

DESIGNING COMMUNICATIVE ENGLISH LEARNING  
MATERIALS FOR MASSEURS IN *KAKIKU MALIOBORO*  
YOGYAKARTA

A Thesis

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



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## PERNYATAAN

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

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

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# MOTTOS

If you can dream it, you can do it. (Walt Disney)



Success is a journey, not a destination.  
(Ben Sweetland)





# DEDICATIONS

This thesis is dedicated to:

- ♥ My beloved mother and father  
(Sugiyanto and Sri Sugiyanti),  
who give me the priceless love, beautiful lessons and continuous prayers.
  
- ♥ My brother and my sisters  
(Wenang Herdama, Herminingtyas Sugiyanto, S.Sn, and Wening F.S),  
who give me so much love and support.
  
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Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as 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 worthwhile contributions to all readers.

Yogyakarta, March 2012

The Writer

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**DESIGNING COMMUNICATIVE ENGLISH LEARNING MATERIALS  
FOR MASSEURS IN KAKIKU MALIOBORO YOGYAKARTA**

**By**

**Destiningtyas Sugiyanto  
06202244008**

**Abstract**

The objectives of this research study were: (1) to identify the needs of *Masseurs* in learning English and (2) to design appropriate English learning materials for the *Masseurs*.

This research was a research and development (R & D) study. This study was conducted through the following steps: needs analysis, course grid writing, materials design, expert validation, materials revision, try-out, and final draft writing. The data were collected by using questionnaire (quantitative data) and interview guideline (qualitative data). The quantitative data were analyzed by using the descriptive statistics, and the qualitative data were analyzed qualitatively.

This research designed three units. Each unit consists of 10 tasks which are organized into lead-in, lesson proper, evaluation, reflection, and summary. This research indicated that appropriate learning materials for masseurs have the following features. In terms of input dialogues of 150 words with pictures, phonetics transcription, and list of vocabulary were appropriate input. Regarding the procedure, answering the comprehension questions, finding the meaning of the vocabulary, completing the short dialogues, creating a dialogue, and performing the dialogue were appropriate. Pair work and individual work were the appropriate setting. Being active participant was appropriate learner's role. The teacher as a prompter, facilitator, controller, organizer, feedback and suggestion provider was appropriate teacher role.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

As a tourist destination, Yogyakarta offers much amusement for its guests especially foreigners. The well-known warm hospitality, historical sites, cultural heritage, and traditional arts and crafts are some of the magnificence this city offers. The foreigners have done long trip from their country to arrive in Yogyakarta. They are tired in doing the trip. Therefore, they may need relaxation for their body in order to be fresh again. They can enjoy the trip happily.

A massage is the solution for their problem dealing with the tiredness. It is the favorite treatment for tiredness. It is the manipulation of superficial layers of muscles and connective tissues to enhance the function and promote relaxation and well-being. Yogyakarta has many massage places. The foreigners can find many massage places. *Kakiku* is one of the favorite places to do a massage. Because it is located near Malioboro, many foreigners visit the place.

English is an international language that is used in business activities, for instance in informing procedure and selling products to foreigners. Accordingly, the masseurs have to be able to communicate in English when they meet or talk with the foreigners. In this case, they must know some expressions related to hospitality and guest handling like

greeting, introduction, informing the price of the massages, the charge of the products as they want, and procedure of the treatment. Therefore, the masseurs have to be able to communicate with the foreigners well.

Based on the observation, most of the masseurs had low mastery of English. They understood some words and expressions when the foreigners speak, but they cannot communicate in English well. Sometimes, the foreigners have to be accompanied by their guide to visit the massage place to help their communication with the masseurs. Consequently, it can decrease the number of customers especially the foreigners. That problem must be solved by improving masseurs' speaking skills. Therefore, developing communicative English learning materials for masseurs is needed to improve their communication skill in English. It is expected that the materials can facilitate the masseurs in communicate, so the masseurs will interact and communicate with foreign customers when they are serving. Finally, many foreigners will visit the place and it can bring the masseurs some advantages from their services.

## **B. Identification of the Problems**

In identifying the problems, the researcher conducted some observations and interview with the supervisor in *Kakiku*. From the observations and interview, the researcher found some problems. Firstly, most of the masseurs had low mastery of English. They knew some words and expressions related to the massage terms, but they could not

communicate in English well. However, the masseurs are sometimes required to serve foreign customers using English. The masseurs need to be able to speak English well.

Secondly, they got difficulties to find the appropriate English course related to their area of work. They cannot attend an intensive course because of their working time. They work in shifts, so it is difficult for them to attend the course regularly. Besides, the course fee is rather expensive for them.

The next existing problem is related to the materials. Although there were some books on conversation, they often found that the materials are too general and could not cover their needs of learning English. The masseurs have to need the books that are related to their job. The materials should be useful for the masseurs to support their job. The content of the materials must be simple, clear, interesting, specific, understandable, and appropriate with their job. Besides, the materials should be related to their daily job, for instance offering services, greeting, and identifying the parts of body. So, the materials that are learnt by them are interesting, appropriate and useful with their job.

To conclude, there are three problems identified related to the topic. The first is related to the masseurs that have limited ability to communicate in English. Second, there is not the appropriate English course related to their area of work, and the last, there is not any appropriate material for masseurs that can meet their needs of English.

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

Based on the identification of the problem above, there are three problems identified. One of them is related to the materials. The masseurs need materials that will enable them to communicate in English appropriately and fluently. For this reason, the study focuses on developing communicative English learning materials for masseurs especially to improve their speaking skills.

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

Based on the background, the identification and the limitation of the problem, the research problems are formulated as follows:

Based on the limitation of the problem above, the problems of this study can be formulated as follows:

1. What are the needs of the *masseurs* in learning English?
2. What are the appropriate English materials for the *masseurs*?

### **E. Objectives of the Study**

Related to the formulation of the problem, this research aims:

1. To identify the needs of *Masseurs* in learning English.
2. To design appropriate English learning materials for the *Masseurs*.

**F. Significances of the Study**

This study expectantly hoped to give valuable contribution to the following parties:

1. For the masseurs in *Kakiku*, the result of this research can be useful to improve their English communication skill in their job.
2. For the supervisor in *Kakiku*, the result of this research can help new masseurs in new store.
3. For English department students, this research will encourage them to conduct similar research with different groups of learners.

## **CHAPTER II**

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

It has been discussed in the previous chapter that the main objective of this research study is to design a set of English learning materials for masseurs in *Kakiku* because the available learning materials are still limited. The masseurs have to master English to support their job. Therefore, one way to make them master English is providing the materials that are suitable with their needs. The basis to have suitable materials is tasks which are designed in such a way that they will make learning easy and effective. Then, suitable materials will be developed. These have to be developed based on many considerations. Because of those reasons, theories of Teaching English for Masseurs, English for Specific Purposes, Communicative Language Teaching, Language learning and teaching, English Language Learning Materials, Unit Design Development, The Task Model and other related theories would be presented and discussed, before conceptual framework for this study is drawn.

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

##### **1. English for Masseurs**

###### **a. Definition of Masseur**

In Longman Dictionary (2005), a masseur is defined as” a man or woman who gives a massage”, while in Oxford Dictionary (1995: 721), a masseur is “a person who practices massages as a profession.” Besides, in Webster’s Dictionary

(1996), “a masseur is as a man whose work is giving massages.” A Masseur performs specialized techniques that help relax and manipulate muscles. A masseur works in a variety of fields, and they include sports medicine, reflexology and aromatherapy.

Besides the definition in those dictionaries, Alfonso (2009: 11) states that “a masseur is a health professional who uses various techniques and principles of soft tissue manipulation applied to the body to help an individual to a state of relaxation and well-being.” In doing their duty, the masseur uses his or her hands, fingers, forearms and elbows to provide massage to the soft tissues of the body, using various techniques to service the customers.

It can be concluded that a masseur is a person who helps and who gives a massage to customer by massaging and kneading muscles and soft tissues, in order to help their customers relax their bodies. The masseur also help in sports medicine, reflexology, and aromatherapy treatment.

#### **b. English for Masseurs**

English for masseurs is an English program that is held for the masseurs. The objective is to increase the masseurs' competence in communicating with their customers using English. The importance of English for masseurs is to communicate with foreigners because it can support their job.

Unfortunately, there is no suitable book for masseurs that is directly related to their job. The available books are some general English books that contain conversation between the tourists and the tour-guides. Therefore, a

suitable book that can help the masseurs to communicate with their foreign customers in English is important to design.

So far, the masseurs do not have a training book or a suitable material for them that related to their job. In designing the suitable materials for this particular job needs to consider selected the learners' needs. The materials should consist of some vocabularies that are related to the masseurs' job, some grammar that consist of some rules about simple present tense, modal auxiliary, and pronominal questions. They are also consisting of some expressions that are used by the learners in doing their job. For instance, when the learners meet customers, they will greet the customers; when the learners offer a service to the customers, they will use the expression of offering services and the last when the learners give some information about some treatments that are provided in their place they will use the expressions of asking and giving information or thanking. They need English materials that can support their job.

In designing the materials, the materials developer considers the learners' needs. Because of the needs of masseurs in oral communication, the materials focus on the listening and speaking skills that are related to the learners' job. The materials are based on the background knowledge of the masseurs, the materials for elementary level, where they will study, what kind of activities that they are like, and what kind of technique that they need in learning English. The materials are suitable with their job. The materials focus in listening and speaking so the masseurs can use the materials for oral communication. Therefore, learners are provided with communicative activities which involve those skills.

Besides the learners' needs, the materials developer also considers the learning needs, for instance the learners can learn the materials autonomously if the learners have spare time. Meanwhile, the materials are also taught by the tutors in the teaching-learning process like in schools. In this case, the tutors also give explanation if the learners need an explanation. All of those points will be mentioned in the needs analysis questionnaire.

### **c. Adult learners**

Masseurs can be categorized into adult learners. According to Brown (2001: 90), adults have superior cognitive abilities that can render them more successful in certain classroom endeavours. Because of their cognitive abilities, adults can occasionally deal with language that is not embedded in a 'here and now' context. Brown (2001: 90-91) gives some suggestions regarding adult learners as follows.

1. Adults are more able to handle abstract rules and concepts. But beware! As you know, too much abstract generalization about usage and not enough real life language use can be deadly for adults, too.
2. Adults have longer attention spans for material that may not be intrinsically interesting to them. Again, the rule of keeping your activities short and sweet applies also to adult-age teaching.
3. Sensory input need not always be quite as varied with adults, but one of the secrets of lively adult classes is their appeal to multiple senses.
4. Adults often bring a modicum of general self-confidence (global self-esteem) into a classroom; the fragility of egos may therefore not be quite as critical as those of children. Yet, we should never underestimate the emotional factors that may be attendant to adult second language learning.
5. Adults, with their more developed abstract thinking ability, are better able to understand a context-reduced segment of language. Authenticity and meaningfulness are of course still highly important, but in adult language teaching, a teacher can take temporary digressions to dissect and examine isolated linguistic properties, as long as students are returned to the original context.

Furthermore, Harmer (2001: 40) also gives the same explanation about adult learners. He says that adult language learners have a number of characteristics as follows.

1. They can engage with abstract thought. Those who succeed at language learning in later life, according to Steven Pinker ‘... often depend on the conscious exercise of their considerable intellects, unlike children to whom language acquisition naturally happens’ (Pinker 1994: 29). This suggests that we do not have to rely exclusively on activities such as games and songs – though these may be appropriate for some students.
2. They have a whole range of life experiences to draw on.
3. They have expectations about learning process, and may already have their own set patterns of learning.
4. Adults tend, overall, to be more disciplined than some teenagers, and crucially, they are often prepared to struggle on despite boredom.
5. They come into classrooms with a rich range of experiences, which allow teachers to use a wide range of activities with them.
6. Unlike young children and teenagers, they often have a clear understanding of why they are learning and what they want to get out of it. ... Many adults are able to sustain a level of motivation by holding on to a distant goal in a way that teenagers find more difficult.

It can be concluded that teachers of adults should take all of these characteristics into account. Harmer (2001: 40) explains that teachers should involve learners in more indirect learning through reading, listening, speaking and writing, and allow them to use their intellects to learn consciously where it is appropriate. Besides encouraging learners to use their life experience in the learning process, teachers need to minimize the bad effects of past learning experiences. They can diminish the fear of failure by offering achievable activities and paying attention to the level of challenge presented by exercises. They also need to listen to learners’ concerns and modify what they do to suit learners’ learning tastes.

Based on those characteristics of masseurs that are explained above, English used in teaching English for masseurs as English for Specific Purposes. When discussing ESP, some components to be considered. They are definition of ESP, ESP course design, and needs of ESP students.

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

### **a. Definition of English for Specific Purposes**

Hutchinson and Waters (1987: 19) state that English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. In other words, ESP is an approach to language learning which is based on learners' needs. It means that, before ESP teachers teach ESP learners, they have to know first what the learner needs in order to learn a language. To know what the learners' needs, the ESP teachers have to do needs analysis. It aims at speeding learners through a known destination which means that everything in it has been specified which makes this approach different from that of the General English (Basturkmen, 2006: 9).

Dudley-Evans and St. John (1998) believe that the definition of ESP should reflect the fact that much ESP teaching, especially where they are specially linked to a particular profession or discipline, makes use of a methodology that differs from that used in General Purposes English teaching. The definition of ESP can be seen through two characteristics. They are absolute and variable characteristics. Table 1 shows those variables.

Table 1: Two Characteristics of English for Specific Purposes

Absolute characteristics	Variable characteristics
<ul style="list-style-type: none"> <li>a) ESP is designed to meet specific needs of the learner.</li> <li>b) ESP makes use of the underlying methodology and activities of the disciplines it serves.</li> <li>c) ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres that are appropriate to activities.</li> </ul>	<ul style="list-style-type: none"> <li>a) ESP may be related or designed for specific disciplines.</li> <li>b) ESP may use, in specific teaching situations, a different methodology from that of general English.</li> <li>c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it can be used for learners at secondary school level.</li> <li>d) ESP is generally designed for intermediate or advanced learners; and</li> <li>e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.</li> </ul>

Briefly, the definition of ESP that is proposed by Hutchinson and Waters is more beneficial to this study. It states that ESP is an approach to language teaching in which all decision as to content and method are based on the learners' reason for learning. Related to this study, the masseurs' reasons for learning (learners' needs) become the basic consideration in designing the specific English learning materials. The English learning materials will be designed to meet the learners' needs so that the learners can study English in the area of their work or field.

#### **b. ESP Course Design**

As mentioned previously, ESP is seen as an approach, not a product. Therefore, there are approaches offered by different scholars. There are three

approaches to ESP course design: language-centered course design, skills-centered course design, and a learning-centered approach (Hutchinson and Waters, 1987).

The first approach is the language-centered approach which meets the needs of the learners in their specific field, such as science, technology, and academic learning. The aim of the language centered course design is to describe the connection between the target situation analysis and the content of the ESP course. Hence, the approach cannot be used for there should be a good approach used in the ESP course development.

The second approach is the skills-centered approach in which specific skills are taught to the learners in order to do specific order such as reading the subject texts in English. This approach is too much concentrating on the skills that the learners need to accomplish one job in the content subjects. The researcher cannot use it for it only covers one skill to accomplish one action, whereas, the masseurs needs more than this.

The last approach is the learning-centered approach. It is based on the belief that a learning process is thoroughly determined by the learners. It also views that the course design used in this approach is a “negotiated process” and “dynamic”. Teachers have to write the syllabus and the materials, teach them to the learners and evaluate the learners’ performance at the end of the learning process.

The learning-centered approach is the appropriate approach that is used in this study, because of several reasons. First, the learner is totally determining the

learning. It means that, what learners learn is determined by the learners alone. A teacher is only as a prompter, a facilitator and a monitor that can be influence the learners in learning. Second, learning is as a process which the learners use what knowledge or skills that they have to make sense of the flow of new information. The learning is as an internal process. It means that, the process is dependent on the learners' knowledge, ability and motivation. The last, the learner is one factor to consider in the learning process, but not the only one. It means that, before determining the content and methodology of the course, a developer needs some questions and considers other factors, for instance, what skills are necessary to be taught, how the learners react to doing tasks involving other skills, and how will the learners react to discussing things in the mother tongue.

