

**DEVELOPING ENGLISH SPEAKING MATERIALS FOR GRADE TEN
STUDENTS OF OFFICE ADMINISTRATION STUDY PROGRAM
AT SMK**

A THESIS

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



by
Erma Lailyfiah
12202241040

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2016**

APPROVAL SHEET

This thesis, entitled **Developing English Speaking Materials for Grade Ten Students of Office Administration Study Program at SMK**, has been approved by the supervisor to be examined



Supervisor

A handwritten signature in black ink, appearing to read "Dwiyani Pratiwi".

Dwiyani Pratiwi, M. Hum.
NIP 19770118 200112 2 001

RATIFICATION SHEET

DEVELOPING ENGLISH SPEAKING MATERIALS FOR GRADE TEN STUDENTS OF OFFICE ADMINISTRATION STUDY PROGRAM AT SMK

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by

Erma Lailyfiah

12202241040


Accepted by the Board of Examiners of the Faculty of Languages and Arts of Yogyakarta State University on July 20, 2016 and declared to have fulfilled the requirements for the attainment of a *Sarjana Pendidikan* degree in English Language Education.

Board of Examiners:

Name	Position	Signature	Date
Dwiyani Pratiwi, S. Pd., M. Hum.	Chairperson		22 July 2016
Siti Sudartini, S. Pd., M. A.	Secretary		21 July 2016
Dra. Nury Supriyanti, M. A.	Examiner		21 July 2016

Yogyakarta, 22 July 2016
Faculty of Languages and Arts
Yogyakarta State University
Dean,




Dr. Widhyastuti Purbani, M. A.
NIP/19610524 199001 2 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Erma Lailyfiah
NIM : 12202241040
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Developing English Speaking Materials for Grade Ten
Students of Office Administration Study Program at SMK

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Yogyakarta, Juli 2016

Penulis



Erma Lailyfiah

12202241040

MOTTOS

So, which of the blessings of your God would you deny?

(QS Ar-Rahman 16)

Many of life's failures are people who did not realize how close they were to success when they gave up.

(Thomas A. Edison)

I must govern the clock, not be governed by it.

(Golda Meir)

DEDICATIONS

This thesis is dedicated to:

My beloved mother—Sunarti—and father—Sutiyono. Thank you for the endless supports, lessons and prayers for me. If there are words which greater than my sincere thanks, then the words will be theirs;

My dearest young sister—Ida Nurlaila Afifah. Thank you for being the best sister of mine. You are the 10 years old child who reminds me to finish my thesis every time I open my laptop when I'm home. I always hope the best for you.

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Finally, I realize that this thesis is far from being outstanding. Therefore, I invite the readers to give critical comments and suggestions from those who are deeply concerned in such a topic. However, I expect that this thesis will give valuable contributions to all readers.

Yogyakarta, July 2016

The Writer

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**Erma Lailyfiah
12202241040**

Abstract

The objectives of this research were: 1) to identify the target needs and learning needs of grade ten students of Office Administration Study Program and 2) to develop the appropriate English speaking materials for grade ten students of Office Administration Study Program.

This research was a Research and Development (R & D) study. This study was conducted through the following steps: data and information collection (needs analysis), course grid writing, material design, expert validation, material revision and final draft writing. The data were collected from observation, interview and questionnaire. There were qualitative data and quantitative data in this study. The qualitative data from the observation and interview were analyzed qualitatively. The quantitative data from the questionnaires were analyzed using the descriptive statistics.

The results of the learning needs showed that students wanted to 1) fill in the gaps of monologues or dialogues as the listening activity 2) act out the monologues or dialogues in the speaking activity 3) interpret the meaning of difficult words in the vocabulary activity 4) repeat after the teacher in pronouncing words 5) be given keywords by their teacher while they were having difficulties and 6) to listen to the teachers' explanations as the learners' role. Thus, this research developed three units of learning materials which focused on improving the students' speaking skill entitled *Speak Up*. Each unit is organized into: *Warm-up, Let's Listen, Say It Right, Word Bank, Let's Study, Let's Practice More, Let's Speak More, Summary, and Reflection*. The findings from the materials evaluation showed that goals in writing materials, input texts, language structures, language skills, tasks, textbook organizations and textbook layout are appropriate. The expert suggested to revise some of the instructions in the materials and to add an additional task in the last unit. The mean value of three units is 3.89 which is in the interval of 3.7 – 4.5 and is categorized as "Very well".

Keywords: materials development, Office Administration Study Program speaking, grade ten

CHAPTER I INTRODUCTION

A. Background of the study

It is unavoidable that English—an international language—is widely used in many kinds of different needs. People often use English for daily communication, study, company negotiation, jobs application and many others. Job seekers need to master English competences because of the demand in many companies. That is why communicating in English is important, at least to pass the interview session when they are applying for jobs.

Vocational high school—SMK—students are prepared to face the workfield after graduation in a particular field (Acts of Republic of Indonesia, number 20, 15 article, 2003). As it is stated previously, that English is needed for job applications, SMK students should master English competences needed to work in companies. One of the competences is speaking skill.

In mastering the English competences of SMK students, many ways have already done by the schools. They have professional teachers, learning media, learning facilities, materials and so on. Unfortunately, there are still problems related to the learning materials.

Based on the preliminary observation, the material used in the teaching-learning process is the same as the material for senior high school students which is the English book of Curriculum 2013. Further, the English

book for SMK students cannot be found in the official website of the Ministry of Education and Culture. The website only provides the English book for senior high school students which is Curriculum 2013 textbook. This statement is also supported by the article of the performance of the Corporation of National Education Standard—Badan Standar Nasional Pendidikan, 2014. It explains that BSNP team do the book evaluation of English for Curriculum 2013 only in the level of senior high school—SMA/MA. It means that SMK students do not have specific books of English whereas they have different needs with senior high school students in general.

Related to the English materials above, there are English books that are specifically made by the team of regional teachers for vocational high school students but the topics are still general. They do not cover the needs of each study program in SMK.

Each study program of course has different needs of English. As the main focus of this research is in Office Administration Study Program, this study program needs English primary in communication skill. This is supported by the statement of the Ministry of Education and Culture (2014) about Indonesian Qualification Framework for Office Administration. It is stated that one of the standards of graduate competence in Office Administration is to be able to communicate in English for daily conversation related to the office context.

In contrast, the students of vocational high schools, especially in the Office Administration Study Program, are only prepared to face the national

exam. The language skills tested in the national exam are listening skill and reading skill. It clearly shows that speaking skill is not tested in the national exam. As the result, the students' speaking skill does not reach the expectation. It is because teachers do not really pay attention to teach the speaking skill in the learning process.

B. Identification of the problem

Based on the background of the study above, there are problems that the researcher found. First, it is related to the materials. Following Curriculum 2013, the students of vocational high schools use a textbook entitled 'Bahasa Inggris—SMA/MA, SMK Kelas XI Semester 1. The students also have different books of English made by the team of regional SMK teachers, entitled English for Novice Level, English for Elementary Level and English for Intermediate Level, but the topics are too general which do not cover their needs.

Second, there is lack of English speaking skill in SMK students. They are only prepared to pass the national exam when learning English. It means that they will not meet their needs in learning English. They need English for specific intentions, primary, to face the real work field. If the students only learn to pass the national exam, most of them cannot apply the English language in practice because they never learn to do so.

To conclude, there are two problems identified related to the research topic. The first is related to the materials. The materials are not suitable for

vocational high school students because they have different needs compared to senior high school students in general. Secondly, it is related to the limited ability of the SMK students in English speaking skill. It is because the students are only prepared to face the national exam, not to face the real work field.

C. Limitation of the problem

One of the problems found in this research area is related to the materials. The SMK students, especially in the Office Administration Study Program, need materials that will enable them to communicate in English appropriately and fluently. It is because a student of vocational high school is prepared to face the work field after the graduation. For this reason, the study focuses on developing English speaking materials for grade ten students of Office Administration Study Program. These materials, later on, will be classified as the enrichment speaking materials. They are enrichment materials because these materials are designed to enable the students to face the work field.

D. Formulation of the problem

Based on the focus of the study, the problems of this study can be formulated as follows:

1. What are the target needs and learning needs of grade ten students of Office Administration Study Program in learning English?

2. What are the appropriate English speaking materials for grade ten students of Office Administration Study Program?

E. Objectives of the study

Related to the research questions, this study aims:

1. to identify the target needs and learning needs of grade ten students of Office Administration Study Program in learning English;
2. to design appropriate English speaking materials for grade ten students of Office Administration Study Program.

F. Specification of the products

The results of the products are in the form of:

1. Course Grid

The title of the course grid is The Course Grid of English Speaking Materials for Grade Ten Students of Office Administration Study Program. The course grid consists of eleven components. They are *unit title, goal, objectives, indicators, input text, key grammatical structure, key vocabulary item, language functions, media, and activities*.

2. Enrichment Speaking Book

The Enrichment speaking book's title is *Speak Up*. It consists of three units. Each unit has 18-20 task completed with nine sub units.

3. Answer Key

The enrichment speaking book also completed with answer keys for each task.

4. Listening Audio

This enrichment speaking book is also completed with the listening audio. This listening audio will give the students input in learning speaking.

G. Significance of the study

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

1. For the students of Office Administration Study Program, the result of this research can be useful to improve their speaking skill in order to prepare them to face the work field.
2. For the English teachers of Office Administration Study Program, the developed materials from this research can be a guidance to improve the students' speaking skill. The result of this research can also be useful to give an idea to develop other learning materials.
3. For other researchers who focus on Research and Development study, this research will encourage them to conduct relevant studies in different settings.
4. For textbook writers of Vocational High School, the result of the developed materials can be used as guidance in writing Vocational High School textbooks since the materials are based on the students' specific needs.

CHAPTER II

LITERATURE REVIEW

It has been discussed in the previous chapter that the main objective of this research is to design the English speaking materials for grade ten students of Office Administration Study Program. Therefore, in order to achieve the main objective, it is needed to provide the materials which are suitable with the needs. The suitable materials should be designed to make the learning activities effective. In relation with that, theories of speaking, English for Specific Purposes, materials development, Task-Based Language Teaching, developing units of work, and materials evaluation and other related theories will be presented and discussed before the conceptual framework for this research is drawn.

A. Review of theories

1. Speaking

a. Definition

Speaking is a part of daily life that we cannot ignore. According to Thornburry (2005), people produce tens of thousands words a day in average. Some of them like businessmen and politician may produce more.

Speaking is one of the language skills that learners should have and develop (Hughes, 2002). Furthermore, Hughes sees speaking as the interaction of individuals who share the social activity of talking. The interaction is about things that the individuals may interest in. Its purpose can be to spend the time, share ideas, entertain each other and so on.

In conclusion, speaking is the interaction between two people or more to share what they have in their minds. Moreover, speaking is a language skill to learn; it can be taught.

b. Speaking aspects

In order to be successful in speaking, there are some aspects that should be taken into account. Nunan (1989) propose some aspects of speaking as follow.

- 1) Pronunciation
- 2) Stress, rhythm and intonation patterns
- 3) Fluency
- 4) Transactional and interpersonal skill
- 5) Turn taking
- 6) Management of interaction
- 7) Expressions and fillers

c. Micro skills of speaking

Brown (2001) lists some micro skills of speaking or oral communication as seen in Table 1. These skills are important to focus on both the forms of language and the functions of language.

Table 1: Micro Skills of Oral Communication

- | |
|--|
| <ol style="list-style-type: none"> 1. Produce chunks of language of different lengths. 2. Orally produce differences among the English phonemes and allophonic variants. 3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational |
|--|

continued

contours.

4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentence.
10. Express a particular meaning in different grammatical form.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a

continued

context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

The researcher focuses on only some micro skills of speaking, i.e. number 1, 6, 8, 9, 10, 11 and 15, as guidance in developing the speaking materials since they are referring to the needs of grade ten students of Office Administration Study Program in learning speaking. The students rarely learn speaking in the class. Whereas, it is important for the students to master speaking skill since it is needed in their work field. To overcome the problem above, students should be able to produce speech using the appropriate structures and cohesive devices as well as the use of nonverbal cues as they are stated in Table 1.

d. Teaching speaking

There are some techniques of teaching speaking that considered as the communicative activities by experts. The explanations of each are as follow.

1) Conversation

Conversation is an important thing in human activities; it takes a large proportion in the people's daily language use (Thornburry and Slade, 2006). That is why we should consider that conversation should be taught in speaking activities in a class.

Richards in Brown (2001) proposes two major approaches in teaching conversation. They are direct and indirect approaches. A direct approach involves

student's engagement in conversational rules, conventions and strategies. An indirect approach focuses on the use of language to complete a task.

2) Role play

According to Richards (2006), role play is an activity in which students are assigned roles and improvise a scene based on given information or clues.

Many students obtain great advantages in doing role play. As it is proposed by Harmer (2001), role play can be used to encourage students' oral fluency and/or to train students for specific situations.

Furthermore, role play can be fun and motivating. It decreases the students' hesitation and makes them free to use a much wide range of language.

3) Survey

Surveys can be used to provoke conversation and opinion exchange (Harmer, 1998). In addition, surveys can be more useful if the students plan them by themselves. It means that students can make their own questions while the teacher can act as a resource.

Thornbury (2005) says that we can conduct a survey through milling activities. It involves learners to walk around and ask all the other learners questions to complete their surveys.

4) Communication games

Richards and Schmidt (1985) define games in language teaching as an organized activity which has some characteristics. They are particular task or objective, set of rules, competition between players and communication between players. According to Cambridge dictionary, game is a fun activity. Furthermore,

Harmer (2001) sees games as a designed activity that can provoke students' communication by providing information gaps.

To conclude, game is a fun activity which can be used in language teaching to provoke communication between learners. In teaching speaking, we have to consider using games since they are interesting and challenging so that learners can learn to speak without any hesitation.

5) Simulation

According to Richards and Schmidt (1985), simulation is defined as an activity to simulate the real situations. Students should follow the given instructions by the teachers. The instructions may be in the form of tasks, roles in a situation or problems to be solved.

Moreover, Jones in Harmer (2001) proposed three characteristics of a good simulation. The first characteristic is that students should think of themselves as the real participants in the simulation. Second, teachers should create a simulated environment. This will help students to be the real participants. At last, the simulation activity should be constructed effectively and the instructions must be very clear.

6) Prepared Talk

Harmer (2001) sees the prepared talk as the popular speaking activities where students can make a presentation based on their own choice of topics. This activity helps students to have a well-prepared activity so that they can speak in front of the class confidently. Furthermore, Harmer says that this activity can be

extremely interesting for teachers and students because the talk is properly organized.

7) Opinion-Sharing Activity

This activity enables learners to collect and compare their opinions (Richards, 2006). Not only their opinions but also they can compare their values and beliefs.

For example, a group of 5 students lists some qualities of delivering a good presentation then students may sequence them in order of importance. This is how the activity works. Every student can take part in a speaking activity because each of students should share his/her opinions.

2. English for Specific Purposes (ESP)

a. What is ESP?

English for Specific Purposes (ESP) is not a specific kind of language or methodology; it is an approach to language learning which is based on learner needs (Hutchinson and Waters, 1987). ESP grows from the three important factors. Hutchinson and Waters (1987) say that they are broadness of demand for English to meet particular needs, the developments of linguistics fields and the developments of educational psychology.

Moreover, Richards (2006) agrees that learners needed English in specific needs. They learn English in order to use it in specific occupational or educational settings. It will be more effective to teach the students based on their specific needs rather than to teach students in general English.

Further, Richards (2006) proposes some differences in the use of language when it is used for specific purposes. Such differences are those in vocabulary choice, differences in grammar, differences in kinds of text that commonly occurring, differences in language functions and differences in the need for particular skills.

Finally, in relation to this study, ESP is suitable for vocational high schools because they have particular needs of English. They need English to prepare them to face the work field. As we know, the global competition is getting higher. The students have to compete in this globalization era, one of them, by mastering the international language—English.

b. Needs Analysis

1) The Division of Needs

In doing needs analysis, we have to consider what are exactly the divisions of need. Hutchinson and Waters (1987) identify the divisions into target needs (i.e. what the learners do in the target situation) and learning needs (i.e. what the learners do in order to learn). The target needs are divided into three parts. They are necessities, lacks and wants. Necessities are what the learners actually need to know in their target situations. Lacks are gaps between what the learner already know and the target situation. When the learners' background knowledge do not suit with the target situation then it can be considered as one of the learners' lack. Wants are the learners' view about their own needs.

Hutchinson and Waters (1987) then propose frameworks to analyze target needs and learning needs. The framework are as follow.

A target situation analysis framework

The needs of language will give the information whether the language is needed for

- 1) study;
- 2) work;
- 3) training;
- 4) a combination of these;
- 5) or for some other pupose, e.g. status, examination, promotion.

The following list shows in what ways the language is used.

- 1) Medium: speaking, listening, reading, writing, etc.;
- 2) Channel: e.g. telephone, face to face;
- 3) Types of text of discourse: academic texts, lectures, informal conversations, technical manuals, catalogues.

The content areas of the language may be used in different subjects and levels.

- 1) Subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;
- 2) Levels: e.g. technician, craftsman, postgraduate, secondary school.

The language teacher/tutor determines who the learners will learn to use the language.

- 1) Native speaker of non-native;
- 2) Level of knowledge of receiver; e.g. expert, layman, student;
- 3) Relationship: e.g. colleague, teacher, customer, superior, subordinate.

The setting determines where the language will be used.

- 1) Physical setting: e.g. office, lecture theatre, hotel, workshop, library;
- 2) Human context: e.g. alone, meetings, demonstrations, on telephone;
- 3) Linguistic context: e.g. in own country, abroad.

The time determines how often the language will be used.

- 1) Concurrently with the ESP course or subsequently
- 2) Frequently, seldom, in small amounts, in large chunks.

A framework for analysing learning needs

The purpose in taking the course may differ in many ways as follow.

- 1) Compulsory or optional
- 2) Apparent need or not
- 3) Are status, money, promotion involved?
- 4) What do learners think they will achieve?
- 5) What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

To determine the appropriate techniques of learning for students, it should consider some of the following things.

- 1) What is their learning background?
- 2) What is their concept of teaching and learning?
- 3) What methodology will appeal to them?
- 4) What sort of technique are likely to bore/alienate them?

The available resources are important to be considered as the following.

- 1) Number and professional competence of teachers
- 2) Attitude of teachers to ESP
- 3) Teachers' knowledge of and attitude to English or to the cultures of the English-speaking world?
- 4) Materials
- 5) Aids
- 6) Opportunities for out-of-class activities

The place of the course determines the conditions of the teaching and learning process.

- 1) Are the surroundings pleasant, dull, noisy, cold etc?

The time of the course is needed to be considered as they are:

- 1) time of day,

- 2) every day/once a week,
- 3) full-time/part-time,
- 4) concurrent with need or pre-need.

2) Process of Needs Assessment

Graves (2000) sees the needs assessment as the process of collecting information and interpreting it. He proposes the process of needs assessment as follows.

1) Deciding what information to gather and why

The type of information to gather should be very clear, i.e. students' language ability, students' learning preference, students' learning goal, students' learning activity, etc.

2) Deciding the best way to gather it: when, how and from whom

The way to gather the information may be vary. It can be in the form of questionnaires, interviews, grids, charts, lists, writing activities, group discussions and ranking activities.

3) Gathering the information

It is the execution in gathering the information. It can be done by distributing the instruments as mentioned in point two above.

4) Interpreting the information

After the information gathered, interpreting it is very important. The interpreted information will lead us toward the result of the needs.

5) Acting on the information

The result of the needs analysis then will be used to take any action, i.e. designing a syllabus, designing materials, etc.

6) Evaluating the effect and effectiveness of the action

It is necessary to evaluate whether the taken actions are suitable with the needs.

7) (back to 1) deciding on further or new information to gather

Further information may be useful to support the actions.

3. Materials Development

a. What is materials development?

According to Tomlinson (1998), materials development refers to anything which is done by writers or teachers to provide source of language input and to use that source to promote language learning.

Another definition of materials development is proposed by Graves (2000) that is the planning process which is created by the teacher to make units and lessons in order to reach the goal and objectives of the course.

To conclude, materials development is a process done by writers or teachers to create information used for language learning process to reach the goal.

b. The principles of language learning materials

Tomlinson (1998) proposes some principles of second language

acquisition as the good characteristics of materials in language teaching. They are as follow.

- 1) Materials should achieve impact.
- 2) Materials should help learners 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 learners' 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 to the input.
- 9) Materials should provide the learners with opportunities to use the target language to achieve communication purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners have different learning styles.
- 12) Materials should take into account that learners differ 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 that stimulates both right and left activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

Those principles above will be used as guidance to design the materials for students of Office Administration Study Program. Hutchinson and Waters (1987) also propose some principles for the actual writing of materials. They are as follows.

- 1) Materials provide stimulus to learning.
- 2) Materials help to organise the teaching-learning process, by providing a path through the complex mass of the language to be learnt.
- 3) Materials represent a view of the nature of language and learning.
- 4) Materials reflect the nature of the learning task.

- 5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
- 6) Materials provide models of correct and appropriate language use.

c. Materials design

According to Hutchinson and Waters (1987), the model of materials design consists of four elements. They are input, content, language and task. The model itself is shown in Figure 1.

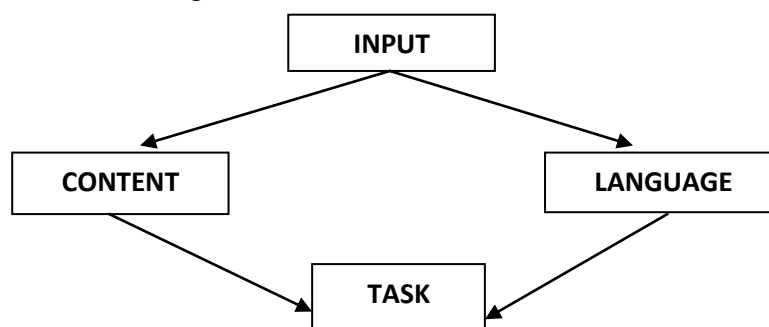


Figure 1: A Materials Design Model by Hutchinson and Waters

1) Input

This can be a text, dialogue, video-recording, diagram or any learning material which depend on the needs as the result of needs analysis. The input provide the following things:

- a) stimulus material for activities;
- b) new language items;
- c) correct models of language use;
- d) a topic for communication;
- e) opportunities for the use of learners' processing skills;

f) opportunities for the use of learners' entry knowledge.

2) Content focus

In order to generate a meaningful communication in the classroom, non-linguistic content should be omitted. The content focuses only on the linguistic materials.

3) Language focus

The main purpose of this focus is to enable learners to use language. In language focus, learners have opportunities to take the language and study how it works. Good materials should contain opportunities for analysis and synthesis.

4) Task

Materials are designed to lead towards communicative task so that learners can use its content and knowledge. Therefore, the tasks are built up through the unit.

d. Materials writing

Jolly and Bolitho (1998) propose a framework for materials writing. The points are listed below.

- 1) Identification of needs for materials
- 2) Exploration of needs
- 3) Contextual realisation of materials
- 4) Pedagogical realisation of materials
- 5) Production of materials
- 6) Student use of materials
- 7) Evaluation of materials

4. Task-Based Language Teaching

a. Task definition

According to Luoma (2004), task is an activity done by people, and in language context, task refers to the use of language.

Further, Richards and Schmidt (1985) define a task as an activity in the teaching and learning process which is designed to achieve a certain learning goal. The learning goals, learning processes and learning results are determined by the teacher's choice of tasks. The use of variety of different tasks makes the teaching and learning process more communicative.

In conclusion, task is an activity that enable learners to learn the target language meaningfully.

b. Task components

Nunan (1989) proposes some components of task as seen in Figure 2 below.

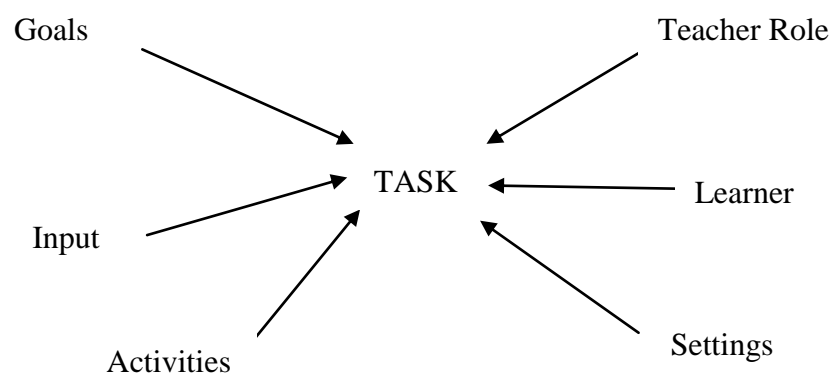


Figure 2: **Task Components**

The task will have a goal which is derived from the input. The input can be in the form of dialogue, monologue, reading passage, picture sequenced and so on. The activities will set out what the learners have to do in the task. The roles of the teachers and learners are influenced by those kinds of activities. The setting means where the place of the task will be done and in what way the task will be practiced—pair work, individual work, group discussion, etc.

c. Speaking task criteria

Thornbury (2005) proposes some criteria of speaking task in order to maximize the speaking opportunities so that students can experience the real-life language use. Some of the criteria are explained as follows.

1) Productivity

A speaking activity needs to maximize language productive in order to provide the best conditions for the students to use the language autonomously.

2) Purposefulness

The language productivity can be increased if the speaking activity has a clear purpose, especially for activity which asks students to work together to achieve a certain goal. Asking students to report the result of work discussion is an effective way to ensure a commitment to the task.

3) Interactivity

Speaking activity should require students to consider the effect they are having on their audience. If it is not, the students may not have a good preparation for

real-life language use. For example, in a presentation or speech, students should perform their talk in front of the audience so that at least there is a possibility of interaction, i.e. questions, suggestions and comments at the end of the performance.

4) Challenge

The task should be challenging so that students can experience the sense of achievement and excitement. This will help students to use all of their available communicative resources to achieve the goal. Of course, teachers should adjust the level of difficulty in each task.

5) Safety

The classroom should provide the conditions for experimentation, including a supportive classroom. Teachers are supposed to have a non-judgmental attitude to students' errors. It is better to correct the error at the end of the activity. Teachers should also become a prompter when the students cannot overcome the difficulty in the task.

6) Authenticity

Speaking task should have relation with real-life language use. In order to become autonomous language use, students need to experience the communication activity in the classroom which has the same quality with the communication activity outside the classroom. Role play and simulation can help a lot to deal with real-life language use.

d. Principles of Task-Based Language Teaching

Nunan (2004) defines seven principles of Task-Based Language Teaching.

They are explained below.

1) Principle 1: Scaffolding

Lessons and materials should provide supporting frameworks. Learners should not be expected to produce language that they have learned before in the beginning of the learning process.

2) Principle 2: Task dependency

In the lesson, one task should have any relation with the previous task and/or the next task. Learners are led step by step to the point where they finally can do the final task in the sequence.

3) Principle 3: Recycling

Recycling language will enable learners to master the language well since it will reintroduce the language given in the previous section.

4) Principle 4: Active Learning

Learners learn using the language that they are learning actively. Through doing, learners will learn in their best condition because they construct their own knowledge. These activities are—for example—completing a table based on listening input, completing a table based on questions and answer between learners, memorizing dialogues, and so on.

5) Principle 5: Integration

Learners should be taught the differences between linguistic form, communicative function and semantic meaning.

6) Principle 6: Reproduction to creation

Learners should be able to move from reproductive tasks given by models (tape, teacher, textbook, etc) to creative language use. The task should encourage the learners to be creative.

7) Principle 7: Reflection

Learners are free to reflect their difficulties in learning or to reflect how well they are doing.

5. Developing units of work

a. Steps in developing units of work

There are six steps in developing units of work proposed by Nunan (2004). They are listed as follows.

1) Step 1-Create a number of schema

These schema-building exercises will be the passage to introduce the topic, set the context for the task, and introduce some expressions and key vocabularies.

2) Step 2-Give learners controlled practice

Controlled practice helps learners to understand the introduced target language within the unit before they can use the language by their own in creative way.

3) Step 3-Give learners authentic listening practice

This step will give the students intensive listening to practice. The students will be exposed to authentic or simulated conversation which can combine and extend the target language from step 2.

4) Step 4-Focus on linguistic elements

The students then can identify some linguistic elements (intonation, stress pattern, grammar, etc) from the input given before by re-listen to and/or re-read it.

5) Step 5-Provide freer practice

Freer practice help students to inovate the target language that they have learned before beyond the teachers or the materials given.

6) Step 6-Introducing pedagogical task

The pedagogical task can be in the form of group work discussion and decision making task. This task will enable students to build their motivation in completing the last task after they have done the several previous tasks.

b. Grading and sequencing task

According to Richards, Platt and Weber in Nunan (2004), grading is

the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.

Nunan (2004) proposes graded sets of specifications for beginner, pre-intermediate, and intermediate level learners as shown in Table 2, Table 3, and Table 4. These will be useful to develop graded syllabuses, materials, and units of work.

