information if it is necessary

26. Simple Future Tense

g. Function

Simple perfect tense is used to express:

3) an action that will take place in the future, for example;

- *He will join a web programming course in Techno Nixia.*

4) a habitual action which we assume will take place in the future, for example;

- *I will be in the office tomorrow morning.*

h. Form

- **Affirmative** : “*He will join a 3D animation competition last month*”.
- **Negative** : “*He will not join a 3D animation competition last month*”.
- **Interrogative**: “*Will he join a 3D animation competition last month?*”

Be + going to

We use **(be) + going to** talk about plans and intentions that appear more probable, for example:

- *I am going to have an interview today.*
- *She is going to meet her boss this morning.*





8. Let's have a reflection.



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a check (✓) in the right columns according to how much you have learnt.

Aspects	Very Much	Much	Little
Understanding and using expressions in asking and telling someone about past activities or past experiences.			
Understanding and using expressions in asking and telling someone about future plans, such as future working or studying plan.			
Using simple past tense to state past activities or past experiences.			
Using simple future tense to state future plans, such as future working or studying plan.			
Writing down a personal letter.			
Understand general structures and content of a personal letter.			





F. Vocabulary List



Words	Pronunciations	Meanings
apprenticeship (kb)	[ə'prentɪsɪp]	magang
career (kb)	[kə'riːr]	karir
challenging (ks)	['tʃælɪndʒɪŋ]	tidak mudah
competence (kb)	['kɑ:m.pɪ.təns]	kemampuan, keahlian
competition (kb)	['kɑ:m.pə'tɪʃən]	kompetisi
course (kb)	[kɔ:rs]	kursus, kelas
experience (kb)	[ɪk'spɪəri.əns]	pengalaman
improve (kkt)	[səb'mɪt]	meningkatkan
join (kkt)	[spend]	bergabung
prepare (kkt)	[prə'veɪd]	menyiapkan
project (kb)	['prɑ:dʒekt]	pekerjaan yang membutuhkan kurun waktu tertentu untuk menyelesaikan
provide (kkt)	[prɪ'per]	menyediakan
spend (kkt)	[dʒɒm]	menghabiskan, menggunakan
submit (kkt)	[ɪm'pru:v]	mengumpulkan





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<http://blog.aftercollege.com/went-total-beginner-senior-web-developer/>





Picture Credits



BOOK COVER

Picture <https://goo.gl/wFZRHI>

Icons <http://goo.gl/svhdr4>

UNIT 1

Could you ask him to check the database, please?

Picture 1.1 <https://goo.gl/6LbCxO>

Picture 1.2 <https://goo.gl/vbz8Ys>

Picture 1.3 <http://goo.gl/AhvJg7>

Picture 1.4 <http://goo.gl/t2nbbo>

Picture 1.5 <http://goo.gl/qCI07T>

Picture 1.6 <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>

Picture 1.7 <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>

Picture 1.8 <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>

Picture 1.9 <https://receiptful.com/blog/75-ecommerce-facts-quotes-statistics-that-will-blow-your-mind/>

UNIT 2

I perform XHTML and CSS coding.

Picture 2.1 <https://goo.gl/pZmHll>

Picture 2.2 <https://goo.gl/vZUdFL>

Picture 2.3 <https://goo.gl/Z1DSbu>

Picture 2.4 <https://goo.gl/eNLbhW>

Picture 2.5 <https://goo.gl/bfIGJU>



- Picture 2.6** <https://goo.gl/BIZ5CQ>
- Picture 2.7** <https://goo.gl/Vr8HOOf>
- Picture 2.8** <https://goo.gl/DDQ1FP>
- Picture 2.9** <http://www.menkom.com.au>
- Picture 2.10** <http://www.camping-le-fief.com>
- Picture 2.11** <https://goo.gl/h7EqZy>
- Picture 2.12** <http://sixrevisions.com/infographics/web-designers-vs-web-developers-infographic/>
- Picture 2.13** <https://www.instagram.com/p/-r9h2Qlmlm/>
- Picture 2.14** <https://www.instagram.com/p/9a51bKFmOP/>
- Picture 2.15** <https://www.instagram.com/p/8sikkYFmOk/>

UNIT 3

What are you going to do after graduating?