Therefore, the ESP teachers should think about what is needed by the learners and understand the nature of their students' subject area. After that, the ESP teacher can use context, texts, and situation from their subject area.

### **c. Needs of ESP Students**

An ESP course begins with the learner's needs. It is understood to be about "preparing learners to use English within academic, professional, or workplace environments" (Basturkmen, 2006: 17). Different needs of the learners would determine the language they are taught. Hence, the ESP course should be restricted by the needs.

Learner's needs, which are closely related to the goal of ESP learning is sometimes explained in the form of performance (Richards, 2001). They have to set out their performance to gain higher linguistic competence on the specific area.

Stevens (1977) in Richards (2001) argues that the content of ESP course is determined by the basic skills due to the learners' purpose; the grammatical selection including the vocabulary and grammatical pattern and the language functions; topics and themes related to the learners' purpose; and the needs of communication. The main difference between a general English course and an ESP course lies in the goal; that is, preparing the learners to perform a specific task or set of tasks.

Meanwhile, Hutchinson and Waters (1987: 55-58) propose that there are two basic needs of ESP students: target needs and learning needs. Target needs are what the learner needs to do in the target situation while learning needs are what the learners need to do in order to learn. It is more useful to look at the target situation in terms of necessities, lacks, and wants. The necessities are the type of needs determined by the demands of the target situation, that is what the learner has to know in order to function effectively in the target situation. The lacks are the gap between what the learners have already known and the necessities. The wants are what the learners want. Information of these needs can be gathered in a number of ways. The most frequently used ways are questionnaires, interviews, observation, and informal consultation with sponsors, learners, and others.

If Hutchinson and Waters (1987) define lacks as the "starting point", necessities as the "destination", and wants as "what the destination should be",

they consider “learning needs” as the route to get these three to complete each other. If target needs can be seen by analyzing the target situation, learning needs must be seen in the process of learning. It means that the learner needs are often described in terms of performance. Richterich and Chanceril (in Richards, 2001) propose that learners, teachers, and employers could all be involved in determining learner’s needs. The information collected could be about the resources of the teaching institution, objectives, and the methods of assessment used. The process of learning should be an ongoing process throughout a course, whereas, learning needs can be analyzed through the process. It is the most demanding learning situation that learners need so that they would learn effectively. The process is more to what kind of learning situation that the learners need to achieve the learning effectiveness.

Based on the characters of ESP above, one of the approaches which is appropriate to be conducted in teaching English for masseurs is Communicative Language Teaching (CLT). In discussing of CLT, there are some components. They are definition of CLT, characteristics of CLT, and principles of CLT.

### **3. Communicative Language Teaching**

#### **a. Definition of Communicative Language Teaching (CLT)**

There are many definitions of Communicative Language Teaching proposed by some linguists. Larsen-Freeman (2000: 121) states that CLT is “an approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.” The

statement is supported by Harmer (2001: 84), who argues that CLT stressed the significance on language functions rather than on grammar and vocabulary.

In addition, Harmer (2001: 85) states that the activities in CLT involve learners in real or realistic communication, where the accuracy of language that is used is less important than the success of communicative tasks that they are performing. In communication, they should have a purpose, for example to greet customers, to thank the customers, or to give information to the customers. They should focus on the content of what they are saying rather than on a particular language form. In other words, the activities attempt to imitate real communication.

It can be concluded that Communicative Language Teaching (CLT) is one of methods that put communicative competence as the purpose of the teaching. The method will be appropriate for masseurs because it emphasizes the ability to communicate in English based on real or realistic communication.

#### **b. Characteristics of CLT**

According to Larsen-Freeman (2000: 129), the most obvious characteristic of CLT is that almost everything is done with a communicative intent. Learners use the language through communicative activities such as games, role-plays, and problem-solving tasks. Another characteristic is the use of authentic materials to give learners an opportunity to develop strategies for understanding language as it is actually used.

Brown (2001:43) offers six interconnected characteristics of CLT as described below.

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

In conclusion, the main point of the characteristics of CLT is learners learn how to communicate by communicating. The teaching-learning process runs through communicative activities, and the goal of this approach is focused on the components of the communicative competence.

### **c. Principles of CLT**

Morrow in Johnson and Morrow (1981: 60-65) proposes five principles of CLT. Each principle is briefly described below.

### **1) Principle one: know what you are doing**

The learning process should be focused on the performing of some operations that is, learning how to do something. The starting point also end point of every lesson should be an operation which the learners want to perform in the foreign language. At the end of a lesson, the learners should be able to see clearly that they can do something which is communicatively useful; something which they could not do at the beginning.

### **2) Principle two: the whole is more than the sum of the part**

In communication, the learners need the ability to work in the context of the whole, to deal with strings of sentences and ideas in real time. The crucial feature of a communicative method will be that it operates with stretches of language above the sentence level, and operates with real language in real situations.

### **3) Principle three: the processes are as important as the forms**

This deals with the goal to develop the learners' ability to communicate in a foreign language. The practice of the forms of the target language can take place within a communicative framework. There are three points through its process:

#### **a) Information gap**

An information gap exercise means that one learner must be in a position to tell another something that the second one does not already know. This concept of information gap is one of the most fundamental in the area of communicative teaching. Learners should be engaged in communication

activities, and the teacher should set up situations where information gaps exist and motivate the learners to bridge them appropriately.

b) Choice

In communication, the participants have choices of what they will say and how they will say it. For the speakers, this means that they must choose not only what ideas they want to express at a given moment, but also what linguistic forms are appropriate to express them.

c) Feedback

When two speakers take part in interaction, there is an aim in their minds. What one person says to the other person depends not only on what the other just said to him but also on what he wants to get out of the conversation. Thus, it is important to use strategies and tactics in communication to convey the aim.

**4) Principle four: to learn it, do it**

Education must be concerned not only with teaching but also with learning. This brings consequences that what happens in the classroom must involve the learners and that learning becomes largely the learners' responsibility. The teacher can help, advise, and teach, but only the learners can learn. This means that the learners learn to do by doing. Only by practicing communicative activities can the learners learn to communicate.

**5) Principle five: mistakes are not always a mistake**

In doing communicative activities, the learners may make some mistakes. Trivial mistakes of grammar or pronunciation do not matter as long as the learners get their message across. When the learners are forced into activities for which

they have not been prepared, they may make mistakes in an effort to deal with them. Trying to express something, the learners are not sure how to say a crucial feature of using a foreign language.

It can be concluded that CLT is a kind of approach which promotes the use of language to communicate. The communicative competence becomes an objective of this approach and a consideration in the teaching-learning process. All activities in the teaching-learning process should be communicative and promotes learners to communicate actively.

The next noticeable terms are the discussion about language learning and language teaching. The theory of language learning, the theory of language teaching and TEFL are presented in the following section.

#### **4. Language Learning and Teaching**

##### **a. Language Learning**

There are many explanations of language learning proposed by some experts. McLaughlin (1987) in Ramirez (1995: 149) describes language learning as the acquisition of a complex cognitive skill involving various tasks that must be practiced until they are automatized. Meanwhile, Kimble and Garnezy (1963: 133) in Brown (2000: 7) state that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

Language learning consists of subconscious development of generalization about how the language is used and of skills which apply these generalizations to acts of communication (Tomlinson, 1998: 4). In Second Language Acquisition

(SLA) learning, there are three major points through the process; they are as follows:

### **1) Input**

Input is necessary for language learning and /or language acquisition. There are some explanations of input proposed by some experts. Corder (1967) in Gass (2001: 260) states that input refers to what is available to learners. It is supported by Nunan (2004: 47); he argues that input refers to the spoken, written and visual data that learners work with in the course of completing a task.

Ellis (1994: 246) proposes characteristics of input to second language acquisition learning. The input studies have focused on two issues. The first is called 'input text' by trying to establish what native speakers actually say or write and the second is called 'input discourse', the special kind of 'register' that is used when speakers address language learners. In this study, it has extended to include an examination of the ways in which interaction shapes the input that learners receive.

Krashen (1982) as cited by Wang (2010) states that optimal input should be comprehensible, interesting or relevant, not grammatically sequenced, and in sufficient quantity. There are detailed explanations about the optimal input:

- a) The input must be comprehensible if the input is not so demanding on the learner.
- b) The input must be interesting if the input must be given by designing textbooks that cater to the needs and taste of examinations. It must be suitable with the levels, completed with the following items: listening

comprehension, reading comprehension, vocabulary and structure, cloze tests, error correction, and composition writing with no more than 150 words. It means that, to pass these tests, the students have to do a lot of stimulated test papers and have little time to read more authentic and interesting materials.

- c) The input must be in sufficient quantity if the input cannot be ensured.

It means that there is the big difference between foreign learning in the mother tongue environment and SLA in the target language environment. Sometimes, the learners usually depend on only one textbook for learning the language.

- d) The input must be authentic or is not grammatically sequenced if the input of learner's speech perhaps is authentic language. It means that the materials consist of real-life conversation, because the learners do not speak in such a full grammatical sentence.

It can be concluded that in SLA learning, input must be comprehensible, interesting, of sufficient quantity and authentic.

## **2) Interaction**

Interaction provides learners with opportunities to receive comprehensible input and feedback. Ellis (1999) argues that interaction refers to communication between individuals, particularly when they are negotiating meaning in order to prevent a breakdown in communication. Long (1996) in Basturkmen (2006) states that learning occurs not only because of the input alone, but also through the

interaction learners have with it. Long makes the hypothesis about language.

Long's (Interaction Hypothesis) can be summarized as:

- a. Learners can only learn what they are ready to learn.
- b. Linguistic input is necessary for learning.
- c. Learners negotiate the meaning of input to make it more comprehensible to themselves.
- d. Through negotiation of meaning, the input becomes increasingly useful because it is targeted to the specific developmental level of the individual learners.
- e. Thus input negotiated to fit the needs of the individual learner can become intake.

It can be concluded that interaction may enhance the availability of comprehensible input. It can happen because the interaction pushes the learner to indicate what the learners do and do not understand.

### **3) Output**

Output has generally been seen not as a way of creating knowledge, but as a way of practicing already existing knowledge (Gass, 2001:277). In other words, output has traditionally been viewed as a way of practicing what has previously been learned. Swan (1995) in Gass (2001:278) claims that output may stimulate the learners to move from the semantic, open-ended, nondeterministic, strategic general processing in comprehension to the complete grammatical processing that is needed for accurate production.

Output provides learners with a forum for important language-learning functions. They are testing hypotheses, receiving crucial feedback, developing automaticity, and forcing a shift from more meaning-based processing of the second language to a more syntactic mode. Testing hypotheses is about the structures and meanings of the target language. In this case, it is to say through negotiation and through feedback. After doing those, hopefully, the learners can

be made aware of the hypotheses that they are entertaining as the language that they have produced.

It can be concluded that input, output and interaction provide the success of the language learning. Input deals with what learners learn and output deals with the goal of the learning that is ability to communicate in the target language, while interaction exists through the process of the learning. In the interaction, learners try to negotiate the meaning, so that they can choose the appropriate input for themselves.

#### **b. Language Teaching**

Teaching is a complex process which can be conceptualized in a number of different ways. Traditionally, language teaching has been described in terms of the actions and behaviors which the teacher carries out in the classroom and the effects of these on learners. Teacher knowledge and “teacher thinking” provide the underlying framework which guides the teacher’s classroom actions, (Richards & Lockhart, 1994: 29).

Brown (2000: 7) defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” He also states that teaching cannot be defined apart from learning. Teaching is “guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning.”

The concept of language teaching is interpreted in line with approaches, methods and techniques. Richard and Rodgers (1986) in Harmer (2001: 78) define approaches as the theories about language and language learning that serves as the sources of practices and principles in language teaching. An approach describes how language is used and how its constituent parts interlock. It also describes how people acquire their knowledge of language and makes statements about the condition which will promote successful learning. Meanwhile, a method is the practical realization of the approach. It includes the types of activities, teachers' role, learners' role, model of syllabus organization and the developed materials.

The definitions above imply that the concept of teaching is interpreted in line with the concept of learning. In teaching, there will be an interaction at least between two persons, i.e., the teacher and the student. The teacher as a guide should be able to take an appropriate approach, methods and techniques in order to have the successful teaching – learning process. It happens because teacher's understanding about this will influence the quality of the process and result.

### **c. Teaching English as Foreign Language (TEFL)**

Brown (2001: 116) explains, "Foreign language contexts are those in which learners do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media, books, or tourists, but efforts must be made to create such opportunities. "

English takes on more and more of a foreign language role in countries such as Indonesia and Japan. English is increasingly being used as a tool for interaction among non-native speakers and a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001: 118). Over one half of the one billion English speakers in

the world learn English as a second or foreign language. Brown (2000: 193) describes learning EFL as learning English in one's own culture with few immediate opportunities to use the language within the environment of that culture (for example, a Japanese learning English in Japan).

Harmer (1992: 1) explains that English is learnt by the greatest number of students in the world as a foreign language, probably, because it is on the school curriculum whether they like it or not. Some language learners find themselves living in a target language community so they need to learn English to survive in that community. Some people want to learn English because it offers a chance for advancement in their professional lives. Some learn a foreign language because they are attracted to the culture of the target language community.

In Indonesia, English has been taught since the students are in junior high schools and even in some areas since elementary schools. The students learn English because it is one of the subjects stated in the school curriculum. Meanwhile, some professionals learn English because it offers a chance for advancement in their professional lives. As for masseurs, they learn English because they realize that it is important to support their field of work.

As the objective of this study is developing English language learning materials for masseurs, the discussion of materials development becomes important. The discussion includes the definition of materials, the role of language learning materials, and the principles of language learning materials.

## **5. English Language Learning Materials**

### **a. Definition of Materials**

Most people consider that the term ‘language-learning materials’ is course books. However, the language-learning materials are more than course books. They refer to anything used by teachers or learners to facilitate the learning of a language. They can be cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises. They can also be newspapers, food products, photographs, native speakers talk, instructions given by a teacher, tasks written on cards or discussion between the students. So, learning materials are anything that is able to improve the students’ knowledge and experience of the language (Tomlinson, 1998:2).

Generally, language learning materials provide much of the language input that the learners receive and the language practice that occurs in the classroom. They are divided into three forms i.e. (a) printed materials such as books, workbooks, worksheet, etc, (b) non-print such as audio materials, computer-based materials, etc, (c) materials that contain both print and non-print sources such as self-access materials and materials on the Internet. Language learning materials can also be taken from magazines, newspapers, and TV materials although they are not designed for instructional use (Richards & Renandya, 2002: 66).

From two definitions above, it can be concluded that language-learning materials contain sources of language input and language practice that can improve the students’ knowledge and experience of the language. The language input can be taken from printed, non-print, or both of print and non-print sources.

## **b. The Role of Language Learning Materials**

Cunningsworth (1995: 7) as cited in Richards (2001: 251) presents the roles of materials in language teaching as follows:

- 1) A resource for presentation materials (spoken and written)
- 2) A source of activities for learners practice and communicative interaction
- 3) A reference source for learners on grammar, vocabulary, pronunciation and soon
- 4) A source of simulation and ideas for classroom activities
- 5) A syllabus (where they reflect learning objectives that have already been determined)
- 6) A support for less experienced teachers who have yet to gain in confidence

Dudley-Evans and St. John (1998, 170) as cited in Richards (2001: 251) suggest that the ESP materials should have the following functions:

- 1) as a source of language
- 2) as a learning support
- 3) for motivation and stimulation
- 4) for reference

It means that ESP materials try to provide exposure to the specialized genres and registers of ESP, to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate and stimulate the learners through providing achievable challenges and interesting content, and to provide a resource for self-study outside of the classroom (Richards, 2001: 252).

Language learning materials have important roles for teachers because when they are teaching, they use them as primary resources. The materials provide content of the lessons, the balance of skills taught, and the kind of the language practice students take part in. They can also be supplement for the

teachers' instruction. The teachers, sometimes, give some instructions based on the materials that they have. Language learning materials does not only have important role for teachers but also they have important role for learners. The learners use them as the major sources to contact with the language apart from the teachers (Richards & Renandya, 2002: 66). So, they do not depend only on their teacher. They can learn language from the materials they have without waiting their teachers' explanation. It can be concluded that the roles and uses of language learning materials are a significant aspect of language curriculum development.