Table 2: **Social and Interpersonal Language Specifications**

Beginner	Pre-intermediate	High intermediate
<ul style="list-style-type: none"> - introducing yourself - greeting others - asking who other people are - talking about your family - asking and answering questions about where you're from - welcoming someone - offering, accepting and refusing 	<ul style="list-style-type: none"> - discussing plans - describing others - talking about your interest - discussing your vacation plans - expressing obligation - discussing personal habits - talking about past events - expressing surprise - offering congratulations 	<ul style="list-style-type: none"> - varying your conversational style to suit your audience using conversational strategies such as seeking turns and holding the floor - narrating anecdotes and personal stories - expressing approval and disapproval - expressing satisfaction/dissatisfaction

Table 3: **Informational Language Specifications**

Beginner	Pre-intermediate	High intermediate
<ul style="list-style-type: none"> - asking about and stating prices - asking for and giving directions - describing procedures - ordering food and drink - asking for additional information 	<ul style="list-style-type: none"> - making reservations - following a linked sequence of instructions - discussing job experience and education 	<ul style="list-style-type: none"> - discussing problems and offering solutions - taking and relaying messages - reporting what others said - expressing obligation

Table 4: **Affective Specifications**

Beginner	Pre-intermediate	High intermediate
<ul style="list-style-type: none"> - reciting songs and rhymes 	<ul style="list-style-type: none"> - identifying someone's emotional state from tone and intonation 	<ul style="list-style-type: none"> - listening to / reading imaginative texts for pleasure - writing short, imaginative text

Willis and Willis (2007) propose ways to sequence tasks. There are identifying a topic, deciding target tasks and deciding facilitating tasks. The first way is identifying a topic which is relevant to the students' need. Next, deciding target task is related to activities that reflect the real world of the learners. It means that the use of language in the task should be meaningful. The last, deciding facilitating task is related to the priming and preparation activities. Activities in which learners are introduced to the content of the target task.

6. Materials Evaluation

a. Evaluation process

Hutchinson and Waters (1987) propose some questions used to evaluate the materials in terms of audience, aims, content, methodology and other criteria.

In term of audience, it means that the materials should be appropriate for the intended audiences.

The good materials should have the clear aim(s). It will be useful to guide the materials developer to keep in the track while developing materials.

The content of the materials should cover the linguistic descriptions, language points, the proportion of work on each skill, the covered micro-skills, text types, types of topics, the organised contents within the units and materials, and the sequenced content within the units and materials.

In term of methodology, the materials should be based on the theories of learning. Tasks, teaching and learning techniques and aids should be covered in

the materials. The good materials is flexible; they provide a guidance for the users.

In other criteria aspect, this is related to the price and the accessibility of the materials.

b. Evaluation of the materials

There are two components to evaluate the materials based on the BSNP team. They are the content feasibility and the materials presentation feasibility. The explanations are listed in Table 5 below.

Table 5: The Materials Evaluation

Components	Sub-components	Descriptions
The content feasibility	The appropriateness of the materials with the standard competences and/or goals and objectives	It should be complete and cover all of the materials based on the goals and/or objectives.
	The accurateness of the materials	It has social functions, the meaning structures and elements, and linguistic features.
	The enrichment of teaching materials	It should develop the life proficiency.
The materials presentation feasibility	The presentation technique	The units should be systematic and equal.
	The learning presentation	It should focus on the students, develop creativity, critical thinking, students'

		autonomous, and the skill of self reflection.
	The presentation completeness	It should cover the introduction, the main content, and conclusion.

7. The Qualifications of Office Administration in the Work Field

The evidences that English is needed for Office Administration Study Program primary to prepare in facing the workfield are proved by some documents below. The explanation of each is as follows.

a. Indonesian Qualification Framework—*Kerangka Kualifikasi Nasional Indonesia*

The Ministry of Education and Culture (2014) proposes the standards of graduate competence of Office Administration as called Level II Secretary—*Sekretaris Level II*. It is said that one of the standards of graduate competence of Office Administration is to be able to communicate in English for daily conversation related to the office context. It is also said that an office staff should master how to operate the communication means such as telephone, faximile, email and other softwares. Those standards are mentioned in Table 6 below.

Table 6: The Standards of Graduate Competence of Office Administration Study Program Based on KKNi

No	Units of Competences	Elements of Competences	Graduate Indicators
1.	Able to do the spesific secretarial job using communication technology either hardware or software as well as relevant	i) Able to communicate in English for daily communication.	Able to speak fluently using English for daily secretarial jobs.
		j) Able to operate communication means	Able to use communication

	informations.	such as telephone, faximile, email and other softwares as well as the office means in line with their kinds and functions.	means and other office means appropriately in line with their kinds and functions.
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Based on the standards of graduate competence above, English is very needed in workfield especially for Office Administration staff as called *Sekretaris Level II*. English is needed to support the daily secretarial job as well as in using the communication means which one of them is handling telephone calls.

b. The syllabus of Office Administration Study Program

There are two syllabi for two subjects which contain some competences of Office Administration. These competences are different from the others competences because they need English to support the students mastering the daily communication in the office context as proposed in the Indonesian Qualification Framework.

These two syllabi are called the syllabus of Office Automation subject and the syllabus of Correspondence subject. These syllabi are learned in the tenth grade. The sections of the intended competences from these syllabi are listed in Table 7 and Table 8 below.

Table 7: **The Selection Section of Office Automation Subject Syllabus**

Standard Competence	Learning activities
3.4 Explain the ways to operate Ms. Power Point 4.4 Operate the Ms. Power Point	Present a short presentation related to the daily office context using Ms. Power Point.

Table 8: **The Selection Section of Correspondence Subject Syllabus**

Standard Competence	Learning activities
3.1 Explain about the oral communication	1. Practice to communicate with friends using telephone in the office context.
4.1 Apply the skill of oral communication	2. Listen and understand the received information.

- c. The Evaluation Criteria for Practical Examination of Office Administration Study Program.

BSNP (2014) proposes some criteria for practical examination of Office Administration Study Program. It is stated that some competences which need English primary in communication context are handling telephone call and delivering a presentation. The criteria of those competences are presented in the following table.

Table 9. **The Evaluation Criteria for Practical Examination of Office Administration Study Program**

Components	Criteria
2.2 Handling telephone call	a. Receiving a phone call b. Opening a conversation c. Speaking etiquette d. Ending a conversation e. Writing a telephone message sheet
2.6 Presentation	a. The presentation should be interesting b. Mastering the materials c. Using the appropriate language d. Performance e. The slides, etiquettes and ways of

	presentation should be done well.
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In handling telephone calls, BSNP prepares a telephone message sheet in English. There will be additional scores for the use of English in delivering the presentation.

B. Conceptual Framework

Some problems have found during the preliminary observations. The main problem is related to the English materials who still not relevant with the students' needs. The students use English textbook of Curriculum 2013 which actually less appropriate with their needs. Besides, the students' speaking skill is lack whereas the demand for the fresh graduate of SMK is able to communicate in English.

Regarding the problems above, the following theories are used to overcome the problems. As the focus of this study is developing English speaking materials, the notion of speaking skill then first is defined. Next, the speaking components and the microskills of speaking are used as guidance to focus on the speaking activities being taught. There are also some techniques of teaching speaking that considered as meaningful techniques so that the learners can improve their speaking skill easier. They are conversation, role play, survey, communication games, simulation, opinion-sharing activity and prepared talk.

An ESP approach is used since the development of the material is based on the learners' specific needs. To design a good material which meets to the learners' specific needs, therefore, the researcher has to conduct needs analysis

first. This will become guidance to determine the target needs and learning needs as proposed by Hutchinson and Waters (1987).

In developing English materials, the researcher considers some principles of language learning materials which can be used as guidance to a better English learning materials. After considering some principles, the researcher then focuses on materials design and materials writing.

Within the materials, a good task should cover some components in order to help learners learn the target language meaningfully. That is why the researcher decides to use Task-Based Language Teaching approach in developing the materials. Then, the Task-Based Language Teaching principles will guide the researcher to develop the appropriate task itself.

After knowing about tasks, the researcher will develop units of work in six sequenced steps as proposed by Nunan (2014). These steps related to several tasks that have to be completed by the learners to achieve the target language.

As the process of developing materials have completed, there should be principles to evaluate the materials. These principles are useful not only after finishing the materials but also in the process of writing materials as the important things to consider.

Finally, this study was conducted to develop English speaking materials for grade ten students of Office Administration Study Program based on the target needs and the learning needs.

CHAPTER III RESEARCH METHOD

This chapter subsequently puts emphasis on the research method comprising the type of the research, the setting, the subjects, research procedure, the data collection technique, the data analysis technique, and the validity of the research.

A. Type of the research

This research is classified into an Educational Research and Development (R & D). The main goal of this Educational R&D is to develop learning materials for educational needs. As it is proposed by Gall, Gall and Borg (2003),

Educational R & D is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

B. Research setting

The research was conducted in SMK N 1 Pengasih. It is located in Pengasih, Kulonprogo, Yogyakarta. This school is a vocational high school focusing on Business and Management Department which one of the study programs is Office Administration. This research was conducted from November 2015 to January 2016.

C. Subjects

The participants were grade ten students of Office Administration Study Program. The researcher took the sample in random. A cluster random sampling was used because the researcher had to work with established classrooms (Lodico, 2010). The subjects were asked to fill in the questionnaire of which the result was used to gather information about learning needs and learner needs.

D. Research procedure

The research procedure used in this study is combined from the procedure proposed by Borg and Gall (1983) and Jolly and Bolitho in Tomlinson (1998). The combined procedure from those experts is presented in Figure 3.

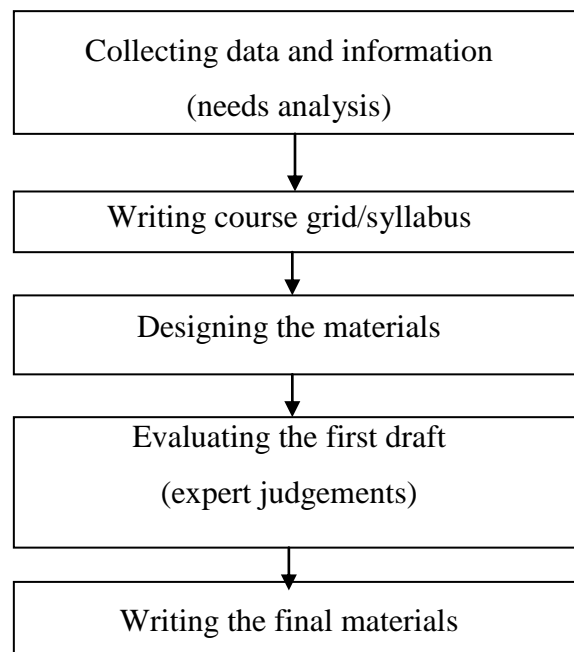


Figure 3: **The Research Procedure**

There are five steps that have to be completed. In detail, those steps employed in this study are explained as follows.

1. Collecting data and information (needs analysis)

Collecting data and information include preliminary observation, review of literature and conducting the needs analysis. In preliminary observation, the researcher found problems in Office Administration Study Program. The problems are related with students' speaking skill and English material. However, the main problem found in this research was related to the materials.

Based on the main problem, the materials which met the vocational high schools' needs especially for grade ten students of Office Administration Study Program was developed. In relation to this, the researcher uses review of the theories as guidance to achieve the research goal.

In order to find information related to the target needs, learner needs and learning needs, the researcher conducted needs analysis. These data were obtained from the questionnaire. There are two types of questionnaires in this research. They are the questionnaire of needs analysis and the questionnaire of expert judgments. The first questionnaire was used to gather information about the learners' needs and learning needs. The second questionnaire was used to evaluate the materials. Besides, the researcher also used some interview questions which were distributed to one of teachers in Office Administration Study Program to gather information about the target needs. In addition, the target needs were also collected from supported documents found in preliminary observation.

2. Writing course grid/syllabus

Writing course grid is the following up from the first and the second step of the procedures. In writing the course grid, the researcher used information from the collected data. The collected data were used to determine what subject matters, language functions, language knowledge and language skills that should be taught. The course grid will be used as guidance to design the materials.

3. Designing the materials

The materials are designed based on the course grid and the needs obtained from the previous step. It is an application from the course grid itself to see the appropriateness of the materials design. The materials will consist of three units.

4. Evaluating the first draft (expert judgements)

After writing the designed materials, the researcher asked the experts to judge and/or to evaluate it. In this step, the second questionnaire—expert judgements questionnaire—was used.

The data from the second questionnaire then was analyzed. The data was to get feedback from experts related to the designed materials. Besides the feedback, the data was used to know whether the materials are appropriate or not based on the experts' opinion.

5. Writing the final materials

It was done by using feedback and the data obtained from the second questionnaire distributed to experts. The data was used to revise the materials. Actually, this last step was also completed with revising the materials after expert

judgment was conducted. Finally, the agreed unit design was as the product of this research.

E. Data collection techniques

The researcher used a questionnaire to conduct the needs analysis, followed by interview using interview questions. Then another questionnaire was distributed to obtain the opinions from experts about the designed materials. Here is the organization of the first questionnaire as presented in Table 10.

Table 10. The Organization of the First Questionnaire

Question number	Criteria of the questions	The purpose of the questions	References
1-3	Target needs	To find the information about the importance of English to the students' target needs	Hutchinson and Waters (1987: 62-63)
4-7	Relevant materials	To find the information concerning relevant materials that actually the students need	Graves (2000: 103-104)
8	Goal	To find out what actually the students want from the materials	Nunan (2004: 41-42)
9-12	Input	to find the information of input that the students want/need	Nunan (2004: 47-49)
13-16	Activities	To find the information about the learning activities that the students prefer to do	Nunan (2004: 52-63)

17-18	Learning techniques	To find the information about the learning techniques that the students need	Hutchinson and Waters (1987: 139-142)
19	Learners' role	To find the information about the learners' role in teaching and learning process	Nunan (2004: 64)
20	Teachers' role	To find the information about the teachers' role in teaching and learning process	Nunan (2004: 64)
21	Layout of the materials	To find the information about what the students want related to the layout of the materials in order to build the learning enthusiasm	Hutchinson and Waters (1987: 126)

The first questionnaire is used to gather information about the learner needs and learning needs. Then, the second questionnaire is used to gather information about the opinion related to the materials from the expert. The organization of the second questionnaire is presented in Table 11 below.

Table 11. **The Organization of the Second Questionnaire**

Question Numbers	The Purpose of the Questions	References
1-3	to find information to evaluate the goals of the materials	Brown (2001: 142), Nunan (2004: 174) (BSNP: 2014)
4-8	to find information to evaluate the input texts that are used in materials	Nunan (2004: 174)

9-12	to find information to evaluate the grammatical structures, vocabularies and pronunciation of the materials	Nunan (2004: 174), BSNP (2014), Celce-Murcia (2001: 425)
13-14	to find information to evaluate the language skills covered in the materials	Celce-Murcia (2001: 425), BSNP (2014)
15-20	to find information to evaluate the activities in the materials	Nunan (2004: 174), Celce-Murcia (2001: 425), BSNP (2014), Hutchinson and Waters (1987: 102-103)
21-23	to find information to evaluate the organisation of the materials	Hutchinson and Waters (1987: 102), Brown (2001: 142), Nunan (2004: 174), Tomlinson (1998: 7-21), BSNP (2014)
24-27	to find information to evaluate the layout of the designed materials	Hutchinson and Waters (1987: 107), Brown (2001: 142), Tomlinson (1998: 7), Celce-Murcia (2001: 426)

F. Data analysis techniques

There are two types of data in this research. They are qualitative and quantitative data. The qualitative data were obtained from the interview session

with the teacher. Burns (2010) proposes the main tools for analyzing qualitative data. They are categorizing and analysing talk. The deductive coding in categorizing data as proposed by Burns (2010: 107) was used to match the data with the developed categories. As the result, there were opinions and suggestions from the vocational high school teacher about what the appropriate materials should be and the target needs. The result of observations were in the form of supported documents. These documents were used to find out the target needs.

Furthermore, there are also quantitative data obtained from the first and the second questionnaires. The first questionnaire (needs analysis) was in the form of multiple choice questions while the second questionnaire (expert judgements) used the five-point scale of Likert. The points—as provided by Burns (2010)—are extremely well, very well, fairly well, a little and not at all.

The first questionnaire was analysed manually in order to get the percentage of each answer. Then, the second questionnaire distributed to experts was analysed by measuring the mean values. It was calculated by following the formula proposed by Suharto (2006: 51) below.

$$Mn = \frac{\sum fx}{N}$$

To put all the mean values in the category, range was used to classify the mean values in classes (Suharto, 2006). The method to calculate it was the same with the score conversion, i.e. finding the class interval for determining the category. The class interval was calculated based on the following procedure. First, to find the range of the class, the formula is ($R = X \text{ highest} - X \text{ lowest}$). Next, the result of the calculation was divided by the desired number of the class (these case are 5

classes). Based on the calculation, the class interval could be presented in Table 12 below.

Table 12. **Quantitative Data Conversion**

Scale	Interval of the mean values	The other form of the interval	Category
5	> 4.6	$X > 4.6$	Extremely well
4	$3.7 - 4.5$	$3.7 < X \leq 4.5$	Very well
3	$2.8 - 3.6$	$2.8 < X \leq 3.6$	Fairly well
2	$1.9 - 2.7$	$1.9 < X \leq 2.7$	A little
1	< 1.8	$X < 1.8$	Not at all

G. Validity

The validity used in this research is concurrent validity. As it is proposed by Cohen, Manion and Marrison (2007), concurrent validity means that the gathered data using one instrument must have high correlation with the gathered data from using another instrument. Here the researcher has three different data collecting instruments—observation, interview, and questionnaire.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes and discusses the findings of the research. These include needs analysis, writing course grid, development of works, units of work evaluation—expert judgments—and revision of each draft of the unit.

A. Research Findings

1. The Results of the Needs Analysis

In order to get the results of the needs analysis, some instruments had been used. They were questionnaire, observation and interview. The results were in terms of general information of the learners, target needs and learning needs. The descriptions of each are as follows.

a. The General Information of the Learners

The learners are the vocational students in SMK N 1 Pengasih. They are in grade ten of Office Administration Study Program in the academic year of 2015/2016. There are 31 students in the class. All of them are female. Their ages range from 16-17 years old.

b. The Target Needs

Necessities, lacks and wants are the required terms to determine the target needs (Hutchinson and Waters: 1987). The following is the result of the first questionnaire, observation and interview in term of target needs.

1) Necessities

Necessities are what the learners actually need to know in the target situations (Hutchinson and Waters, 1987). The following descriptions are the necessities of grade ten students of Office Administration Study Program gathered from the questionnaire, interview and observation.

Table 13 below shows that English was very important to support the students in facing the workfield. All of them agreed with the statement. There were 26 students who said that English was needed in the workfield because their study program—Office Administration Study Program—needed English to finish some works such as handling guest, telephoning, and presenting. There were 8 students who said that English was needed to be one of the requirements to improve the job achievement. In addition, one student stated in other choice that English was needed as the basis to face the workfield in the international level.

Table 13. The Necessities of Students in Office Administration Study Program

No	Statements	Respondents	Percentage (%)
1	The vocational students are prepared to face the workfield.		
	a. Yes	31	100
	b. No	0	-
2	English is important to support you in facing the workfield.		
	a. Yes	31	100
	b. No	0	-
3	Why do you need English to support you in facing the workfield?		

a. Office Administration Study Program needs English to finish some works like handling guest, telephoning, and presenting	26	84
b. English is needed as one of the requirements to achieve the work performance.	8	26
c. Others	1	3
English is needed to face the workfield in the international levels.		

Furthermore, from the interview session, one of teachers in the Office Administration Study Program believed that English was needed to support the students' job after graduation. The teacher said that English is the needed language especially in the workfield. She also said that, actually, the officer should master at least 7 languages which one of them was English.

The importance of English, especially in the Office Administration Study Program, was confirmed by some of job descriptions which needed English. The teacher said the following job descriptions in the Office Administration such as handling a telephone call, handling guest, offering helps and delivering a presentation were some of works which mostly needed English.

There were some documents which supported the needs analysis. There are three documents which related to the target needs. They are Indonesian Qualification Framework (Ministry of Education and Culture, 2014), syllabi of Office Administration Study Program in grade ten (Curriculum 2013) and the evaluation criteria of Office Administration Study Program in the final practical examination (BSNP, 2014).

Based on the regulation of president of Indonesia number 8 in 2012, Indonesian Qualification Framework (Kerangka Kualifikasi Nasional Indonesia)

is a competence qualification leveled framework which can reconcile, equalize and integrate the fields of education, job training and work experiences in order to award the work competence recognition in line with the job structure in various sectors. In this document, the SMK students who graduate from the school are recognized as level 2. In this level, primary for the Office Administration, one of the indicators graduate is that students should be able to communicate in English for daily conversation related to the office contexts. Some of the contexts themselves include being able to give information either in written or spoken form and being able to use some means of communication like telephone, fax, email, etc. This indicator is stated in the document in point *i* under the heading of competence element.

As mentioned in chapter three, the syllabi of grade ten of Office Administration Study Program describe some of learning activities in the office context. Those learning activities are in line with the Indonesian Qualification Framework document. They are handling telephone call and delivering a presentation. It means that to fulfill those activities as classified into the office contexts, they need English.

The standard competences of Office Administration in the final practical examination also use English to formulate questions. The questions which need English are related to correspondence, telephoning and presentation. The telephoning and presentation are the focus in delivering the speaking materials in this study.

Based on the evaluation criteria of final practical examination in Office Administration Study Program, students should be able to receive a phone call in English. Then, using English in delivering a presentation in the final practical examination is optional. As the result, students who use English in a presentation will get a higher score.

2) Lacks

Lacks are the gap between what the students already knew and the target situations (Hutchinson and Waters, 1987) . The following table shows the lacks of the students of Office Administration Study Program.

Table 14. The Lacks of Students in Office Administration Study Program

All of the students said that they used Curriculum 2013 text book. Whereas, the Curriculum 2013 textbook was not suitable for vocational high

No	Statements	Respondents	Percentage (%)
1	I use this following book(s).		
	a. Curriculum 2013 text book.	31	100
	b. KTSP 2006 text book.	0	-
	c. Module from the teacher.	0	-
	d. Others	0	-
2	Do your textbook/materials suit the topics in Office Administration Study Program?		-
	a. Yes	0	-
	b. No	31	100
3	How often do you practice speaking in a class?		
	a. Once a week	0	-
	b. Once in two weeks	0	-
	c. Once in three weeks	0	-
	d. Rarely	31	100
	e. Others	0	-

school students since the topics were too general. It was confirmed by 100% of the students that the topics did not match with the topics in their study program. They also said that they rarely learned speaking skill in the class.

3) Wants

Wants are classified as the learners' preferences about their own needs (Hutchinson and Waters, 1987). In these results, the learners' wants will be classified into the goals, language functions, inputs, learning techniques, and textbook layout. The complete explanations are as follow.

a) Goals

In learning the English language which suits to their needs, based on Table 15, there were more than fifty percent of the students who stated that they needed materials which would help them to be able to communicate in English to prepare them facing the workfield. In addition, there were 29% of the students who said that they needed materials which would help them to master English easily.

Table 15. The goal of the Target Needs

No	Statements	Percentage (%)
1.	Learners wanted to learn English to communicate well because it would help them to face the workfield.	84
2.	Learners wanted to learn English to master the English language itself.	29

b) Language functions

Most of the learners wanted the language functions which suitable with their study program—Office Administration.

Table 16. **The Language Functions**

No	Language Functions	Respondents	Percentage (%)
1.	Making and receiving a phone call	26	84
2.	Handling guest	22	71
3.	Offering helps	15	48
4.	Delivering a presentation	23	74
5.	Interviewing	18	58
6.	Others		
	Using social media	1	3

Table 14 shows that *making and receiving a telephone call* have the highest percentage among the others. It is followed by *delivering a presentation* as the second language functions which is the most preferred one . Next, more than fifty percent of the students preferred to have *handling guest* as the language function. Then, there were eighteen students who chose *having interview* and fifteen of them chose *offering helps*. Further, in option space, one student wanted using the social media as the preferred language function.

c) Inputs

Related to the inputs, it is classified into types of inputs in listening and speaking activities, the length of the text for listening activities and inputs in learning speaking.

Table 17. **The Input in Learning English of Office Administration Students**

No	Statements	Respondents	Percentage (%)
1.	Type of inputs for listening activities		

	a. Monologue	9	29
	b. Dialogue	22	71
	c. Others	0	-
2.	The length of text for listening		
	a. ≥ 250 words	0	-
	b. ≥ 200 words	7	23
	c. ≥ 150 words	24	77
3.	Type of inputs for speaking activities		
	a. Monologue	6	19
	b. Dialogue	25	81
	c. Others	0	-
4.	Inputs for speaking learning activities		
	a. Examples from the teacher	20	65
	b. Perceptions in the beginning of the lesson	5	16
	c. Pairwork speaking practice	14	45
	d. Pronunciation transcript	10	32
	e. Others	0	-

Table 17 describes that more than seventy percent of the students said they preferred to have dialogues as the input for listening activities while nine students wanted monologues.

Related to the length of the text for listening, the highest percentage is a short texts (≥ 150 words) for listening. Twenty three percent of the students chose medium texts (≥ 200 words) for listening and no one preferred to have long texts (≥ 250 words) for listening.

In the type of inputs text for speaking, dialogue was the most preferred input text. Then, only six students who wanted monologues rather than dialogues.

The input for speaking learning activities in the class which the students most preferred was the given example by the teacher. The second activity was pairwork speaking practice which chosen by more than forty percent of the

students. That the students were given pronunciation transcripts was chosen by less than forty percent of the students. The last input for speaking activities—perceptions in the beginning of the lesson was only chosen by five students.

d) Learning Techniques

Table 18 below shows that almost all of the students chose to do learning activities in group. The pair work activity was chosen by six students while individual activity was chosen by four students.

According to the students, the most favourite learning technique in the class was games. Next, it is followed by translation.. The third most favourite learning technique was discussion. It was chosen by eight students. Then, question and answer session is in the fourth.. There were four students who preferred role play. The last chosen learning technique is interview. It was chosen by only 1 student.

To conclude, students wanted the group activities in the teaching and learning process. They also preferred doing games as the most favourite learning technique.

Table 18. The Learning Techniques

No	Statements	Respondents	Percentage (%)
1.	The way the students learn		
	a. Individual	4	13
	b. In pairs	6	19
	c. In group	25	81
	d. Others	0	-
2.	Learning techniques		
	a. Role play	4	13

	b. Games	18	58
	c. Interview	1	3
	d. Translation	11	35
	e. Discussion	8	26
	f. Question and Answer	5	16
	g. Others	0	-

e) Textbook Layout

Table 19 shows that in term of textbook layout, almost all of the students wanted the materials which contained many pictures and colors. There were six students who chose interesting covers and only two students filled other choices that the book should be suitable with Curriculum 2013 textbook and should be simple.

In conclusion, the most wanted English textbook was the colorful one and full of pictures.

Table 19. Textbook Layout

No	Statements	Respondents	Percentage (%)
1.	a. Interesting covers	6	19
	b. Full of colors and pictures	29	94
	c. Full of words	0	-
	d. Others		
	suit with Curriculum 2013 and look simple	2	6

c. The Learning Needs

Based on the findings, the learning needs were classified into the learning activities, the teachers' role and the learners' role. The explanations are described below.

1) Activities

In relation with learning activities in the class, there are four main activities. They are listening, speaking, vocabulary practice and pronunciation practice.

Table 20. The Learning Activities

No	Statements	Respondents	Percentage (%)
1.	Types of listening activities		
	a. Fill in the gaps from the monologue/dialogue	11	35
	b. Discuss the monologue/dialogue	6	19
	c. Identify the content in the monologue/dialogue	2	6
	d. Use pictures as a clue	7	23
	e. Others	0	-
2.	Types of speaking activities		
	a. Create the monologue/dialogue and practice it whether in pairs, individual, or in group	6	19
	b. Discuss the certain topic in group	5	16
	c. Act out the given monologue or dialogue	23	74
	d. Others	0	-
3.	Types of vocabulary activities		
	a. Matching	12	39
	b. Interpreting the meaning	17	55
	c. Crossword puzzle	11	35
	d. Others	0	-
4.	Types of pronunciation activities		
	a. Repeating after the teacher	21	68
	b. Read the given pronunciation transcript	10	32
	c. Others	0	-

Table 20 describes that the most wanted listening activity is filling in the blanks of the dialogue or monologue. The next is the listening activity which used pictures as clues. This was chosen by seven students. The third most wanted listening activity is discussing the content from monologues or dialogues. It was

chosen by six students. The last, only two of the students wanted to identify the expressions used in the monologues or dialogues.