- Picture 3.1** <https://goo.gl/NyUb68>
- Picture 3.2** <https://goo.gl/OAUGDa>
- Picture 3.3** <https://goo.gl/gWZYpa>
- Picture 3.4** <https://goo.gl/kLcYNF>
- Picture 3.5** <https://goo.gl/ID8HAF>
- Picture 3.6** <https://goo.gl/USY3ty>
- Picture 3.7** <https://goo.gl/zzzcvv>
- Picture 3.8** <http://www.guraru.org>
- Picture 3.9** <http://blog.aftercollege.com/went-total-beginner-senior-web-developer/>
- Picture 3.10** <https://goo.gl/0VfFCt>
- Picture 3.11** <http://www.burnssheehan.co.uk/h/blog/decoding-web-development%3A-frontend-vs-backend/bp1606/>





Appendix 1: Listening Scripts



UNIT 1

TASK 6

Conversation a

- A : Persada Design. Can I help you?
B : **(1)** Mr. Gary Lukman asked me to call this morning.
A : I'm afraid there's no body with that name here.
B : **(2)** Sorry. I must have written down the wrong number
A : That's OK. You could probably find the right number on the internet.
B : **(3)** Sorry to have bothered you. Thanks so much. Goodbye
A : No problem. Goodbye

Conversation b

- C : **(4)** Gama Techno Group. Can I help you?
D : I'd like to speak to someone about configuring the database of e-commerce.
C : **(5)** Yes, please hold on. I'll put you through to Back-end Development.
E : **(6)** Back-end Development. Can I help you?
D : I'm phoning about the adding category on web osCommerce of Laxada Enterprise.
E : **(7)** Could you give your name please?
D : I'm Rita Meisari, a marketing supervisor of Laxada Enterprise.
E : **(8)** OK Mrs. Meisari, Can you give me the name of the category you need?
D : Yes, it's confirmation payment. We'd like an earlier addition if possible.
E : **(9)** Right, confirmation payment. Well, I'll have to check with our database supervisor.
D : OK. Could you call me back today?
E : **(10)** Yes, later this afternoon if that's convenient.
D : That'll be fine. Thanks very much





TASK 8 & 10

- Atmaja : Good Morning. Atmaja speaking. May I help you?
- Saputra : Yes. This is Saputra. May I speak to Danuarja please?
- Atmaja : I'm sorry. He isn't in at the moment. Can I give him a message?
- Saputra : Yes. Please tell him that I cannot access localhost in ecommerce path so that I couldn't log in as the administrator.
- Atmaja : Localhost in ecommerce path, right?
- Saputra : That's right. This is bad. Would you please pass on the message as soon as he gets in?
- Atmaja : Don't worry. Could you give me your number, please?
- Saputra : My number is 0856 4302 2222.
- Atmaja : 0856 4302 2222. Anything else?
- Saputra : That's enough. Thanks so much. Goodbye.
- Atmaja : Goodbye.

TASK 12

- Anisa : Back-end development of Webo Tech. May I help you?
- Mr. Husen : Hi, it's Zaky Husen. Is Mrs. Ami in?
- Anisa : Sorry, she's just gone out. Would you like to leave a message to her?
- Mr. Husen : Yes, thanks. Could you ask her to reschedule the meeting agenda on Monday morning?
- Anisa : Sure. Is there anything else?
- Mr. Husen : Is Mr. Sukoco, her web administrator in?
- Anisa : I'm sorry. Mr. Sukoco is on meeting now with the clients. Could I take your message, sir?
- Mr. Husen : Of course. Please tell him that I need him to fix the payment feature on e-commerce web site soon.
- Anisa : Payment feature, right?
- Mr. Husen : That's right. Thank you so much. Good Bye.
- Anisa : Anytime. Bye



TASK 26

- Secretary : Webo Corporation, good morning. Can I help you?
- Mrs. Andin : Hello, is Aris Nugroho in, please?
- Secretary : I'll see if he's in the office. Who's calling?
- Mrs. Andin : Andin Rahma.
- Secretary : Please hold the line. I'll see if I can transfer you.
- Mrs. Andin : That's OK.
- Secretary : Sorry, he's in a meeting at the moment. Can I help you?
- Mrs. Andin : Well, I met Aris Nugroho in Coding Conference last week at Semarang. He asked me to call him this week. When will he be free, do you know?
- Secretary : I'm afraid I don't know. Shall I ask him to call you as soon as he can?
- Mrs. Andin : Yes, please. That would be good.
- Secretary : Could I have your phone number, Mrs. Andin?
- Mrs. Andin : My number is 0878 889 998.
- Secretary : Right. Can I confirm the number- 0878 889 998.
- Mrs. Andin : That's right.
- Secretary : I'll ask Mr. Nugroho to give you a ring as soon as he's free.
- Mrs. Andin : Thank you very much. Goodbye.