### **c. The Principles of Language Learning Materials**

According to Tomlinson (1998: 7-21), the good language teaching materials have some following characteristics:

- 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 of the input.
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative 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.

The principles above will be used as a guide to design the materials for masseurs. Beside the principles above, Hutchinson and Waters (1987: 107) also mention some principles:

1). Materials provide a stimulus to learning

It means that the good materials have to encourage learners to learn.

Therefore, good materials include:

- a) Interesting texts
- b) enjoyable activities which can involve the learners' thinking skill
- c) activities that give the learners chance to use knowledge and skill that they have had.
- d) content of material that is able to be comprehended by both the learners and teacher

2). Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt.

A materials model must be clear and systematic. It also must be creative and various.

3). Materials represent a view of the nature of language and learning

In designing materials, the material designers are making all manner of statements about what they think language learning consist of. Therefore, materials should reflect what they think and feel about the learning process. For example, if the learners can engage with their thinking skill, the materials

designers should write exercises that require active thought. If the material designers think learning is improved by much experience, they should not provide the texts that have been stripped of any human interest. If the material designers think learning is helped by frequent reinforcement, they should make sure that the items to be learnt are repeated several times.

4). Materials reflect the nature of the learning task

Language learning is a complex process that involves many different kinds and levels of knowledge. So, the materials should reflect the complexity of the 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.

The material designers should write the language use that suitable with the learners' needs correctly and appropriately.

From the explanation above, it can be concluded that good materials should cover the some presented characteristics. The characteristics of good materials become requirements that should cover in the writing materials.

#### **d. Materials Evaluation**

Tomlinson (1998: 3) defines materials evaluation as attempts to measure the value of materials. The evaluation consists of attempts to predict whether the students will be able to use the materials without many difficulties and will enjoy doing the activities or not. In addition, Hutchinson and Waters (1987: 96) note that evaluation is a matter of judging the appropriateness of something for a

specific purpose. Further, they argue that the decisions finally made based on the evaluation is to make all the important variables better.

In relation to the materials evaluation, Tomlinson (1998: 3) states that valuable materials are those which the learning points should be potentially useful to the learners and the learning procedures should maximise the chance for the learners to learn what they want and need to learn. In this study, the evaluation is conducted by distributing a questionnaire namely the empirical evaluation questionnaire. The questionnaire asked the students' opinion related to the appropriateness of the tasks components. The results of the questionnaire then can be used to revise the materials.

Unit design is one of significant points in the process of designing the tasks. It is important to discuss because it provides a direction and guideline in designing the unit.

## **6. Unit Design Development**

A unit consists of a set of tasks and activities. They are developed based on the writer's understanding, experience and beliefs. It should also introduce the authentic tasks to the learners; that is introducing learners to the real world context task and activities relevant for their field. The tasks which will be developed should allow learners to engage in discovery, problem solving analysis and also develop their specific skills. In short, the task developed in the unit should contain complete considerations at the very beginning of the development.

Stevens (1977) as cited in Richards (2001) states that in ESP, the contents are determined by learners' specific needs. The selection of vocabulary, patterns of grammar, functions of language, the inclusion of themes and topics, and the communicative needs must be adjusted to the learners' needs. Sherris (2008) emphasizes that the content of the course should cover academic language, knowledge, and skills within a content area. The academic language includes the concept, discourse, grammar, and key vocabulary. They are necessary to accomplish content-area tasks. These components need to be sequenced in order to achieve the learning outcome. How these components are selected, mixed, graded and sequenced is a way to start developing the unit.

#### **a. Task Grading and Sequences**

The content of learning materials is usually graded in a variety of ways. The materials developers should consider what to teach first, what second, and what last in the materials. They have to think about grading, sequencing, and integrating tasks in developing materials (Nunan, 2004: 113). Richards, Platt, and Weber (1986) as cited in Nunan (2004: 113) describe grading as 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. It may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner. Nunan (2004) presents a number of factors that makes a task less or more complex. They are input, learner factors, procedural factors, and task continuity or dependency.

The degree of complexity of the input is affected by grammatical factors. All things, a text made up of simple sentences is likely to be simpler than one consisting of non-finite verb constructions and subordinations. In addition, the length of a text, propositional density (how much information is packaged into the text and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity will also affect the complexity degree of the input. A passage with headings and subheadings which is supported with photographs, drawings, tables, graphs, and so on should be easier to process. The comprehensibility of modified and unmodified versions of aural and written texts is also another factor worth considering. Simplification and elaboration are things commonly done to make input more comprehensible (Nunan, 2004: 114).

Regarding learner factors, Pearson and Johnson (1972) as cited in Nunan (2004: 118) distinguish between ‘inside the head’ factors and ‘outside the head’. ‘Inside the head’ factors are all those that the learner brings to the task of processing and producing language such as background knowledge, interest, motivation, and other factors. They argue that comprehension is a process of building bridges between the known and the unknown.

In other words, the learners bring the comprehension process to their pre-existing knowledge, and try to fit new knowledge into this pre-existing framework. If the new knowledge will not fit into their pre-existing framework,

they will have to either modify or adapt the framework, or develop an entirely new mental framework altogether. In addition to background knowledge,

Brindley (1987) as cited in Nunan (2004: 120) suggests that learner factors will include confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge/awareness and linguistic knowledge. To make the things even more complicated, Rost (2002) identifies that there is an interaction between the linguistic and content (including cultural) knowledge of readers and listeners as they process written and spoken language. Nunan suggests that the implication for the teachers is that they can help the learners by integrating both linguistic and content instruction rather than by teaching these separately (Nunan, 2004:120).

Regarding the procedural factors, the learners are required to perform on input data. With the increasing use of authentic texts, the trend has been to vary the difficulty level of the procedures themselves. The factors that determine the complexity of what learners have to do are relevance, complexity, amount of context provided prior to the task, possibility of language of the task, amount of help available to the learner, and follow up (Nunan, 2004: 122).

The last factor is task continuity or dependency. It refers to the interdependence of tasks, task components and supporting enabling skills within an instructional sequence (Nunan, 2004: 125).

Nunan (2004) summarizes the six-step procedure to create a linked pedagogical sequence for introducing tasks as proposed by Nunan (2004: 31):

### Step 1: Schema building

Schema building is developing a number of schema-building exercises that will be used to introduce the topic, set the context for the task, and introduce the key vocabulary and expressions that the students will need in accomplishing the task.

### Step 2: Controlled practice

The next step is providing the students with controlled practice in using the target language vocabulary, structures and functions. In this controlled practice, the teacher monitors the instruction and gives the model real-world task.

### Step 3: Authentic listening practice

The third step which is used in the process of introducing the task is giving the authentic listening practice. The listening practice could involve some native speakers in each model. An exposure on the authentic or simulated conversation is given to the students in this step.

### Step 4: Focus on linguistic elements

In this step, there will be a focus on one or more linguistic elements. The learners will see these linguistic elements in communicative context which aims at giving the learners an obvious understanding that there is a relationship between communicative meaning and linguistic forms.

### Step 5: Provide freer practice

In the fifth step, the students are given more challenging task as they can manipulate the language used into a normal one used in the normal real life situations. They have to reproduce the language being taught with the

language they know in their background knowledge and even, at the greater space, creating their own language.

#### Step 6: Introduce the pedagogical task

In the last step, the pedagogical task is introduced. As it is the most difficult matter that the learners should all do, they can be put into some groups to accomplish the task given.

Beside the six-step procedure to create a linked pedagogical sequence for introducing tasks as proposed by Nunan (2004: 31). In planning instructional sequence, there has to be task continuity, that is, the interdependence of tasks, task components and supporting enabling skills (Nunan, 2004: 125).

There is another approach that can be used in planning sequences of tasks namely the psycholinguistics processing approach that is according to the cognitive and performance demands made upon the learner. In it, the demands on the learner are increased systematically. Nunan (2004) summarizes them into the ten-step sequence in which the demands of the learners are gradually increased.

Phases	Steps within phases
A. Processing (comprehension)	<ol style="list-style-type: none"> <li>1. Read or study a text – no other response required.</li> <li>2. Read or listen to a text and give a non-verbal, physical response.</li> <li>3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard).</li> <li>4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).</li> </ol>

B. Productive	<ol style="list-style-type: none"> <li>1. Listen to cue utterances or dialogue fragments and repeat them, or repeat a complete version of the cue.</li> <li>2. Listen to a cue and complete a substitution or transformation drill.</li> <li>3. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).</li> </ol>
C. Interactive	<ol style="list-style-type: none"> <li>4. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family).</li> <li>5. Simulation/discussion (e.g. students in small groups share information about their own families).</li> <li>6. Problem-solving/information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).</li> </ol>

Table 2: **The ten-step sequence of Psycholinguistic approach (Nunan, 2004:**

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### **b. The Components of a Unit**

The components of unit developed in this research are ordered as follows:

1) Title/Topic: finding the appropriate title or topic based on materials discussed.

It can determine the scope that the students have to learn.

2) Objective of unit: telling the purpose of unit and the reason of learning the unit to the students implicitly. It can determine learning focus.

The sequence of tasks is presented below:

1) Lead-in: introducing the topic and the language that is related to focus of the unit i.e. macro-skills (listening, speaking, reading, and writing) and micro-skills (vocabulary, grammar, pronunciation).

2) Lesson Proper: consisting of many tasks containing macro-skills and microskills. One task will be related to the other tasks, called task dependent. The questions of tasks will be related to what the students have to learn in the unit. The repetition of language will be presented in this unit. The sequence of presenting the materials is important. The researcher will begin from spoken skills followed by written skills. The unit will facilitate grammar, vocabulary, language function, and pronunciation. Vocabulary and grammar are presented in written part whereas, language function and pronunciation are presented in spoken part.

3) Fun-space: can be riddle, proverb, wise word, etc.

4) Homework: to make the students always learn and use language, this task provides some tasks done by students at their home.

5) Evaluation: presenting some tasks used to evaluate the students' understanding about what they have done in the unit.

6) Reflection: containing some reflection statements to measure how much the students learn from the unit. What they have to evaluate is based on what they have learnt in this unit

7) Summary: containing summary of what the students have learnt from the unit.

8) Vocabulary list: presenting some vocabularies that the students have not known before. They are taken from the texts that are in written and oral cycle.

## **7. The Task Model**

As mentioned above, the materials will be put into some units. A unit will consist of many tasks that will make it easier for the learners to learn the language. The definition of task and the components of task will be presented.

### **a. Definition of Task**

Richards, et al. (1986:289) as cited in Nunan (2004: 2) state that a task is an activity or action that is carried out as the result of processing or understanding language. It is called a response. Some examples of task are drawing a map while listening to a tape, listening to an instruction, performing a command, etc. Task may or may not involve the production of language. Actually, the tasks require the teacher to focus on successful completion of the task. The tasks must be various in languages teaching since they provide a purpose for a classroom activity. The various tasks can make language teaching more communicative. From the definition, Nunan concludes that the authors take a pedagogical task because it refers to what the learners will do in the classroom rather than in the outside world.

Breen (1987: 23) as cited in Nunan (2004: 3) states that the task refers to a set of work plans which have general purpose of facilitating language learning. It is graded from the simple and brief exercise type, to more complex and lengthy activities such as problem solving or simulations and decision making.

Nunan defines a pedagogical task as

“A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.”

Furthermore, Nunan (2004: 4) states that the pedagogical tasks involve communicative language use in which the students’ attention is focused on meaning rather than grammatical form. It does not mean that grammar is not important. Grammatical knowledge is to express meaning. It is fact that meaning and form are highly interrelated. Grammar also enables the language user to express different communicative meaning.

### **b. Task Components**

In the previous discussion, it has been little mentioned about task components. According to Nunan (2004: 41-70), the task will be analyzed based on task components i.e. goals, input data, procedures, settings and roles. He provided a model of framework for this.

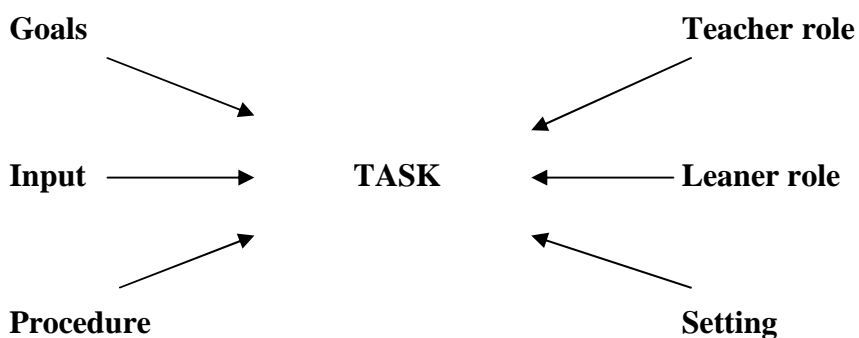


Figure 1: The framework of task design

### 1) Goal

Goals are the vague general intention behind any given learning task. They provide a point of contact between the task and broader curriculum. They may relate to a set of general outcomes i.e. communicative, affective or cognitive or may directly describe teacher or learner behaviour.

### 2) Input

Input refers to the spoken, written and visual data that learners work with in the course of completion a task. It can be provided by a teacher, a textbook or some other sources such as newspaper, memo note, magazine, recipe, diary, etc.

The input relates to authenticity i.e. the use of spoken and written material that has been produced purposes of communicative not for purposes of language teaching. The teacher should select the authentic written and spoken texts that are appropriate with the learners' needs, interest, and proficiency.

### 3) Procedure

Procedure refers to what learners actually do with the input that forms the point departure for the learning task. There are three general ways of characterizing activities:

#### a). Authenticity

Candlin and Edelhoff (1982) cited in Nunan (2004: 53) state that authenticity is much more than simply selecting text from outside the arena of language teaching and the learners will proceed the data that should be authentic.

b). Skill getting and skill using

Skill getting means that learners master phonological, lexical and grammatical forms through memorization and manipulation. Skill using means that they apply these skills in communicative interaction.

c). Accuracy and Fluency

The teacher should focus on developing the learners' accuracy and fluency. According to Dictionary of Language Teaching & Applied Linguistics (Richards & Schmidt, 2002: 204), fluency describes a level of proficiency in communication, which includes the ability to produce written and spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. Accuracy refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

4) Teacher and Learner Roles

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. Richards and Rodgers (1986) cited in Nunan (2004: 64) point out that a task will reflect assumptions about the contributions that learners can make to the learning process. The learners' role is completing the tasks.

During the task phase, the students perform the task. This is dependent on the type of activity. Then, the teacher's roles should be as an observer, counselor,

motivator, feedback giver, organizer, and participants. Therefore, the classes are not teacher-centered.

#### 5) Setting

Setting refers to the classroom arrangements specified in the task. It also considers whether the task is carried out wholly or partly outside the classroom. There are two different aspects of the learning situations. They are mode and environment. Learning mode refers to whether the learner is operating on an individual or group basis. Environment refers to where the learning actually takes place.

## **B. Conceptual Framework**

In accordance with discussed theories above, the basis for conceptualizing the conducted study is designing materials for masseurs. Masseurs are people who help and who give a massage to customers by massaging and kneading muscles and soft tissues, in order to help their customers relax their bodies.

As the development of the learning materials is based on the learners' specific needs, an ESP approach is used. As the course begins with learners' needs assessment, therefore, the contents of the learning material have to be determined by firstly conducting needs analysis. Basturkmen (2006) argues that ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments.

Masseurs are adult learners. There are some characteristics of adult learners such as they can engage with abstract thought, they have a whole range of life experiences to draw on, they have expectations about learning process, and may already have their own set patterns of learning, they come into classrooms with a rich range of experiences, which allow teachers to use a wide range of activities with them, and they often have a clear understanding of why they are learning and what they want to get out of it (Harmer, 2001: 40). The teaching and learning process refer to those characteristics of the adult learners.

Communicative Language Teaching approach is used in this study. Larsen-Freeman (2000: 121) states that CLT is an approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. The statement is supported

by Harmer (2001: 84), who argues that CLT stressed the significance on language functions rather than on grammar and vocabulary.