In term of speaking activity, acting out the dialogue or monologue has the highest rank at 74%. It is followed by the activity of creating monologues or dialogues and performing them in front of the class either in the form of individual work, pair work, or group work. It was chosen by six students. The last chosen speaking activity is discussing certain topics in group work.

For the vocabulary activity, seventeen students preferred to interpret the meaning of words from the text based on the context. Thirty nine of the students chose to match the words in English with related topics in Office Administration Study Program and less than forty percent of them chose to solve the crossword puzzle.

In relation with pronunciation activity, repeating after teachers in pronouncing words was chosen by 21 students. Then, reading the given pronunciation transcript in the materials was chosen by 10 students.

To sum up, filling in the blanks was the most favourite listening activity and acting the dialogues out was the most favourite speaking activity. Students wanted to interpret the meaning of English words in the vocabulary activities and to repeat after their teacher in the pronunciation activities. \

2) Teachers' role

Based on Table 21, sixteen students wanted their teacher to give keywords while they were having difficulties. The next rank of the teachers' role component

was at 35% that eleven students preferred the teacher to monitor their improvement in learning English. There were ten students who chose the teacher to open the sharing and question session. The last choice of the teachers' role was that students wanted the teacher to be a fasilitator.

In conclusion, the most wanted teachers' role in the teaching and learning process is that teacher should give key words when the students are in a difficulty.

Table 21. The Teachers' Role

No	Statements	Respondents	Percentage (%)
1.	a. Fasilitator	8	26
	b. Teachers open the sharing and question sesion	10	32
	c. Teacher give key words when students in a difficulty	16	52
	d. Teachers monitor the students' improvement in learning language	11	35
	e. Others	0	-

3) Learners' role

Table 22 shows that listening to the teachers' explanations was the most preferred learners' role. The next rank of the learners' role were chosen by fourteen students that they wanted to actively participate in communnication. Then, eleven students chose to act the materials out after the teacher gave explanations. At last, there were only three students who preferred to do the teacher's instructions.

Table 22. **The Learners' Role**

No	Statements	Respondents	Percentage (%)
1.	a. Students listen to the teacher's explanations	17	55
	b. Students do the teacher's instructions	3	10
	c. Students participate actively in communication	14	45
	d. Students act out the materials after teacher's explanation	11	35
	e. Others	0	-

2. The Course Grid

After the target needs and the learning needs had been identified, the course grid was then designed. This course grid became a guideline to develop the appropriate English speaking materials for grade X students of Office Administration Study Program.

In relation with the results of the needs analysis, the students needed the materials to help them to communicate in English in a certain context. There should be the exposure of language functions which suit the topics in the study program, certain vocabularies, grammatical structures and key pronunciation items. The following is the description of the course grid. The complete one can be seen in Appendix C.

a. Unit One

There are eleven components in each Unit. They are *Unit Title*, *Goal*, *Objectives*, *Indicators*, *Input Text*, *Key Grammatical Structure*, *Key Vocabulary Items*, *Key Pronunciation Items*, *Language Functions*, *Media*, and *Activities*.

“Welcome to Mitra Company” is the title of unit one. The goal of this unit is that the students can welcome guests in the office context. The objectives of this unit are welcoming guests using the right expressions, offering helps to the guests, and responding to the offer. The indicators are that students are able to pronounce the right expressions of welcoming guests, offer helps, respond to the offer, use the expressions of handling guest in a dialogue, use some vocabularies related to handling guest in a dialogue and do a dialogue related to handling guest in pairs. The input texts of this unit are dialogues related to handling guest in the office context.

The key grammatical structures in Unit 1 are *yes/no questions*, *contractions* and *WH questions*. The key vocabulary items and the pronunciation items are related to handling guest. The language functions of Unit 1 are greeting, welcoming, offering helps and responding to the offer. The media used in this unit are pictures, handout and audio.

The last component of the unit is the activities. There are 9 main activities in this unit. They are *Warm-Up*, *Say It Right*, *Word Bank*, *Let’s Listen*, *Let’s Study*, *Let’s Practice More*, *Let’s Speak More*, *Summary and Reflection*. The activities contained some tasks that covered the other components. The sequences of the task followed the Task-Based Language Teaching as proposed by Nunan (2004).

b. Unit Two

Similar to unit one, this unit also has eleven components. The unit title is “*This is Erlene Speaking*”. The goal of Unit two is that students are able to do

telephoning in the office context. The objectives are receiving an in-going call using the right expressions, making an out-going call using the right expressions and asking for and giving information. Next, there are nine indicators in this unit. They are using expressions to receive a call, introducing themselves when make a call, asking for information in a call, giving information in a call, ending the call politely, pronouncing words related to telephoning correctly, using the formula to make correct simple present tense and correct sentences using modal verbs in a dialogue and doing a dialogue related to handling telephone call in pairs. The input texts in unit two are dialogues related to a telephone call.

In the key grammatical structures, there are two formulas. The first one is *simple present tense*. The second one is *modal verbs*. The key vocabulary items and the key pronunciation items are related to handling telephone calls in the office context. For the language functions, there are six of them. They are receiving a phone call, taking messages, leaving messages, ending a phone call, asking for information and giving information. The media used in unit two are pictures, handout and audio. The main activities in unit two are the same as unit one. It has the same sequences.

c. Unit Three

The title of Unit 3 is “Good Morning Ladies and Gentlemen”. This unit is about delivering a presentation. The goal of Unit 3 is that students are able to present a short presentation. The objectives are opening a presentation, delivering main topic, organizing subtopics, summarizing a presentation, ending a

presentation and opening a question and answer session. The indicators are greeting audience in a presentation, introducing themselves in a presentation, delivering the topic in a presentation; organizing talk using the right phrases; using the phrases to deliver every point in the main part of presentation, summarizing up a presentation with right expressions, ending a presentation with right expressions, offering audiences to ask questions, using the formula of simple present tense to make a presentation script, pronouncing some expressions related to having a presentation, using some vocabularies of a presentation in a presentation script and delivering a short presentation. The input texts used in this unit are monologues.

There is one formula for the key grammatical structure component. That is simple present tense (*S+Vs/Ves+noun*). The key vocabulary items and the key pronunciation item are related to delivering a presentation. The language functions used in this unit are greeting, stating the topic, delivering main points, concluding a talk, ending a talk and offering a question in a talk. The media used in unit three are pictures, handout and audio.

3. The Materials Design

The units were developed after designing the course grid. The units followed the principles of Task-Based Language Teaching by Nunan (2004). There were 16 up to 19 tasks in each unit. As it was stated in the course grid, there were nine main activities in each unit namely *Warm-Up*, *Let's Listen*, *Say it Right*, *Word Bank*, *Let's Study*, *Let's Practice More*, *Let's Speak More*, *Summary and Reflection*. The descriptions of each developed unit are explained below.

a. Unit One

The title of Unit One is “Welcome to Mitra Company”. This unit is about welcoming the guest in the office context. There are 16 tasks with 9 main activities. The language functions used in this unit are greeting, welcoming, offering helps and responding to the offer. The pronunciation items, e.g. *could* /kʊd/, *should* /ʃʊd/, *would* /wʊd/, *welcome* /'wel.kəm/, *I'm* /aɪm/, *you're* /jɔ: 'r /, and vocabulary items, e.g. *splendid*, *flight*, *light*, *inconvenience*, *favor*, were taken from the dialogues. This unit also enables students to learn some grammatical structures such as *yes/no questions* (*Would you like to have a cup of coffee?*; *Are you Mr. Graham?*), *WH questions* (*I'm*, *I'll*, *You're*, *He's*, *She's*) and *contractions* (*How would you like your coffee?*).

In the *Warm-Up* activity, students study pictures and answer the related questions. This activity gives the students idea toward the whole unit will be. *Say It Right* and *Word Bank* are the pronunciation and vocabulary activities. Students are exposed to the words related to handling guest. There are four activities in *Let's Listen*. In this main activity students listen to the audio, complete the dialogue and answer the comprehension questions. In the *Let's Study* activity, students do five tasks related to the grammatical structures and their exercises. *Let's Practice More* serves the enrichment for the students about grammar. In this unit, students correct the sentences and complete sentences using contractions. *Let's Speak More* enables students to have more speaking practice. In this unit, students offer helps and give respond to the offer. Moreover, they create a dialogue related to handling guest and practice it in front of the class. Summary activity covers the whole unit so that the

students can recall their memory about the unit. Reflection is the end of the unit. It enables students to reflect what they did in unit one. The complete descriptions of each task with its goal are described in Table 23.

Table 23. **Tasks of Unit One**

	Goals	Activities
Warm-up	To introduce the students about the topic and the situation in the unit	Studying pictures related to welcoming guest and answering written questions about what the people might say when handling guest
Let's Listen Task 1	To improve students' listening skill and to build the students understanding about various situations in handling guest	Students listen to the teacher about some short dialogues of welcoming guest and match the dialogue with the given situations
Task 2	To improve students' speaking skill	Students act the dialogues out with a partner
Task 3	To improve students' listening skill and to check the understanding about the various situations in handling guest	Students listen and complete the dialogue about two people who greet each other and offer helps then they guess what situation in the dialogue
Task 4	To check the students' understanding about the audio	The students listen again to the audio and answer the comprehension questions
Say It Right Task 5	To improve students' pronunciation about the common words used in handling guest correctly	Students pronounce the words in the table completed with phonetic transcriptions while a partner listen to
Word Bank Task 6	To make the students understand the meaning of certain words in handling	Students match the words with the correct meaning

	guest.	
Let's Study Task 7	To make the students know other expressions used in handling guest	Students say the expressions of welcoming guest and offering helps.
Task 8	To introduce the students about contractions as well as the right pronunciation	Students complete the table of contractions and pronounce them.
Task 9	To check the students' understanding about contractions	Students complete short dialogues with the given contractions in a box.
Task 10	To improve students' speaking skill as well as to learn the certain expressions to offer helps.	Students act out the dialogue and study the useful phrases about handling guest and answer the comprehension questions
Task 11	To make students' understand about the structure of the interrogative sentence	Students read the formula to create interrogative sentences
Let's Practice More Task 12	To check students' understanding about interrogative sentences and expressions used in handling guest	Students correct sentences used to welcome visitors and to offer helps
Task 13	To improve students' speaking skill as well as to check students' ability in making interrogative sentences.	Students complete short dialogues about offering helps and act out
Let's Speak More Task 14	To improve students' speaking skill using expressions in handling guest	In group, the students write the respond of the given situations and report it in front of the class
Task 15	To improve students' speaking skill through role play	With a partner, the students make a dialogue based on the given role
Task 16	To improve students' speaking skill by providing freer practice	The students make a dialogue by choosing the free situations on their own

		or choosing the given situations and then act the dialogue out with a partner
Summary	To recall the student's memory about the whole lesson in the unit.	Students read the explanations of expressions and the structure of the grammar
Reflection	To know how far the students learn in the unit	Students complete the 'can-do' checklist by ticking the list that they think they can do or they think they need more practice

b. Unit Two

The main topic of Unit Two is having a phone call. The unit title is “This is Erlene Speaking”. Students learn how to receive a phone call, make a phone call, ask for information and give information. There are 19 tasks in this unit. It enables the students to learn some grammatical structures such as *simple present tense* (*S+is/am/are[not]+noun*), e.g. *Mr. Andre is in the meeting. and Ms. Susi is not in the office*, and *modal verbs* (*S+Modal Verbs+V1*), e.g. *We will call you back at 9 a.m.* The vocabulary items, e.g. *line, put you through, engaged, hang up, and he/she is in*, are adapted from the dialogues and are then transformed into a task. It is the same with the vocabulary items; the pronunciation items, e.g. *hello /hel'əʊ/, take /teɪk/, call /kɔ:l/, phone /fəʊn/, number /'nʌm.bə r / and talk /tɔ:k/, are adapted from the dialogues. Students can practice to pronounce by themselves using the phonetic transcriptions.*

It is the same as Unit 1 that there are nine main activities. Related to *Warm-Up* activity, the students tick the right pictures and answer the related

questions so that they can get ready to the lesson. In the *Let's Listen* activity, students do seven tasks for listening activities. The main listening activities are such as listen and circle the correct informations, listen and fill in the gaps, and listen and answer the comprehension questions. Students can practice their pronunciation in the *Say it Right* by themselves as the phonetic transcription is given. The vocabularies items are given in *Word Bank*. In the *Let's Study* activity, students say the expressions of handling a telephone call and practice it in a sentence, fill in the gap in sentences using the correct grammatical structures and repeat after the teacher to spell names and numbers. Next, in the *Let's Practice More* activity, students play a whispering game and have a role play using cards. In the *Let's Speak More* activity, students have more free activities like making a dialogue following the chart, making a dialogue based on one of cards, having a telephone simulation and making a conversation on their own. The *Summary* activity provides the resume in the whole unit while the *Reflection* activity will check the students' ability after they learned the unit.

The following table describes the complete explanations of each task with its goal.

Table 24. Tasks of Unit Two

	Goals	Activities
Warm-Up	To introduce the students about the topic and the situation for the whole unit.	Tick pictures that have right manner in handling telephone call and answer the questions about telephoning
Say It Right Task 1	To improve students' pronunciation skill as well as to prepare them to know the right pronunciation before	Students pronounce the words in the table completed with phonetic transcriptions while a partner listen to

	going to practice speaking	
Word Bank Task 2	To enrich students' vocabulary mastery in order to prepare them before going to practice speaking	Students complete sentences using the words in a box.
Let's Listen Task 3	To improve students' listening skill about telephoning	Students listen to a telephone conversation and tick the right information about the speaker
Task 4	To improve students' listening skill as well as to provide them with language expressions used in telephoning	Students listen again to the conversation and circle the correct information.
Task 5	To improve students' speaking skill in using expressions of receiving a phone call	Students complete short conversations about receiving phone call and practice it.
Task 6	To improve students' listening skill as well as to introduce the expressions of leave-taking messages	Students listen to a telephone conversation asking someone to call someone else and fill in the gaps.
Task 7	To check students' understanding about the audio	Students answer the comprehension questions based on the complete transcription.
Task 8	To improve students' speaking skill in using expressions of leave-taking messages	Students complete short dialogues about leaving and taking messages and practice it.
Task 9	To check the students' understanding about taking messages	Students listen again to the audio and complete the telephone message sheet.
Let's Study Task 10	To make students' understand about some expressions used in	Students say the expressions used in telephoning.

	handling telephone	
Task 11	To make students get used to some expressions used in telephoning when it is applied in sentences	Students complete the blanks in boxes related to receiving and making a telephone call
Task 12	To make students' understand about the structure of simple present tense	Students read structures to form simple present tense and the sentences using modal verbs then fill in the gap sentences
Task 13	To make the students' able to spell names and numbers correctly	Students repeat after the teacher to spell names and numbers (the phonetic transcriptions are given)
Let's Practice More Task 14	To improve students' speaking skill as well as to check the understanding about simple present tense (guided)	Students complete the cards by choosing the right verbs and act out the cards.
Task 15	To improve students' speaking skill in using expressions of handling telephone call	The students play a whispering game.
Let's Speak More Task 16	To improve students' speaking skill by providing semi-guided activity	The students make a dialogue following the flow chart.
Task 17	To improve students' speaking skill by providing semi-guided activity	The students make a dialogue based on the given telephone messages and present it in front of the class.
Task 18	To improve students' speaking skill by providing semi-guided activity	The students have a simulation in telephoning. The simulation cards are given.
Task 19	To improve students' speaking skill by providing freer practice	The students make their own dialogue about telephoning and perform it in the class.

Summary	To recall the student's memory about the whole lesson in the unit.	Students read the explanations of expressions and the structure of the grammar
Reflection	To know how far the students learn in the unit	Students complete the 'can-do' checklist by ticking the list that they think they can do or they think they need more practice

c. Unit Three

The Unit 3 title is “Good Morning, Ladies and Gentlemen”. This unit is about delivering a short presentation. There are 19 tasks in this unit. The language functions used in this unit are greeting, stating the topic, delivering main points, concluding a talk, ending a talk and offering a question in a talk. The vocabulary items are presented in a crossword puzzle task. They are such as *further*, *variety*, *durable*, *sum*, *campaign*, and *newly*. The items are adapted from the monologues. The pronunciation items are also adapted from the monologue. They are such as *ladies* /'leɪ.di/, *gentlemen* /'dʒen.tl̩.men/, *presentation* /,prez. ə n'teɪ.ʃ ə n/, *first* /'fɜːst/, *second* /'sek. ə nd/ and *question* /'kwes.tʃən/. It enables students to practice by themselves because the task is completed by the phonetic transcriptions. The grammatical structure in this unit is *simple present tense* (S+Vs/Ves).

Similar with unit one and unit two, this unit also has nine main activities. *Warm-Up* activity provides students with a discussion about the good characteristics in a presentation completed with a picture. The *Let's Listen* activity provides students with eight tasks related to listening activity which cover the ways of delivering presentation from opening till closing by steps. Students practice

pronouncing the main words in the *Say it Right* activity. They learn the difficult words in *Word Bank* activity by completing the crossword puzzle. There are two activities that the students should complete in *Let's Study*. They are studying and pronouncing the expressions of delivering a presentation and studying the formula of simple present tense and practice it in a sentence. In the *Let's Practice More* activities, students change the verbs in bracket with the correct one and they have to say a phrase or a sentence related to the given list. Next, in the *Let's Speak More* activities, students should practice to open a presentation, develop the main topics into a presentation script, have an interview session with their friends related to open a question and answer session and make the whole presentation script based on the given topics. The last parts in this unit are Summary and Reflection. Similar to other two units, these last activities cover the whole unit so that the students can recall their memory about the lesson.

The complete descriptions of each task with its goal are presented in the following table.

Table 25. Tasks of Unit Three

	Goals	Activities
Warm-Up	To introduce the students about the topic and the situation in the unit	Discussing pictures about good characteristics in delivering a presentation
Let's Listen Task 1	To improve students' listening skill as well as to introduce the language function	The students listen to a complete short presentation and answer the following questions.
Task 2	To check students' understanding about different expressions in delivering a presentation	Students classify the scrabble phrases of delivering presentation into some boxes.

Task 3	To improve students' listening skill as well as to introduce the language function	Students listen to a short opening of presentation, answer the comprehension question and complete the structure of the talk.
Task 4	To improve students' speaking skill in using the language function	Students' practice to open a presentation by choosing one of the given topics
Task 5	To improve students' listening skill as well as to introduce the language function	Students listen to a speaker organizing a talk and write down the phrases then answer the following questions.
Task 6	To improve students' speaking skill in using language function	Students' practice to organize the talk using the given subtopics
Task 7	To improve students' listening skill as well as to introduce the language function	Students listen to a speaker ending a presentation and answer the following questions in pairs.
Task 8	To improve students' speaking skill	Students' practice to end a presentation using semi-guided activity
Say It Right Task 9	To improve students' pronunciation and to prepare them with certain words they are going to use in speaking	The students pronounce the words in the table completed with phonetic transcriptions while a partner listen to
Task 10	To improve students' pronunciation when it is used in sentences	Students pronounce sentences related to delivering a presentation
Word Bank Task 11	To enrich students' vocabulary mastery	The students complete the crossword puzzle.
Let's Study Task 12	To make students understand the other expressions in delivering presentation	The students read aloud some useful expressions in a presentation.
Task 13	To make students'	Students read structures

	understand about simple present tense	to form simple present tense using verb s/es
Let's Practice More Task 14	To check students' understanding about simple present tense	Students change the verbs in brackets with the correct one.
Task 15	To improve students' speaking ability in using certain expressions	Students say something about the following list in pairs.
Let's Speak More Task 16	To improve students' speaking ability in using certain expressions	Students make a short introduction of a presentation based on the given card.
Task 17	To improve students' speaking ability in using certain expressions	Students make the main part of presentation based on the list in the previous task.
Task 18	To improve students' speaking ability in using the various expressions	Students have an interview session to ask about how their friends end the presentation and open the question-answer session.
Task 19	To improve students' speaking ability by providing freer practice	Students make their own short presentation and report it in the class.
Summary	To recall the student's memory about the whole lesson in the unit.	Students read the explanations of expressions and the structure of the grammar
Reflection	To know how far the students learn in the unit	Students complete the 'can-do' checklist by ticking the list that they think they can do or they think they need more practice

4. The Expert Judgments

The first designed materials should be evaluated to a supervisor for an expert judgment. The questionnaire for the expert judgments then was distributed.

The questionnaire contained two parts. They were close-ended questions and open-ended questions. The close-ended questions were using five points *Likert* scale. The open-ended questions were in the form of questions related to the expert's opinions about the materials. There were 7 aspects in evaluating the materials based on some experts which can be seen in Table 11. They were the appropriateness of goals in writing the materials, input texts, language structures, language skills, tasks, textbook organization and textbook layout.

There was one expert who evaluated the first draft of the materials. The materials expert was a credible lecturer from the English Language Education Department. The expert has experienced teaching for 11 years.

a. The Result of Expert Judgments and Revisions of Unit 1

The following is the result of the expert judgment, the review, the revisions and the validation of Unit 1.

1) The Result of the Expert Judgments of Unit 1

a) The appropriateness of goals in writing the materials

The first aspect to evaluate was the appropriateness of goals in writing the materials. The table below shows the result of the expert judgment analysis of goals in writing the materials of Unit 1.

Table 26. **The Appropriateness of Goals in Writing Materials of Unit 1**

No	Statements	Score
1.	The developed materials are suitable with the learning goals as stated in the course grid.	5
2.	The developed materials are suitable with skill levels of English for grade X of SMK.	4
3.	The developed materials give students knowledge about their workfield.	4

b) The appropriateness of input texts

The second aspect to evaluate was the appropriateness of input texts. The following table describes the result of the appropriateness of input texts in Unit 1.

Table 27. **The Appropriateness of Input Texts of Unit 1**

No	Statements	Score
1.	The language in the input texts is understandable for students.	4
2.	The input texts are various and related to students' workfield.	4
3.	The input texts are suitable with students learning level.	4
4.	The input texts can improve students' motivation in learning language.	4
5.	The input texts can develop students' ability in English communication.	4

c) The appropriateness of language structures

The next aspect to evaluate was the appropriateness of language structures. Its goal was to know whether the developed materials could help students to improve their knowledge about grammar, vocabulary and pronunciation or not. The following table shows the result of the appropriateness of language structures in Unit 1.

Table 28. **The Appropriateness of Language Structures of Unit 1**

No	Statements	Score
1.	The materials develop students' knowledge about grammar.	4
2.	The materials develop students' knowledge about vocabularies in the office context.	4
3.	The choice of words is suitable with the office context.	3
4.	The materials develop students' knowledge about pronunciation.	3

d) The appropriateness of language skills

The fourth aspect to evaluate is the appropriateness of language skills.

Table 29 describes the result of the expert judgment analysis in term of language skills.

Table 29. **The Appropriateness of the Language Skills of Unit 1**

No	Statements	Score
1.	The materials develop students' listening skill.	3
2.	The materials develop students' speaking skill.	4

e) The appropriateness of tasks

The appropriateness of tasks is the fifth aspect to evaluate. It covers six points related to the tasks in Unit 1. The following table shows the result of the expert judgment analysis of the appropriateness of tasks in Unit 1.

Table 30. **The Appropriateness of Tasks of Unit 1**

No	Statements	Score
1.	The tasks improve students' interest to learn English.	3
2.	The tasks are various.	4

3.	The tasks cover all of aspects contained in the course grid.	4
4.	The tasks develop students' comprehension about the given input texts.	3
5.	The tasks serve activities for students to recall their memory about what they have learned.	5
6.	The tasks are organized from the easiest one to the difficult one.	5

f) The appropriateness of textbook organization

The next aspect was the appropriateness of textbook organization. It covered the opinion of the expert related to the sequence of the materials. Table 31 below shows the appropriateness of textbook organization of Unit 1.

Table 31. **The Appropriateness of Textbook Organization of Unit 1**

No	Statements	Score
1.	The developed materials have been organized well according to the goals.	4
2.	The instruction in each task is clear for teachers and students.	3
3.	The sequences of the materials have been organized well and understandable.	3

g) The appropriateness of textbook layout

The last aspect to evaluate was the appropriateness of textbook layout. It gained four aspects related to the book layout. The result of the expert judgment of textbook layout in Unit 1 is described in Table 32 below.

Table 32. **The Appropriateness of Textbook Layout**

No	Statements	Score
1.	The cover is interesting and full color.	5
2.	The layout is interesting for teachers and students.	5
3.	The font type is interesting and the font size is suitable so that it looks clear.	4
4.	The picture illustrations are clear and support the input texts. They do not make students confused.	4

2) The Review of Unit 1

Based on the answer of the open-ended questions, the expert stated that the whole materials in Unit 1 was good. However, there were still some parts that needed to be revised. The listening input should be added more. In Task 1, it would be better if the listening input was in the form of recorded audio rather than teachers' voice. Some revisions in the instructions were also needed.

3) The Revision of Unit 1

In relation with the result of the expert judgment analysis in Unit 1, there were some aspects that needed to be revised. The following table describes the revision of Unit 1.

Table 33. The Revision of Unit 1

Parts of Units	Suggestions	Revisions
Title	No revision.	No revision.
Warm-Up	Revise the instruction.	What do you think of what they are saying? ↓ What do you think of they are saying?
Task 1	Revise the idea of Task 1.	Changing the short conversations into an audio so that students do not listen to teachers' voice since there are 4 different conversations.
Task 2	No revision.	No revision.
Task 3	Revise the instruction.	You may act out the dialogue in pairs. ↓ After that, act out the dialogue in pairs.
Task 4	No revision.	No revision.

Task 5	Change the color of the table into the clear one.	Changing the green color into the blue one.
Task 6	Add the phonetic transcriptions in the vocabulary activity.	Adding the phonetic transcriptions beside the difficult words.
Task 7	Revise the instruction.	<p>Study the following expressions. Pay attention to the words in color then say the expressions up.</p> <p style="text-align: center;">↓</p> <p>Study the following expressions. Pay attention to the highlighted words then say the expressions up.</p>
Task 8	No revision.	No revision.
Task 9	No revision.	No revision.
Task 10	Revise the instruction.	<p>With a partner, study the following dialogue and pay attention to the words in color. After that, act the dialogue out and answer the following questions.</p> <p style="text-align: center;">↓</p> <p>With a partner, study the following dialogue and pay attention to the highlighted words. After that, act the dialogue out and answer the following questions.</p>
Task 11	No revision.	No revision.
Task 12	No revision.	No revision.
Task 13	Revise the instruction.	<p>Find your partner, imagine that both of you have to offer helps and respond to them. ...</p> <p style="text-align: center;">↓</p> <p>With a partner, imagine that both of you have to offer helps and respond to them. ...</p>
Task 14	Revise the instruction.	<p>Make a group of four, look at the situations below then complete the blanks. Share your answer in the class.</p> <p style="text-align: center;">↓</p> <p>Make a group of four, look at the</p>

		situations below then complete the blanks. Share your answer to the class.
Task 15	Revise the statements.	<p>1. Answer the greeting and say thank you. ↓ Respond to the greeting and say thank you.</p> <p>2. Responding to an offer. ↓ Respond to the offer.</p>
Task 16	Revise the instruction.	<p>... Later on, find a partner to act your dialogue out in front of the class. ... ↓ ... Later on, in pairs, act your dialogue out in front of the class. ...</p>
Summary	Revise the idea of Summary	Changing the idea of summary into a task to recall students' memory rather than provide them with the resume of the whole unit.
Reflection	No revision.	No revision.

4) The Validation of Unit 1

The developed materials had been validated based on the result of components analysis by the expert. Table 34 shows the validation of Unit 1.

Table 34. The Validation of Unit 1

No	Components	n	Mean	Description
1.	The appropriateness of goals in writing the materials	3	4.33	Very well
2.	The appropriateness of input texts	5	4	Very well
3.	The appropriateness of language structures	4	3.5	Fairly well
4.	The appropriateness of language skills	2	3.5	Fairly well
5.	The appropriateness of tasks	6	3.8	Very well

6.	The appropriateness of textbook organization	3	3.3	Fairly well
7.	The appropriateness of textbook layout	4	4.5	Very well
Mean value of Unit 1			3.85	Very well

Based on Table 34, the mean value of the appropriateness of goals in writing the materials of Unit 1 is 4.33. The mean value is in the interval of 3.7 – 4.5. Therefore, it is categorized as “Very well”. The next component which is the appropriateness of input texts has the mean value of 4 and it is categorized as “Very well”. The next two categories are the appropriateness of language structures and language skills. These two categories has the mean value of 3.5 which is categorized as “Fairly well”. The mean value of the appropriateness of tasks is 3.8. It is categorized as “Very well”. The next component is the appropriateness of textbook organization which has the mean value of 3.3. It is categorized as “Fairly well”. The last component is the appropriateness of textbook layout. It has the mean value of 4.5 which is categorized as “Very well”.

The score of mean value of all components of Unit 1 is 3.85. It is in the interval of 3.7 – 4.5. Therefore, the developed material of Unit 1 is categorized as “Very well”.

b. The Result of Expert Judgments and Revisions of Unit 2

The following is the result of expert judgment, the review, the revisions and the validation of Unit 2.