UNIT 2

TASK 4 & 5

Hi, my name is Nurman. I have been working on a web developer company for about three years. I work as a web developer there. I meet many clients who want to promote their company or business through the websites. I design and code the web pages every day to build an interactive web site layout. I also manage the database by using MySQL. Sometimes, my job is very stressful when my codes do not work properly. It means that I have to find the error codes gradually and fix them soon if I don't want to get further complaints. I am responsible not only for designing the look of the web site but also for determining how it works as well. Despite all detailed works that I have to handle, I love my job because it's very challenging.

TASK 7 & 8

- Kirana : Good morning, Miss.Dina. My name is Kirana from Paramadina Vocational High School.
- Miss Dina : Good morning Kirana.
- Kirana : I'm so happy to have a chance to meet you. Well, I'm going to ask you information about common requirements of a 3D animator.
- Miss Dina : Yeah. You can ask anything about it.
- Kirana : Being a 3D animator is one of popular jobs in multimedia field. Could you tell me a little about your educational background?
- Miss Dina : I graduated from Institut Teknologi Bandung. I took bachelor's degree level and my major was computer engineering. However, associate's degree is also possible to apply as a 3D animator.
- Kirana : I also would to know about other majors that can apply the job as the 3D animator.
- Miss Dina : Well actually, those who have majors in computer science or visual communication design may apply the job too.
- Kirana : How about the job experience needed to apply the job as a 3D animator?
- Miss Dina : The job experiences will determine their positions. Employers require at least one year experience for entry level positions. For high level positions they must have five years of experiences at least.
- Kirana : Well, I think I have got the information of educational background needed





to be a web animator. Thank you for the time.

Miss Dina : My pleasure. You can contact me later if you want to know more.

TASK 25

- Dira : Hi, Maura. I'm sorry it's been a long time since we met in junior high school.
- Maura : It's okay. You're still the same. How's your college life in Surabaya?
- Dira : That's wonderful. I learn many things there. By the way, I heard that you have a new job. Tell me, where do you work now?
- Maura : That's right and I love my current job. Now, I work for Victory International Future as a database administrator.
- Dira : Wow, that's great. Why do you love the job?
- Maura : Well, I'm not good at all in web designing and I found my passion in database since I was in Vocational High School.
- Dira : Yeah, it will be fun to work in what you are passionate. And what are your duties then?
- Maura : I am responsible for the performance, integrity, and security of a database. Because of that, my duties are to assist database designs and to set up new databases.
- Dira : That sound complex but I think you really enjoy it. What was your major?
- Maura : My major was Multimedia Study Program and I graduated from SMK N 2 Sewon.
- Dira : I think one of my friend in university also graduated from VHS and he majored Multimedia Study Program. He performs very well in 3D animator.
- Maura : Wow, that's great. By the way, our orders are coming. Let's eat.
- Dira : It tastes good.



UNIT 3

TASK 4 & 7

- Arista : So, what did you do last three months, Bram?
- Bramantyo : I joined in an apprenticeship.
- Arista : That sounds nice. Where did you join the program?
- Bramantyo : I joined in Excellindo Yogyakarta Corporation. The company gave us the opportunity to work and develop our competency. We have a great time to learn and improve our skills in developing user interface in android OS.
- Arista : How did you become an apprentice there? I've ever heard that it was not easy to join the program.
- Bramantyo : When Excellindo Corporation announced the program on the website, I just registered myself and sent certain documents including my portfolio. After a week, I was called for a test. Then, finally I passed on the test.
- Arista : That's cool! Did you do anything special to pass on the test?
- Bramantyo : Yes, I did. I read a lot anything about software developing. That helped me a lot.
- Arista : Why don't you continue to work there now?
- Bramantyo : I will continue my study in university and I want to take computer engineering. After that, I am going to join a software developing competition.
- Arista : That's sound challenging. Good luck.

TASK 9

- Ahmad : Say, Gun, what are you going to do after graduating?
- Gunawan : Well, I'd like to go to university next month.
- Ahmad : What major will you take?
- Gunawan : I plan to take Design Communication Visual. How about you? What will you do after graduating?
- Ahmad : I have several plans. After completing my study in VHS, I will apply for an apprenticeship program.
- Gunawan : Where will you take the program?