In addition, Harmer (2001: 85) states that the activities in CLT involve learners in real or realistic communication, where the accuracy of language that is used is less important than the success of communicative tasks that they are performing. In communication, they should have a purpose, for example to greet customers, to thank the customers, or to give information to the customers.

Task, in this study, is defined as an activity, a work plan, and a piece of classroom work which puts its primary attention on meaning rather than form to produce a real outcome (Nunan, 2004). A model of task proposed by Nunan is become a consideration in developing this study. In the model, a language learning task requires specification of components: goals; input; procedures; teacher and learner roles; and settings.

Finally, in developing the tasks in a unit, the tasks have to be graded and put in a sequence. Nunan's model of task grading and sequencing was adopted in this study. There were the six steps task sequence; the ten steps sequence of Psycholinguistics processing approach; and several consideration that should be used in within task sequence: pre-task phase, a task-proper phase, and follow up phase.

This study was conducted to find out: 1). The learners' need of masseurs in *Kakiku* around *Malioboro* street; 2). The learning needs of masseurs in *Kakiku* around *Malioboro* street; 3). The development of appropriate English learning materials for masseurs in *Kakiku* around *Malioboro* street.

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter subsequently will put emphasis on the research methods comprising the type of the study, the setting, research procedure, the data collection technique, the research instruments, and the data analysis technique.

##### **A. Type of Study**

As the goal of this study is to design materials, this study is classified into educational Research and Development (R & D). The R & D itself is proposed by Gall, et al. (2003: 571) and mainly for education field. They state that,

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

##### **B. Setting of the Research**

The research was conducted in *Kakiku* at Pajeksan and Gandekan Street near Malioboro Yogyakarta. There were eighteen masseurs, thirteen of them were females and five were males. Their ages range from 17 to 43 years old. In this research, the subject was used to gather information of learning needs and learners needs using need analysis and to revise the designed materials using try out questionnaire. The sample was taken in random and the researcher token the masseurs from *Kakiku* Pajeksan Street, as the sample of the research. The designed materials were implemented January 21, 2011 up to July 19, 2011.

### C. Research Procedure

The research procedure used in this study was modified from the procedure proposed by Borg and Gall (in Tomlinson: 1998) and Ellis in Tomlinson (1998: 228) concerning with the process of evaluating the task. Therefore, the researcher used the procedure by combining the steps above and presented as following:

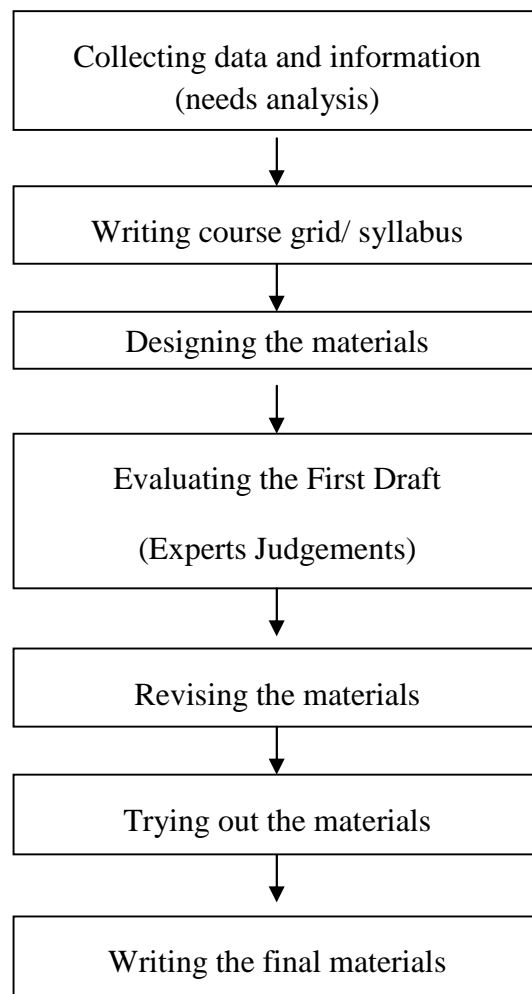


Figure 2: The Research Procedure

In detail, the research procedure employed in the study is explained as follows.

### **1. Collecting Data and Information (Needs Analysis)**

This includes preliminary observation, review of literature and conducting the needs analysis. Information needed in this study were been collected through a need analysis. It was been aimed at obtaining information regarding the target needs, learner needs, and learning needs. The target need in terms of necessities was been analyzed on masseurs observations in *Kakiku* Pajeksan and Gandekan Street. The data from the analysis on the target needs were been used to determine what should be taught and design the materials to masseurs in order to function appropriately in target situation. In terms of lacks and wants (learner needs) and also the learning needs, the data were been collected through a questionnaire and an interview. The data and information were been collected then subsequently be used as the basis for the next stage.

The questionnaire of needs analysis was divided into Part A, and B. Part A contained the personal identity of the respondents and their educational backgrounds. Part B contained the statements related to the situation when the respondents worked as the masseurs and what the learners knew already about English, reasons why English was needed, what skills of English that they needed improved and what topics of English materials were needed by the masseurs.

In order to get the data of the learners' background, levels of learning they had and the kinds of materials they would need, the researcher distribute the questionnaires to the respondents. The administrated of the questionnaires was

conducted on Friday, 21<sup>st</sup> January 2011. There were 18 participants from *Kakiku Pajeksan* and *Gandekan* Street.

## **2. Writing Course Grid/ Syllabus**

It accommodates the area of knowledge and language which have to be mastered and understood by the learners. It is the following up from need analysis to guide the materials designing.

The researcher uses the results of the first and second stage to write the course grid. The subject matters, language functions, and language knowledge and skills that should be taught were been stated in the course grid.

The course grid was used as a guideline in designing materials. It was written based on the data obtained from the needs analysis. Three functions were written in it. They were greeting and introducing one self (Unit 1), offering services and parts of the body (Unit 2), and they were learning about asking and giving information around their job (Unit 3). Those were used as the samples of learning materials that were suitable for masseurs' needs.

## **3. Designing the Materials**

The materials are designed based on course grid and based on the needs of three steps above. To see the appropriateness of the unit design, it was applied into the materials writing. The writing of the materials which composed three units would be evenly. The units were greeting and introducing one self (Unit 1: 'Hello I'm Choky'), offering services (Unit 2: 'Can I help you?'), and asking – giving information (Unit 3: 'Can you tell me?'). The researcher used some sources to design the English learning materials. She wrote five main parts that

can be found in each unit, namely ‘warming-up activities’, ‘the main activity’, ‘evaluation’, ‘reflection’, summary’, and ‘vocabulary list’.

#### **4. Experts Judgments**

After the designed materials are completed, the researcher asked the experts/ empirical evaluators to judge the designed materials. The researcher asked an expert/ empirical evaluator who judged her materials. She gave the materials to the expert/ empirical evaluator and took the experts’ judgment results 2 weeks later.

After the expert’s judgment results are got, the results are evaluated. The evaluation was to get feedback from the experts based on the results of the second questionnaires and some notes on the materials to know whether the materials are appropriate or not based on the experts’ opinions. The suggestions and feedback from them were then used to obtain the final drafts of the three units before being trying them out to the learners.

#### **5. Revising the Materials**

It was done by using feedback based on the third questionnaire distributed to experts. It was used to revise the first draft. The designed materials which had been tried out were revised based on the evaluation results/ feedbacks above.

#### **6. Trying out the Materials**

The revised draft is the second draft. After revising the first draft, the second draft was tried out. In this part of step, the materials were tried out and taught to the learners in English teaching learning process. The purpose of this step is to obtain information whether the learners can engage with the designed

materials or not. During the try out, observation was being done. In the last meeting, the third questionnaire was distributed to the learners to know the appropriateness of the materials. Some informal interviews were also being done during and after try out to collect feedback, opinions and suggestions from the learners.

## **7. Writing the Final Materials**

After trying out the materials, the researcher got some feedback from the results of questionnaires, interviews, and field notes to know whether the materials are appropriate or not based on the learners' opinions. The results of them were done by the researcher to revise the final draft. Then the agreed unit design was as the product of this research study. The final form was English learning materials for masseurs in *Kakiku* Pajeksan and Gandekan Street.

## **D. Data Collection**

The data of this research study were collected in three separated times. The data of the learners and their needs in the learning English were collected at the early stage of the research study through the need analysis questionnaire. In the need analysis questionnaire, the learners were asked to answer several questions related to their characteristics and needs of learning English and scope of English they intended to master.

Second, the empirical evaluators were for evaluating the designed materials, gathered before the materials try out. Finally, the evaluation questionnaires were for evaluating the designed materials, gathered during the

materials try out. The collected measured data using scores and the qualitative data through interviews were also gathered. Continuously, the data were used as input for the revision.

### **E. Instrument of the Research**

The researcher used a questionnaire to conduct the needs analysis, followed by interviews. The organizations of the first questionnaire are presented as follows:

**Table 3: The Organisation of the Need Analysis Questionnaire**

<b>NO.</b>	<b>Criteria of the questions</b>	<b>The purpose of the questions</b>	<b>Item number</b>	<b>References</b>
1.		to find some information about the reason for learning English and learners' expectation of it.	1-2	Hutchinson and Waters (1987:62-63)
2.		to find some information concerning who the learners' are.	4-6	
3.	Input	to find the information about kinds of input that Learners want/ need	7-10	Nunan (2004: 47-49)
4.	Goal	to know what the learners need to learn	11,12	Nunan (2004: 41-42)
5.	Procedures	to find the information about Learners' preference of learning activities	13-18	Nunan (2004: 52-63)
6.	Setting	to find the setting of the task	19-20	Nunan (2004: 70)
7.	Learner role	to find the information about learner role in teaching and learning process	21	Nunan (2004: 64)
8.	Teacher role	to find the information about teachers role in teaching and learning process	22	Nunan (2004: 64)

Then, the empirical evaluators' questionnaire was distributed to the experts/ empirical evaluator for obtaining their opinions about the designed materials. To strengthen the proof of the materials appropriateness, the researcher also composed the instruments in the form of experts' opinions and suggestions to the designed materials. Table 4 shows the organizations of the empirical evaluators' questionnaire.

**Table 4: The Organization of the Empirical Evaluators' Questionnaire (Expert Judgment)**

<b>Question numbers</b>	<b>The Purpose of the Question</b>	<b>References</b>
1-7	to find information to evaluate the goals of the materials	Brown (2001: 142), Nunan (2004: 174)
8-12	to find information to evaluate the input texts that are used in materials	Dublin and Olsthain (1986: 29), Nunan (2004: 174)
13-14	to find information to evaluate the vocabularies of the materials	Nunan (2004: 174)
15-17	to find information to evaluate the activities in the materials	Nunan (2004: 174)
18	to find information to evaluate the structure/ organization of the designed materials	Hutchinson and Waters (1987: 107), Brown (2001: 142), Nunan (2004:174), Tomlinson (1998: 7-21)
19	to find information to evaluate the instructions in the materials	Nunan (2004: 174)
20	to find information to evaluate the setting of the materials	Nunan (2004: 174)
21	to find information to evaluate the layout of the designed materials	Brown (2001: 142), Hutchinson and Waters (1987: 107), Tomlinson (1998: 7)

After that, another questionnaire was distributed after the implementation. It obtained data and information about the learners' agreement of the tasks sequence and the appropriateness of the product being designed. It can be seen in table 5.

**Table 5: The Organization of the Learners' Evaluation Questionnaire**  
(Whole of the units)

<b>NO</b>	<b>Aspects</b>	<b>Indicators</b>	<b>References</b>
1.	Goal	Goal of the developed learning materials meet the Learners' needs.	Brown (2001: 142), Nunan (2004: 174).
2.	Input	Interesting and comprehensible. Related to the Masseurs' job. Improving the first competence to communicate in English. The content from accuracy to fluency.	Nunan (2004: 174), Tomlinson (1998: 7-21), Hutchinson and Waters (1987: 99-102)
3.	Activities	Motivating Various and interesting. Developing the learners' confidence.	Nunan (2004: 174), Hutchinson and Waters (1987: 101)
4.	Learners' Role	Being active participants in doing the task.	Nunan (2004: 174)
5.	Teacher's Role	Being a facilitator. Being a prompter. Being a controller.	Hutchinson and Waters (1987: 157:167), Nunan (2004: 174)
6.	Setting	Individual setting meets the Learners' needs. Group setting meets the Learners' needs. The place where the course will be taken.	Nunan (2004: 174), Hutchinson and Waters (1987: 63, 103)
7.	Vocabulary	Vocabulary tasks can help the Learners to acquire more vocabulary in English. Vocabulary given in the task is simple and easy to understand.	Hutchinson and Waters (1987: 100), Nunan (2004: 174)
8.	Grammar	Grammar tasks can help the learners to understand the English grammar.	Hutchinson and Waters (1987:

			100), Nunan (2004: 174)
9.	Instruction	Instruction given on Tasks are clear.	Nunan (2004: 174)

The last is the questionnaire of each task. It obtained data and information about the learners' agreement of each task being designed. It can be seen in table 6.

**Table 6: The Organization of the Learners' Evaluation Questionnaire  
(Each Task)**

<b>Aspect</b>	<b>Issues of Statements</b>	<b>Item Number</b>
<b>Goal</b>	Goals of the developed materials meet the learners' needs.	1
<b>Input</b>	Inputs of developed materials increase learners' interests in learning English.	2
<b>Activities</b>	Activities of developed materials support learners' improvement to communicate orally in English and improve the learners' interests.	3
<b>Learner Roles</b>	To find out the information whether the learners have active participation (roles) in doing the tasks.	6
<b>Teacher Roles</b>	Teacher roles in tasks have satisfied the learners' needs and motivated the learners.	5
<b>Setting</b>	Whether the individual, pair works, or group setting meet the learners needs	4

## **F. Data Analysis Technique**

The data, which were collected in two ways: questionnaire and interviews, need to be analyzed to get the results and conclusions of the research. The data analysis refers to sifting, organizing, summarizing, and synthesizing the data (Seliger and Shohamy, 1989: 201). There were two kinds of data obtained in

this study, namely qualitative and quantitative data. The qualitative data were obtained from the interviews and field notes. The interviews were recorded and then transcribed. As the result, there were feedback, opinion, and/or suggestions from the learners in the interviews used to improve the English materials. Furthermore, the results of the observation were written as field notes.

Furthermore, there were also quantitative data obtained from the second questionnaire. These data were in the form of descriptive statistics one. In collecting quantitative data, the second questionnaire was used. There, a five scale of Likert's scale was used to collect the learners' opinion through the questionnaire. The Learners chose the following options in the questionnaire:

- 5 for strongly agree
- 4 for agree
- 3 for neutral (undecided)
- 2 for disagree
- 1 for strongly disagree

The central tendency measure which was used in the study was the mean. It was calculated by following the formula as proposed by Suharto (2006: 51) below:

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

Then, to put all the mean values in the category, range was used to classify the mean values in classes (Suharto, 2006: 52). The method for calculating it was the same as that in the score conversion; i.e. finding the class interval for determining the category. The class interval was calculated based on the following procedure: firstly, we had to find the range of the class by applying the formula ( $R = X \text{ highest} - X \text{ lowest}$ ), then, the result of the calculation was

divided by the desired number of the class (in these case 5 classes). Based on the calculation, the class interval could be presented as follows:

**Table 7: Quantitative Data Conversion**

Scale	Interval of the mean values	The other form of the interval	Category
5	$> 4.6$	$X > 4.6$	Strongly Agree
4	$3.7 - 4.5$	$3.7 < X \leq 4.5$	Agree
3	$2.8 - 3.6$	$2.8 < X \leq 3.6$	Neutral
2	$1.9 - 2.7$	$1.9 < X \leq 2.7$	Disagree
1	$< 1.8$	$X < 1.8$	Strongly Disagree

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

This chapter is devoted to the description the findings of the research which was conducted from January 21, 2011 to July 19, 2011. Following the findings regarding the need analysis, the writing course grid, the try-outs of the unit designs through the implementations of the materials, the evaluation of the unit designs, and the revision of each draft of the unit design will be described, analyzed, and discussed.