1) The Result of Expert Judgments of Unit 2

a) The appropriateness of goals in writing the materials

The appropriateness of goals in writing the materials was the first aspect to evaluate in Unit 2. Table 35 below shows the result of expert judgment analysis in term of goals in Unit 2.

Table 35. The Appropriateness of Goals in Writing the Materials of Unit 2

No	Statements	Score
1.	The developed materials are suitable with the learning goals as stated in the course grid.	4
2.	The developed materials are suitable with skill levels of English for grade X of SMK.	4
3.	The developed materials give students knowledge about their workfield.	4

b) The appropriateness of input texts

The second aspect to evaluate in Unit 2 was the appropriateness of input texts. Table 36 describes the result of the expert judgment analysis of input texts in Unit 2.

Table 36. The Appropriateness of Input Texts of Unit 2

No	Statements	Score
1.	The language in the input texts is understandable for students.	4
2.	The input texts are various and related to students' workfield.	4
3.	The input texts are suitable with students learning level.	5
4.	The input texts can improve students' motivation in learning language.	3
5.	The input texts can develop students' ability in English communication.	4

c) The appropriateness of language structures

The next aspect to evaluate was the appropriateness of language structures. There were 4 points related to the language structures. Table 37 below shows the result of the expert judgment analysis of language structures in Unit 2.

Table 37. The Appropriateness of Language Structures of Unit 2

No	Statements	Score
1.	The materials develop students' knowledge about grammar.	3
2.	The materials develop students' knowledge about vocabularies in the office context.	4
3.	The choice of words is suitable with the office context.	4
4.	The materials develop students' knowledge about pronunciation.	3

d) The appropriateness of language skills

The appropriateness of language skills was the fourth aspect to evaluate. Table 38 describes the result of the expert judgment analysis in term of language skills of Unit 2.

Table 38. The Appropriateness of Language Skills of Unit 2

No	Statements	Score
1.	The materials develop students' listening skill.	5
2.	The materials develop students' speaking skill.	4

e) The appropriateness of tasks

The fifth aspect to evaluate in Unit 2 was the appropriateness of tasks. Table 39 shows the result of expert judgment analysis in term of tasks of Unit 2.

Table 39. **The Appropriateness of Tasks of Unit 2**

No	Statements	Score
1.	The tasks improve students' interest to learn English.	3
2.	The tasks are various.	4
3.	The tasks cover all of aspects contained in the course grid.	5
4.	The tasks develop students' comprehension about the given input texts.	4
5.	The tasks serve activities for students to recall their memory about what they have learned.	3
6.	The tasks are organized from the easiest one to the difficult one.	4

f) The appropriateness of textbook organization

The appropriateness of textbook organization was the sixth aspect to evaluate in Unit 2. It covered 3 points related to the organization of the textbook. The following table describes the result of expert judgment analysis of textbook organization of Unit 2.

Table 40. **The Appropriateness of Textbook Organization of Unit 2**

No	Statements	Score
1.	The developed materials have been organized well according to the goals.	5
2.	The instruction in each task is clear for teachers and students.	4
3.	The sequences of the materials have been organized well and understandable.	4

g) The appropriateness of textbook layout

The last aspect was the appropriateness of textbook layout. There were 4 points related to the textbook layout in Unit 2. Table 41 shows the result of the expert judgment analysis in term of textbook layout of Unit 2.

Table 41. **The Appropriateness of Textbook Layout of Unit 2**

No	Statements	Score
1.	The cover is interesting and full color.	4
2.	The layout is interesting for teachers and students.	5
3.	The font type is interesting and the font size is suitable so that it looks clear.	4
4.	The picture illustrations are clear and support the input texts. They do not make students confused.	4

2) The Review of Unit 2

Based on the answer of the open-ended questions, Unit 2 was already good. Meanwhile, the expert suggested to revise some parts of Unit 2 primary in the instructions of the tasks. Some of the instructions should be revised so that they could support students in learning speaking.

3) The Revision of Unit 2

After the result of the expert judgment of Unit 2 had been analyzed, some revisions should be done. Table 42 below shows the revisions of Unit 2.

Table 42. **The Revision of Unit 2**

Parts of Units	Suggestions	Revisions
Title	No revision.	No revision.
Warm-up	No revision.	No revision.
Task 1	Revise the instruction.	... Later on, you may practice with your friends. ↓ ... Later on, practice it with your friends.
Task 2	Revise the idea of Task 2.	Adding another kind of sentences, not only question and answer

		sentences.
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	No revision.	No revision.
Task 8	No revision.	No revision.
Task 9	No revision.	No revision.
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	No revision.	No revision.
Task 15	No revision.	No revision.
Task 16	No revision.	No revision.
Task 17	No revision.	No revision.
Task 17	Revise the statements.	<p>Please have a meeting at Baron company on Monday 08.00 a.m</p> <p style="text-align: center;">↓</p> <p>Please have a meeting at Baron company on Monday at 08.00 a.m.</p>
Task 18	No revision.	No revision.
Task 19	No revision.	No revision.
Summary	Change the idea of Summary.	Changing the summary activity into a task. The idea is the same with unit one.
Reflection	No revision.	No revision.

4) The Validation of Unit 2

The developed materials had been validated based on the result of components analysis by the expert. The following table describes the validation of Unit 2.

Table 43. **The Validation of Unit 2**

No	Components	n	Mean	Description
1.	The appropriateness of goals in writing the materials	3	4	Very well
2.	The appropriateness of input texts	5	4	Very well
3.	The appropriateness of language structures	4	3.5	Fairly well
4.	The appropriateness of language skills	2	4.5	Very well
5.	The appropriateness of tasks	6	4	Very well
6.	The appropriateness of textbook organization	3	4.3	Very well
7.	The appropriateness of textbook layout	4	4.25	Very well
Mean value of Unit 2			4.08	Very well

Based on Table 43, the first component which is the appropriateness of goals in writing materials has the mean value of 4. It is categorized as “Very well”. It is the same as the second component which has the mean value of 4 in the interval of 3.7 – 4.5. Next, the third component is the appropriateness of language structures. It has the mean value of 3.5 and it is categorized as “Fairly well”. The appropriateness of language skills has the mean value of 4.5 and the category is “Very well”. In term of the appropriateness of tasks, it has the mean value of 4 as the interval is in the 3.7 – 4.5. Four point three is the main value of the appropriateness of textbook organization. It is categorized as “Very well”. The last component is the appropriateness of textbook layout. The mean value is 4.25 and the category is “Very well”.

The main value of all components in Unit 2 is 4.08. The interval ranges from 3.7 to 4.5. Therefore, Unit 2 is categorized as “Very well”.

c. The Result of Expert Judgments and Revisions of Unit 3

The following is the result of the expert judgments, the review and the validation of Unit 3.

1) The Result of Expert Judgments of Unit 3

a) The appropriateness of goals in writing the materials

The first aspect in evaluating Unit 3 was the appropriateness of goals in writing the materials. There were 3 points related to the goals. The following table describes the result of the expert judgment in term of goals in writing the materials.

Table 44. **The Appropriateness of Goals in Writing the Materials of Unit 3**

No	Statements	Score
1.	The developed materials are suitable with the learning goals as stated in the course grid.	4
2.	The developed materials are suitable with skill levels of English for grade X of SMK.	3
3.	The developed materials give students knowledge about their workfield.	4

b) The appropriateness of input texts

The second aspect to evaluate Unit 3 was the appropriateness of input texts. There were five components related to the input texts. Table 45 shows the result of the expert judgment analysis in term of input texts of Unit 3.

Table 45. **The Appropriateness of Input Texts of Unit 3**

No	Statements	Score
1.	The language in the input texts is understandable for students.	4
2.	The input texts are various and related to students' workfield.	4
3.	The input texts are suitable with students learning level.	3
4.	The input texts can improve students' motivation in learning language.	3

5.	The input texts can develop students' ability in English communication.	4
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c) The appropriateness of language structures

The appropriateness of language structures was the third aspect to evaluate Unit 3. The following table describes the result of the expert judgment of language structures of Unit 3.

Table 46. The Appropriateness of Language Structures

No	Statements	Score
1.	The materials develop students' knowledge about grammar.	4
2.	The materials develop students' knowledge about vocabularies in the office context.	4
3.	The choice of words is suitable with the office context.	4
4.	The materials develop students' knowledge about pronunciation.	3

d) The appropriateness of language skills

The next aspect in evaluating Unit 3 was the appropriateness of language skills. Table 47 below shows the result of the expert judgment analysis in term of language skills of Unit 3.

Table 47. The Appropriateness of Language Skills of Unit 3

No	Statements	Score
1.	The materials develop students' listening skill.	4
2.	The materials develop students' speaking skill.	3

e) The appropriateness of tasks

The appropriateness of tasks was the fifth aspect in evaluating Unit 3. There were 6 points related to the tasks of Unit 3. The results of the expert judgment analysis in term of tasks in Unit 3 are described in Table 48 below.

Table 48. The Appropriateness of Tasks of Unit 3

No	Statements	Score
1.	The tasks improve students' interest to learn English.	3
2.	The tasks are various.	5
3.	The tasks cover all of aspects contained in the course grid.	4
4.	The tasks develop students' comprehension about the given input texts.	4
5.	The tasks serve activities for students to recall their memory about what they have learned.	4
6.	The tasks are organized from the easiest one to the difficult one.	4

f) The appropriateness of textbook organization

The sixth aspect in evaluating Unit 3 was the appropriateness of textbook organization. The results of the expert judgment analysis are described in Table 49.

Table 49. The Appropriateness of Textbook Organization of Unit 3

No	Statements	Score
1.	The developed materials have been organized well according to the goals.	4
2.	The instruction in each task is clear for teachers and students.	4
3.	The sequences of the materials have been organized well and understandable.	4

g) The appropriateness of textbook layout

The last aspect in evaluating Unit 3 was the appropriateness of textbook layout. There were 4 points related to the textbook layout. The following table describes the result of the expert judgment of textbook layout of Unit 3.

Table 50. The Appropriateness of Textbook Layout of Unit 3

No	Statements	Score
1.	The cover is interesting and full color.	4
2.	The layout is interesting for teachers and students.	4
3.	The font type is interesting and the font size is suitable so that it looks clear.	4
4.	The picture illustrations are clear and support the input texts. They do not make students confused.	4

2) The Review of Unit 3

According to the expert, the developed materials of Unit 3 was good. However, there were still revisions needed to be done. In Unit 3, it was necessary to put another task related to the exposure of the input texts. Further, the layout were too crowded so that it might make less interesting for students.

3) The Revision of Unit 3

The revisions were done after the results of the expert judgment of Unit 3 were analyzed. The following table shows the revisions of Unit 3.

Table 51. The Revisions of Unit 3

Parts of Units	Suggestions	Revisions
Title	Revise the title.	Good Morning Ladies and Gentlemen ↓ Good Morning, Ladies and

		Gentlemen
Warm-Up	No revision.	No revision.
Task 1	Revise the statement.	List the words to deliver the subtopics that are going to present. ↓ List the speaker's words to deliver the subtopics.
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	No revision.	No revision.
Task 8	No revision.	No revision.
Task 9	Revise the task sequence.	Re-ordering Task 9 and placing it before Task 5
Task 10	Revise the layout of Task 10.	Adding more space after Task 10 so that it looks clear.
Task 11	No revision.	No revision.
Task 12	No revision.	No revision.
Task 13	No revision.	No revision.
Task 14	Revise the statement.	He (present → presents) about the sales report diagram. ↓ He (present → presents) the sales report diagram.
Task 15	No revision.	No revision.
Task 16	No revision.	No revision.
Task 17	No revision.	No revision.
Task 18	Revise the instruction.	Let's interview your friends. ... ↓ Let's observe your friends. ...
Task 19	No revision.	No revision.
Summary	Revise the idea of Summary	The idea is the same with the summary in unit one and unit two which is making the activity into a task.
Reflection	No revision.	No revision.

4) The Validation of Unit 3

The expert had validated the developed materials of Unit 3. It could be seen based on the result of components analysis. The following table describes the validation of Unit 3.

Table 52. The Validation of Unit 3

No	Components	n	Mean	Description
1.	The appropriateness of goals in writing the materials	3	3. 6	Fairly well
2.	The appropriateness of input texts	5	3. 6	Fairly well
3.	The appropriateness of language structures	4	3. 75	Very well
4.	The appropriateness of language skills	2	3. 5	Fairly well
5.	The appropriateness of tasks	6	3. 8	Very well
6.	The appropriateness of textbook organization	3	4	Very well
7.	The appropriateness of textbook layout	4	4	Very well
Mean value of Unit 3			3. 75	Very well

Table 52 describes that the two components which are the appropriateness of goals in writing the materials and input texts has the same mean value. It is 3. 6 in the interval of 3. 7 – 4. 5. The category of these components is “Fairly well”. In term of the appropriateness of language structures, it has the mean value of 3. 75 and it is categorized as “Very well”. The appropriateness of language skill has the “Fairly well” category with the mean value of 3. 5. Three point eight is the mean value of the appropriateness of tasks. The interval ranges from 2. 8 until 3. 6. The last two components which are the appropriateness of textbook organization and textbook layout has the same mean value. The mean value is 4 and it is categorized as “Very well”.

At last, the mean value of all components has “Very well” category. The mean value is 3.75. The interval ranges from 3.7 to 4.5.

B. Discussions

The objectives of this study are to identify the needs of grade ten students of Office Administration Study Program and to develop appropriate English speaking materials for the students. The English speaking materials were developed using Task-Based Language Teaching principles proposed by Nunan (2004).

In order to fulfill the first objective which is to identify the needs of grade ten students of Office Administration Study Program, the needs analysis was conducted. The techniques used to gather the information about needs were in the form of observation, interview and questionnaire. The result of the needs analysis was used to determine target needs and learning needs (Hutchinson and Waters, 1987).

The target needs were gathered from the first questionnaire, observation and interview. From the first questionnaire which was distributed to the students, grade ten students of Office Administration Study Program needed English to support their job after graduation. From the interview and observation, i.e. study documents, it could be concluded that they had the same result of needs. Students of Office Administration Study Program needed English to improve communication skills primary in handling a telephone call, handling guest and

delivering a presentation (BSNP, 2014; Ministry of Education and Culture, 2014; Curriculum 2013).

The learning needs were gathered from the first questionnaire. There were 3 components. They were activities, teacher's roles and learner's roles. These components are suitable with the components proposed by Hutchinson and Waters (1987) in the learning needs framework. In term of activities, filling in the blanks was the most favourite listening activity and acting the dialogues out was the most favourite speaking activity. Students wanted to interpret the meaning of English words in the vocabulary activities and to repeat after their teacher in the pronunciation activities. In term of the teacher's roles, the students wanted their teacher to give keywords while they were having difficulties. It has the highest percentage at 52%. In relation with the learner's roles, listening to the teachers' explanations was the most preferred one.

The result of target needs and the learning needs were used as guidance to design the course grid. The course grid consists of three units. It has eleven components in each Unit. They are *Unit Title, Goal, Objectives, Indicators, Input Text, Key Grammatical Structure, Key Vocabulary Items, Key Pronunciation Items, Language Functions, Media, and Activities*.

After designing the course grid, the materials then were developed. The developed materials has included some techniques of teaching speaking. Some of the techniques are conversation, role play, survey, communication game, simulation, prepared talk and opinion-sharing activity. These speaking techniques are in line with the theories proposed by some experts, i.e. Thornbury and Slade,

2006; Brown, 2001; Richards, 2006; Harmer, 2001; Harmer 1998; Thornbury, 2005; Richards and Schmidt, 1985. Further, the theories of ESP related to its notion (Hutchinson and Waters, 1987; Richards, 2006), the process of needs analysis and needs assessment (Tomlinson, 1998; Graves, 2000 and Jolly and Bolitho 1998) were used. Moreover, Task-Based Language Teaching (Nunan, 2004; Luoma, 2004; Willis and Willis, 2007; Thornbury, 2005 and Nunan, 1989) was used as guidance to develop the materials. The materials were organized according to Nunan's principles of grading, sequencing and integrating task. There are three units of the developed materials. The tasks of the units range from 16 to 19. Each unit has 9 sections. They are *Warm-Up*, *Let's Listen*, *Say it Right*, *Word Bank*, *Let's Study*, *Let's Practice More*, *Let's Speak More*, *Summary* and *Reflection*. These sections have already reflected the principles of Task-Based Language Teaching as proposed by Nunan (2004). The principles are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection.

The developed materials are in line with some principles of a good material proposed by Tomlinson (1998). That the materials should expose the learners to language use in authentic use is proved by some tasks in the materials which enable students practice the language that they will face in the workfield, i.e. having a telephoning simulation and delivering a presentation based on relevant topics. Besides, the materials are not rely too much on controlled practice. The materials provide freer practice for the students in using the target

language. This is useful to help students to achieve communication purposes as further explained by Tomlinson (1998).

Furthermore, the developed materials have already fulfilled the four elements proposed by Hutchinson and Waters (1987). The four elements are input, language, content and task. The inputs used in the materials are monologues and dialogues. These provide the students stimulus for activities, new language items, correct models of language use, a topic for communication and opportunities for the use of students' processing skills and entry knowledge. The content and the language focus in the materials have enabled the students to use the target language. Moreover, Hutchinson and Waters (1987) states that materials should contain the element of tasks since materials are designed to lead towards communicative task. In this developed materials, tasks are built up through the unit.

The developed materials are considered as the first draft of the materials. The first draft needed to be evaluated by an expert (Borg and Gall, 1983). The expert judgment questionnaire was distributed. The questionnaire contained two sections. They were open-ended questions and close-ended questions. The results of the expert judgment were used to assess the appropriateness of goals in writing materials, input texts, language structures, language skills, tasks, textbook organizations and textbook layout. These aspects to assess the appropriateness of the materials are implemented from some experts, i.e. Brown, 2001; BSNP, 2014; Nunan, 2004; Celce-Murcia, 2001; Hutchinson and Waters, 1987; Tomlinson, 1998.

The results of the expert judgment were in the form of quantitative data. The data were interpreted by finding the mean value using the formula proposed by Suharto (2006). The mean value of Unit 1 is 3.85. It is in the interval of 3.7 – 4.5. Unit 2 has the mean value of 4.08 which is in the same interval. The last unit has the mean value of 3.75. All of the units are categorized as “Very well”. At last, the final mean value of three units is 3.89 and it is categorized as “Very well”.

Based on the result of the expert judgment analysis, there were still revisions needed to be done. Most of the revisions were in term of the instructions in the tasks. The instructions should be clear either for students or teachers (Celce-Murcia, 2001). The main differences of the first draft and the evaluated materials are in the instructions and in the “Summary” section. In term of instructions, the changes were mostly in the grammatical structures and the idea of the instructions, i.e. learning technique. In the “Summary” section, the idea of this section should be changed. It is better to add a task which enable the students to recall their memory of each unit.

After the developed materials had been revised, the second draft of the materials was called the final draft of the English speaking materials for grade ten students of Office Administration Study Program. The final draft can be seen in Appendix E.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter provides information about conclusions of the research, implications and recommendations. The discussion of each point is presented as follows.

A. Conclusions

This research has two main goals: 1) to identify target needs and learning needs of grade ten students of Office Administration Study Program in learning English and 2) to design appropriate English speaking materials for grade ten students of Office Administration Study Program. These goals have been achieved as they are proved by the research findings. The conclusions can be drawn as follows.

1. The needs of grade ten students of Office Administration Study Program

The needs of grade ten students of Office Administration Study Program are divided into two kinds of needs. They are target needs and learning needs.

a. Target needs

The students of Office Administration Study Program need English primary to help them in facing the workfield after graduation. There are some works related to the office administration which mostly needed English for communication. Some of them are handling a telephone call, handling guest, and delivering a presentation.

However, 100% of the students stated that they rarely learned speaking in the class. They also used Curriculum 2013 textbook that its topics did not suitable with their study program.

The students' goal of learning English is able to communicate in English to prepare them in facing the workfield. They preferred to have some language functions of handling a telephone call, delivering a presentation and handling guest. Those three language functions are the most preferred one. Further, the students wanted dialogues for the input text for listening and speaking activity. They also wanted simple dialogues with short texts (≤ 150 words). Besides, the students preferred to have games as the most wanted learning techniques in the class. They also preferred to complete the task in group. The students stated that a good English textbook should be colourful and full of pictures.

b. Learning needs

According to the findings, the learning needs can be concluded as follows.

- 1) In the listening activities, fill in the gaps of monologues or dialogues is the most preferred one.
- 2) In the speaking activities, the students wanted to act out the monologues or dialogues.
- 3) In the vocabulary activities, the students preferred to interpret the meaning of difficult words.
- 4) In the pronunciation activities, repeating after the teacher in pronouncing words is the most favourite activity.

- 5) In the teachers' role, the students wanted their teacher to give keywords while they were having difficulties.
- 6) In the learners' role, the students preferred to listen to the teachers' explanations.

2. The appropriate English speaking materials for grade ten students of Office Administration Study Program

From the target needs and learning needs above, it can be concluded that the appropriate English speaking materials for grade ten students of Office Administration Study Program consists of three units which have been validated and each unit has the following characteristics.

a. *The title of the unit*

The title of the unit is *Speak Up* because a good title should specify the topic of the subject matter being discussed.

b. *Warm-Up*

The good activity in the beginning of the material should be able to introduce the topic and situation being discussed. That is why the materials provided *Warm-Up* section.

c. *Let's Listen*

The listening activity should enable students to identify the language functions used in the text and to provide them with the speaking activities. In this developed materials, there is *Let's Listen* cover the listening activities.

d. *Say It Right*

Pronunciation activities should enable students to pronounce the main words correctly completed with phonetic transcriptions. That is why *Say it Right* is developed in the materials.

e. *Word Bank*

The vocabulary activities should provide students some tasks to help them understand the words in context. Thus, *Word Bank* is included in the materials.

f. *Let's Study*

The language learning activities should provide students explanations about language expressions and the structure of the grammar used in each unit. That is why *Let's Study* is developed in the materials.

g. *Let's Practice More*

Extra practices should provide students more tasks related to the grammar and/or the language expressions explained previously. These are included in *Let's Practice More*.

h. *Let's Speak More*

In order to enable students to practice speaking with more fun speaking activities *Let's Speak More* are developed.

i. *Summary*

Summary should contain a task that will enable students to recall their memory about what they learned in the whole unit.

j. Reflection

Reflection activities should enable students to measure how much they learn from the unit. These reflection activities are covered in the *Reflection*.

B. Implications

Based on the results of the research, some implications of the appropriate English speaking materials for grade ten students of Office Administration Study Program are presented as follows.

1. The process of needs analysis is needed to be done well since it is very useful as guidance to develop the materials.
2. Getting the data and information of needs from various resources is necessary to get the actual needs needed in developing the materials.
3. The principles of Task-Based Language Teaching are important to be implemented in developing speaking materials since they enable the students to complete the task using the target language.

C. Recommendations of the product

There are some recommendations proposed for the English materials developer, the English teacher of Office Administration Study Program and English Education Department of Yogyakarta State University.

1. English Materials developer

The English materials developer are expert in developing the materials more innovative and effective. Thus, the materials developer could make more

interesting enrichment speaking materials with different theme, activity and teaching and learning method in other study program in Vocational High School.

In order to develop a good materials, there should be a clear needs analysis. A clear needs analysis will help the materials developer to develop the material which is really relevant to the needs.

2. English Teachers of Office Administration Study Program at SMK

The teachers of grade ten students of Office Administration Study Program could use this enrichment speaking materials in the teaching and learning process. These materials would help the teachers in preparing the students to face the workfield after the graduation since these materials are based on the students' specific needs.

In the teaching and learning process, teachers should be able to encourage students to do the speaking activities. It is important to build students' confidence first to speak because it will influence the teaching and learning process in the class.

3. English Vocational High School Textbook Writers

The results of the English speaking materials for grade ten students of Office Administration Study Program were based on the students specific needs. The textbook writers of Vocational High School could implement the process of needs analysis in developing the textbook since Vocational High School has many kinds of different study programs.

4. English Education Department of Yogyakarta State University

Doing the Research and Development study takes much time since one of the steps is developing a product. That is why students should not have any additional lecture in the eighth semester in the English Education Study Program in Curriculum 2006 so that they can focus in doing the research primary Research and Development Study.

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APPENDIX A

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS SISWA SMK KELAS XI JURUSAN ADMINISTRASI PERKANTORAN

Data Responden

1. Nama :
2. Jenis Kelamin :
3. Asal Sekolah :

Petunjuk pengisian:

Berilah tanda silang (x) pada huruf a, b, c, d dan seterusnya sesuai dengan keadaan yang paling menggambarkan kebutuhan Anda saat ini. Hendaknya diisi dengan jawaban yang sebenar-benarnya. Jika Anda memilih jawaban lain-lain, tuliskan jawaban tersebut dengan singkat dan jelas. Jawaban boleh lebih dari satu.

Pentingnya Bahasa Inggris Untuk Siswa SMK

1. Menurut Anda, apakah siswa SMK memang disiapkan untuk menghadapi dunia kerja?
 - a. Ya
 - b. Tidak
2. Apakah bahasa Inggris penting untuk menunjang keberhasilan Anda dalam menghadapi dunia kerja?
 - a. Ya
 - b. Tidak
3. Mengapa Anda membutuhkan bahasa Inggris untuk menunjang keberhasilan dalam menghadapi dunia kerja?
 - a. Jurusan Administrasi Perkantoran membutuhkan bahasa Inggris untuk menyelesaikan beberapa pekerjaan seperti menerima dan melakukan panggilan telepon (telephoning), menerima tamu asing (handling guest), presentasi dll.
 - b. Kemampuan bahasa Inggris dibutuhkan sebagai syarat peningkatan prestasi kerja nantinya.
 - c. Lain-lain

.....

Kesesuaian Materi

4. Manakah diantara buku pelajaran bahasa Inggris dibawah ini yang Anda pakai dalam kegiatan belajar mengajar?

- a. Buku bahasa Inggris Kurikulum 2013
- b. Buku bahasa Inggris KTSP 2006
- c. Modul dari guru
- d. Lain-lain
-
- 5. Apakah buku/materi bahasa Inggris yang Anda pelajari sudah sesuai dengan topik-topik pada jurusan Administrasi Perkantoran?
 - a. Ya
 - b. Tidak
- 6. Seberapa sering Anda melakukan praktek berbicara (*speaking*) dalam kegiatan belajar mengajar dikelas?
 - a. Satu minggu 1x
 - b. Dua minggu 1x
 - c. Tiga minggu 1x
 - d. Sangat jarang
 - e. Lain-lain
 -

Tujuan

- 7. Materi bahasa Inggris yang sesuai dengan kebutuhan saya akan menunjang saya agar:
 - a. Mampu berkomunikasi dalam bahasa Inggris karena penting untuk menghadapi dunia kerja
 - b. Mampu memudahkan penguasaan bahasa Inggris
 - c. Lain-lain
 -

Input

- 8. Materi *listening*—mendengarkan—mana yang efektif untuk membantu Anda belajar bahasa Inggris?
 - a. Berupa monolog (presentasi individu)
 - b. Berupa dialog
 - c. Lain-lain
 -
- 9. Menurut Anda, berapakah panjang teks yang ideal untuk teks *listening*?
 - a. ≥ 250 kata (panjang)
 - b. ≥ 200 kata
 - c. ≥ 150 kata (pendek)
 - d. Lain-lain
 -

10. Materi *speaking*—berbicara—mana yang akan efektif untuk membantu Anda belajar bahasa Inggris?
 - a. Berupa monolog (presentasi individu)
 - b. Berupa dialog
 - c. Lain-lain

.....
11. Saya menginginkan input pembelajaran untuk materi *speaking* seperti:
 - a. Diberikan contoh oleh guru dalam praktek berbicara
 - b. Diberi apersepsi/pengantar dalam bentuk monolog/dialog melalui audio
 - c. Dipraktekkan bersama dengan teman (pairwork)
 - d. Diberikan transkrip cara pengucapan dan berlatih secara mandiri
 - e. Lain-lain

.....
12. Kemampuan berkomunikasi dalam bahasa Inggris apa saja yang Anda ingin pelajari untuk menghadapi dunia kerja nantinya?
 - a. Menerima dan/atau melakukan panggilan telepon
 - b. Menerima tamu asing
 - c. Menawarkan bantuan
 - d. Presentasi
 - e. Wawancara
 - f. Lain-lain

.....

Aktivitas

13. Jenis kegiatan *listening*—mendengarkan—yang anda sukai adalah:
 - a. Mengisi bagian rumpang pada dialog/monolog sesuai yang diperdengarkan
 - b. Mendiskusikan isi dari monolog/dialog yang diperdengarkan
 - c. Mengidentifikasi ungkapan-ungkapan yang ada dalam monolog/dialog
 - d. Menggunakan gambar yang berkaitan dengan materi listening
 - e. Lain-lain

.....
14. Jenis kegiatan *speaking*—berbicara—yang Anda sukai adalah:
 - a. Membuat monolog/dialog sederhana dan mempraktekkan didepan kelas baik secara berpasangan, individu, maupun kelompok
 - b. Mendiskusikan topik tertentu secara berkelompok
 - c. Mempraktekkan contoh monolog/dialog yang sudah tersedia
 - d. Lain-lain

.....