- Ahmad : I will choose a web programming company in Yogyakarta.
- Gunawan : Are you going to join a web programming competition?
- Ahmad : Of course. I'm going to join a web programming competition after I complete my apprenticeship program.
- Gunawan : That sounds challenging. Will you also apply a job as a web programmer?
- Ahmad : Yes, I will. I'll apply a job as a web programmer after I finish my apprenticeship program and get a certificate of the competition. I plan to use my experience to join a national company.
- Gunawan : Nice! I am impressed to know your plans. It's amazing. I hope you will succeed one day.
- Ahmad : Thanks. I hope you will succeed too.

TASK 25

- Mimi : It's been a long time since I saw you. How's life Mim?
- Tasya : Great. How was your training program?
- Mimi : Emm.. It was interesting to meet new partners and learn new experience. Did you enjoy your first semester?
- Tasya : Well, that was actually my challenging semester.
- Mimi : So, what did you do in your first semester?
- Tasya : My first semester was fulfilled with my new activities. After having class, I worked as a freelancer as a front-end web developer during my last semester.
- Mimi : Where did you work?
- Tasya : I worked at Gama Techno Yogyakarta but I will not continue to work there.
- Mimi : Why?
- Tasya : Well, I am going to join a web designing course because I plan to join a web designing competition someday. How about you? What will you do after training?
- Mimi : I'd like to work in the same company.
- Tasya : That sounds interesting. Will you continue your study?
- Mimi : Yes, I will but I am going to finish my contract first.
- Tasya : Good luck then.
- Mimi : Thanks. I hope you so.



Appendix J

Permit Letters



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 944c/UN.34.12/DT/IX/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 17 September 2015

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DESIGNING ENGLISH LEARNING MATERIALS FOR THE ELEVENTH GRADES OF MULTIMEDIA STUDY PROGRAM AT SMK N 2 SEWON BANTUL IN THE FIRST SEMESTER OF THE ACADEMIC YEAR OF 2015/2016

Mahasiswa dimaksud adalah:

Nama : ERNITA RAHARJA
NIM : 12202241058
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – November 2015
Lokasi Penelitian : SMK N 2 Sewon Bantul

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
- Kepala SMK N 2 Sewon Bantul



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 3842 / S1 / 2015

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 944C/JN.34.12/DT/IX/2015
Tanggal : 21 September 2015 Perihal : IJIN PENELITIAN/RISET

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantu sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama : **ERNITA RAHARJA**
P. T / Alamat : **Fakultas Bahasa dan Seni UNY
Karangmalang**
NIP/NIM/No. KTP : **3402104106920002**
Nomor Telp./HP : **085643023332**
Tema/Judul Kegiatan : **DESIGNING ENGLISH LEARNING MATERIALS FOR THE ELEVENTH GRADERS OF MULTIMEDIA STUDY PROGRAM AT SMK N 2 SEWON BANTUL IN THE FIRST SEMESTER OF THE ACADEMIC YEAR OF 2015/2016**
Lokasi : **SMK N 2 SEWON**
Waktu : **21 September 2015 s/d 21 Desember 2015**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l

Pada tanggal : 21 September 2015

A.n. Kepala,
Kepala Bidang Data Penelitian dan
Pengembangan Sub. Kasubbid.
Litbang



Heny Endrawati, S.P., M.P.
NIP. 197106081998032004

Tembusan disampaikan kepada Yth.

1. Bupati Kab. Bantul (sebagai laporan)
2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Menengah dan Non Formal Kab. Bantul
4. Ka. SMK Negeri 2 Sewon
5. Dekan Fakultas Bahasa dan Seni UNY
6. Yang Bersangkutan (Pemohon)



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
 YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/VI/288/9/2015

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **944C/UN.34.12/DT/IX/2015**
 Tanggal : **17 SEPTEMBER 2015** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **ERNITA RAHARJA** NIP/NIM : **12202241058**
 Alamat : **FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA**
 Judul : **DESIGNING ENGLISH LEARNING MATERIALS FOR THE ELEVENTH GRADES OF MULTIMEDIA STUDY PROGRAM AT SMK N 2 SEWON BANTUL IN THE FIRST SEMESTER OF THE ACADEMIC YEAR OF 2015/2016**
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
 Waktu : **21 SEPTEMBER 2015 s/d 21 DESEMBER 2015**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprovo.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprovo.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
 Pada tanggal **21 SEPTEMBER 2015**
 A.n Sekretaris Daerah
 Asisten Perekonomian dan Pembangunan
 Ub.
 Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
- ⑤. YANG BERSANGKUTAN