#### A. Research Findings

##### 1. The Results of the Needs Analysis

##### a. The Description of the Learners

The learners were the masseurs in *Kakiku Pajeksan* and *Gandekan* Street. There were eighteen masseurs, thirteen of them were females and five were males. Their ages range from 17 to 43 years old, so they can be classified as adults. All of them come from Java, especially Yogyakarta, Central Java and East Java. Their educational backgrounds were SMP and SMA. Their level of English proficiency can be classified into elementary level. Most of them live in *Kakiku Pajeksan* Street.

Table 8: **Data of respondents in *Kakiku Pajeksan* Street**

Learners	Sex		Age
	Male	Female	
10 Learners	2	8	19-25

Table 9: **Data of respondents in *Kakiku Gandekan Street***

Learners	Sex		Age
	Male	Female	
8 Learners	3	5	19-30

#### **b. The Description of the Target Needs**

The six components of designing a task namely goal, input, activity, learner role, teacher role, and setting are required to determine the Target Needs. The learners were given the first questionnaire in needs analysis. The collected data were obtained to design the course grid, then would be developed in designed materials. The following is the result of the first questionnaire (the questionnaire of needs analysis).

##### **1) Goal**

The first component is goal that is the learners' reason to learn English.

Table 10: **The Goal of Target Needs**

No.	Target Needs	Percentage (%)
1.	Learners learn English because they want to be able to communicate with foreign customers.	87.5 %
2.	Learners learn English because they want to be able to read the information about the things that related to their job.	6.25 %
3.	Learners learn English because they want to be able to mastery English.	18.75%

For the goal of the learning, most of learners preferred to learn English to be able to communicate orally with foreign customers.

## 2) Input

Input is spoken, written and visual data that learners work with in the course of completing a task. Some questions are provided to get the learners' wants for their English learning materials.

### a) Learning topic

There some learning topics that are needed by the learners according to the questionnaire.

**Table 11: The Learning Topic of Target Needs**

No.	Target Needs	Percentage (%)
1.	Learners like a language function that is related to handling the customers (greeting and introduction).	56.25%
2.	Learners like a language function that is related to handling the customers (offering services).	56.25%
3.	Learners like a language function that is related to handling the customers (thanking and instruction).	50%
4.	Learners like a language function that is related to complaining the customers (apologizing)	18.75%

For the learning topic, the learners prefer to learn greeting and introduction, offering services, and thanking expressions. They thought it was important to support their job.

### b) Listening materials (type of materials)

There are the types of materials in listening skill that are chosen by the learners.

**Table 12: The Listening Materials of Target Needs**

No.	Target Needs	Percentage (%)
1.	Learners like simple monologues.	12.5%
2.	Learners like simple dialogues.	87.5%

In terms of types of listening materials, the learners preferred to have simple dialogues in practice and simple monologues as an alternative for the activity variation.

c) Listening materials (length of the text)

There are the length of the text that are chosen by the learners.

Table 13: **The length of the text of Target Needs**

No.	Target Needs	Percentage (%)
1.	Learners like $\leq 250$ words (long).	6.25%
2.	Learners like $\leq 200$ words. (medium).	31.25%
3.	Learners like $\leq 150$ words (short).	62.5%

The learners preferred to have short texts ( $\leq 150$  words). Therefore, some learners thought it was too simple for them, so the other learners wanted the listening materials text should contain  $\leq 200$  words. Along with the Target Needs, the listening materials contained short texts ( $\leq 150$  words).

d) Listening materials (authentic and non-authentic texts)

There are the listening materials that are needed by the learners.

Table 14: **The Listening Materials of Target Needs.**

No.	Target Needs	Percentage (%)
1.	Learners want authentic texts in daily life.	87.5%
2.	Learners want non-authentic texts.	6.25%

Most of learners preferred to use authentic texts. They thought that authentic texts are closer to their needs. Then, some learners also wanted to use non-authentic texts because the non-authentic texts.

e) Speaking materials (type of materials)

There are the types of speaking materials that are chosen by the learners.

Table 15: **The Types of Speaking Materials of Target Needs.**

No.	Target Needs	Percentage (%)
1.	Learners like simple monologues.	6.25%
2.	Learners like simple dialogues.	98.75%

In terms of type of speaking materials, most of learners preferred to have simple dialogues in practice and simple monologues as an alternative for the activity variation.

f) Speaking materials (authentic and non-authentic materials)

Table 16: **The Speaking Materials**

No.	Target Needs	Percentage (%)
1.	Learners want authentic texts in daily life.	98.75%
2.	Learners want non-authentic texts.	0

Most of learners preferred to use authentic texts. They thought that authentic texts are closer to their needs and could help them to practice directly.

g) Speaking materials (teacher's style of teaching).

Table 17: **The Teacher's Style of Teaching**

No.	Target Needs	Percentage (%)
1.	Learners want to learn from the practicing the dialogues that is done by the Tutor.	68.75%
2.	Learners want to learn the dialogues through the audio.	25%

The learners wanted to learn if the tutor gives examples before they practiced dialogues. They also wanted to learn the dialogues through the audio.

### c. The Description of Learning Needs

The learning needs were achieved from the questionnaire, informal interview to the learners and observation. These are the needs which were determined by what the learners wanted and what were observed and concluded from the teaching and learning process. These needs were closely related to the activities, procedure, setting, learner role, and teacher role; which conveyed the “how to learn” toward the teaching and learning process. These are the results of the questionnaire in the form of a table:

#### 1) Activities

The activities in the materials are not monotonous but various activities. The activities are considered of the result of first questionnaire or the questionnaire of needs analysis.

##### a) Listening activities

Table 18: **The Listening Activities of Learning Needs**

No.	Learning Needs	Percentage (%)
1.	Learners like to answer questions based on what the learners hear.	6.25%
2.	Learners like to identify expressions in monologue/dialogue.	56.25%
3.	Learners like to complete monologues/dialogues orally and in written based on what they hear.	87.5%

In terms of listening activities, most of learners wanted to complete monologues/dialogues orally and in written based on what they hear. For other activities, they also wanted to answer questions based on what they hear and identify expressions.

## b) Speaking activities

Table 19: **The Speaking Activities of Learning Needs**

No.	Learning Needs	Percentage (%)
1.	Learners want to practise simple monologues/dialogues in front of the class.	56.25%
2.	Learners want to make monologues/dialogues and practicing it in front of the class with the learners' partner (role-play).	87.5%

Regarding speaking activities, most of learners wanted to make monologues/dialogues and practicing it in front of the class with the learners' partner (role-play). Besides, learners wanted to practice simple monologues/dialogues in front of the class.

## c) Vocabulary activities

Table 20: **The Vocabulary Activities of Learning Needs**

No.	Learning Needs	Percentage (%)
1.	Learners like matching each of the English words related to their job with its meanings.	43.75%
2.	Learners like finding the English words or expressions in the text.	87.5%

In terms of vocabulary activities, most of learners preferred to translate the English words or expressions in the text. However, the other learners also liked matching each of the English words related to their job with its meanings.

## d) Pronunciation activities

Table 21: **The Pronunciation Activities of Learning Needs**

No.	Target Needs	Percentage (%)
1.	Learners want to pronounce English words based on phonetic transcription in the English materials.	56.25%
2.	Learners want to repeat the teacher in pronouncing English.	87.5%

Regarding pronunciation activities, most of learners preferred to pronounce English words based on phonetic transcription in the English materials.

However, half of the learners also wanted to repeat teacher in pronouncing English.

## 2) Setting

The next component which was analyzed was the setting. It dealt strongly with how the learners would do the task, where they would do it, and in which kind of grouping they would be in.

Table 22: **The Setting of Learning Needs**

No.	Learning Needs	Percentage (%)
1.	Learners want to learn at home.	43.75%
2.	Learners want to learn in the course.	6.25%
3.	Learners want to learn in workplace.	50% %

Half of learners wanted to learn in workplace because they could practice directly. They could practice the activities by using the real equipment that are used by them if they work.

Table 23: **The Setting of Learning Needs**

No.	Learning Needs	Percentage (%)
1.	Learners want to discuss and do the tasks in pairs.	56.25%
2.	Learners want to discuss and do the tasks in groups.	31.25%
3.	Learners want to discuss and do the tasks individually.	12.5%

Most learners wanted to discuss and do the task in pairs. Then, some learners wanted to discuss and do the task in groups. However, the other learners also wanted to discuss and do the task individually.

### 3) Learners' role and Teacher' role

In teaching-learning process, learners and teacher roles are important to make the teaching and learning process going well. There are the result of good learners' role.

Table 24: **The Learners' Role of Learning Needs**

No.	Learning Needs	Percentage (%)
1.	Learners want to be responsive participants.	37.5%
2.	Learners want to be a listener.	18.75%
3.	Learners want to be an involving participant.	50%

Most learners agreed that they must be an involving participant. The other learners agree must be responsive participant and a listener.

Table 25: **The Teacher Role of Learning Needs**

No.	Learning Needs	Percentage (%)
1.	Learners like if the teacher as a facilitator.	18.75%
2.	Learners like if the teacher always to monitor the learners' ability in learning English.	43.75%
3.	Learners like if the teacher always to give the learners chance to share or ask for questions.	31.25%

Half of learners wanted their teacher always monitoring their ability in learning English. Then, the other learners wanted their teacher always giving their chance to share or ask for questions and wanted their teacher as a facilitator.

## 2. The Course Grid

After the learners' need and learning needs had been identified, the next step is writing the course grid. The course grid serves as a guideline for the researcher in developing the English learning materials. Considering many things

such as the Target Needs and the researcher's feasibility, the trying-out was set to be carried out twice a week on Mondays and Tuesdays with 100-minute long meeting each time.

The result of the needs analysis is used in writing the course grid. Related to the needs analysis, the masseurs needed to know what to do and what to say in certain situations. They needed to understand the language expressions that might be used in the identified situations. They also needed to understand the correct grammatical structures used in the expressions and the commonly used vocabularies. These exercises would be covered in tasks. The following is the description of the course grid. the complete course grid can be seen in the Appendix C.

#### **a. Unit One**

There are nine components in the Unit. They are *Unit title, Standard Competence, Basic Competence, Language Functions, Key Grammatical Structures, Key Vocabulary Items, Input text, Media, and Activities*.

The title of Unit 1 is "*Hello I'm Choky*". "*The learners are able to communicate at the novice level*" is the standard competence in this unit. The basic competencies in this unit are *the learners are able to greet someone and introduce one and others*. The language functions of this unit are "*Greeting*" and "*Introduction*". In the *greeting*, there are some examples like "*Good morning*", "*Hi*", "*Hello*", and the other examples of greetings. The examples of the "*Introduction*" are "*My name is... and I am ...*"

The key grammatical structure in this unit is Simple Present Tense. There is a rule of the simple present tense  $S + V + s/es$ . The key vocabulary items in the unit relate to greeting, introduction, and the illness. The examples of vocabulary are “*good evening, afternoon, introduce, backache, and sprained.*” The input text of the unit is *dialogues or conversation* relate to greeting and introduction. The media of the unit are pictures and handout.

Beside the components above, the last component of the unit is very important because it contained two steps in the activities of the unit. There are warming-up and main activities. The warming-up in the unit is in the form of questions and pictures to gain learners’ attention towards the task. The steps for the main activities are divided into four i.e. presentation, practice, production, and closing activities.

There are four activities in the presentation. They are studying the examples of expressions of greeting and introduction, reading dialogues and answering questions based on the dialogues, studying explanations about simple present tense, and pronouncing words in the dialogues.

In practice, there are two activities that are learnt by the masseurs. They are completing dialogues then practicing the dialogues and finding out the meaning of vocabulary. Making dialogues based on given situations and practicing the dialogues is in the production activity. The last is reflection that becomes closing activity in the course grid.

## **b. Unit Two**

Similar to the previous unit, there are also nine components in the Unit. They are *Unit title, Standard Competence, Basic Competence, Language Functions, Key Grammatical Structures, Key Vocabulary Items, Input text, Media, and Activities*. The title of Unit 2 is “*Can I help you?*”. “*The learners are able to communicate at the novice level*” is the standard competence in this unit. The basic competencies in this unit consist of two parts i.e. *the learners could offer services to foreign customers and mention parts of the body*. The language function of this unit is *Offering Services* e.g. *Could I help you?; Would you have another treatment?; May help you, Miss?; Would you like soak your feet? and Could I massage your hands?*

The key grammatical structure in this unit is modal auxiliaries. There is a rule of the modal auxiliaries. The key vocabulary items in the unit related to offering services, parts of the body and the illness. The key vocabulary is divided into two parts, they are verb and noun. The input text of the unit is *dialogues or conversation* relate to offering services. The media of the unit are pictures and handout.

Besides the components above, the last component of the unit is very important because it contained two steps in the activities of the unit. They are warming-up and main activities. The warming-up in the unit is in the form of questions and pictures to gain learners’ attention towards the task. The steps for the main activities are divided into four i.e. presentation, practice, production, and closing activities.

There are four activities in the presentation. They are studying the examples of expressions of offering service, pronouncing the words, reading dialogues and answering questions based on the dialogues, studying explanations about modal auxiliaries, studying about parts of the body.

In practice, the masseurs learnt two activities. They are completing dialogues then practicing the dialogues and finding out the meaning of vocabulary. Making dialogues based on given situations and practicing the dialogues is in the production activity. The last is reflection that becomes closing activity in the course grid.

### **c. Unit Three**

Similar to Unit 1 and 2, there are also nine components in the Unit. They are *Unit title, Standard Competence, Basic Competence, Language Functions, Key Grammatical Structures, Key Vocabulary Items, Input text, Media, and Activities*. The title of Unit 3 is “*Can you tell me?*”. “*The learners are able to communicate at the novice level*” is the standard competence in this unit. The basic competencies in this unit consist of three parts i.e. *the learners are able to give the information with correct expressions, the learners are able to thank foreign customers with correct expressions and the learners are able to mention the parts of nerve*. The language functions of this unit are “*Asking and Giving Information*” and “*Thanking*”. In the *asking and giving information*, there are some examples like “*Can you tell me what the parts of my body that must be massaged if I have a backache? Yes, of course. You must need a massage on your left sole.*”

The examples of the” *Thanking*” are “*Thank you for...*” “*Thanks for..*” and “*Thank you so much...*”.

The key grammatical structure in this unit is pronominal questions. There are some kinds of pronominal questions and the function of pronominal questions itself. The key vocabulary items in the unit relate to parts of the body and the illness. The input text of the unit is *dialogues or conversation* relate to offering services. The media of the unit are pictures and handout.

Beside the components above, the last component of the unit is very important because it contained two steps in the activities of the unit. There are warming-up and main activities. The warming-up in the unit is in the form of questions and pictures to gain learners’ attention towards the task. The steps for the main activities are divided into four i.e. presentation, practice, production, and closing activities.

There are four activities in the presentation. They are studying the examples of expressions of asking and giving information and thanking, reading dialogues and answering questions based on the dialogues, studying explanations about pronominal questions, and pronouncing the words.

In practice, two activities are learnt by the masseurs. They are completing dialogues then practicing the dialogues and finding out the meaning of vocabulary. Making dialogues based on given situations and practicing the dialogues is in the production activity. The last is reflection that becomes closing activity in the course grid.

### **3. The Materials Design**

After developing the course grid, the units were then developed. Following the principles of task grading and sequencing proposed by Nunan (2004) the units were written in a consistent sequence; i.e. spoken cycle (listening to speaking) to written cycle (reading to writing). There were 10 tasks for each unit and all units contained the same task numbers. The description of each unit developed will be described as follows.

To start with, here is the outline for the general design of the units:

#### **The Materials Design**

1. Unit title
2. Lead-in
3. Lesson proper
4. Evaluation
5. Reflection
6. Summary
7. Vocabulary list

The more specific description of each unit is given as follows.

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

The title of Unit 1 is 'Hello I'm Choky'. This unit introduces some expressions of greeting and introduction. For pronunciation practice, the ways in pronouncing some words that is taken from a dialogue. Besides, this unit also enables the learners to learn Simple Present Tense. Vocabulary items are given in Unit 1 are words related to the job of masseurs, such as lie down, massage, submerge, etc. The following table presents the tasks description of Unit 1.