15. Jenis kegiatan *vocabulary*—kosa kata—yang Anda sukai adalah:
- Menjodohkan kata-kata bahasa Inggris yang berkaitan dengan topik pada jurusan Administrasi Perkantoran
 - Mengartikan kata-kata bahasa Inggris yang ada didalam teks sesuai maknanya
 - Mengerjakan teka-teki silang yang berhubungan dengan kata-kata bahasa Inggris sesuai topik
 - Lain-lain
-
16. Jenis kegiatan *pronunciation*—pelafalan—yang Anda sukai adalah:
- Menirukan guru dalam melafalkan kata-kata bahasa Inggris
 - Membaca kata-kata bahasa Inggris sesuai transkrip pengucapan yang tersedia didalam materi
 - Lain-lain
-

Teknik Pembelajaran

17. Saya suka melakukan kegiatan pembelajaran secara:
- Individu
 - Berpasangan
 - Kelompok
 - Lain-lain
-
18. Menurut saya, teknik belajar bahasa Inggris yang efektif adalah:
- Role play (bermain peran/mempraktekkan dialog)
 - Games
 - Interview
 - Menerjemahkan
 - Diskusi
 - Tanya jawab
 - Lain-lain
-

Peran Siswa

19. Apa peranan yang Anda inginkan dalam kegiatan pembelajaran bahasa Inggris?
- Mendengarkan penjelasan guru
 - Melaksanakan instruksi dari guru
 - Berpartisipasi aktif secara komunikatif

- d. Mempraktekkan materi setelah diberi penjelasan
- e. Lain-lain

.....

Peran Guru

20. Apa peran guru yang Anda inginkan dalam kegiatan pembelajaran bahasa Inggris?

- a. Sebagai fasilitator
- b. Menerima sharing dan tanya jawab
- c. Memberikan kata kunci pada saat mengalami kesulitan
- d. Memonitor perkembangan penguasaan bahasa Inggris
- e. Lain-lain

.....

Tampilan Materi/Buku

21. Buku bahasa Inggris yang sesuai dengan kebutuhan saya berupa materi yang:

- a. Sampul menarik
- b. Penuh warna dan bergambar
- c. Berisi tulisan penuh
- d. Lain-lain

.....

TERIMA KASIH

APPENDIX B

NEEDS ANALYSIS
Developing English Speaking Materials for Grade Ten Students of
Office Administration Study Program

N=31

	Pentingnya Bahasa Inggris Untuk Siswa SMK		
1	Menurut Anda, apakah siswa SMK memang disiapkan untuk menghadapi dunia kerja?		
	a. Ya	31	100 %
	b. Tidak	0	- %
2	Apakah bahasa Inggris penting untuk menunjang keberhasilan Anda dalam menghadapi dunia kerja?		
	a. Ya	31	100 %
	b. Tidak	0	- %
3	Mengapa Anda membutuhkan bahasa Inggris untuk menunjang keberhasilan dalam menghadapi dunia kerja?		
	a. Jurusan Administrasi Perkantoran membutuhkan bahasa Inggris untuk menyelesaikan beberapa pekerjaan seperti menerima dan melakukan panggilan telepon (telephoning), menerima tamu asing (handling guest), presentasi dll.	26	84 %
	b. Kemampuan bahasa Inggris dibutuhkan sebagai syarat peningkatan prestasi kerja nantinya.	8	26 %
	c. Lain-lain	1	3 %
	Bahasa Inggris dibutuhkan untuk menghadapi dunia kerja tingkat internasional		
	Kesesuaian Materi		
4	Manakah diantara buku pelajaran bahasa Inggris dibawah ini yang Anda pakai dalam kegiatan belajar mengajar?		
	a. Buku bahasa Inggris Kurikulum 2013	31	100 %
	b. Buku bahasa Inggris KTSP 2006	0	- %
	c. Modul dari guru	0	- %
	d. Lain-lain	0	- %
		- %
5	Apakah buku/materi bahasa Inggris yang Anda pelajari sudah sesuai dengan topik-topik pada jurusan Administrasi Perkantoran?		
	a. Ya	0	- %

	b. Tidak	31	100	%
6	Seberapa sering Anda melakukan praktek berbicara (<i>speaking</i>) dalam kegiatan belajar mengajar dikelas?		-	
	a. Satu minggu 1x	0	-	%
	b. Dua minggu 1x	0	-	%
	c. Tiga minggu 1x	0	-	%
	d. Sangat jarang	31	100	%
	e. Lain-lain	0	-	%
			
	Tujuan			
7	Materi bahasa Inggris yang sesuai dengan kebutuhan saya akan menunjang saya agar:			
	a. Mampu berkomunikasi dalam bahasa Inggris karena penting untuk menghadapi dunia kerja	26	84	%
	b. Mampu memudahkan penguasaan bahasa Inggris	9	29	%
	c. Lain-lain	0	-	%
			
			-	
	Input		-	
8	Materi <i>listening</i> —mendengarkan—mana yang efektif untuk membantu Anda belajar bahasa Inggris?			
	a. Berupa monolog (presentasi individu)	9	29	%
	b. Berupa dialog	22	71	%
	c. Lain-lain	1	3	%
	Contoh dari guru			
9	Menurut Anda, berapakah panjang teks yang ideal untuk teks <i>listening</i> ?			
	a. ≥ 250 kata (panjang)	0	-	%
	b. ≥ 200 kata	7	23	%
	c. ≥ 150 kata (pendek)	24	77	%
	d. Lain-lain	0	-	%
			
10	Materi <i>speaking</i> —berbicara—mana yang akan efektif untuk membantu Anda belajar bahasa Inggris?			
	a. Berupa monolog (presentasi individu)	6	19	%
	b. Berupa dialog	25	81	%

	c. Lain-lain	0	-	%
			
11	Saya menginginkan input pembelajaran untuk materi <i>speaking</i> seperti:			
	a. Diberikan contoh oleh guru dalam praktek berbicara	20	65	%
	b. Diberi apersepsi/pengantar dalam bentuk monolog/dialog melalui audio	5	16	%
	c. Dipraktekkan bersama dengan teman (pairwork)	14	45	%
	d. Diberikan transkrip cara pengucapan dan berlatih secara mandiri	10	32	%
	e. Lain-lain	0	-	%
			
12	Kemampuan berkomunikasi dalam bahasa Inggris apa saja yang Anda ingin pelajari untuk menghadapi dunia kerja nantinya?			
	a. Menerima dan/atau melakukan panggilan telepon	26	84	%
	b. Menerima tamu asing	22	71	%
	c. Menawarkan bantuan	15	48	%
	d. Presentasi	23	74	%
	e. Wawancara	18	58	%
	f. Lain-lain	1	3	%
	Menggunakan sosial media			
	Aktivitas			
13	Jenis kegiatan <i>listening</i> —mendengarkan—yang anda sukai adalah:			
	a. Mengisi bagian rumpang pada dialog/monolog sesuai yang diperdengarkan	11	35	%
	b. Mendiskusikan isi dari monolog/dialog yang diperdengarkan	6	19	%
	c. Mengidentifikasi ungkapan-ungkapan yang ada dalam monolog/dialog	2	6	%
	d. Menggunakan gambar yang berkaitan dengan materi listening	7	23	%
	e. Lain-lain	0	-	%
			
14	Jenis kegiatan <i>speaking</i> —berbicara—yang Anda sukai adalah:			

	a. Membuat monolog/dialog sederhana dan mempraktekkan didepan kelas baik secara berpasangan, individu, maupun kelompok	6	19	%
	b. Mendiskusikan topik tertentu secara berkelompok	5	16	%
	c. Mempraktekkan contoh monolog/dialog yang sudah tersedia	23	74	%
	d. Lain-lain	0	-	%
			
15	Jenis kegiatan <i>vocabulary</i> —kosa kata—yang Anda sukai adalah:			
	a. Menjodohkan kata-kata bahasa Inggris yang berkaitan dengan topik pada jurusan Administrasi Perkantoran	12	39	%
	b. Mengartikan kata-kata bahasa Inggris yang ada didalam teks sesuai maknanya	17	55	%
	c. Mengerjakan teka-teki silang yang berhubungan dengan kata-kata bahasa Inggris sesuai topik	11	35	%
	d. Lain-lain	0	-	%
			
16	Jenis kegiatan <i>pronunciation</i> —pelafalan—yang Anda sukai adalah:			
	a. Menirukan guru dalam melafalkan kata-kata bahasa Inggris	21	68	%
	b. Membaca kata-kata bahasa Inggris sesuai transkrip pengucapan yang tersedia didalam materi	10	32	%
	c. Lain-lain	0	-	%
			
	Teknik Pembelajaran			
17	Saya suka melakukan kegiatan pembelajaran secara:			
	a. Individu	4	13	%
	b. Berpasangan	6	19	%
	c. Kelompok	25	81	%
	d. Lain-lain	0	-	%
			
18	Menurut saya, teknik belajar bahasa Inggris yang efektif adalah:			
	a. Role play (bermain peran/mempraktekkan dialog)	4	13	%
	b. Games	18	58	%

	c. Interview	1	3	%
	d. Menerjemahkan	11	35	%
	e. Diskusi	8	26	%
	f. Tanya jawab	5	16	%
	g. Lain-lain	0	-	%
			
	Peran Siswa			
19	Apa peranan yang Anda inginkan dalam kegiatan pembelajaran bahasa Inggris?			
	a. Mendengarkan penjelasan guru	17	55	%
	b. Melaksanakan instruksi dari guru	3	10	%
	c. Berpartisipasi aktif secara komunikatif	14	45	%
	d. Mempraktekkan materi setelah diberi penjelasan	11	35	%
	e. Lain-lain	0	-	%
			
	Peran Guru			
20	Apa peran guru yang Anda inginkan dalam kegiatan pembelajaran bahasa Inggris?			
	a. Sebagai fasilitator	8	26	%
	b. Menerima sharing dan tanya jawab	10	32	%
	c. Memberikan kata kunci pada saat mengalami kesulitan	16	52	%
	d. Memonitor perkembangan penguasaan bahasa Inggris	11	35	%
	e. Lain-lain	0	-	%
			
	Tampilan Materi/Buku			
21	Buku bahasa Inggris yang sesuai dengan kebutuhan saya berupa materi yang:			
	a. Sampul menarik	6	19	%
	b. Penuh warna dan bergambar	29	94	%
	c. Berisi tulisan penuh	0	-	%
	d. Lain-lain	2	6	%
	sesuai dengan Kurikulum 2013, simpel			

APPENDIX C

THE COURSE GRID OF ENGLISH SPEAKING MATERIALS

Goals : Students are able to communicate in English in the office context using the right expressions.
 Grade : X—A Vocational High School
 Study Program : Office Administration

Unit 1

Components										
Unit Title	Goal	Objectives	Indicators	Input Text	Key Grammatical Structure	Key Vocabulary Items	Key Pronunciation Items	Language Functions	Media	Activities
Welcome to Mitra Company	The students are able to welcome guests in the office context	<ul style="list-style-type: none"> - The students can welcome guests using the right expressions - The students can offer helps to the guest - The students can respond to the offer 	<p>The students are able to:</p> <ul style="list-style-type: none"> - pronounce the right expressions to welcome guests, to offer helps and to respond to the offer - use the expressions of handling guest in a dialogue - use some vocabularies 	<p>-Dialogues between a guest and an office staff in some situations e.g. the first meeting with the guest, meeting the guest who have a call before, etc</p>	<p>Yes/No Questions e.g. -Would you like to have a cup of coffee? -Are you Mr. Graham?</p> <p>WH Questions e.g. How would you like your coffee? Where can I meet the director?</p>	splendid, flight, light, inconvenience, favor	<p>could /kəd/, should /ʃəd/, would /wəd/, welcome /'wel.kəm/, I'm /aɪm/, you're /jɔ: ' /</p>	<p>Greetings e.g. - Good morning - Hello</p> <p>Welcoming: -Welcome to Panama industries</p> <p>Offering helps e.g. -Can I help you? -Would you like to have a drink?</p>	<p>Pictures related to handling guest, Handout, Audio</p>	<p>A. Warm-Up Studying pictures related to welcoming guest and answering written questions about what the people might say</p> <p>B. Let's Listen</p> <ol style="list-style-type: none"> 1. Students listen to the teacher about some short dialogues and match the dialogue with the given situations 2. Students act the dialogues out with a partner 3. Students listen and complete a dialogue

			<p>related to handling guest in a dialogue</p> <p>- do a dialogue related to handling guest in pairs</p>		<p>Contractions e.g I'll, I'm, You're, He's</p>			<p>Respond to an offer</p> <p>-Yes, please -No, thank you</p>		<p>about two people who greet each other and offer helps then they guess what situation in the dialogue is</p> <p>4. Students listen again to the audio and answer the comprehension questions</p> <p>C. Say It Right</p> <p>1. Students pronounce the words in the table completed with phonetic transcriptions while a partner is listening to</p> <p>D. Word Bank</p> <p>1. Students match the words with the correct meaning</p> <p>E. Let's Study</p> <p>1. Students say the expressions of welcoming guest and offering helps.</p> <p>2. Students complete the table of contractions and</p>
--	--	--	--	--	---	--	--	---	--	--

										<p>pronounce them.</p> <p>3. Students complete short dialogues with the given contractions in a box.</p> <p>4. Students act out the dialogue and study the words in color.</p> <p>5. Students read the formula to create interrogative sentences</p> <p>F. Let's Practice More</p> <p>1. Students correct sentences used to welcome visitors and to offer helps</p> <p>2. Students complete short dialogues with sentences about offering helps and act out</p> <p>G. Let's Speak More</p> <p>1. In group, the students write the respond of the given situations and report it in front of the class</p> <p>2. With a partner, the students make a</p>
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										<div>dialogue based on the given role</div> <div>3. The students make a dialogue by choosing the free situations on their own and act the dialogue out with a partner</div> <div>H. Summary</div> <div>I. Reflection</div>
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Unit 2

Unit Title	Goal	Objectives	Indicators	Input Text	Components			Language Functions	Media	Activities
					Key Grammatical Structure	Key Vocabulary Items	Key Pronunciation Items			
This is Erlene speaking	The students are able to do telephoning in the office context	- The students can receive an in-going call using the right expressions	- The students can use expressions to receive a call	Dialogue in which two people are in the telephone asking to talk to someone	1. Simple Present Tense (S+is/am/are [not]+noun) e.g. -Mr. Andre is in the meeting -Ms. Anne is not in the office	line, put you through, engaged, hang up, he/she is in	hello /hel'əʊ/, take /teɪk/, call /kɔ:l/, phone /fəʊn/, number /'nʌm.bə r /, talk /tɔ:k/,	Receiving a phone call e.g. Hello. This is the Abra company.	Pictures related to handling telephone call, Handout Audio	A. Warm-Up Tick pictures that have right manner in handling telephone call and answer the questions about telephoning
		- The students can make an out-going call using the right expressions	- The students can introduce themselves when make a call	Dialogue in which two people are in the telephone asking	2. Sentences using modal verbs (S+modal+v1 +noun) e.g We will call you back at 09.00			Taking messages e.g. Can I take a message? Leaving messages e.g. Can I leave a message? Ending a phone call e.g. Thank you, good bye.		B. Say It Right 1. Students pronounce the words in the table completed with phonetic transcriptions while a partner is listening to C. Word Bank 1. Students complete sentences using the words in a box. D. Let's Listen 1. Students listen to a telephone conversation and tick the right information about the speaker 2. Students listen again to the conversation

- related to telephoning correctly
- The students can use the formula to make correct simple present tense and correct sentences using modal verbs in a dialogue
 - The students do a dialogue related to handling telephone call in pairs

Asking for information
e.g.
Can I have your phone number?

Giving information
e.g.
My name is Alisa of Sayo Company.

and circle the correct information.

3. Students complete short conversations about receiving phone call and practice it.
 4. Students listen to a telephone conversation asking someone to call someone else and fill in the gaps.
 5. Students answer the comprehension questions based on the complete transcription.
 6. Students complete short dialogues about leaving and taking messages and practice it.
 7. Students listen again to the audio and complete the telephone message sheet.
- E. Let's Study
1. Students say the expressions used in telephoning.
 2. Students practice the

expressions to receive
a phone call

3. Students read structures to form simple present tense and the sentences using modal verbs then fill in the gap sentences.
4. Students repeat after the teacher to spell names and numbers

F. Let's Practice More

1. Students complete the cards by choosing the right verbs and act out the cards.
2. The students play a whispering game.

G. Let's Speak More

1. The students make a dialogue following the flow chart.
2. The students make a dialogue based on the given telephone messages and present it in front of the class.
3. The students have a simulation in telephoning. The

simulation cards are given.

4. The students make their own dialogue about telephoning and perform it in the class.

H. Summary

I. Reflection

Unit 3

Unit Title	Goal	Objectives	Indicators	Input Text	Components			Language Functions	Media	Activities
					Key Grammatical Structure	Key Vocabulary Items	Key Pronunciation Items			
Good morning ladies and gentlemen	The students are able to present a short presentation	<ul style="list-style-type: none"> - The students can open a presentation - The students can deliver main topic - The students can organize subtopics - The students can sum up a presentation - The students can end a presentation and open a question and answer session 	<ul style="list-style-type: none"> - The students can greet audience in a presentation - The students can introduce themselves in a presentation - The students can deliver the topic in a presentation - The students can organize talk using the right phrases - The students can use the phrases to deliver every point in the main part of presentation - The students 	<p>Monologues about opening, sequencing and ending the presentation</p> <p>Monologue about a full example of short presentation</p>	<p>Simple present tense S+Vs, es+noun</p> <p>e.g. It brings me to the end of my presentation today.</p>	<p>further, variety, durable, sum, campaign, newly</p>	<p>ladies /'leɪ.di.s/, gentlemen /'dʒen.tl̩.men /, presentation /, prez. ə n'teɪ.ʃ ə n/, first /'fɜːst/, second /'sek. ə nd/, question /'kwes.tʃən/,</p>	<p>greeting -good morning everyone</p> <p>stating a topic -the subject of my talk is. . .</p> <p>organizing the talk -first -second -finally</p> <p>delivering main points -let me start by. . .</p> <p>concluding -to sum up, . . .</p>	<p>Pictures, Handout, Audio and/or Video</p>	<p>A. Warm-Up</p> <p>Discussing pictures about good characteristics in delivering a presentation</p> <p>B. Let's Listen</p> <p>1. The students listen to a complete short presentation and answer the following questions</p> <p>2. Students classify the scrabble phrases of delivering presentation into some boxes</p> <p>3. Students listen to a short opening of presentation, answer the comprehension question and complete the structure of the talk</p> <p>4. Students' practice to</p>

- can sum up a presentation
- The students can end a presentation
- The students can offer audiences to ask questions
- The students can use the formula of simple present tense to make a presentation script
- The students can pronounce some expressions related to having a presentation
- The students can use some vocabularies of a presentation in a

ending a talk

-it brings me to the end of. . .

offering questions

-have you got the questions?

open a presentation by choosing one of the given topics

5. Students listen to a speaker organizing a talk and write down the phrases then answer the following questions
 6. Students' practice to organize the talk using the given subtopics
 7. Students listen to a speaker ending a presentation and answer the following questions in pairs
 8. Students' practice to end a presentation using semi-guided activity
- C. Say It Right
1. The students pronounce the words in the table completed with phonetic transcriptions while a partner is listening to
 2. Students pronounce

presentation
script
- The students
deliver a
short
presentation

- sentences related to
delivering a
presentation
- D. Word Bank
1. The students
complete the
crossword puzzle.
- E. Let's Study
1. The students read
aloud some useful
expressions in a
presentation.
2. The students read
structures to form
simple present tense
using verb s/es
- F. Let's Practice More
1. Students change the
verbs in brackets
with the correct
one.
2. Students say
something about the
following list in pairs
- G. Let's Speak More
1. Students make a
short introduction of
a presentation
based on the given
card.
2. Students make the
main part of

presentation based on the list in the previous task.

3. Students have an interview session to ask about how their friends end the presentation and open the question-answer session.
 4. Students make their own short presentation and report it in the class
- H. Summary
- I. Reflection



APPENDIX D

UNIT 1

WELCOME TO MITRA COMPANY



In this unit, you will learn how to :

- ✓ welcome visitors in the office
- ✓ offer helps to the visitors
- ✓ respond to the offer(s)
- ✓ say the short forms
- ✓ produce question sentences



WARM-UP

Look at the picture about an office staff with his guest in the office below. What do you think of what they are saying? Complete the free space in the picture. The following words may help you.



Picture 1: <http://www.officewelcome.com>

Welcome

Visit

Good morning

Meet

Office

Help

Industries

Company



LET'S LISTEN



Task 1

Look at the short conversations below and listen to your teacher. Match the dialogue with the situation. The example is given for you.

A: Excuse me. Are you Mr. Blanks?
B: Yes, I am.
A: I'm Jane Placid. We talked by telephone. Welcome to Sydney. It's nice to meet you in person.
B: Nice meeting you too.

A: You must be Ms. Terius.
B: That's right.
A: It's a pleasure to meet you. I'm Brad Wilson. Welcome to Suntech.
B: Thank you

A: Good morning Ms. Jane. Welcome to Crafta. It's a pleasure to meet you again.
B: Good morning. Thank you Anna.
A: Would you like a cup of coffee?
B: Yes. A light coffee with milk, please

A: Patricia Murphy?
B: Yes.
A: Welcome again to Myotex industries. Can I help you?

The visitor whom you know very well

The visitor whom you talked by phone before.

The visitor whom you meet at the first time.

The visitor whom you have met before.

Adapted from: <http://www.eslgold.com>



Task 2 Act out the dialogues in Task 1 with your partner. You may take turns.

Did you know. . .



what the meaning of "welcome somebody with open arms" is?

It means that when you welcome somebody you will show them that you are very pleased to see them.



Task 3 Complete the dialogue below by listening to the audio. After that, guess what the situation is. You may act out the dialogue in pairs.

- Monica : [1] Maria.
Maria : Hello again Monica.
Monica : Is everything okay? [2] I help you with something?
Maria : Oh no, thanks. It's fine. [3] waiting for Paul.
Monica : Ouh right. Well, it's my break now. Can I join you?
Maria : Yes, of course. Take a seat.
Monica : Actually, I want to get a coffee. Can I get you something?
Maria : Emm, okay. Yeah, I [4] a latte, please.
Monica : Why don't you come with me. [5] show you where to get it.

Adapted from: <http://www.youtube.com/handlingvisitors>



Task 4 Listen again to the audio then answer the following questions.

1. What is the relationship between Maria and Monica? Have they met each other before?
2. Does Monica offer a help to Maria? How do you know?
3. Write down the expressions used by Monica to offer helps.
4. Where will Maria and Monica probably go?



SAY IT RIGHT



Task 5

Look at the phonetic transcriptions in the box below then try to pronounce them. Ask your friend to listen to while he/she looks at the transcriptions.

Words	Phonetic transcription
welcome (adj)	/ˈwel.kəm/
visit (n)	/ˈvɪz.ɪt/
office (n)	/ˈɒf.ɪs/
industry (n)	/ˈɪn.də.stri/
flight (n)	/flaɪt/
sit-down (n)	/ˌsɪtˈdaʊn/
could (v)	/kʊd/
should (v)	/ʃʊd/
would (v)	/wʊd/
may (v)	/meɪ/



WORD BANK



Task 6

Match the words in the left with the correct meaning. The example is given for you.

Words	Meaning
inconvenience (n)	enjoyment; happiness
pleasure (n)	instructions that you give to someone
direction (n)	excellent
splendid (adj)	a trouble that causes a delay or loss of

flight (n)	comfort
light (adj)	to like, choose or want one thing rather than another
favor (n)	an action to do for someone
prefer (n)	a journey in an aircraft
	not strong in flavour or taste



Task 7

Study the following expressions. Pay attention to the words in color then say the expressions up.



LET'S STUDY

Welcoming visitors

Welcome to Cando Enterprises.

Welcome to London. I'm John Taylor.

Good morning, welcome to Parker Industries.

Welcoming someone that you do not know

Excuse me. Are you Mr. Graham?

You must be Mrs. Bell. Welcome to Teclar.

Helena Gwen? I'm Anna of Texa industries.

Refusing an offer

No, thanks. I'm sorry for the inconvenience.

No, thank you.

No, it's all right, really.

No, it's okay. Thanks.

Offering helps

Can I help you?

Would you like a cup of coffee?

Could I get you something to drink?

What can I do for you?

Responding to an offer

➤ Accepting an offer

Yes, please.

That's very kind of you.

A light coffee, please.

Yes, I want to meet the director.



Did you know. . .

That handling visitor become the face of the office itself?

It means that you have to welcome the visitors with smiles and good attitudes.



Task 8

In the previous audio, you heard several short forms used by the speakers. Do you know what the short form is? Study the following table, complete it and say it up with your teacher.

Short form	Long form	Phonetic Transcription	Sentence example
I'm	I am	/aɪm/	I'm Jonathan of Mitra company.
I'll	I will	/aɪl/	
I'd	I had / I would	/aɪd/	
I've	I have	/aɪv/	
You're	You are	/jɔːr/	You're Mr. Black, aren't you?
You'll	.....	/ju:l/
You'd	..... / .....	/ju:d/
You've	.....	/ju:v/
We're	/wiə r/	We'll go upstairs to see Mr. John's office.
We'll	.....	/wi:l/
We'd	..... / .....	/wi:d/
We've	.....	/wi:v/
They're	/ðeə r/	They'd like to see

They'll	/ðeɪl/	our manager.
They'd	..... / .....	/ðeɪd/
They've	.....	/ðeɪv/
He's	He is / He has	/hi:z/	He's Ms. Anne, our director.
He'll	.....	/hi:l/
He'd	..... / .....	/hi:d/
She's /	/ʃi:z/	She'll be here in 5 minutes.
She'll	.....	/ʃɪl/
She'd	..... / .....	/ʃɪd/
It's /	/ɪts/	It's nice to meet you.
It'll	.....	/ɪt. əl/
It'd	..... / .....	/ɪt.əd/



Task 9 Complete the short dialogues below then practice with your friend. The words in the box may help you.

I'd

I'll

I'm

It's

He'll

A: Welcome to Pixma company. [. . . .] Paul.
Glad to see you.

B: Hello, Paul. Glad to see you too.

A: [. . . .] the first time we meet.
I'm Candra of Xia industries.
B: Nice to meet you Candra.



<http://www.damteq.co.uk>

A: Have a seat, please. [. . .] tell the director right away.
B: Thank you very much.

A: How long should I wait Mr. Black?
B: [. . . .] be here in 5 minutes Ms. Lia.
A: I see, thanks.

A: [. . . .] like to get a cup of coffee. Can I get you something?
B: Yes, please. A light coffee with one sugar.



Task 10 With a partner, study the following dialogue and pay attention to the words in color. After that, act the dialogue out and answer the following questions.

- Lea : Good morning. Are you Ms. Bennet? Do come in.
Welcome to Catana. It's nice to see you.
- Ms. Bennet : And you. I have been very much looking forward to this visit.
- Lea : So have we. May I take your coat?
- Ms. Bennet : Certainly. Here you are.
- Lea : Please have a seat, and make yourself comfortable. I'm sorry for the inconvenience. I'll tell Mr. Jenson you are here. Would you like something do drink?
- Ms. Bennet : Yes. I wouldn't mind a hot drink, if at all possible.
- Lea : Of course. We have tea, coffee and hot chocolate.
What would you prefer?
- Ms. Bennet : Coffee would be great. Thank you.
- Lea : How would you like your coffee?
- Ms. Bennet : A drop of milk and one sugar, please.

- Lea : Here you are. Please help yourself with the cookies.
- Ms. Bennet : They look delicious. Thank you.
- Lea : You're welcome. Do you have another favor Ms. Bennet?
- Ms. Bennet : Oh no, thanks. You are very kind.
- Lea : So, did you have any trouble finding the way?
- Ms. Bennet : No, the directions you sent me were very clear, and there was hardly any traffic on the road.
- Lea : Excellent. Well, I think that is Mr Jenson coming now.
I'll leave you in his good hands.
- Ms. Bennet : Splendid, thank you very much.

Adapted from: <http://www.youtube.com/anglosection>

1. Did Ms. Bennet have the first visit to Catana office?
2. Do you think Lea is a helpful person? How do you know?
3. List some expressions used by Lea in offering helps.

ulate
the

➤ WH questions

Modal verb + S + V1 + noun ?

Some of modal verbs are can, may, must, shall, will, could, should, would, ought to

e.g. Would you like a cup of coffee?

May I take your coat?

Can I help you with something?

Auxiliary verb + S + V1 + noun ?