Table 26: **Tasks of Unit 1**

	<b>Goals</b>	<b>Activities</b>
<b>Lead-in</b>		
Task 1	Prompting the learners toward the topic of the unit.	Studying the pictures carefully and then answering the questions.
<b>Lesson-proper</b>		
Task 2 (Listening)	To improve listening skills by listening to a dialogue which contains language functions.	Listening to the dialogue and then answering the questions.
Task 3	To enable the learners to learn about language functions.	Studying the explanation and examples.
Task 4 (Speaking)	To enable the learners to use language functions.	Completing the dialogue with the suitable expressions.
Task 5 (Listening and Pronunciation)	To improve the learners' pronunciation skills.	The learners read to the dialogue that consist of bold words and then they listened to the tutor how to pronounce the words. They repeated it.
Task 6	To improve the learners' understanding.	Reading the dialogue and then answering the questions.
Task 7	To enable the learners to learn about simple present tense.	Studying the explanation about Simple Present Tense.
Task 8 (Listening and speaking)	To improve the learners' listening and speaking skills.	Completing the missing words in the dialogues by listening to the recording and then acting one of the dialogues.
Task 9 (Vocabulary)	To improve the learners' vocabulary mastery.	The learners read to the dialogue that consist of bold words and then finding the meaning of the bold words.
Task 10	To check the learners' understanding toward what they have learnt.	Making a dialogue based on the situation given and then acting out the dialogue.
<b>Evaluation</b>		
	To remind the learners' understanding toward what they have learnt.	Matching the situations in column A with the proper expressions in column B.
<b>Reflection</b>	To be a tool of self-evaluation for the learners after they have learnt.	
<b>Summary</b>	To help the learners get a gist overall material that they were learning.	
<b>List of Key Vocabulary</b>	To help the learners to remember how to pronounce the words and their meanings.	

This unit consists of 10 tasks in six parts. They are Lead-in, Lesson Proper, Evaluation, Reflection, Summary and Vocabulary List. The first part is lead-in. There is only one task. It is in the form of answering questions orally after studying the pictures. The next part is Lesson Proper. There are nine tasks. This part consists of languages function, grammar, vocabulary, and pronunciation tasks. This part enables the learners in listening and speaking skills with pronunciation practice, vocabulary mastery and grammar. After Lesson Proper, there is an evaluation. There is only one task. It is matching the situations in column A with the proper expressions in column B.

Lastly, to end the unit, a table of learners' reflection is given as a tool of self-evaluation for them. Then, summary is given in this unit to help the learners get a gist overall material that they were learning. Finally, list of key vocabulary that has been learned throughout the unit is presented along with their phonetic transcription, part of speech, and their meanings. This aims at keeping track of the newly learned vocabulary and helping the learners to remember how to pronounce the words and their meanings.

## **b. Unit 2**

The title of Unit 1 is 'Can I Help You?' In the oral cycle, expressions of offering services are introduced. Regarding the expressions, the pronunciation practice is taken from a dialogue. Similar to the previous unit, vocabulary items are given in Unit 2 are words that related to the masseurs' job. The grammatical pattern for this unit is modal auxiliaries. Besides, the picture about parts of the body also is given in this unit. This unit also consists of 10 tasks which are

consists of six parts. They are Lead-in, Lesson Proper, Evaluation, Reflection, Summary and Vocabulary List.

To begin, a lead-in activity is given. There is only one task. It is in the form of answering questions orally after studying the pictures. The next part is Lesson Proper. There are nine tasks. This part consists of languages function, grammar, vocabulary, and pronunciation tasks. This part enables the learners in listening and speaking skills with pronunciation practice, vocabulary mastery and grammar. After the lesson proper, it is an evaluation. There is only one task. It is matching the expressions in column A with the responses in column B.

The last is a table of learners' reflection is given as a tool of self-evaluation for them. Then, summary is given in this unit to help the learners get a gist overall material that they were learning. Finally, list of key vocabulary that has been learned throughout the unit is presented along with their phonetic transcription, part of speech, and their meanings. This aims at keeping track of the newly learned vocabulary and helping the learners to remember how to pronounce the words and their meanings. The following table presents the tasks description of Unit 2.

Table 27: Tasks of Unit 2

	Goals	Activities
<b>Lead-in</b>		
Task 1	Prompting the learners toward the topic of the unit.	Studying the pictures carefully and then answering the questions.
<b>Lesson-proper</b>		
Task 2 (Listening)	To improve listening skills by listening to a dialogue which contains language functions.	Listening to the dialogue and then answering the questions.
Task 3	To enable the learners to learn about language functions.	Studying the explanation and examples.
Task 4 (Speaking)	To enable the learners to use language functions.	Completing the dialogue with the suitable expressions.
Task 5 (Listening and Pronunciation)	To improve the learners' pronunciation skills.	The learners read to the dialogue that consist of bold words and then they listened to the tutor how to pronounce the words. They repeated it.
Task 6	To improve the learners' understanding.	Reading the dialogue and then answering the questions.
Task 7	To enable the learners to learn about modal auxiliaries and parts of the body.	Studying the explanation about Modal Auxiliaries and Parts of the Body.
Task 8 (Listening and speaking)	To improve the learners' listening and speaking skills.	Completing the missing words in the dialogues by listening to the recording and then acting one of the dialogues.
Task 9 (Vocabulary)	To improve the learners' vocabulary mastery.	The learners read to the dialogue that consist of bold words and then finding the meaning of the bold words.
Task 10	To check the learners' understanding toward what they have learnt.	Making a dialogue based on the situation given and then acting out the dialogue.
<b>Evaluation</b>	To remind the learners' understanding toward what they have learnt.	Matching the expressions in column A with the proper responses in column B.
<b>Reflection</b>	To be a tool of self-evaluation for the learners after they have learnt.	
<b>Summary</b>	To help the learners get a gist overall material that they were learning.	
<b>List of Key Vocabulary</b>	To help the learners to remember how to pronounce the words and their meanings.	

### c. Unit 3

The title of Unit 3 is ‘Can You Tell Me?’ The expressions in this unit are asking and giving information and thanking. This unit explains the function of p. Similar to the previous unit, vocabulary items and pronunciation practice are given in this unit.

Ten tasks are organized in this unit. The first task is Lead-in. It is in the form of answering questions orally after studying the pictures. The next part is Lesson Proper. There are nine tasks. This part consists of languages function, grammar, vocabulary, and pronunciation tasks. This part enables the learners in listening and speaking skills with pronunciation practice, vocabulary mastery and grammar. After the lesson proper, it is an evaluation. There is only one task. It is matching the expressions in column A with the responses in column B.

The last is a table of learners’ reflection is given as a tool of self-evaluation for them. Then, summary is given in this unit to help the learners get a gist overall material that they were learning. Finally, list of key vocabulary that has been learned throughout the unit is presented along with their phonetic transcription, part of speech, and their meanings. This aims at keeping track of the newly learned vocabulary and helping the learners to remember how to pronounce the words and their meanings. The following table presents the tasks description of Unit 3.

Table 28: Tasks of Unit 3

	Goals	Activities
<b>Lead-in</b>		
Task 1	Prompting the learners toward the topic of the unit.	Studying the pictures carefully and then answering the questions.
<b>Lesson-proper</b>		
Task 2 (Listening)	To improve listening skills by listening to a dialogue which contains language functions.	Listening to the dialogue and then answering the questions.
Task 3	To enable the learners to learn about language functions.	Studying the explanation and examples.
Task 4 (Speaking)	To enable the learners to use language functions.	Completing the dialogue with the suitable expressions.
Task 5 (Listening and Pronunciation)	To improve the learners' pronunciation skills.	The learners read to the dialogue that consist of bold words and then they listened to the tutor how to pronounce the words. They repeated it.
Task 6	To improve the learners' understanding.	Reading the dialogue and then answering the questions.
Task 7	To enable the learners to learn about the functions of W-H Questions.	Studying the explanation about W-H Questions.
Task 8 (Listening and speaking)	To improve the learners' listening and speaking skills.	Completing the missing words in the dialogues by listening to the recording and then acting one of the dialogues.
Task 9 (Vocabulary)	To improve the learners' vocabulary mastery.	The learners read to the dialogue that consist of bold words and then finding the meaning of the bold words.
Task 10	To check the learners' understanding toward what they have learnt.	Making a dialogue based on the situation given and then acting out the dialogue.
<b>Evaluation</b>		
	To remind the learners' understanding toward what they have learnt.	Matching the expressions in column A with the proper responses in column B.
<b>Reflection</b>	To be a tool of self-evaluation for the learners after they have learnt.	
<b>Summary</b>	To help the learners get a gist overall material that they were learning.	
<b>List of Key Vocabulary</b>	To help the learners to remember how to pronounce the words and their meanings	

#### 4. The Expert Judgements

The first designed materials should be consulted to the supervisor for an expert judgement before the materials are tried out. The expert is the second researcher's supervisor. The expert suggested revising some parts of the materials to make it grammatically correct and clear. Based on the supervisors' suggestions, the parts of the unit that needed to be revised are described below:

##### a. Unit 1

Based on the comments of the supervisors, the content of the tasks of this unit was ready to be try-out. However, they still needed revisions in some parts.

The table below presents the parts of the task in Unit 1 that should be revised.

Table 29: **The Revisions of unit 1**

Parts of Units	Suggestions	Revisions
Title	-	-
Task 1	<p>1. The process of writing the source should be clear.</p> <p>2. The picture is changed from cartoon into real picture.</p>	<p>Picture 1. 2: (Source: <a href="http://www.liveintentionally.org/introduce-yourself.jpg">http://www.liveintentionally.org/introduce-yourself.jpg</a>)</p> <p style="text-align: center;">↓</p> <p><i>Picture 2: (edited from <a href="http://www.liveintentionally.org/introduce-yourself.jpg">http://www.liveintentionally.org/introduce-yourself.jpg</a>)</i></p>
Task 2	<p>1. Revise the instruction</p> <p>2. Change the question into the correct form.</p>	<p>In pairs, listen to the recording of the dialogue three times then answer the questions. (The listening script is in the Appendix.)</p> <p style="text-align: center;">↓</p> <p><i>In pairs, listen to the recorded dialogue three times then answer the questions. (The listening script is in the Appendix.)</i></p> <p>What kind of treatment that is chosen by Jimmy?</p>

		<p style="text-align: center;">↓</p> <p><i>What kind of treatment Jimmy chooses?</i></p>
Task 3	Change the statement into the correct form.	<ul style="list-style-type: none"> <li>From the dialogue, you learn greeting expression from Watik and Jimmy.”</li> </ul> <p style="text-align: center;">↓</p> <p><i>From the dialogue, you learn expression of greeting from Watik and Jimmy.</i></p> <ul style="list-style-type: none"> <li>The greeting is Good Morning</li> </ul> <p style="text-align: center;">↓</p> <p><i>The expression is Good Morning.</i></p>
Task 4	Revise the instruction	<p>Give the appropriate responses to these expressions.</p> <p style="text-align: center;">↓</p> <p><i>Give appropriate responses to these expressions.</i></p>
Task 5	Revise the instruction	<p>Read the following dialogue and pronounce the bold words in the dialogue below.</p> <p style="text-align: center;">↓</p> <p><i>Read the following dialogue. Then, pronounce the bold words in the dialogue below</i></p>
Task 6	-	-
Task 7	The color of the background should be changed.	The color of the background should be changed into the light color.
Task 8	Revise the instruction.	<p>In pairs, complete the following dialogues by listening to the recording of the dialogues. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).</p> <p style="text-align: center;">↓</p> <p><i>In pairs, complete the following dialogues by listening to the recording. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).</i></p>

Task 9	Revise the instruction	<p>In pairs, find the meaning of the bold words in the dialogue.</p> <p style="text-align: center;">↓</p> <p><i>In pairs, find the meaning of the bold words in the following dialogue.</i></p>
Task 10	-	-

### b. Unit 2

Based on the supervisors' opinions, the content of Unit 2 was better than the previous unit. However, some revisions were still needed. The table below presents the parts of Unit 2 that should be revised.

Table 30: The Revisions of unit 2

Parts of Units	Suggestions	Revisions
Title	-	-
Task 1	-	-
Task 2	-	-
Task 3	Change the statement into the correct form.	<ul style="list-style-type: none"> <li>From the recording of the dialogue above, you listened to the expression of offering a service from Parti and Frederick.</li> </ul> <p style="text-align: center;">↓</p> <p><i>In the recording in Task 2, you listened to the expression of offering service from Parti and Frederick.</i></p> <ul style="list-style-type: none"> <li>To respond the expressions we use some expressions below:</li> </ul> <p style="text-align: center;">↓</p> <p><i>To respond the expressions we use some expressions below:</i></p>
Task 4	Revise the instruction	<p>Give the appropriate responses to these expressions.</p> <p style="text-align: center;">↓</p>

		<i>Give appropriate responses to these expressions.</i>
Task 5	Revise the instruction	<p>Read the following dialogue and pronounce the bold words in the dialogue below.</p> <p style="text-align: center;">↓</p> <p><i>Read the following dialogue. Then, pronounce the bold words in the dialogue below</i></p>
Task 6	-	-
Task 7	Change the statement into the correct form.	<p>In the previous tasks, you find modal auxiliaries used in the dialogue above.</p> <p style="text-align: center;">↓</p> <p><i>In the previous tasks, you find modal auxiliaries used in the dialogue in Task 5.</i></p>
Task 8	Revise the instruction.	<p>In pairs, complete the following dialogues by listening to the recording of the dialogues. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).</p> <p style="text-align: center;">↓</p> <p><i>In pairs, complete the following dialogues by listening to the recording. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).</i></p>
Task 9	Revise the instruction	<p>In pairs, find the meaning of the bold words in the dialogue.</p> <p style="text-align: center;">↓</p> <p><i>In pairs, find the meaning of the bold words in the following dialogue.</i></p>
Task 10	-	-

### c. Unit 3

The parts of Unit 3 that should be revised based on the supervisors' suggestions are presented in the table below:

Table 31: The Revisions of unit 3

Parts of Units	Suggestions	Revisions
Title	-	-
Task 1	-	-
Task 2	Revise some questions into the correct form.	<p>What is the customer say after Marni show where he can put his clothes?</p> <p style="text-align: center;">↓</p> <p><i>What does the customer say after Marni show him where he can put his clothes?</i></p>
Task 3	Change the explanation is only not with Indonesian language.	The explanation is completed with English language.
Task 4	Revise the instruction	<p>Give the appropriate responses to these expressions.</p> <p style="text-align: center;">↓</p> <p><i>Give appropriate responses to these expressions.</i></p>
Task 5	Revise the instruction	<p>Read the following dialogue and pronounce the bold words in the dialogue below.</p> <p style="text-align: center;">↓</p> <p><i>Read the following dialogue. Then, pronounce the bold words in the dialogue below</i></p>
Task 6	<ul style="list-style-type: none"> <li>Revise the instruction</li> <li>Revise some questions into the correct form.</li> </ul>	<ul style="list-style-type: none"> <li>Based on Task 5, answer the questions.</li> <li>What happens with the customer?</li> </ul> <p style="text-align: center;">↓</p> <p><i>Based in Task 5, answer the questions.</i></p>

		<p>↓</p> <p><i>What happens to the customer?</i></p> <ul style="list-style-type: none"> <li>• What picture is used by Yusuf to give the explanation to the customer?</li> </ul> <p>↓</p> <p><i>What picture is used by Yusuf to give the explanation into the customer?</i></p>
Task 7	-	-
Task 8	Revise the instruction.	<p>In pairs, complete the following dialogues by listening to the recording of the dialogues. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).</p> <p>↓</p> <p><i>In pairs, complete the following dialogues by listening to the recording. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).</i></p>
Task 9	Revise the instruction	<p>In pairs, find the meaning of the bold words in the dialogue.</p> <p>↓</p> <p><i>In pairs, find the meaning of the bold words in the following dialogue.</i></p>
Task 10	<ul style="list-style-type: none"> <li>• Complete the instruction</li> <li>• Change the situation with the correct situation.</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs, choose one situation below and make a with your partner.</li> </ul> <p>↓</p> <p><i>In pairs, choose one situation below and make a dialogue with your partner.</i></p> <ul style="list-style-type: none"> <li>• You are a customer. You ask to the customer about your illness. You will know the part</li> </ul>

		<p>of your body that must be massaged.</p> <p style="text-align: center;">↓</p> <p><i>You are a customer. You ask to the masseur about your illness. You will know the part of your body that must be massaged.</i></p>
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## 5. The Try-Out of the Second Draft, Evaluation and Revision of the Materials of Unit 1

After getting the expert judgement, the materials were revised in some parts based on the supervisors' suggestions. They became the second draft that can be seen in Appendix D.