Some of auxiliary verbs are is, am, are, do, does, did

e.g. Do you have another favor?

Does Mr. Sam need helps?

➤ Yes/no questions using modal verbs and auxiliary verbs

(WH Question) + Modal Verb + S + V1 + noun ?

Some of WH questions are **who, where, when, what, how**

e.g. How would you like your coffee?

What can I do for you?

Did you know. . .



In the UK, people often shake hands when they first meet. In Japan, people give a bow. In France, they sometimes kiss on each cheek. How about your country?

Taken from: Real 1—Listening and Speaking

LET'S PRACTICE MORE



Task 12

In the given box, write C if the sentence is correct and write I if the sentence is incorrect then rewrite the incorrect sentence into the correct one. Number one has been done for you.



Remember to
say the sentences up.

I

1. What can **I am** do for you?

What can **I do** for you?

☐

2. Would you like something to drink?

- ☐ 3. How would you liking your coffee?

- ☐ 4. Welcome to be our office. It's nice to meet you in person Ms. Jean.

- ☐ 5. You must be Mr. Nano. Again to welcome Ceno industries.

- ☐ 6. Do you have another favor?



Task 13

Find your partner, imagine that both of you have to offer helps and respond to them. What will you say? Act it out and you may take turns. The example is given for you.

1. Welcome to Olex industries.
Can I help you with something?



Yes, please. I want to meet Ms. Iira, the managing director.



2. May I take your coat Ms. Alia?



.....



3.



I want a cup of coffee, please.



4.

Should I show you the way to the director's office?

.....

5.

.....

I'd like to meet the director.

LET'S SPEAK MORE



Task 14

Make a group of four, look at the situations below then complete the blanks. Share your answer in the class.

1) You meet a visitor whom you don't know before. What do you say?

You say:

2) A visitor wants to meet your director. Ask her/him whether he/she has the appointment before.

You say:

3) Your visitor wants to have a drink. What do you say?

You say:

4) Ask your visitor whether he/she has a good flight.

You say:

5) A visitor whom you know very well comes to the office. Try to offer a help.

You say:



Task 15 In pairs, make a dialogue based on the given role.

Student A

Greet the visitor and welcome him/her.

Offer a drink.

Provide the drink. Ask about his/her flight

Give respond.

Student B

Answer the greeting and say thank you

Responding to an offer

Say thank you. Tell that everything is alright and then ask to meet the director

Tell the visitor that the director will be available in 5 minutes.



Task 16 Make your own dialogue related to handling guest. Later on, find a partner to act your dialogue out in front of the class. You may look at the situations below to give you idea.

1. It is your first time to meet your guest. Offer a help. The guest would like to meet the director.
2. You welcome the guest who had come to the office before. Offer a help. The guest would like to have a meeting.
3. You meet the guest who have talked with you by phone. Offer a help.



SUMMARY

You have learned how to welcome the visitors and to offer a help. It means you can handle visitors well. Here are the summary of handling visitors.

Expressions used to handle visitors

➤ Welcoming visitors

Welcome to Cando Enterprises.

Good morning, welcome to Parker Industries.

➤ Welcoming someone that you do not know

Excuse me. Are you Mr. Graham?

Helena Gwen? I'm Anna of Texa industries.

- Offering helps

Can I help you?

Could I get you something to drink?

- Responding to an offer

Yes, please.

No, thank you.

I want to meet the director.

The pattern of questions

- Yes/no questions using modal verb and auxiliary verb

Modal verbs + S + V1 + noun ?

e.g. Would you like a cup of coffee?

- Auxiliary verbs + S + V1 + noun ?

e.g. Do we have a meeting on Monday?

- WH questions

(WH Question) + Would + S + V1 + noun ?

e.g. How would you like your coffee?

The short form that commonly used in conversation

Short form	Long form
I'm	I am
It's	It is / It has
I'll	I will
You're	You are
I'd	I had / I would
I've	I have



REFLECTION

How much do you learn from this unit? Tick (✓) what you can do or what you think you need more practice.

Can-do checklist	Can-do	Need more practice
I can welcome visitors		
I can handle visitors whom I met at the first time		
I can handle visitors whom I know very well		
I can give offers to the visitors		
I can respond to an offer		
I can pronounce the word in Task 5 well		
I can make sentences using short forms		
I can make questions using the right forms		

UNIT 2

THIS IS ERLENE SPEAKING



In this unit, you will learn how to:

- ✓ Receive a telephone call
- ✓ Make a telephone call
- ✓ Take messages
- ✓ Leave messages
- ✓ Spell names and numbers

Prepare yourself and be ready to learn them well.



WARM-UP

Put a tick on the right manner when handling a telephone call (the example is given for you) and answer the following questions.

1. Who usually answers calls in the office?
2. What first do you say when you receive a call?



Picture 1: www.express.co.uk



Picture 2: www.wisegeek.com



Picture 3: www.answer2questionsofawoman.com

Picture 4: www.stockphotos.ro



Picture 5: www.teamvegas.org



Task 1

Look at the phonetic transcriptions in the box below. Repeat after your teacher. Later on, you may practice with your friends.

Words	Phonetic transcription
hello (n)	/hel'əʊ/
message(n)	/'mes.ɪdʒ/
take (v)	/teɪk/
call (n)	/kɔ:l/
phone (n)	/fəʊn/
number (n)	/'nʌm.bə r/
talk (v)	/tɔ:k/
think (v)	/θɪŋk/
name (n)	/neɪm/
spell (v)	/spel/
department (n)	/dɪ'pɑ:t.mənt/



Task 2

Use the words in the box to complete the questions below.



WORD BANK

1. What does..... mean?

- One meaning is to end a telephone conversation.
2. What does mean?
It means that when this thing happen in a telephone, someone is already using it.
3. What does mean?
One meaning is to wait or to stop something for a moment.
4. What does mean?
It means to give information that someone is present.
5. What does mean?
It means to connect a person using a telephone to the person they want to speak to.
6. What does mean?
It means a connection to a telephone system.

Line
'put you through'
Engaged
'he/she is in'
Hang up
Hold



LET'S LISTEN



Task 3

Two people are in the telephone conversation. Listen to the audio and tick the best statement.



Picture 6: www.secretaryusingatelephone.com

Yes, It is. How can I help you?

The second speaker says about:

- ☐ Making appointment to Sales and Marketing Department
- ☐ Asking for Sales and Marketing Department
- ☐ Complaining Sales and Marketing Department



Picture 7: www.teamvegas.org



Task 4 Listen again to the audio. Circle the correct information. Number one has been done for you.

1. Hello. This **(is)** are the Multiplus company.
2. Hello, is that **sales and marketing** / **sales and ticketing** department
3. Yes, it is. How can / could I help you?
4. I'd like to **speak** / **call** with Mr. Smith please.
5. Could I **ask** / **know** who is calling, please?
6. Yes, my name is **Michelle** / **Nichelle** Anderson.
7. Okay Ms. Anderson. Would you mind **waiting** / **holding** the line a moment?
8. Mr. Smith you **has** / **have** Ms. Anderson on line 1.
9. Oh no. I don't **want** / **like** to talk to her.
10. **Should** / **could** I tell her that you're busy and you'll call her back later?
11. Yes, tell **him** / **her** that.
12. I'm **afraid** / **sorry** Mr. Smith is too busy to take your call.
13. I see. Can you **ask** / **let** him to call me back, please?
14. Certainly. Can I **have** / **has** your number?
15. Yes. It's **4441234** / **4441244**



Task 5 Complete the balloons about receiving calls below and practice these short conversations with your friend.



.....

May I speak to the
director, please?



This is Abraham of
Altec company
speaking.

.....





Hello, can you put me through to Public Relation Department?



Tips for you

Always take the telephone before it rings 3 times.



Task 6

Listen to the audio between Jane and Helen, then fill in the script below.

- Jane : Hello, Mr. Smith's office.
Helen : Can I speak to Mr. Smith, please?
Jane : I'm sorry. Mr. Smith is 1).... the meeting right now.
Helen : Oh I 2).... This isn't an important call though.
Jane : 3).... I ask who is calling, please?
Helen : Yes, I'm 4)..... from Mr. Johnson's office. To whom am I speaking?
Jane : My name is Jane. I'm Mr. Smith's new secretay.
Helen : Nice to meet you Jane. Could you please 5).... Mr. Smith to call Mr. Johnson today?
Jane : What is it about?
Helen : Mr. Johnson 6) like to talk about the prices of your products.
Jane : Okay. I'll tell him as soon as he finishes this meeting.
Helen : Okay. Thank you. Good bye.
Jane : Good bye.



Task 7

In pairs, answer the following questions about the script above.

- 1) Does Helen leave a message to Jane? How do you know?
- 2) Does Jane take messages from Helen? What are the messages?

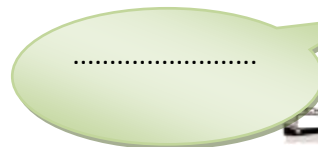


Task 8

Complete the balloons about leaving and taking a message below and say it up with your friend.



Can I leave a message?



.....

Yes. Please tell Mr. Edo to call me back.



Task 9

Listen again to the audio. Imagine that you become Mr. Smit's new secretary—Jane—then transfer the information into the message pad below.

WHILE YOU WERE OUT

Date :
Time :
To :
Mr/Ms/Mrs :
Of :
Phone number :

☐

Telephoned

☐

.....

☐

Will call back

☐

Please Call

☐

Returned your call

☐

Wants to see you

Message:

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

Received by:



Task 10

You have learned some expressions to receive and make a phone call then to leave and take a message from the dialogues in the previous tasks. What are they? Study them below and say it up.



LET'S STUDY

Receiving a phone call

- ❖ Hello. This is the Multiplus company
- ❖ Hello. Mr. Smith's office
- ❖ Mitra company, good morning.
- ❖ Mr. John's office, good afternoon. Can I help you?

Saying what you want

- ❖ I'd like to speak with Mr. Johnson, please.
- ❖ I'd like to know about our last contract.
- ❖ I want to know about our meeting on Monday.
- ❖ Could I have the Marketing Department, please?

Making a phone call

Introducing yourself

- ❖ This is Bill Henderson of Altec calling.
- ❖ I'm calling from Olex company.
- ❖ I'm calling on behalf of Mr. Henderson.
- ❖ Hello, this is from
- ❖ Hello, my name is calling from

Leaving and taking messages

Leaving messages

- ❖ Can I leave a message?
- ❖ May I leave a message?
- ❖ Could you give him/her a message?
- ❖ Please tell him/her ...
- ❖ Please ask him/her to call me back at. . .

Taking messages

- ❖ Can I take your message?
- ❖ Would you like to leave a message?
- ❖ Can I pen down your message?

Giving information

- ❖ Yes. It is.
- ❖ My name is Michelle Anderson.
- ❖ My phone number is 212-456-9872.
- ❖ I think he has my phone number.

- ❖ Mr. Johnson would like to talk about the prices of your products.
- ❖ I'm sorry. Ms. Jean is not in today.
- ❖ I'm afraid the line is engaged.
- ❖ I will put you through.

Ending a phone call

- ❖ Thank you. Good bye.
- ❖ Good bye.
- ❖ Bye.
- ❖ I will hang up now. Thank you.



Task 11 What do you say when you receive a telephone call? Then, what do you say when you make a telephone call? Complete the blanks below. You may look at the expressions of handling a telephone call in Task 10 to help you.

1. You work in Parado company. You receive a phone call at 9.00 a.m.
You say: ***Good morning. This is the Parado company.***
2. You work in Celano company. You receive a phone call at 4.00 p.m.
You say:
3. You receive a phone call. Offer the caller to leave a message.
You say:
4. You make a phone call. Introduce yourself and tell the receiver that you are from Dana company.
You say:
5. You make a phone call. Tell the receiver that you want to speak to the director.
You say:
6. You make a phone call. Tell the receiver that you want to confirm the meeting schedule.
You say:
7. You make a phone call and you want to leave a message.

You say:

8. You tell the receiver that your phone number is 022 357 358.

You say:

9. You tell the receiver that your director is not in the office right now.

You say:

10. You tell the receiver that the line is engaged.

You say:

11. You end the call politely.

You say:



Task 12 Here are the explanations of the structure used in the expressions above. Study them with your friends and try to fill in the gaps.

➤ Simple present tense using *is am are*

Positive form

Mr. Smith **is** in the meeting right now.

My name ... Jane.

I **am** Mr. Smith's new secretary.

I ... calling from Matsuya company,

We **are** in Sales and Marketing Department

You ... in Human Resources Department, aren't you?

S + is/am/are + noun

Negative form

Mr. Matsumoto **is not** in the office.

This **is not** an important message, though.

I'm sorry, I ... not Ms. Lia's secretary.

Ms. Merry ... not in the meeting now.

S + is/am/are + not + noun

➤ Sentences using *modal verbs*

I **would like to** know about the meeting schedule.

We **will call** you back at 8.00 p.m.

Yes, I **can do** that.

I ... deliver the message as soon as possible.

You **may leave** your messages, sir.
I'm afraid I **shall get** Mr. John to know this message first.
I like to speak with Mr. Smith, please.

S + modal + Verb 1 + noun

Modals: can, may, must, shall, will, could, should, would, ought to

Tips for you

Pick up the telephone with your left hand. Use your right hand to hold a pen.



Task 13 Repeat after your teacher in spelling names and numbers below. Later on, practice it with your friend.



My name is Erlene, E-R-L-E-N-E,
/i:/ /a:r/ /el/ /i:/ /en/ /i:/

And my phone number is 027
8865 4111

/ou/ /tu:/ /'sev. ə n/
/'dʌb.l̩, eɪt/sɪks/ /faɪv/
/fɔːr/ /'tri:p.l̩ wʌn/

I am Ann Henderson, A-double N,
H-E-N-D-E-R-S-O-N
/eɪ/ /'dʌb.l̩ en/
/eɪtʃ/ /en/ /di:/ /i:/ /a:r/ /es/ /ou/ /en/

My office phone number is 026 6778
3332
/ou/ /tu:/ /sɪks/
/sɪks/ /'dʌb.l̩ 'sev. ə n/ /eɪt/
/'tri:p.l̩ θri:/ /tu:/





My name is Nicholas Smith,
N-I-C-H-O-L-A-S, S-M-I-T-H
/en/ /aɪ/ /si:/ /ertʃ/ /ou/ /el/ /eɪ/ /s/
/es/ /em/ /aɪ/ /ti:/ /ertʃ/

My phone number is 027 876 2266
/ou/ /tu:/ /'sev. ə n/
/ert/ /'sev. ə n/ /sɪks/
/'dʌb.l tu:/ /'dʌb.l sɪks/

LET'S PRACTICE MORE



Task 14 Choose the best answer to make the correct sentences in cards below. The example is given for you. Next, find a partner and act out the sentence inside. You may take turns.

1) Can I **(have/had)** your phone number, please?

2) Sure. It **[is/are]** 643 67844.

3) **[Will/May]** I ask who is calling, please?

4) I **[am/are]** Eva Mandelson of Myotex company.

5) **[Is/Does]** Mr. Graham in the office, right now?

6) I'm afraid he **[is not/does not]** in the office right now.

7) This is Mitra company. Can I **[help/will help]** you?

8) Yes. I **[would/could]** like to talk to Mr. Dean, please.

9) **[would/could]** I have the Marketing Department, please?

10) Yes. I **[will/may]** put you through.



Task 15 Let's play a game. Pay attention on the instruction below.

You will be divided into two groups. Make a line facing the board. Your teacher will whisper a phrase to you related to handling telephone call. You should whisper the phrase to your friend in front of you. The last whispered student then look for a card containing a sentence related to the phrase and speak out the sentence in front of the class. The first and the correct one will get 10 points. Next, the last whispered student should come backward to the line so that all of you can take turns.



Boxes containing sentences in cards



Note for the teacher

Provide two boxes containing sentences in cards. The sentences will be about the expressions in handling telephone call e.g. Good morning, Parker industries. Can I help you; I'm afraid Mr. John is not in today; etc.

Whisper a phrase to your students that related to the sentence e.g. Receiving a phone call; asking for

Students



The teacher



LET'S SPEAK MORE



Task 16 Make a whole dialogue with the given flow chart below. Remember to follow the arrow. Next, practice it with your partner. You may take turns.

Caller



Receiver

Receive a call by greeting and telling identity.

Introduce yourself.

Ask to speak to Mr. Dion.

Ask when you can contact Mr. Dion

Agree.

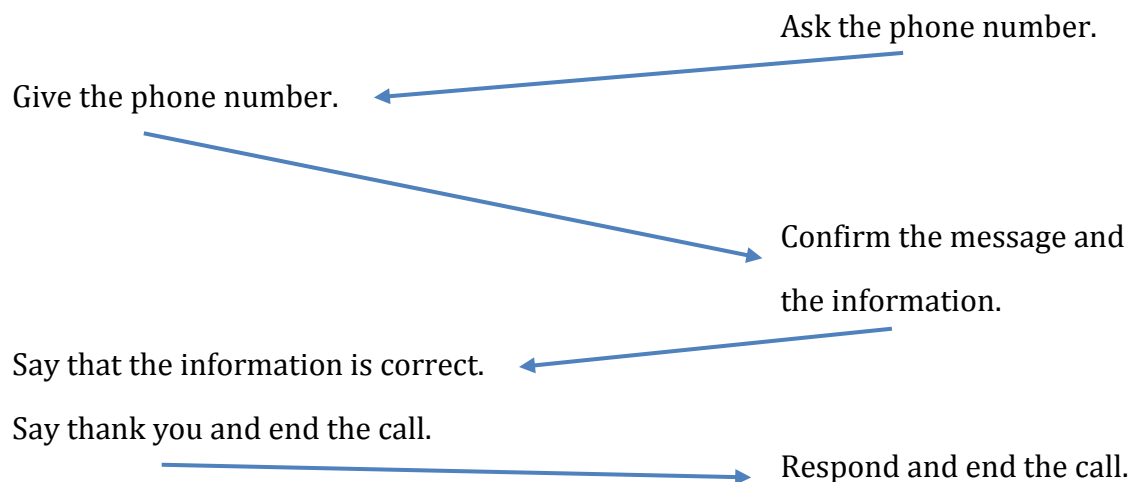
You want Mr. Dion to call you.

Say that Mr. Dion is not in.

Tell Mr. Dion will not be available in several days.

Offer to pen down a message.

Say you will deliver the message.



Task 17

Make a dialogue based on one of the following telephone messages. Present your dialogue to the whole class.

Telephone Message

For: Marketing Department

Time of call: 08.20 a.m.

Caller: Mr. Abraham

Company: Texa

Phone number: 212 45678

Message: please call back as soon as possible to talk about the prices of the product.

Telephone Message

For: Mr. Danny

Time of call: 10.00 a.m.

Caller: Ms. Jannet

Company: Baron

Phone number: 567 24456

Message: please have a meeting at Baron company on Monday 08.00 a.m.

Telephone Message

For: Ms. Nalan

Time of call: 09.30 a.m.

Caller: Mr. Black

Company: Tioto

Phone number: 467 77498

Message: the meeting in Tioto company

Tips for you

Use your smiling voice when telephoning. It means you have a nice voice because you speak friendly and pleasant.



Task 18 Let's have a simulation. Go to your study program laboratory and ask your teacher to guide you using the telephone. Find a partner and choose one of the cards below.

Your name is Eryl. You work in Afta company as the office staff. Your director's name is Mr. Sam. Your director will not be in the office for one week because of an important business trip. He said that he could not receive any call before he returned. Take the message if someone is calling.

Your name is Mr. Abdur as the director of Miyana industries. Your phone number is 735 9862311. You will make a phone call to Afta company speaking to the director. You ask about the time for meeting to discuss the follow-up to the project of wooden furniture. You have to get the answer as soon as possible.

Notes:

- ✓ Think of the conversation will be if you choose one of the cards. You may take note.

- ✓ You cannot speak in the telephone near your friend. Make sure that you only listen to your friend's voice by the telephone.
- ✓ You also cannot look at your friend's note.



Task 19 Make your own dialogue related to handling a telephone call. Report your own dialogue in front of the class with your partner by acting it out. Ask another friend to take a video while you perform your report. This will help you to evaluate your mistakes if any.



SUMMARY

In this unit, you have learned some expressions in handling the telephone call. To recall your memory, study the following explanation.

Receiving a phone call

- ❖ Hello. This is the Multiplus company
- ❖ Hello. Mr. Smith's office

Making a phone call

Introducing yourself

- ❖ This is Bill Henderson of Altec calling.
- ❖ Hello, this is . . . from . . .

Saying what you want

- ❖ I'd like to speak with Mr. Johnson, please.
- ❖ Could I have the Marketing Department, please?

➤ Simple present tense using *is am are*

Positive form

Mr. Smith **is** in the meeting right now.

S + is/am/are + noun

Leaving and taking messages

- ❖ Can I leave a message?
- ❖ May I leave a message?

Taking messages

- ❖ Can I take your message?
- ❖ Would you like to leave a message?

Giving information

- ❖ My phone number is 212-456-9872.
- ❖ I'm sorry. Ms. Jean is not in today.

Ending a phone call

- ❖ Thank you. Good bye.
- ❖ Good bye.



Negative form

Mr. Matsumoto **is not** in the office.

S + is/am/are + not + noun

➤ Sentences using *modal verbs*

We **will call** you back at 8.00 p.m.

S + modal + Verb 1 + noun

Modals: can, may, must, shall, will, could, should, would, ought to



REFLECTION

How much do you learn from this unit? Tick (✓) what you can do or what you think you need more practice.

Can-do checklist

Can-do

Need
more
practice

I can receive a phone call using the right expressions

I can introduce myself when making a phone call

I can offer the caller to take a message in a phone call

I can leave a message in a phone call

I can end the call politely

I can pronounce the word in Task 1 correctly

I understand the formula of simple present tense and sentence
using modal verbs to make correct sentences



Unit 3—Good Morning Ladies and Gentlemen

UNIT 3

GOOD MORNING LADIES AND GENTLEMEN





In this unit, you will learn how to:

- ✓ Open a presentation
- ✓ Deliver the main topic
- ✓ Organize the subtopics in a presentation
- ✓ Sum up a presentation
- ✓ End a presentation and offer audiences to ask questions



WARM-UP

Look at the picture below. Discuss with your friends the characteristics of a good presentation. Make a list in your note and let other groups know it. The words in the boxes may give you ideas.





Picture 1: www.quickanddirtytips.com

A clear introduction

A good ending

Media

Content

Appearance

Clear explanations



LET'S LISTEN



Task 1

Listen carefully to the audio about an example of a presentation. In pairs, answer the following questions.

1. Does the speaker open the presentation with greeting and self introduction?
2. Does the speaker introduce the main topic of the presentation at the beginning?
How do you know?
3. List the words to deliver the subtopics that are going to present.
4. What expression used by the speaker to summarize the presentation?
5. Does the speaker end the presentation well? How do you know?



Task 2

Take the scrambled phrases in the right box. Compare your answer with your friend by saying it up.

Good morning, everyone

First, . .

This is the end of the presentation.

Let me start by, . . .

The topic is about . . .

In conclusion

Let me show you . . .

The presentation ends here.

Any questions so far?

Today's topic is . . .

To sum up, . . .

In conclusion, . . .

Have you got the questions?

Good afternoon, ladies and gentlemen

Opening

Good morning,
everyone.

.....
.....

Topic

Today's topic is. .

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

Sub topics

Second, . .

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

Summarizing

To sum up, . .

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

Ending

The presentation
ends here.

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

Questioning

Do you have
questions?

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

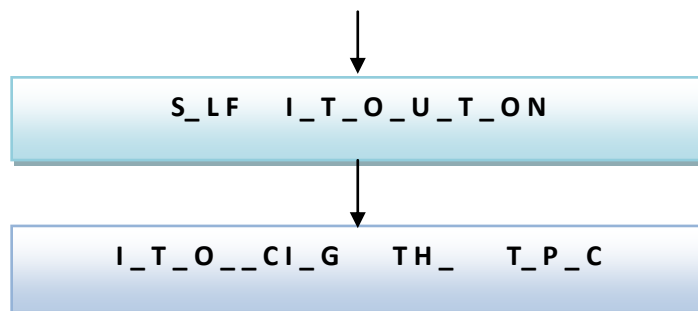
Learn the structure of a presentation. It should have an opening, a topic, sub topics, a summarizing part, an ending, and a questioning part. Use the example of an opening in a presentation. Answer the following questions and complete the chart.

1. What do you think about the opening? Is it good?
2. Why? or why not?
3. Label the structure of the talk below.

Introduction



G _ E _ _ _ G



Task 4

Imagine that you have to deliver a presentation today. Complete the balloon and say your opening of a presentation by choosing one of the topics below. You may imitate the speaker in Task 3 and change the necessary information.



Picture 2: www.academichelp.net

The newest product—Super Speaker

The result of the product sale in July

The report of the business trip



Task 5

After you learn how to open a presentation, now listen to the speaker about how to organize the talk. Write down the phrases and answer the questions.

1. First,
2.
3.

What do you think if a presentation has a clear sequence of talk? Does it help the audience to understand? How do you know?



Task 6 Practice to organize the talk of this following subtopics in cards. You may choose one. Use the phrases in Task 5.

- The result of the new product sale.
- The obstacle in selling the product.
- The next plan in improving the sale.

- The description of the new product.
- The special features of the new product.
- The advertising campaign of the new product.

- The description of the business trip.
- The result of the meeting during the business trip.
- The next plan of business trip in Singapore.



Task 7 Next, listen to the example of how to end a presentation. In pairs, answer the following questions.

1. Does the speaker end the presentation with a summary? Is it a good way?
2. Write down the phrase to sum up the presentation based on what you have listened.
3. What do you think about the speaker's way to end the presentation?
4. Write down the expression to end the presentation.
5. Write down the expression to offer a question.



Task 8 Now, it's your turn to practice how to end a presentation. Say the given summary below and add the expressions of ending a presentation and offering questions.

In conclusion, our product presentation in the Grand Hotel went well. We were able to meet all their needs and they were happy with our new product price.



Task 9 Look at the phonetic transcriptions in the box below then try to pronounce them. Ask your friend to listen to while he/she looks at the transcriptions.

Words	Phonetic transcription
ladies (n)	/'leɪ.di.s/



Unit 3—Good Morning Ladies and Gentlemen

gentlemen (n)	/ˈdʒen.tl̩.men/
presentation (n)	/ˌprez. ə nˈteɪ.ʃ ə n/
present (v)	/prɪˈzent/
topic (n)	/ˈtɒp.ɪk/
about (prep)	/əˈbaʊt/
first (num, det)	/ˈfɜːst/
second (num, det)	/ˈsek. ə nd/
third (num, det)	/θɜːd/
detail (n)	/ˈdiː.teɪl/
conclude (v)	/kənˈkluːd/
conclusion (n)	/kənˈkluː.ʒ ə n/
question (n)	/ˈkwes.tʃən/
thank (v)	/θæŋk/
attention (n)	/əˈten. t̩ ʃ ə n/

Tips for you

Point 1 ~ Know your audience
Pay attention on demographics,
purpose, interests, commonality
and individuality

Taken from: www.eslgold.com

Tips for you

Point 2 ~ Present yourself
Pay attention on your dress,
posture, voice, gesture, body
language, confidence and
enthusiasm

Taken from: www.eslgold.com



Task 10

Let's practice to pronounce some words in Task 9 again. Say the following sentences below after your teacher.

Good afternoon, ladies and gentlemen.

I would like to conclude the presentation.

The topic of today's presentation is the sale report.

Let's go into details. First, our new product is called "Pixma Printer"

If there are no questions then thank you very much for your attention





WORD BANK



Task 11

Complete the crossword puzzle below. The given hint may help you.



Across:

4. to conclude (verb)
5. to show or describe something (verb)
6. more; extra (adverb)
7. to start (verb)
8. a piece of planned work to get something in a period of time (noun)
9. a planned group of business (noun)

Down:

1. a different type of something (noun)
2. able to last a long time without becoming damaged (adjective)
3. to stop a person from speaking for a short period (verb)
10. recently (adverb)



LET'S STUDY



Task 12

You have learned some phrases to have a good presentation. Here are the complete phrases that you may use to deliver your presentation later on. Say it up.

Greeting

Good morning / afternoon / evening
Ladies and gentlemen.



Good morning everyone / everybody.
Ladies and gentlemen.

Stating the topic

I plan to say a few words about ...
I'm going to talk about ...
The subject of my talk is ...
The theme of my presentation is ...
I'd like to give you an overview of ...

Sequencing the talk

I've divided my talk into three parts.
My talk will be in three parts.
I'm going to divide ...
First ...
Second ...
Third ...
In the first part ...
Then in the second part ...
Then ...
After that ...
Next ...
Finally ...

Delivering main points

Let me start by ...

First, let me tell you about ...
Alright, let me begin by ...
Now, it's time to ...
Let us show you ...
Please take a look at ...

Summarizing

To sum up, ...
To conclude, ...
In conclusion, ...

Ending the presentation

It brings me to the end of my presentation today. Thank you for your attention.
That is the end of my presentation today. Thank you very much.
That is all for my presentation. Thank you for your nice attention.

Offering questions

Have you got the questions?
Any questions? Please feel free to ask.
My presentation ends here. Any questions so far?



Task 13

Here are the explanations of the structure that commonly used in the presentation. Study them with your friendss.

- Simple present tense using s/es
Mr. Sam delivers about the product of our company.
She speaks about the sales of the week today.
It brings me to the end of my presentation today.
The presentation ends here. Any questions?

He/She/It + V s/es + Noun

Note this

The subjects that followed by V s/es are only He, She, and It.

They, We, I and You are not followed by V s/es but V1



LET'S PRACTICE MORE



Task 14

Change the verbs in brackets into the correct one. Number one has been done for you.

1. He (present→**presents**) about the sales report diagram.
2. Ms. Alia (change) the topic of the presentation just now.
3. It (bring) us to the end of the presentation today.
4. They (talk) about the result of the business trip in Bali.
5. The product (take) much time to produce but the quality is very good.
6. Mr. Smith (deliver) the presentation abroad to expand the company.
7. Ms. Nia and her friends (speak) about the features of the newest product.
8. The last subtopic (end) our presentation here.



Task 15

In pairs, what do you say about these following list below? Share your answers to the class. Number one has been done for you.

1. Greet your audience
Good afternoon everyone. I'm glad to be here today.
2. Introduce yourself
3. Give your presentation a title
4. Sequence your talk
5. Explain that the audience can interrupt you with questions
6. Say that you will show a video later on
7. Say that now you show the video

8. Say that you will conclude your presentation
9. End your presentation
10. Offer the audience to ask questions



LET'S SPEAK MORE



Task 16 Make a short introduction based on the card below. Compare your answer to your friend next to you.

Name : "Use your name"
 Position : Marketing staff of Cena company
 Topic : New product—Pima Printer
 Subtopics : >The quality of Pima Printer
 >The price for Pima Printer & the discount
 >A demo using Pima Printer



Task 17 Based on the subtopics list on Task 16, make the main part of your presentation. These following phrases to state the points may help you.

- Let me tell you about...
- Let's move on to...
- Please take a look at...



Task 18 Let's interview your friends. Complete the table below by asking about how they end the presentation and open a question-answer session based on their style.

No.	My friends' name	How to end the presentation	How to open a question-answer session
1.			
2.			



3.			
4.			
5.			
6.			
7.			
8.			
...			

Task 19 Make a full presentation by your own topic. If you get confused, you may use these following topics.

- Company service
- Company product
- The new package in tourism
- The result of the meeting
- The project result
- Life style
- Handling telephone
- Using office equipments

Tips for you

Point 3 ~ Present to your audience
Pay attention on positive, polite, interesting and innovative.



Taken from: www.eslgold.com



SUMMARY

In this unit you have learned how to deliver a good presentation. To recall your memory, here are the list of useful phrases in a presentation and the common used structure.

Greeting

Good morning / afternoon / evening
ladies and gentlemen/ everyone



Stating the topic

I plan to say a few words about ...
I'm going to talk about ...

Sequencing the talk

My talk will be in three parts.
First ...
Second ...
Third ...
And then,
Finally ...

Delivering main points

Let me start by ...
First, let me tell you about ...
Let us show you ...
Please take a look at ...
Let's move on to the next topic.

Summarizing

To sum up, ...
To conclude, ...
In conclusion, ...

Ending the presentation

It brings me to the end of my presentation today. Thank you for your attention.
That is the end of my presentation today. Thank you very much.
That is all for my presentation. Thank you for your nice attention.

Offering questions

Have you got the questions?
Any questions? Please feel free to ask.

The structure of present simple tense using V s/es

He/She/It + V s/es + Noun

Tips for you

Point 4 ~ Present your material

Pay attention on your organization, clarity, visuals, language, and volume

Taken from: www.eslgold.com

Tips for you

Point 5 ~ Language

Make sure that you use a simple and clear language.

Taken from: www.eslgold.com



REFLECTION

How much do you learn from this unit? Tick (✓) what you can do or what you think you need more practice.



Can-do checklist	Can-do	Need more practice
I can greet audience in a presentation		
I can introduce myself in a presentation		
I can deliver the topic in a presentation		
I can organize my talk using the right phrases		
I know the right phrases to deliver every points in the main part of a presentation		
I can sum up my presentation		
I can end a presentation politely		
I can offer someone to ask question at the end of my presentation		
I understand simple present tense using Verb s/es that commonly used in a presentation		
I can pronounce the words in Task 9 well		



APPENDIX E

UNIT 1

WELCOME TO MITRA COMPANY



In this unit, you will learn how to :

- ✓ welcome visitors in the office
- ✓ offer helps to the visitors
- ✓ respond to the offer(s)
- ✓ say short forms
- ✓ produce question sentences



Unit 1—Welcome to Mitra Company



WARM-UP

Look at the picture about an office staff with his guest in the office below. What do you think of they are saying? Complete the free space in the picture. The following words may help you.



Picture 1: <http://www.officewelcome.com>

Welcome

Visit

Good morning

Meet

Office

Help

Industries

Company



LET'S LISTEN



Task 1

Look at the short conversations below and listen to the audio. Match the dialogue with the situation. The example is given for you.

A: Excuse me. Are you Mr. Blanks?
B: Yes, I am.
A: I'm Jane Placid. We talked by telephone. Welcome to Sydney. It's nice to meet you in person.
B: Nice meeting you too.

A: You must be Ms. Terius.
B: That's right.
A: It's a pleasure to meet you. I'm Brad Wilson. Welcome to Suntech.
B: Thank you

A: Good morning Ms. Jane. Welcome to Crafta. It's a pleasure to meet you again.
B: Good morning. Thank you Anna.
A: Would you like a cup of coffee?
B: Yes. A light coffee with milk, please

A: Patricia Murphy?
B: Yes.
A: Welcome again to Myotex industries. Can I help you?

The visitor whom you know very well

The visitor whom you talked by phone before.

The visitor whom you meet at the first time.

The visitor whom you have met before.

Adapted from: <http://www.eslgold.com>



Task 2 Act out the dialogues in Task 1 with your partner. You may take turns.

Did you know. . .



what the meaning of "welcome somebody with open arms" is?

It means that when you welcome somebody you will show them that you are very pleased to see them.



Task 3 Complete the dialogue below by listening to the audio. After that, guess what the situation is. After that, act out the dialogue in pairs.

- Monica : [1] Maria.
Maria : Hello again Monica.
Monica : Is everything okay? [2] I help you with something?
Maria : Oh no, thanks. It's fine. [3] waiting for Paul.
Monica : Ouh right. Well, it's my break now. Can I join you?
Maria : Yes, of course. Take a seat.
Monica : Actually, I want to get a coffee. Can I get you something?
Maria : Emm, okay. Yeah, I [4] a latte, please.
Monica : Why don't you come with me. [5] show you where to get it.

Adapted from: <http://www.youtube.com/handlingvisitors>



Task 4 Listen again to the audio then answer the following questions.

5. What is the relationship between Maria and Monica? Have they met each other before?
6. Does Monica offer a help to Maria? How do you know?
7. Write down the expressions used by Monica to offer helps.
8. Where will Maria and Monica probably go?



SAY IT RIGHT



Task 5

Look at the phonetic transcriptions in the box below then try to pronounce them. Ask your friend to listen to while he/she looks at the transcriptions.

Words	Phonetic transcription
welcome (adj)	/ˈwel.kəm/
visit (n)	/ˈvɪz.ɪt/
office (n)	/ˈɒf.ɪs/
industry (n)	/ˈɪn.də.stri/
flight (n)	/flaɪt/
sit-down (n)	/ˌsɪtˈdaʊn/
could (v)	/kʊd/
should (v)	/ʃʊd/
would (v)	/wʊd/
may (v)	/meɪ/



WORD BANK



Task 6

Match the words in the left with the correct meaning. The example is given for you.

Words		Meaning
inconvenience (n) /ˌɪn.kənˈviː.ni.ənt s/		enjoyment; happiness
pleasure (n) /ˈpleɪ.ʒər/		instructions that you give to someone
direction (n) /dɪˈrɛk.ʃən/		excellent
splendid (adj) /ˈsplɛn.dɪd/		a trouble that causes a delay or loss of comfort
flight (n) /flaɪt/		to like, choose or want one thing rather than another
light (adj) /laɪt/		an action to do for someone
favor (n) /ˈfeɪ.vər/		a journey in an aircraft
prefer (n) /prɪˈfɜːr/		not strong in flavour or taste



Task 7

Study the following expressions. Pay attention to the highlighted words then say the expressions up.



LET'S STUDY

Welcoming visitors

Welcome to Cando Enterprises.

Welcome to London. I'm John Taylor.

Good morning, welcome to Parker Industries.

Welcoming someone that you do not know

Excuse me. Are you Mr. Graham?

You must be Mrs. Bell. Welcome to Teclar.

Helena Gwen? I'm Anna of Texa industries.

Offering helps

Can I help you?

Would you like a cup of coffee?

Could I get you something to drink?

What can I do for you?

Responding to an offer

➤ Accepting an offer

Yes, please.

That's very kind of you.

A light coffee, please.

Yes, I want to meet the director.

➤ Refusing an offer

No, thanks. I'm sorry for the inconvenience.

No, thank you.

No, it's all right, really.

No, it's okay. Thanks.



Did you know. . .

That handling visitor becomes the face of the office itself?

It means that you have to welcome the visitors with smiles and good attitudes.



Task 8

In the previous audio, you heard several short forms used by the speakers. Do you know what the short form is? Study the following table, complete it and say it up with your teacher.

Short form	Long form	Phonetic Transcription	Sentence example
I'm	I am	/aɪm/	I'm Jonathan of Mitra company.
I'll	I will	/aɪl/	
I'd	I had / I would	/aɪd/	
I've	I have	/aɪv/	
You're	You are	/jɔ: ʳ /	You're Mr. Black, aren't you?
You'll	.....	/ju:l/
You'd	..... / .....	/ju:d/
You've	.....	/ju:v/
We're	/wiə ʳ /	We'll go upstairs to see Mr. John's office.
We'll	.....	/wi:l/
We'd	..... / .....	/wi:d/
We've	.....	/'wi:v/
They're	/ðeə ʳ /	They'd like to see our manager.
They'll	.....	/ðeɪl/
They'd	..... / .....	/ðeɪd/
They've	.....	/ðeɪv/
He's	He is / He has	/hi:z/	He's Ms. Anne, our director.
He'll	.....	/hi:l/
He'd	..... / .....	/hi:d/
She's /	/ʃi:z/	She'll be here in 5 minutes.
She'll	.....	/ʃɪl/
She'd	..... / .....	/ʃɪd/
It's /	/ɪts/	It's nice to meet you.
It'll	.....	/'ɪt. ə l/
It'd	..... / .....	/'ɪt. ə d/



Task 9 Complete the short dialogues below then practice with your friend. The words in the box may help you.

I'd

I'll

I'm

It's

He'll

A: Welcome to Pixma company. [. . . .] Paul.
Glad to see you.

B: Hello, Paul. Glad to see you too.

A: [. . . .] the first time we meet.
I'm Candra of Xia industries.
B: Nice to meet you Candra.

A: Have a seat, please. [. . . .] tell the director right away.
B: Thank you very much.

A: [. . . .] like to get a cup of coffee. Can I get you something?
B: Yes, please. A light coffee with one sugar.



<http://www.damteq.co.uk>

A: How long should I wait Mr. Black?
B: [. . . .] be here in 5 minutes Ms. Lia.
A: I see, thanks.



Task 10

With a partner, study the following dialogue and pay attention to the highlighted words. After that, act the dialogue out and answer the following questions.

- Lea : Good morning. Are you Ms. Bennet? Do come in.
Welcome to Catana. It's nice to see you.
- Ms. Bennet : And you. I have been very much looking forward to this visit.
- Lea : So have we. May I take your coat?
- Ms. Bennet : Certainly. Here you are.
- Lea : Please have a seat, and make yourself comfortable. I'm sorry for the inconvenience. I'll tell Mr. Jenson you are here. Would you like something do drink?
- Ms. Bennet : Yes. I wouldn't mind a hot drink, if at all possible.
- Lea : Of course. We have tea, coffee and hot chocolate.
What would you prefer?
- Ms. Bennet : Coffee would be great. Thank you.
- Lea : How would you like your coffee?
- Ms. Bennet : A drop of milk and one sugar, please.
- Lea : Here you are. Please help yourself with the cookies.
- Ms. Bennet : They look delicious. Thank you.
- Lea : You're welcome. Do you have another favor Ms. Bennet?
- Ms. Bennet : Oh no, thanks. You are very kind.
- Lea : So, did you have any trouble finding the way?
- Ms. Bennet : No, the directions you sent me were very clear, and there was hardly any traffic on the road.
- Lea : Excellent. Well, I think that is Mr Jenson coming now.
I'll leave you in his good hands.
- Ms. Bennet : Splendid, thank you very much.

Adapted from: <http://www.youtube.com/anglosection>

4. Did Ms. Bennet have the first visit to Catana office?
5. Do you think Lea is a helpful person? How do you know?
6. List some expressions used by Lea in offering helps.



Task 11 In Task 8, you have learned some forms to formulate questions in order to offer a help. Here are the explanations. Study them well.

➤ **WH questions**

Modal verb + S + V1 + noun ?

Some of modal verbs are can, may, must, shall, will, could, should, would, ought to

e.g. Would you like a cup of coffee?

May I take your coat?

Can I help you with something?

Auxiliary verb + S + V1 + noun ?

Some of auxiliary verbs are is, am, are, do, does, did

e.g. Do you have another favor?

Does Mr. Sam need helps?

➤ **Yes/no questions using modal verbs and auxiliary verbs**

(WH Question) + Modal Verb + S + V1 + noun ?

Some of WH questions are who, where, when, what, how

e.g. How would you like your coffee?

What can I do for you?

Did you know. . .



In the UK, people often shake hands when they first meet. In Japan, people give a bow. In France, they sometimes kiss on each cheek. How about your country?

Taken from: Real 1—Listening and Speaking



LET'S PRACTICE MORE



Task 12

In the given box, write C if the sentence is correct and write I if the sentence is incorrect then rewrite the incorrect sentence into the correct one. Number one has been done for you.



Remember to
say the sentences up.

I

7. What can **I am** do for you?

What can I do for you?

☐

8. Would you like something to drink?

☐

9. How would you liking your coffee?

☐

10. Welcome to be our office. It's nice to meet you in person Ms. Jean.

☐

11. You must be Mr. Nano. Again to welcome Ceno industries.

☐

12. Do you have another favor?



Task 13

With a partner, imagine that both of you have to offer helps and respond to them. What will you say? Act it out and you may take turns. The example is given for you.

6. Welcome to Olex industries.
Can I help you with something?



Yes, please. I want to meet Ms. Iira, the managing director.



7. May I take your coat Ms. Alia?



.....



8.



I want a cup of coffee, please.



9. Should I show you the way to the director's office?



.....



10.



I'd like to meet the director.





LET'S SPEAK MORE



Task 14 Make a group of four, look at the situations below then complete the blanks. Share your answer to the class.

1) You meet a visitor whom you don't know before. What do you say?

You say:

2) A visitor wants to meet your director. Ask her/him whether he/she has the appointment before.

You say:

3) Your visitor wants to have a drink. What do you say?

You say:

4) Ask your visitor whether he/she has a good flight.

You say:

5) A visitor whom you know very well comes to the office. Try to offer a help.

You say:



Task 15 In pairs, make a dialogue based on the given role.

Student A

Greet the visitor and welcome him/her.

Offer a drink.

Provide the drink. Ask about his/her flight.

Give respond.

Student B

Respond to the greeting and say thank you.

Respond to the offer.

Say thank you. Tell that everything is alright and then ask to meet the director.

Tell the visitor that the director will be available in 5 minutes.



Task 16 Make your own dialogue related to handling guest. Later on, in pairs, act your dialogue out in front of the class. You may look at the situations below to give you idea.

4. It is your first time to meet your guest. Offer a help. The guest would like to meet the director.
5. You welcome the guest who had come to the office before. Offer a help. The guest would like to have a meeting.
6. You meet the guest who have talked with you by phone. Offer a help.



SUMMARY

You have learned how to welcome the visitors and to offer a help. It means you can handle visitors well. Fill in the blanks. Let's see whether you still remember the lesson or not.

Expressions used to handle visitors

➤ Welcoming visitors

.....
.....

➤ Welcoming someone that you do not know

.....
.....

➤ Offering helps

.....
.....

➤ Responding to an offer

.....
.....

The pattern of questions

➤ Yes/no questions using modal verb and auxiliary verb

Modal verbs + ... + ... + noun ?

e.g.?

- Auxiliary verbs + ... + ... + noun ?
e.g.?
- WH questions
(WH Question) + Would + ... + ... + noun ?
e.g.?

The short form that commonly used in conversation

Short form	Long form
I'm
It's
I'll
You're
I'd
I've



REFLECTION

How much do you learn from this unit? Tick (✓) what you can do or what you think you need more practice.

Can-do checklist	Can-do	Need more practice
I can welcome visitors		
I can handle visitors whom I met at the first time		
I can handle visitors whom I know very well		
I can give offers to the visitors		
I can respond to an offer		
I can pronounce the word in Task 5 well		
I can make sentences using short forms		
I can make questions using the right forms		

UNIT 2

THIS IS ERLENE SPEAKING



In this unit, you will learn how to:

- ✓ Receive a telephone call
- ✓ Make a telephone call
- ✓ Take messages
- ✓ Leave messages
- ✓ Spell names and numbers

Prepare yourself and be ready to learn them well.



WARM-UP

Put a tick on the right manner when handling a telephone call (the example is given for you) and answer the following questions.

3. Who usually answers calls in the office?
4. What first do you say when you receive a call?



Picture 1: www.express.co.uk



Picture 2: www.wisegeek.com



Picture 3: www.answer2questionsofawoman.com



Picture 4: www.stockphotos.ro



Picture 5: www.teamvegas.org



SAY IT RIGHT



Task 1

Look at the phonetic transcriptions in the box below. Repeat after your teacher. Later on, practice it with your friends.

Words	Phonetic transcription
hello (n)	/hel'əʊ/
message (n)	/'mes.ɪdʒ/
take (v)	/teɪk/
call (n)	/kɔ:l/
phone (n)	/fəʊn/
number (n)	/'nʌm.bə r/
talk (v)	/tɔ:k/
think (v)	/θɪŋk/
name (n)	/neɪm/
spell (v)	/spel/
department (n)	/dɪ'pɑ:t.mənt/



WORD BANK



Task 2

Use the words in the box to complete the questions below.

7. What doesmean?
One meaning is to end a telephone conversation.
8. When the line is , it means someone is already using it.
9. “..... for a while, please” means to wait or to stop something for a moment.
10. What does mean?
It means to give information that someone is present.
11. “I will ” means to connect a person using a telephone to the person they want to speak to.
12. What does mean?
It means a connection to a telephone system.

Line

'put you through'

Engaged

'he/she is in'

Hang up

Hold



LET'S LISTEN



Task 3

Two people are in the telephone conversation. Listen to the audio and tick the best statement.



Picture 6: www.secretaryusingatelephone.com

Yes, It is. How can I help you?

The second speaker says about:

- ☐ Making appointment to Sales and Marketing Department
- ☐ Asking for Sales and Marketing Department
- ☐ Complaining Sales and Marketing Department



Picture 7: www.teamvegas.org



Task 4

Listen again to the audio. Circle the correct information. Number one has been done for you.

16. Hello. This **(is)** are the Multiplus company.
17. Hello, is that **sales and marketing** / **sales and ticketing** department
18. Yes, it is. How can / could I help you?
19. I'd like to **speak** / **call** with Mr. Smith please.
20. Could I **ask** / **know** who is calling, please?
21. Yes, my name is **Michelle** / **Nichelle** Anderson.
22. Okay Ms. Anderson. Would you mind **waiting** / **holding** the line a moment?



Unit 2—This is Erlene Speaking

23. Mr. Smith you **has** / **have** Ms. Anderson on line 1.
24. Oh no. I don't **want** / **like** to talk to her.
25. **Should** / **could** I tell her that you're busy and you'll call her back later?
26. Yes, tell **him** / **her** that.
27. I'm **afraid** / **sorry** Mr. Smith is too busy to take your call.
28. I see. Can you **ask** / **let** him to call me back, please?
29. Certainly. Can I **have** / **has** your number?
30. Yes. It's **4441234** / **4441244**



Task 5 Complete the balloons about receiving calls below and practice these short conversations with your friend.



.....

May I speak to the
director, please?



This is Abraham of
Altec company
speaking.

.....



.....

Hello, can you put me
through to Public
Relation Department?



Tips for you

Always take the telephone
before it rings 3 times.



Task 6

Listen to the audio between Jane and Helen, then fill in the script below.

Jane : Hello, Mr. Smith's office.
 Helen : Can I speak to Mr. Smith, please?
 Jane : I'm sorry. Mr. Smith is 1).... the meeting right now.
 Helen : Oh I 2).... This isn't an important call though.
 Jane : 3).... I ask who is calling, please?
 Helen : Yes, I'm 4).... from Mr. Johnson's office. To whom am I speaking?
 Jane : My name is Jane. I'm Mr. Smith's new secretay.
 Helen : Nice to meet you Jane. Could you please 5).... Mr. Smith to call Mr. Johnson today?
 Jane : What is it about?
 Helen : Mr. Johnson 6).... like to talk about the prices of your products.
 Jane : Okay. I'll tell him as soon as he finishes this meeting.
 Helen : Okay. Thank you. Good bye.
 Jane : Good bye.



Task 7

In pairs, answer the following questions about the script above.

- 3) Does Helen leave a message to Jane? How do you know?
- 4) Does Jane take messages from Helen? What are the messages?



Task 8

Complete the balloons about leaving and taking a message below and say it up with your friend.



Can I leave a message?



.....



.....

Yes. Please tell Mr. Edo to call me back.





Task 9

Listen again to the audio. Imagine that you become Mr. Smit's new secretary—Jane—then transfer the information into the message pad below.

WHILE YOU WERE OUT

Date :
Time :
To :
Mr/Ms/Mrs :
Of :
Phone number :

☐

Telephoned

☐

.....

☐

Will call back

☐

Please Call

☐

Returned your call

☐

Wants to see you

Message:

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

Received by:



Task 10 You have learned some expressions to receive and make a phone call then to leave and take a message from the dialogues in the previous tasks. What are they? Study them below and say it up.



LET'S STUDY

Receiving a phone call

- ❖ Hello. This is the Multiplus company
- ❖ Hello. Mr. Smith's office
- ❖ Mitra company, good morning.
- ❖ Mr. John's office, good afternoon. Can I help you?

Making a phone call

Introducing yourself

- ❖ This is Bill Henderson of Altec calling.
- ❖ I'm calling from Olex company.
- ❖ I'm calling on behalf of Mr. Henderson.
- ❖ Hello, this is from
- ❖ Hello, my name is calling from

Saying what you want

- ❖ I'd like to speak with Mr. Johnson, please.
- ❖ I'd like to know about our last contract.
- ❖ I want to know about our meeting on Monday.
- ❖ Could I have the Marketing Department, please?

Leaving and taking messages

Leaving messages

- ❖ Can I leave a message?

- ❖ May I leave a message?
- ❖ Could you give him/her a message?
- ❖ Please tell him/her ...
- ❖ Please ask him/her to call me back at. . .

Taking messages

- ❖ Can I take your message?
- ❖ Would you like to leave a message?
- ❖ Can I pen down your message?

Giving information

- ❖ Yes. It is.
- ❖ My name is Michelle Anderson.
- ❖ My phone number is 212-456-9872.
- ❖ I think he has my phone number.
- ❖ Mr. Johnson would like to talk about the prices of your products.
- ❖ I'm sorry. Ms. Jean is not in today.
- ❖ I'm afraid the line is engaged.
- ❖ I will put you through.

Ending a phone call

- ❖ Thank you. Good bye.
- ❖ Good bye.
- ❖ Bye.
- ❖ I will hang up now. Thank you.



Task 11 What do you say when you receive a telephone call? Then, what do you say when you make a telephone call? Complete the blanks below. You may look at the expressions of handling a telephone call in Task 10 to help you.

12. You work in Parado company. You receive a phone call at 9.00 a.m.

You say: ***Good morning. This is the Parado company.***

13. You work in Celano company. You receive a phone call at 4.00 p.m.

You say:

14. You receive a phone call. Offer the caller to leave a message.

You say:

15. You make a phone call. Introduce yourself and tell the receiver that you are from Dana company.

You say:

16. You make a phone call. Tell the receiver that you want to speak to the director.

You say:

17. You make a phone call. Tell the receiver that you want to confirm the meeting schedule.

You say:

18. You make a phone call and you want to leave a message.

You say:

19. You tell the receiver that your phone number is 022 357 358.

You say:

20. You tell the receiver that your director is not in the office right now.

You say:

21. You tell the receiver that the line is engaged.

You say:

22. You end the call politely.

You say:



Task 12 Here are the explanations of the structure used in the expressions above. Study them with your friends and try to fill in the gaps.

- Simple present tense using *is am are*

Positive form

Mr. Smith **is** in the meeting right now.

My name ... Jane.

I **am** Mr. Smith's new secretary.

I ... calling from Matsuya company,

We **are** in Sales and Marketing Department

You ... in Human Resources Department, aren't you?

S + is/am/are + noun

Negative form

Mr. Matsumoto **is not** in the office.

This **is not** an important message, though.

I'm sorry, I ... not Ms. Lia's secretary.

Ms. Merry ... not in the meeting now.

S + is/am/are + not + noun

- Sentences using *modal verbs*

I **would like to** know about the meeting schedule.

We **will call** you back at 8.00 p.m.

Yes, I **can do** that.

I ... deliver the message as soon as possible.

You **may leave** your messages, sir.

I'm afraid I **shall get** Mr. John to know this message first.

I ... like to speak with Mr. Smith, please.

S + modal + Verb 1 + noun

Modals: can, may, must, shall, will, could, should, would, ought to

Tips for you

Pick up the telephone with your left hand. Use your right hand to hold a pen.



Task 13 Repeat after your teacher in spelling names and numbers below. Later on, practice it with your friend.



My name is Erlene, E-R-L-E-N-E,
/i:/ /a:r/ /el/ /i:/ /en/ /i:/

And my phone number is 027
8865 4111

/ou/ /tu:/ /'sev. ə n/
/'dʌb.l̩, ert/ /sɪks/ /faɪv/
/fɔ: r/ /'trɪp.l̩ wʌn/

I am Ann Henderson, A-double N,
H-E-N-D-E-R-S-O-N
/eɪ/ /'dʌb.l̩ en/
/ertʃ/ /en/ /di:/ /i:/ /a:r/ /es/ /ou/ /en/

My office phone number is 026 6778
3332

/ou/ /tu:/ /sɪks/
/sɪks/ /'dʌb.l̩ 'sev. ə n/ /ert/
/'trɪp.l̩ θri:/ /tu:/



My name is Nicholas Smith,
N-I-C-H-O-L-A-S, S-M-I-T-H
/en/ /aɪ/ /si:/ /ertʃ/ /ou/ /el/ /eɪ/ /s/
/es/ /em/ /aɪ/ /ti:/ /ertʃ/

My phone number is 027 876 2266

/ou/ /tu:/ /'sev. ə n/
/ert/ /'sev. ə n/ /sɪks/
/'dʌb.l̩, tu:/ /'dʌb.l̩, sɪks/



LET'S PRACTICE MORE



Task 14 Choose the best answer to make the correct sentences in cards below. The example is given for you. Next, find a partner and act out the sentence inside. You may take turns.

1) Can I **(have/had)** your phone number, please?

2) Sure. It **[is/are]** 643 67844.

3) **[Will/May]** I ask who is calling, please?

4) I **[am/are]** Eva Mandelson of Myotex company.

5) **[Is/Does]** Mr. Graham in the office, right now?

6) I'm afraid he **[is not/does not]** in the office right now.

7) This is Mitra company. Can I **[help/will help]** you?

8) Yes. I **[would/could]** like to talk to Mr. Dean, please.

9) **[would/could]** I have the Marketing Department, please?

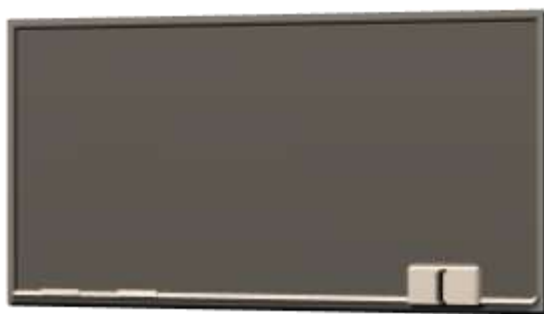
10) Yes. I **[will/may]** put you through.



Task 15

Let's play a game. Pay attention on the instruction below.