### a. The Try-Out

The try-out of Unit 1 was conducted in two meetings. The first meeting was on June 27, 2011. It try-out the oral cycle of Unit 1. The next cycle was try-out in the next meeting on June 28, 2011. The try-outs of this unit were followed by 19 and 17 learners.

### b. The Evaluation

Three methods of collecting data, namely questionnaire, observation and interview were used for evaluating the materials. The data were then used to revise the materials.

#### 1) Task 1

The data of the evaluation questionnaire of Task 1 can be seen in the following table.

Table 32: The Data of the Evaluation Questionnaire of Task 1 of Unit 1

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	4	14	0	0	0	4.22	Agree
Input	1	16	1	0	0	4	Agree
Procedure	0	15	1	2	0	3.72	Agree
Teacher role	2	16	0	0	0	4.11	Agree
Learners role	2	16	0	0	0	3.78	Agree
Setting	2	13	0	3	0	3.55	Neutral

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.55 to 4.22.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

The goal of Task 1 is to prepare the learners toward learning materials that will be discussed. The discussion of the Unit 1 is about *Greeting* and *Introduction*. The goal is achieved well as reflected by the mean value of 4.22. The data are supported by the following transcript:

---

*R: Apakah Task 1 membantu Anda untuk mulai mengenal ungkapan-ungkapan dalam greeting (salam) dan introduction (perkenalan)? (Did Task 1 help you to know the expressions in Greeting and Introduction?)*

*S: Iya...kita sangat terbantu sekali dengan ungkapan disertai gambar pula, jadi tidak membuat bosan kita mbak. (Yes, we did. We are so helped with the expression that is completed by the picture.)*

(Appendix I: The Interview Transcript of Unit 1)

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Firstly, the teacher explained what the learners had to learn, told the learning objectives.

(Appendix J: Field note 1(Try-out of Unit1))

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From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 1 is appropriate.

#### b) Input

The inputs of Task 1 are pictures of introducing between two people followed by an instruction that ask the learners to write what people say. The pictures are interesting and clear enough. Both pictures and instructions are understandable. As shown in the earlier table, the mean value of input is 4 which was regarded as *Agree* in category, so that the input of Task 1 was appropriate to help the learners finishing the task. The data are supported by the following extracts:

- 
- R : Bagaimana dengan gambar yang dilengkapi contoh ungkapannya?(How about the pictures that are followed by the expression?)*
- L1 : Gambarnya cukup jelas dan contoh ungkapannya bisa membantu kita dalam belajar mba.(The pictures were clear and the example of the expression could help us in learning).*
- R : Apakah Task 1 bisa dipahami? Misalnya instruksi dan bahasanya gitu.(Were the Task 1 could be understood?For example; the instruction and the language?)*
- L1 : Saya piker instruksinya jelas karena disitu kan juga sudah ada terjemahannya.( I taught the instruction was clear because it is followed with the translation).*

(Appendix I: The Interview Transcript of Unit 1)

---

The picture is aimed to help the learners do the activities in Task 1

(Appendix J: Field note 1(Try-out of Unit1))

---

In conclusion, the data show us that the input of Task 1 is appropriate for the learners because it can be understood and interesting for them.

### c) Procedure

The procedure in Task 1 was a missing short dialogue. As shown in the earlier table, the mean value of goal is 3.72 which was regarded as *Agree* in category, so that the procedure of Task 1 is appropriate for the learners. The data was supported with the following interview transcript:

- 
- R : Bagaimana tentang kegiatan yang ada di Task 1 ini?(How about the activity in Task 1)*  
*L2 : Saya rasa kegiatannya cukup sederhana ya mbak. Menarik karena dilengkapi dengan gambar juga. (I taught the activity was simple Miss. It was interesting because it was followed with the pictures.)*  
*R : Menurut Anda berdua task ini bisa Anda gunakan untuk belajar tidak?(In your opinion, did the task help you in learning?)*  
*L2 : Ya mbak, kita bisa tau tentang salam dan perkenalan.(Yes, Miss. We knew about the expressions of Greeting and Introductions.)*  
 (Appendix I: The Interview Transcript of Unit 1)
- 

*All the learners could do the Task 1 individually but in practice the dialogue was done in pairs.*

(Appendix J: Field note 1(Try-out of Unit1))

---

In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the procedure of Task 1 was appropriate for the learners.

### d) Teacher Role

In this task, the teacher is expected to be a prompter. This role was played well. The mean value of teacher role is 4.11. It means that most of learners agreed regarding to the component.

The data was supported with the following interview transcript:

- 
- R : Menurut Anda, tadi guru bisa memancing pemahaman Anda nggak? (What do you think about the teacher role in this task? can the teacher prompt you to answer the questions?)*  
*L2 : Iya, bisa. Saya jadi bisa jawab pertanyaan. (Yes, the teacher can. The teacher prompted me to answer the questions.)*
-

(Appendix I: The Interview Transcript of Unit 1)

-----  
The learners could answer the question when the teacher prompted them to answer. The role of teacher as prompter seemed appropriate for the learners.

(Appendix J: Field note 1(Try-out of Unit1))  
-----

In conclusion, the data (descriptive statistics, interview transcript and field-note) show that the teacher role as prompter was appropriate for the learners.

e) Learners Role

Task 1 required the learners to do Task 1 in 5 minutes. As shown in the earlier table, the mean value of learners role is 3.78 which was regarded as Agree in category, so that the learners can do Task 1 in 5 minutes.

The data was supported with the following interview transcript:

- R : *Apakah tadi Anda membutuhkan waktu lama untuk mengerjakannya?* (Did you need a long time to do the task?)  
L1 : *Ya ga si mbak.* (No, we did not, Miss)  
R : *Menurut Anda, berapa lama Anda dapat mengerjakan task ini?*(How long have you need to do this task?)  
L2 : *Tidak sampai 5 menit mbak. Cukup mudah kok dengan bantuan gambar juga.* (We could do the task less than 5 minutes. Because of the pictures helped us in doing the task)

(Appendix I: The Interview Transcript of Unit 1)  
-----

The learners could finish the task less than 5 minutes.

(Appendix J: Field note 1(Try-out of Unit1))  
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In conclusion, the data (descriptive statistics, interview transcript and field-note) show us Task 1 could be done less than 5 minutes.

f) Setting

In this task, the learners were asked to do the task individually. However, most of them could not do the task individually. The mean value of this component is 3.55. It means that the setting is inappropriate. It is supported by the following extracts:

- 
- R : *Apakah Anda tadi mengerjakan Task 1 sendiri?*(Did you do Task 1 individually?)
- L1 : *Kalau saya tadi diskusi ma teman sebelah saya mbak.*(I did the task with my friend, Miss.)
- L2 : *Saya mengerjakan sendiri mbak.* (I did the task by myself, Miss.)  
(Appendix I: The Interview Transcript of Unit 1)
- 

The learners could do the Task 1 individually but in practicing the dialogue was done in pairs.

(Appendix J: Field note 1(Try-out of Unit1))

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Therefore, from those three data, it can be concluded that the setting of Task 1 is inappropriate. The evaluation above can be concluded in the following table.

**Table 33: The Conclusion of the Evaluation of Task 1 of Unit 1**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Inappropriate	Change the setting from work individually into work in pairs.

## 2) Task 2

The data of the evaluation questionnaire of Task 2 can be seen in the following table.

**Table 34: The Data of the Evaluation Questionnaire of Task 2 of Unit 1**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	5	11	2	0	0	4.16	Agree
Input	5	12	1	0	0	4.22	Agree
Procedure	3	10	3	2	0	3.77	Agree
Teacher role	2	16	0	0	0	4.11	Agree
Learners role	3	10	2	3	0	3.72	Agree
Setting	3	11	1	3	0	3.77	Agree

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.67 to 4.22.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

#### a) Goal

The goal of Task 2 is enabling the learners understand the content of the dialogue that they listened. The goal is achieved well as reflected by mean value of 4.22. The data are supported by the following transcript:

---

R : *Apakah Anda bisa mengerjakan Task 2?*(Could you do Task 2?)  
 L1 : *Ya, tetapi masih ada kesalahan.* (Yes, but we still made mistakes.)  
 (Appendix I: The Interview Transcript of Unit 1)

---

The learners could understand the content of dialogue and answered the questions.  
 (Appendix J: Field note 1(Try-out of Unit1))

---

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 2 is appropriate.

#### b) Input

The input of this task is a recording of the dialogue that was played by the teacher twice. As shown in the earlier table, the mean value of input is 4.22 which was regarded as *Agree* in category, so that the input of Task 1 was appropriate to help the learners finishing the task. The data are supported by the following extracts:

---

R : *Menurut Anda apakah dialognya terlalu panjang?*(Was the dialog very long?)  
 L2 : *Tidak mbak. Cukup simple mbak.*(No, it was not. The dialog is simple.)

---

## (Appendix I: The Interview Transcript of Unit 1)

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There was a recording of the dialogue that was played by the teacher twice.

(Appendix J: Field note 1(Try-out of Unit1))

---

In conclusion, the data show us that the input of Task 2 is appropriate for the learners because they could understand the content of dialogue and answered the questions.

## c) Procedure

The procedure in Task 2 is listening. There was a recording of the dialogue that was played by the teacher twice. The learners answered the comprehend questions based on the dialogue that they listened.

The procedure is achieved well as reflected by mean value of 3.77 which is regarded as *Agree* in category. However, they got many difficulties in answering the comprehension questions because they were not accustomed to listening to the dialogue. They asked that the activity was made easier so that they could understand the content of dialogue and answer the comprehension questions. Their disagreement toward the activity could be seen in the following extracts:

- 
- R : *Bagaimana dengan kegiatannya sendiri?(How about the activity?)*  
 L1 : *Menarik mbak, kita bisa berlatih mendengarkan. Tetapi sulit juga karena kita mendengarkan sambil membaca pertanyaannya dan menulis jawabannya. Ya mungkin karena belum terbiasa saja mbak.(It was interesting. We could learn in listening comprehension. However, it was difficult because we must read the questions and write the answer while listened to the recording. We have not been accustomed to being like that.)*

(Appendix I: The Interview Transcript of Unit 1)

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Many learners made mistakes in answering the questions because while listening, they had to write the answers. It was very difficult for them. Although some learners made many mistakes, they could understand the content of dialogue and answered the questions.

Appendix J: Field note 1(Try-out of Unit1)

It can be concluded that the procedure of this task is inappropriate because only one data (the descriptive statistics) show that the procedure is appropriate. The two data (the interview and the field note) show that the procedure is inappropriate.

d) Teacher Role

The teacher had a good role in this task. She try to make the learners understand the dialogue. The teacher's role is achieved well as reflected by mean value of 4.11 in which regarded as *Agree* in category. The data is supported by the following extract:

R : *Apakah Anda bisa memahami penjelasan saya?* (Can you understand my explanation?)  
 L2 : *Iya bisa. Tadi ibu menerangkannya sangat jelas. Kita jadi paham.* (Yes, I can. You explained it very clearly. We could understand it.)  
 (Appendix I:The Interview Transcript of Unit 1)

The teacher, then, played the recording again. The teacher also explained the content of dialogue.

Appendix J: Field note 1(Try-out of Unit1)

It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

e) Learners Role

Although they disagreed with the activity of this task, the learners still played a good role as the learners. They always wanted to try to do the task. The descriptive statistics show that the mean is 3.72. It means that, the learners' role

is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Walaupun sulit tapi Anda tetap berusaha untuk mendengarkan dialog dan menjawab pertanyaan-pertanyaanya kan?* (Although it's difficult, did you try to understand the dialogue and answer the questions?)
- L1 : *Iya mbak, ya walaupun masih ada sedikit kesalahan.* (Yes, I did. Although there were little mistakes.)
- L2 : *Iya betul masih ada yang kurang tepat.* (Yes, there was still incorrectly answer)

Appendix I: The Interview Transcript of Unit 1)

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Although some learners made many mistakes, they try to do the task individually.

Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the learners' role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### f) Setting

Some of learners try to do the task individually. The descriptive statistics show that the mean is 3.77. It means that, the setting is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Anda bisa mengerjakan task ini sendiri kan?*(Did you do this task individually?)
- L2 : *Ya bisa mbak.* (Yes, I did)
- L1 : *Saya tadi mengerjakan sendiri, tetapi langsung saya diskusikan dengan sebelah saya.* (I did the task by myself, but I also discussed with my friend.)

(Appendix I: The Interview Transcript of Unit 1)

---

They try to do the task individually.

Appendix J: Field note 1(Try-out of Unit1)

---

In conclusion, the learners could do the task individually. Therefore, the setting is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

Table 35: The Conclusion of the Evaluation of Task 2 of Unit 1

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 3) Task 3

The data of the evaluation questionnaire of Task 3 can be seen in the following table.

Table 36: The Data of the Evaluation Questionnaire of Task 3 of Unit 1

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	3	13	0	2	0	3.94	Agree
Input	3	12	0	3	0	3.83	Agree
Procedure	3	15	0	0	0	4.16	Agree
Teacher role	2	16	0	0	0	4.05	Agree
Learners role	3	13	2	0	0	4.05	Agree
Setting	2	12	3	1	0	3.83	Agree

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.83 to 4.16.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

## a) Goal

The goals of the task are enabling the learners use English, helping them to understand one of the English expressions and helping and motivating them to communicate with English. The goals are achieved well as reflected by mean value of 3.94, which was regarded as *Agree* in category.

The data are supported by the following extracts:

- 
- R : *Apa menurut Anda Task 3 sangat penting buat Anda (Was Task 3 important for you?)*
- L1 : *O tentu mbak.* (Yes, of course, Miss)
- L2 : *Iya mbak. Karena dalam task ini dijelaskan berbagai ungkapan plus responya dalam salam, introduction, serta penjelasan waktu dalam pengucapan-pengucapan salam tersebut.* (Yes, it was. Because in this task there are explained some expressions with the responses in Greetings and Introduction. There is also explained the time in using Greetings.)  
(Appendix I: The Interview Transcript of Unit 1)
- 

When the teacher gave the questions orally, they could answer them well. In addition, when the teacher asked them to mention the Greetings and Introduction expressions, they could mention them quickly.

Appendix J: Field note 1 (Try-out of Unit 1)

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From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 3 is appropriate.

#### b) Input

The input of Task 3 is the explanation about the use and the example of Greetings and Introductions expression. The input is comprehensible as reflected by the mean value of 3.83. It is also supported by the following extracts:

- 
- R : *Bagaimana dengan penjelasannya? Apakah contoh-contoh ungkapannya masih ada yang kurang?* (How about the explanation? Were the examples of the expressions are not still limited?)
- L2 : *Oh tidak mbak. Sudah sangat lengkap.* (I think they were not. They were completed.)  
(Appendix I: The Interview Transcript of Unit 1)
- 

Task 3 is explanation about Greetings and Introduction. The learners try to understand the explanation of this task.

Appendix J: Field note 1 (Try-out of Unit 1)

---

In conclusion, the data show us that the input of Task 3 is appropriate for the learners because they could understand the expressions of Greeting and Introduction.

### c) Procedure

Task 3 is explanation about Greetings and Introduction. The learners read the explanation and the example of both expressions. The learners try to understand the explanation of this task. They also listened to the teacher's explanation. The procedure is achieved well as reflected by mean value of 4.16 which is regarded as *Agree* in category. It is also supported by the following extracts:

---

R : *Apakah kegiatannya menarik?* (Were the activities interesting?)