You will be divided into two groups. Make a line facing the board. Your teacher will whisper a phrase to you related to handling telephone call. You should whisper the phrase to your friend in front of you. The last whispered student then look for a card containing a sentence related to the phrase and speak out the sentence in front of the class. The first and the correct one will get 10 points. Next, the last whispered student should come backward to the line so that all of you can take turns.



Boxes containing sentences in cards



Students

The teacher

Note for the teacher

Provide two boxes containing sentences in cards. The sentences will be about the expressions in handling telephone call e.g. Good morning, Parker industries. Can I help you; I'm afraid Mr. John is not in today; etc.

Whisper a phrase to your students that related to the sentence e.g. Receiving a phone call; asking for names; asking for phone numbers; etc.

The group which whisper loudly then will be disqualified and the additional 10 points will be given to the another group.



LET'S SPEAK MORE

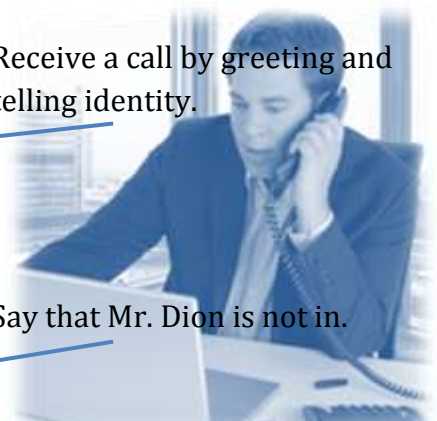


Task 16 Make a whole dialogue with the given flow chart below. Remember to follow the arrow. Next, practice it with your partner. You may take turns.

Caller



Receiver



Introduce yourself.

Ask to speak to Mr. Dion.

Ask when you can contact Mr. Dion

Agree.

You want Mr. Dion to call you.

Give the phone number.

Say that the information is correct.

Say thank you and end the call.

Receive a call by greeting and telling identity.

Say that Mr. Dion is not in.

Tell Mr. Dion will not be available in several days.

Offer to pen down a message.

Say you will deliver the message.

Ask the phone number.

Confirm the message and the information.

Respond and end the call.



Task 17 Make a dialogue based on one of the following telephone messages. Present your dialogue to the whole class.

Telephone Message

For: Marketing Department

Time of call: 08.20 a.m.

Caller: Mr. Abraham

Company: Texa

Phone number: 212 45678

Message: please call back as soon as possible to talk about the prices of the product.

Telephone Message

For: Mr. Danny

Time of call: 10.00 a.m.

Caller: Ms. Jannet

Company: Baron

Phone number: 567 24456

Message: please have a meeting at Baron company on Monday at 08.00 a.m.

Telephone Message

For: Ms. Nalan

Time of call: 09.30 a.m.

Caller: Mr. Black

Company: Tioto

Phone number: 467 77498

Message: the meeting in Tioto company was cancelled because of the unaccidentally business trip.

Tips for you

Use your smiling voice when telephoning. It means you have a nice voice because you speak friendly and pleasant.



Task 18 Let's have a simulation. Go to your study program laboratory and ask your teacher to guide you using the telephone. Find a partner and choose one of the cards below.

Your name is Eryl. You work in Afta company as the office staff. Your director's name is Mr. Sam. Your director will not be in the office for one week because of an important business trip. He said that he could not receive any call before he returned. Take the message if someone is calling.

Your name is Mr. Abdur as the director of Miyana industries. Your phone number is 735 9862311. You will make a phone call to Afta company speaking to the director. You ask about the time for meeting to discuss the follow-up to the project of wooden furniture. You have to get the answer as soon as possible.

Notes:

- ✓ Think of the conversation will be if you choose one of the cards. You may take note.
- ✓ You cannot speak in the telephone near your friend. Make sure that you only listen to your friend's voice by the telephone.
- ✓ You also cannot look at your friend's note.



Task 19 Make your own dialogue related to handling a telephone call. Report your own dialogue in front of the class with your partner by acting it out. Ask another friend to take a video while you perform your report. This will help you to evaluate your mistakes if any.



SUMMARY

In this unit, you have learned some expressions in handling a telephone call. To recall your memory, fill in the blanks below.

Receiving a phone call

- ❖ Hello.
- ❖

Making a phone call

Introducing yourself

- ❖ This is of
- ❖

Saying what you want

- ❖
- ❖?

Leaving and taking messages

- ❖?
- ❖?

Taking messages

- ❖?
- ❖?

Giving information

- ❖ My is 212-456-9872.
- ❖

Ending a phone call

- ❖
- ❖

➤ Simple present tense using *is am are*

Positive form

Mr. Smith **is** in the meeting right now.

S + ... /... /... + noun

Negative form

Mr. Matsumoto **is not** in the office.

S + ... /... /... + + noun

➤ Sentences using *modal verbs*

We **will call** you back at 8.00 p.m.

S + + Verb ... + noun

Modals: can, may, must, shall, will, could, should, would, ought to



REFLECTION

How much do you learn from this unit? Tick (✓) what you can do or what you think you need more practice.

Can-do checklist	Can-do	Need more practice
I can receive a phone call using the right expressions		
I can introduce myself when making a phone call		
I can offer the caller to take a message in a phone call		
I can leave a message in a phone call		
I can end the call politely		
I can pronounce the word in Task 1 correctly		
I understand the formula of simple present tense and sentence using modal verbs to make correct sentences		

UNIT 3

GOOD MORNING, LADIES AND GENTLEMEN



In this unit, you will learn how to:

- ✓ Open a presentation
- ✓ Deliver the main topic
- ✓ Organize the subtopics in a presentation
- ✓ Sum up a presentation
- ✓ End a presentation and offer audiences to ask questions



WARM-UP

Look at the picture below. Discuss with your friends the characteristics of a good presentation. Make a list in your note and let other groups know it. The words in the boxes may give you ideas.



Picture 1: www.quickanddirtytips.com

A clear introduction

A good ending

Media

Content

Appearance

Clear explanations



LET'S LISTEN



Task 1 Listen carefully to the audio about an example of a presentation. In pairs, answer the following questions.

6. Does the speaker open the presentation with greeting and self introduction?
7. Does the speaker introduce the main topic of the presentation at the beginning?
How do you know?
8. List the speaker's words to deliver the subtopics.
9. What expression used by the speaker to summarize the presentation?
10. Does the speaker end the presentation well? How do you know?



Task 2 Take the scrambled phrases in the right box. Compare your answer with your friend by saying it up.

Good morning, everyone

First, . . .

This is the end of the presentation.

Let me start by, . . .

The topic is about . . .

In conclusion

Let me show you . . .

The presentation ends here.

Any questions so far?

Today's topic is . . .

To sum up, . . .

In conclusion, . . .

Have you got the questions?

Good afternoon, ladies and gentlemen

Opening

Good morning,
everyone.

.....
.....

Topic

Today's topic is. .

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

Sub topics

Second, . .

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

Summarizing

To sum up, . .

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

Ending

The presentation
ends here.

.....
.....

Questioning

Do you have
questions?

.....
.....

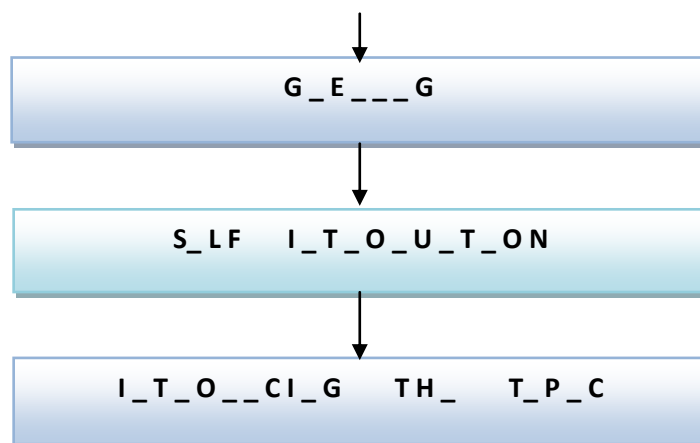


Task 3

After learning many points that should be delivered in a presentation, now let's practice it one by one. First, listen to the example of an opening in a presentation. Answer the following questions and complete the chart.

4. What do you think about the opening? Is it good?
5. Why? or why not?
6. Label the structure of the talk below.

Introduction



Task 4

Imagine that you have to deliver a presentation today. Complete the balloon and say your opening of a presentation by choosing one of the topics below. You may imitate the speaker in Task 3 and change the necessary information.



Picture 2: www.academichelp.net

The newest product—Super Speaker

The result of the product sale in July

The report of the business trip



SAY IT RIGHT



Task 5

Look at the phonetic transcriptions in the box below then try to pronounce them. Ask your friend to listen to while he/she looks at the transcriptions.

Words	Phonetic transcription
ladies (n)	/ˈleɪ.dɪs/
gentlemen (n)	/ˈdʒen.tl̩.men/
presentation (n)	/ˌprez. ə nˈteɪ.ʃ ə n/
present (v)	/prɪˈzent/
topic (n)	/ˈtɒp.ɪk/
about (prep)	/əˈbaʊt/
first (num, det)	/ˈfɜːst/
second (num, det)	/ˈsek. ə nd/
third (num, det)	/θɜːd/
detail (n)	/ˈdiː.teɪl/
conclude (v)	/kənˈkluːd/
conclusion (n)	/kənˈkluː.ʒ ə n/
question (n)	/ˈkwes.tʃən/
thank (v)	/θæŋk/
attention (n)	/əˈten. t̩ ʃ ə n/



Task 6

Let's practice to pronounce some words in Task 9 again. Say the following sentences below after your teacher.

Good afternoon, ladies and gentlemen.

Let's go into details. First, our new product is called "Pixma Printer"

The topic of today's presentation is the sale report.

I would like to conclude the presentation.

If there are no questions then thank you very much for your attention

Any questions, please?



Task 7 After you learn how to open a presentation, now listen to the speaker about how to organize the talk. Write down the phrases and answer the questions.

4. First,
5.
6.

What do you think if a presentation has a clear sequence of talk? Does it help the audience to understand? How do you know?



Task 8 Practice to organize the talk of this following subtopics in cards. You may choose one. Use the phrases in Task 5.

- The result of the new product sale.
- The obstacle in selling the product.
- The next plan in improving the sale.

- The description of the business trip.
- The result of the meeting during the business trip.
- The next plan of business trip in Singapore.

- The description of the new product.
- The special features of the new product.
- The advertising campaign of the new product.



Task 9 Next, listen to the example of how to end a presentation. In pairs, answer the following questions.

6. Does the speaker end the presentation with a summary? Is it a good way?
7. Write down the phrase to sum up the presentation based on what you have listened.
8. What do you think about the speaker's way to end the presentation?
9. Write down the expression to end the presentation.
10. Write down the expression to offer a question.



Task 10 Now, it's your turn to practice how to end a presentation. Say the given summary below and add the expressions of ending a presentation and offering questions.

In conclusion, our product presentation in the Grand Hotel went well. We were able to meet all their needs and they were happy with our new product price.



Task 11



WORD BANK

Complete the crossword puzzle below. The given hint may help you.



Across:

- 4. to conclude (verb)
- 5. to show or describe something (verb)
- 6. more; extra (adverb)
- 7. to start (verb)
- 8. a piece of planned work to get something in a period of time (noun)
- 9. a planned group of business (noun)

Down:

- 1. a different type of something (noun)
- 2. able to last a long time without becoming damaged (adjective)
- 3. to stop a person from speaking for a short period (verb)
- 10. recently (adverb)



LET'S STUDY



Task 12 You have learned some phrases to have a good presentation. Here are the complete phrases that you may use to deliver your presentation later on. Say it up.

Greeting

Good morning / afternoon / evening
Ladies and gentlemen.
Good morning everyone / everybody.
Ladies and gentlemen.

Stating the topic

I plan to say a few words about ...
I'm going to talk about ...
The subject of my talk is ...
The theme of my presentation is ...
I'd like to give you an overview of ...

Sequencing the talk

I've divided my talk into three parts.
My talk will be in three parts.
I'm going to divide ...
First ...
Second ...
Third ...
In the first part ...
Then in the second part ...
Then ...
After that ...
Next ...
Finally ...

Delivering main points

Let me start by ...
First, let me tell you about ...
Alright, let me begin by ...
Now, it's time to ...
Let us show you ...
Please take a look at ...

Summarizing

To sum up, ...
To conclude, ...
In conclusion, ...

Ending the presentation

It brings me to the end of my presentation today. Thank you for your attention.
That is the end of my presentation today. Thank you very much.
That is all for my presentation. Thank you for your nice attention.

Offering questions

Have you got the questions?
Any questions? Please feel free to ask.
My presentation ends here. Any questions so far?



Task 13

Give a name for every part of a presentation below using the words in the box. The first one has been done for you.

Opening/Introduction

Main body

Delivering topic & sub topics

Ending

Conclusions

Good morning everyone? Thank you for coming. It is nice to see you all here today. Before I go further, allow me to introduce myself, my name is Erma Laily and I am the representative of The Omah Wisata Tour and Travel. I would like to welcome you all to my company, where you can find some interesting places to throw your busy days.

Opening/Introduction

I'm here to talk about the new package tour. First of all, I would like to describe some services of my company. Secondly, there will be descriptions of the new package tour—Bromo Ijen.

First, let me tell you about my company. The Omah Wisata runs for tour and travel company. We have some services; you can look at the brochure by yourself. There are a lot of tour packages. The daily couch tour, starts from point A to point W. We have also some alternative tours. They are Karimunjawa, cave tubing, city tour, etc. Next, we also serve some tickets such as train tickets, plane tickets, Borobudur and Prambanan tickets, Bromo National Park tickets, and so on.

Let's go into the main part. Today, I would like to offer you our new package tour of the daily couch tour. That is Bromo Ijen Tour for 3 days. We can see the bromo sunrise from the view point and we can explore the Ijen crater. The price is Rp 580.000/person, included: 1 night room in Mt. Bromo and 1 night room in Ijen. We can drop you to Banyuwangi or to Ketapang Harbour to go to Bali.

In this great occasion, I will explain you what we will do in Bromo Ijen. We will see the Bromo sunrise. So, we will pick you up at 03.30 in the morning by jeep. Enjoy the beautiful sunrise in Bromo, take some photos, and have fun. Then, you can enjoy the Ijen crater with nice coffee plantations along the trip. Finally, we will drive you to Banyuwangi or Ketapang harbour to reach your Ferry to Bali or return to Jogja. Here, I will show you the picture of the hotels and the places.

Well everyone, Bromo Ijen Tour is a nice trip where you can enjoy your last trip in Java before you go to Bali. Are there any questions?

So, that brings me to the end of my presentation today. You are a very autentive audience. Thank you very much.



Task 14

Here are the explanations of the structure that commonly used in the presentation. Study them with your friends.

- Simple present tense using s/es

Mr. Sam delivers about the product of our company.

She speaks about the sales of the week today.

It brings me to the end of my presentation today.

The presentation ends here. Any questions?

He/She/It + V s/es + Noun

Note this

The subjects that followed by V s/es are only He, She, and It.

They, We, I and You are not followed by V s/es but V1



LET'S PRACTICE MORE



Task 15

Change the verbs in brackets into the correct one. Number one has been done for you.

9. He (present→**presents**) the sales report diagram.
10. Ms. Alia (change) the topic of the presentation just now.
11. It (bring) us to the end of the presentation today.
12. They (talk) about the result of the business trip in Bali.
13. The product (take) much time to produce but the quality is very good.
14. Mr. Smith (deliver) the presentation abroad to expand the company.
15. Ms. Nia and her friends (speak) about the features of the newest product.
16. The last subtopic (end) our presentation here.



Task 16 In pairs, what do you say about these following list below? Share your answers to the class. Number one has been done for you.

11. Greet your audience
Good afternoon everyone. I'm glad to be here today.
12. Introduce yourself
13. Give your presentation a title
14. Sequence your talk
15. Explain that the audience can interrupt you with questions
16. Say that you will show a video later on
17. Say that now you show the video
18. Say that you will conclude your presentation
19. End your presentation
20. Offer the audience to ask questions



LET'S SPEAK MORE



Task 17 Make a short introduction based on the card below. Compare your answer to your friend next to you.

Name	: "Use your name"
Position	: Marketing staff of Cena company
Topic	: New product—Pima Printer
Subtopics	: >The quality of Pima Printer >The price for Pima Printer & the discount >A demo using Pima Printer

Tips for you

Point 1 ~ Know your audience
Pay attention on demographics, purpose, interests, commonality and individuality

Taken from: www.eslgold.com

Tips for you

Point 2 ~ Present yourself
Pay attention on your dress, posture, voice, gesture, body language, confidence and enthusiasm

Taken from: www.eslgold.com



Task 18 Based on the subtopics list on Task 16, make the main part of your presentation. These following phrases to state the points may help you.

- Let me tell you about. . .
- Let's move on to. . .
- Please take a look at. . .



Task 19 Let's observe your friends. Make a group of four, observe your friends in ending a presentation and opening a question-answer session based on their style. Go to another group so you can complete the table.

No.	My friends' name	How to end the presentation	How to open a question-answer session
1.			
2.			
3.			
4.			
5.			
6.			
...			



Task 20 Make a full presentation by your own topic. If you get confused, you may use these following topics.

- Company service
- Company product
- The new package in tourism
- The result of the meeting
- The project result
- Life style
- Handling telephone
- Using office equipments



SUMMARY

In this unit you have learned how to deliver a good presentation. To recall your memory, fill in the blanks of the list of useful phrases in a presentation and the common used structure.

Greeting

.....
.....

Stating the topic

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.....

Sequencing the talk

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Delivering main points

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Summarizing

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Ending the presentation

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Offering questions

.....
.....

The structure of present simple tense using V s/es

.../.../... + V .../... + Noun

Tips for you

Point 3 ~ Present your material

Pay attention on your organization, clarity, visuals, language, and volume

Taken from: www.eslgold.com

Tips for you

Point 4 ~ Language

Make sure that you use a simple and clear language.

Taken from: www.eslgold.com



REFLECTION

How much do you learn from this unit? Tick (✓) what you can do or what you think you need more practice.

Can-do checklist	Can-do	Need more practice
I can greet audience in a presentation		
I can introduce myself in a presentation		
I can deliver the topic in a presentation		
I can organize my talk using the right phrases		
I know the right phrases to deliver every points in the main part of a presentation		
I can sum up my presentation		
I can end a presentation politely		
I can offer someone to ask question at the end of my presentation		
I understand simple present tense using Verb s/es that commonly used in a presentation		
I can pronounce the words in Task 5 and Task 6 well		



APPENDIX F



ANGKET EVALUASI (Expert Judgments)

Angket ini dimaksudkan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk siswa SMK kelas X jurusan Administrasi Perkantoran.

A. Data Responden

1. Nama :
2. Usia :
3. Jenis Kelamin : () L / () P
4. Pendidikan : () D3 () S1 () S2 () S3
5. Lama Mengajar : tahun

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan

- SS : Sangat Setuju (5)
S : Setuju (4)
N : Netral (3)
TS : Tidak Setuju (2)
STS : Sangat Tidak Setuju (1)



UNIT 1

No.	PERNYATAAN	STS (1)	TS (2)	N (3)	S (4)	SS (5)
Tujuan Penulisan Buku Teks						
1.	Materi yang disusun sesuai dengan tujuan pembelajaran yang tercantun dalam Course Grid.					
2.	Materi yang disusun sesuai dengan tingkat kemampuan Bahasa Inggris siswa kelas X SMK.					
3.	Materi yang disusun memberikan pengetahuan berbahasa terkait dunia kerja pada peserta didik.					
Input Teks						
4	Input teks menggunakan bahasa yang mudah diterima oleh peserta					
5.	Input teks bervariasi dan berhubungan dengan dunia kerja yang akan dihadapi peserta didik					
6.	Input teks sesuai dengan level peserta didik					
7.	Input teks yang digunakan dapat meningkatkan minat peserta dalam belajar					
8.	Input teks yang digunakan dapat mengembangkan kemampuan peserta didik dalam berkomunikasi Bahasa Inggris					
Kosa Kata dan Struktur Bahasa						
9.	Materi yang disusun memperluas pengetahuan siswa tentang tata bahasa/ <i>grammar</i> dalam bidang Administrasi Perkantoran					
10.	Materi yang disusun memperluas pengetahuan siswa tentang kosa kata/ <i>vocabularies</i> dalam bidang Administrasi Perkantoran					
11.	Pemilihan kosa kata/diksi dalam materi sudah tepat dan sesuai dengan bidang Administrasi Perkantoran					
12.	Materi yang disusun memperluas pengetahuan siswa tentang pengucapan/ <i>pronunciation</i>					
Kemampuan Berbahasa						
13.	Materi yang disusun dapat mengembangkan keterampilan siswa dalam kegiatan					



No.	PERNYATAAN	STS (1)	TS (2)	N (3)	S (4)	SS (5)
	mendengarkan/ <i>listening</i>					
14.	Materi yang disusun dapat mengembangkan keterampilan siswa dalam kegiatan berbicara/ <i>speaking</i>					
Latihan / Task						
15.	<i>Tasks</i> dalam materi dapat meningkatkan ketertarikan peserta didik untuk belajar Bahasa Inggris.					
16.	<i>Tasks</i> dalam materi bervariasi					
17.	<i>Tasks</i> dalam materi mencakup semua aspek bahasa yang ada pada <i>course grid</i>					
18.	<i>Tasks</i> dalam materi mengembangkan pemahaman (<i>comprehension</i>) siswa terkait dengan input teks yang disajikan					
19.	<i>Tasks</i> dalam materi menyediakan ruang bagi siswa untuk meninjau kembali apa yang sudah mereka pelajari					
20.	<i>Tasks</i> dalam materi disajikan dari yang paling mudah ke yang paling sulit.					
Organisasi Buku						
21.	Materi yang didesain telah tersusun dengan baik dan runtut sesuai tujuan.					
22.	Perintah/instruksi pada setiap <i>Task</i> sudah jelas bagi pengajar maupun peserta didik.					
23.	Runtutan materi secara keseluruhan tersusun dengan baik dan mudah dipahami.					
Tampilan Buku						
24.	Sampul buku menarik dan berwarna					
25.	<i>Layout</i> (pola susun) materi menarik bagi pengajar maupun peserta didik.					
26.	Pemilihan jenis huruf menarik dan ukuran huruf sudah sesuai sehingga tampilan huruf jelas					
27.	Ilustrasi gambar yang digunakan jelas dan tidak membingungkan siswa maupun pengajar serta mendukung input teks.					



C. Tanggapan Umum Terhadap Materi Unit 1

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah saya susun?

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2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah saya susun?

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3. Apakah saran Bapak/Ibu untuk memperbaiki kekurangan-kekurangan tersebut?

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REKOMENDASI

Mengacu pada hasil penilaian yang telah diberikan, materi berbicara Bahasa Inggris untuk siswa kelas X Jurusan Administrasi Perkantoran pada Unit 1 dengan judul “Welcome to Mitra Company” dinyatakan

- () Tidak layak
- () Layak tanpa revisi
- () Layak dengan revisi sebagai berikut

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*berilah tanda centang (✓) pada pilihan yang sesuai pendapat Ibu.

Yogyakarta,
Evaluators materi,



APPENDIX G



INTERVIEW GUIDELINES

1. Menurut Bapak/Ibu, apakah siswa SMK memang disiapkan untuk menghadapi dunia kerja?
2. Apakah bahasa Inggris penting untuk menunjang keberhasilan siswa dalam menghadapi dunia kerja?
3. Kemampuan berkomunikasi dalam bahasa Inggris apa saja yang kira-kira akan siswa temui untuk menghadapi dunia kerja nantinya?
4. Menurut Bapak/Ibu, teknik pembelajaran seperti apa yang dirasa efektif?
5. Apa peran siswa yang Bapak/Ibu inginkan dalam kegiatan belajar mengajar?
6. Apa peranan paling efektif yang Bapak/Ibu lakukan dalam kegiatan belajar mengajar di kelas?
7. Tampilan buku/materi pembelajaran seperti apa yang Bapak/Ibu rasa menarik sehingga dapat meningkatkan motivasi siswa?



APPENDIX H



INTERVIEW TRANSCRIPT

R: Researcher

T: Teacher

R : Baik, bisa kita mulai ya bu.

T : Iya mbak.

R : Menurut Ibu, apakah siswa SMK itu memang disiapkan untuk menghadapi dunia kerja?

T : Iya itu memang salah satunya mbak, yang diharapkan disini adalah siswa dapat menghadapi dunia kerja nantinya dan juga membekali diri dalam ranah pendidikan. Kalau didunia kerja mestinya yang diutamakan adalah conversationnya atau kemampuan berbicaranya.

R :Lalu apakah bahasa Inggris penting Bu untuk menunjang keberhasilan siswa dalam menghadapi dunia kerja nantinya?

T : Sangat penting sekali karena bahasa Inggris adalah salah satu bahasa kebutuhan yang secara internasional itu sudah memang merupakan bahasa yang dipelajari sejak SD, SMP, SMA/SMK, bahkan di Perguruan Tinggi. Apalagi nanti didunia kerja, bahasa Inggris adalah bahasa yang harus dikuasai oleh seorang sekretaris. Paling tidak seorang sekretaris harus menguasai 7 bahasa asing selain bahasa Inggris.

R : Kemudian kemampuan bahasa Inggris apa saja yang kira-kira nanti siswa temui didunia kerja Bu?

T : Banyak sekali ya, diantaranya menerima dan atau melakukan panggilan telepon baik itu dari internal maupun eksternal, eksternal disini maksudnya adalah panggilan internasional ya. Kemudian menerima tamu asing. Ini sangat penting sekali ya, oleh karena itu seorang sekretaris harus menguasai bahasa Inggris dan minimal menguasai 7 bahasa asing karena tidak semua tamu asing berasal dari Inggris begitu ya. Yang ketiga adalah menawarkan bantuan dalam hal ini kepada pelanggan karena pelanggan itu adalah aset perusahaan baik pelanggan internal dalam negeri maupun eksternal luar negeri. Kemudian juga melakukan presentasi dalam kaitannya dengan proyek atau tender ya. Tentu peserta presentasi bisa berasal dari negara lain, jadi bahasa Inggris penting untuk dikuasai begitu. Biasanya dalam kaitannya dengan dunia kerja, salah satu kelebihan dalam bekerja atau menjadi pegawai itu adalah bisa berkomunikasi dalam bahasa Inggris.



R : Yak, kemudian terkait dengan teknik pembelajaran, menurut Ibu teknik pembelajaran yang efektif dikelas itu seperti apa Bu?

T : Untuk saat ini kaitannya dengan kurikulum 2013 yaitu praktek, ya seperti mempraktekkan dialog atau bermain peran. Kemudian diskusi bisa digunakan juga untuk memecahkan studi kasus. Lalu dialog interaktif antara guru dan siswa maupun siswa dengan siswa.

R : Baik Bu, lalu peran siswa dikelas itu sebaiknya yang seperti apa ya Bu?

T : Sebaiknya ini ya, siswa yang harus aktif secara komunikatif walaupun disini bapak/ibu guru menjelaskan terlebih dulu kaitannya dengan materi yang akan disampaikan dalam proses perjalanan KBM diberikan arahan atau bimbingan terus diakhir itu kaitannya dengan hasil atau produk dari kegiatan belajar mengajar. Pokoknya siswa yang berperan aktif terus model-model pembelajarannya itu ada yang model inquiry learning atau discovery. Tapi kalau dalam KBM lebih cocok pakai yang mana itu juga tergantung kepada materi yang disampaikan.

R : Mmm kemudian peran guru itu sendiri Bu, kira-kira peran-peran apa yang paling efektif Bu untuk dilakukan dalam kegiatan belajar mengajar?

T : Yang pertama ya sebagai fasilitator terutama waktu pembelajaran yang memakai model inquiry. Yang kedua yaitu membuka sesi sharing dan tanya jawab. Biasanya kita diakhir pelajaran itu menerima sharing dan tanya jawab dalam artian untuk mencapai kesempurnaan daripada materi tersebut. Kemudian biasanya bapak/ibu guru itu menyimpulkan materi yang saat itu dipelajari. Kemudian bisa juga memonitor perkembangan peserta didik dalam belajar dikelas.

R : Lalu, e disini kan penelitian saya tentang pengembangan materi Bu, dan menurut Ibu tampilan materi itu sendiri harusnya yang bagaimana ya Bu yang baik?

T : Mm materi ya. Kalau bahasa Inggris itu ya sebaiknya materi dengan model yang dipraktekkan begitu ya. Kalau untuk segi tampilannya ya biasanya orang akan tertarik dengan temanya, kalau kita melihat tema atau judul itu menarik mesti orang itu ingin tahu apa yang ada dibalik judul. Seperti ditayangkan TV atau novel-novel itu ya, tentunya tema harus dibuat sebaik dan sebagus mungkin. Kira-kira itu, ada yang lain lagi.

R : Sudah cukup saya kira Bu, terimakasih ya Bu.

T : Iya sama-sama.