L1 : *Itu kan cuma penjelasan mbak. Tapi menurut saya menarik. Dilengkapi contoh ungkapannya.* (Those are explanations. However, I think they were interesting because they were completed by some example of the expressions.)

(Appendix I: The Interview Transcript of Unit 1)

---

The teacher asked the learners to read the explanation and the example of both expressions. The learners try to understand the explanation of this task. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. The teacher explained it very slowly so that they could understand. She also gave many examples.

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Appendix J: Field note 1 (Try-out of Unit 1)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note, it can be concluded that the procedure is appropriate.

### d) Teacher Role

The teacher had a good role in this task. She try to make the learners understand the explanation of Greeting and Introduction expressions. She explained it very slowly so that they could understand. She also gave many examples. The teacher's role is achieved well as reflected by mean value of 4.05

in which was regarded as *Agree* in category. The data is supported by the following extract:

-----  
 R : *Menurut Anda, apakah penjelasan saya tadi bisa dipahami?*(In your opinion, could my explanation be understood?)

L2 : *Bisa mbak.* (Yes, it was.)

(Appendix I: The Interview Transcript of Unit 1)

-----  
 The teacher explained it very slowly so that they could understand. She also gave many examples.

Appendix J: Field note 1(Try-out of Unit1)

-----  
 It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

The learners wanted to do the task based on the instruction. They were active in doing this task. The descriptive statistics show that the mean is 4.05. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

-----  
 R : *Apakah Anda tadi mau mengerjakan Task ini sesuai instruksi?* (Did you do the Task based on the instruction?)

L1 : *Iya...kita kan diminta mempelajari ekspresi Greeting dan Introduction.* (Yes, we were asked to study the expressions of Greeting and Introduction)

R : *Jadi, apakah Anda tadi aktif?* (So, were you active?)

L2 : *Iya.* ( Yes, we are)

(Appendix I: The Interview Transcript of Unit 1)

-----  
 The learners try to understand the explanation of this task. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task.

Appendix J: Field note 1(Try-out of Unit1)

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

#### f) Setting

The learners could understand one of the English expressions quickly. The setting is achieved well as reflected by mean value of 3.83 in which was regarded as *Agree* in category. The data is supported by the following extract:

-----  
 R : *Apakah Anda tadi berdiskusi dengan teman Anda?*(Did you discuss with your friends?)

L1 : *o iya mbak.*( Yes, we did.)

(Appendix I: The Interview Transcript of Unit 1)

-----  
 They also discussed with their friend. They could understand it. The learners could understand the task quickly.

Appendix J: Field note 1(Try-out of Unit1)

-----  
 It can be concluded that the setting is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

**Table 37: The Conclusion of the Evaluation of Task 3 of Unit 1**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 4) Task 4

The data of the evaluation questionnaire of Task 4 can be seen in the following table.

Table 38: The Data of the Evaluation Questionnaire of Task 4 of Unit 1

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	5	13	0	0	0	4.27	Agree
Input	3	15	0	0	0	4.16	Agree
Procedure	2	11	3	2	0	3.72	Agree
Teacher role	1	16	1	0	0	4.05	Agree
Learners role	2	15	0	1	0	4.00	Agree
Setting	1	13	2	2	0	3.72	Agree

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.72 to 4.26.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

The goals of the task are enabling the learners use English, helping them to use one of the Greeting and Introduction expressions and help them to respond the expressions. The goal is achieved well as reflected by mean value of 4.27. The data are supported by the following transcript:

- 
- R : *Apakah Task 4 dapat membantu Anda untuk menerapkan Greeting dan Introduction saat Anda bekerja?*(Could Task 4 help you to apply the Greeting and Introduction while you work?)
- L1 : *O iya mbak. Kan disitu kita disuruh merespon ungkapan-ungkapan yang sudah disediakan.*(Yes, it could. We could respond the expressions that are provided there.)

(Appendix I: The Interview Transcript of Unit 1)

---

Guided dialogues were to make the learners use English well.

Appendix J: Field note 1(Try-out of Unit1)

---

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 4 is appropriate.

#### b) Input

The input of Task 4 is the short missing dialogues that consist of some missing expressions that must be responded by the learners. The input is comprehensible as reflected by the mean value of 3.83. It is also supported by the following extracts:

-----  
 R : *Menurut Anda, input yang ada di Task 4 sesuai dengan pekerjaan Anda tidak?* In your opinion, is the input in Task 4 suitable with your job?)

L1: *Sangat sesuai. Kita bisa merespon ungkapan dalam Greeting dan Introduction sekaligus bisa menerapkannya pada waktu kita kerja nantinya.* (Yes, it is. We could give a respond in Greeting and Introduction expressions and also could apply it when we work in the future.)

L2: *Iya sudah sesuai mbak.* (Yes, it is suitable for us, Miss.)

(Appendix I: The Interview Transcript of Unit 1)

-----  
 The dialogues consist of some expressions in Greetings and Introduction.

Appendix J: Field note 1(Try-out of Unit1)

-----  
 From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the input of Task 4 is appropriate.

#### c) Procedure

Since the learners had been provided the model dialogue in the previous tasks, the learners provided some guided dialogues in Task 4. The dialogues consist of some expressions in Greetings and Introduction. Then, the learners respond the expressions.

The procedure is achieved well as reflected by mean value of 3.72 which was regarded as *Agree* in category. It is also supported by the following extracts:

- 
- R : *Menurut Anda kegiatannya bagaimana?*(In your opinion, how about the activity?)  
 L1 : *Sudah baik mbak. Kita bisa berlatih merespon ungkapan-ungkapan yang ada dalam dialog pendek itu mbak.*(I think, it is good. We could try to give responses for the expressions in the short dialogues.)  
 (Appendix I: The Interview Transcript of Unit 1)
- 

The learners looked interested in doing this task because all learners try to do this task.

Appendix J: Field note 1(Try-out of Unit1)

---

In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the procedure of Task 4 was appropriate for the learners.

#### d) Teacher Role

The teacher explained about the task and gave a chance for the learners to respond the expressions in the short missing dialogues for each number. The mean value of teacher role is 4.05. It means that most of learners agreed regarding to the component. The data is supported by the following extract:

- 
- R : *Apakah penjelasan saya mengenai soal tersebut cukup jelas.* (Was my explanation about the task clear?)  
 L1+L2 : *Iya mbak sudah cukup jelas.*( Yes, it was)  
 (Appendix I: The Interview Transcript of Unit 1)
- 

After finishing completing the task, she asked to some volunteers to respond the expressions of each number. All volunteers could respond the expressions correctly.

Appendix J: Field note 1(Try-out of Unit1)

---

In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the teacher role of Task 4 was appropriate for the learners.

#### e) Learners Role

In this task, the learners looked interested in doing this task because all learners try to do this task. They had to do the task individually. The descriptive statistics show that the mean is 4.00. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

---

R: *Apa Anda aktif mengerjakan soal tersebut?*(Were you active to do the task?)

L1 : *Jelas mbak, kan kita tadi mengerjakan sendiri.*(Yes, we were. We did the task individually.)

(Appendix I: The Interview Transcript of Unit 1)

---

The learners looked interested in doing this task because all learners try to do this task. They had to do the task individually.

Appendix J: Field note 1(Try-out of Unit1)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

#### f) Setting

The learners could do the task individually. The descriptive statistics show that the mean is 3.72. It means that, the setting is regarded as *Agree* in category. The data is supported by the following extract:

---

R: *Apa Anda aktif mengerjakan soal tersebut?*(Were you active to do the task?)

L1 : *Jelas mbak, kan kita tadi mengerjakan sendiri.*(Yes, we were. We did the task individually.)

(Appendix I: The Interview Transcript of Unit 1)

---

They had to do the task individually.

Appendix J: Field note 1(Try-out of Unit1)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

**Table 39: The Conclusion of the Evaluation of Task 4 of Unit 1**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 5) Task 5

The data of the evaluation questionnaire of Task 5 can be seen in the following table.

**Table 40: The Data of the Evaluation Questionnaire of Task 5 of Unit 1**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	1	17	0	0	0	4.05	Agree
Input	1	13	4	0	0	3.72	Agree
Procedure	2	12	3	1	0	3.83	Agree
Teacher role	0	18	0	0	0	4.00	Agree
Learners role	2	14	1	1	0	3.94	Agree
Setting	1	14	2	1	0	3.83	Agree

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.72 to 4.05.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

The goal of this task is making the learners pronounce the English words.

The goal is achieved well as reflected by mean value of 4.05. The data are supported by the following transcript:

- 
- R: *Apakah Task 5 dapat membantu Anda berdua untuk mengatasi masalah dalam pengucapan kata-kata Bahasa Inggris?* (Did Task 5 help you in solving your problem in pronouncing English words?)
- L1: *Ya mba. Bisa tetapi masih ada sebagian dari kita yang belum bisa lancar dan fasih mengucapkannya.* (Yes, Miss. It could help us but some of them did not pronounce the words fluently.)
- L2: *Iya mba, betul itu masih ada kata yang terlalu sulit pengucapannya.* (Yes, Miss. There were still some words that are difficult to be pronounced.)
- (Appendix I: The Interview Transcript of Unit 1)
- 

They could understand this task well and wanted to try to pronounce the English words.

Appendix J: Field note 1 (Try-out of Unit1)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the goal is appropriate.

b) Input

The input of this task is about teaching pronunciation. The task gives the example that was taken from the previous dialogue. It also provides some other examples. The descriptive statistics show that the mean is 3.72. It means that, the input is regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Bagaimana input dalam task ini?* (How about the input in this task?)
- L1 : *Inputnya cukup menarik. Contoh kata-katanya diambil dari percakapan.* (The input was interesting. The example of the words are taken from the dialogues.)
- L2 : *Iya kita jadi tahu pengucapan kata-katanya.* (Yes, we knew about the pronunciation of the words.)
-

(Appendix I: The Interview Transcript of Unit 1)

Task 5 provides how to pronounce some words are related to their job. The example was taken from the previous input text.

Appendix J: Field note 1(Try-out of Unit1)

In conclusion, the data show us that the input of Task 5 is appropriate for the learners because they could pronounce some English words.

c) Procedure

Task 5 provides how to pronounce some words are related to their job. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. In this task, they are asked to pronounce some English words. The procedure is achieved well as reflected by mean value of 3.83 which was regarded as *Agree* in category. The data are supported by the following transcript:

- R : *Menurut Anda berdua, bagaimana kegiatan dalam task ini?*(In your opinion, how about the activity of this task?)
- L2 : *Ya sangat menarik tentunya mba,,kita bisa mengucapkan kata-kata Bahasa Inggris dengan benar. Ada audionya lagi.*(The activity is interesting. We could pronounce the English words correctly. There is also the recording of the pronunciation)

(Appendix I: The Interview Transcript of Unit 1)

Task 5 provides how to pronounce some words are related to their job. The teacher explained the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. In this task, they are asked to pronounce some English words.

Appendix J: Field note 1(Try-out of Unit1)

In conclusion, the data show us that the procedure of Task 5 is appropriate for the learners because they could pronounce some English words.

#### d) Teacher Role

In this task, the teacher explained the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. The descriptive statistics show that the mean is 4.00. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

---

R : *Apakah tadi saya memberikan contoh cara pengucapannya dengan baik?*(Did I gave examples of the pronunciation the words to you?)  
 L1 : *Iya mba, selain dibantu audio mba juga membantu kita.*(Yes, you did. Besides, you also played the recording of the pronunciation.  
 (Appendix I: The Interview Transcript of Unit 1)

---

The teacher explained the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words.  
 Appendix J: Field note 1(Try-out of Unit1)

---

In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the teacher role of Task 5 was appropriate for the learners.

#### e) Learners Role

In this task, the learners are asked to pronounce some English words. They could understand this task well and wanted to try to pronounce the English words. They could pronounce them quickly and well.

The descriptive statistics show that the mean is 3.94. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

---

R : *Apakah Anda tadi mau mempraktikkan contoh yang ada di Task 5 ini?*(Did you practice the examples in Task 5?)

---

L1 : *Iya tadi saya kan ingin bisa mengucapkannya dengan benar.*(Yes, I did. I did it because I wanted to pronounce the words correctly.)

L2 : *sama*( Same with me)

(Appendix I: The Interview Transcript of Unit 1)

-----  
They could understand this task well and wanted to try to pronounce the English words.

Appendix J: Field note 1(Try-out of Unit1)

-----  
From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

#### f) Setting

In this task, the learners could pronounce the words quickly and well. They did not need many times to do this task. The descriptive statistics show that the mean is 3.83. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

-----  
R : *Anda butuh waktu berapa menit tadi untuk memahami kata-kata ini?*(How many times did you need to understand the words?)

L2 : *Ya sekitar 5-10 menit mba.*( I think around 5 until 10 minutes)

(Appendix I: The Interview Transcript of Unit 1)

-----  
When the teacher asked them to pronounce some English words, the learners could pronounce them quickly and well.

Appendix J: Field note 1(Try-out of Unit1)

-----  
From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

Table 41: **The Conclusion of the Evaluation of Task 5 of Unit 1**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 6) Task 6

The data of the evaluation questionnaire of Task 6 can be seen in the following table.

Table 42: **The Data of the Evaluation Questionnaire of Task 6 of Unit 1**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	2	15	1	0	0	4.05	Agree
Input	2	16	0	0	0	4.11	Agree
Procedure	2	12	3	1	0	3.83	Agree
Teacher role	1	17	0	0	0	4.05	Agree
Learners role	0	17	1	0	0	3.94	Agree
Setting	1	14	2	1	0	3.83	Agree

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.83 to 4.11.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

## a) Goal

Task 6 is comprehension questions based on the dialogue in Task 5. The goal of this task is enabling the learners to understand the content of the dialogue in Task 5. The goal is achieved well as reflected by mean value of 4.05 in which

was regarded as *Agree* in category. The learners understood the content of dialogue. It can be seen in the following interview excerpt:

- 
- R : *Apakah dengan mengerjakan Task 6, Anda bisa menjawab pertanyaan-pertanyaan dari dialog di atasnya?* (Could you answer the questions in Task 6 based on the dialogue in the previous task?)
- L2 : *Bisa mba. Kita bisa melihat jawaban-jawabannya di dalam dialog.* (Yes, we did. We could see the answer in the dialogue.)
- (Appendix I: The Interview Transcript of Unit 1)
- 

All the learners did this task. However, almost learners got difficulty in answering the questions number 5. They are not careful in understanding the dialogue. It can be known by looking at the following field note:

---

However, almost learners got difficulty in answering the questions number 5. They are not careful in understanding the dialogue. Then, she asked them to understand the dialogue again. After she showed the answer in the dialogue, they could find out the answer well.

Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the goals are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### b) Input

The input is some questions based on the dialogue in Task 6. The input is achieved well as reflected by mean value of 4.11 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Menurut Anda apakah pertanyaanya sulit dipahami?* (In your opinion, Were the questions difficult for you?)
- L1 : *Ga juga sih mba. Kan jawabannya ada di dalam dialog.* (I think they were not. The answers are in the dialogue.)
- R : *Bagaimana dengan kalimat-kalimatnya?* (How about the sentences?)
- L2 : *Sederhana ko mba.* (The sentences are simple)
- (Appendix I: The Interview Transcript of Unit 1)

---

Task 6 is comprehension questions based on the dialogue in Task 5.

Appendix J: Field note 1(Try-out of Unit1)

---

In conclusion, the data show us that the input of Task 6 is appropriate for the learners because they answer the questions correctly.

#### c) Procedure

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task. They had to do the task individually. The procedure is achieved well as reflected by mean value of 3.83 which was regarded as *Agree* in category. The data are supported by the following transcript:

---

R : *Apakah Anda menyukai kegiatan yang ada di Task 6?* (Were you interested with the activity in Task 6?)

L2 : *Suka. Ini dapat meningkatkan pemahaman kita.* (Yes, we were. It could improve our comprehension.)

Appendix I: The Interview Transcript of Unit 1)

---

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task. They had to do the task individually. Then, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly.

Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the procedure are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher role

In this task, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly. In order to make learners independent, she gave them a chance to do by themselves. She would help them when she was needed by them. The descriptive statistics show that the

mean is 4.05. It means that, the learners' role is regarded as *Agree* in category.

The data is supported by the following extract:

- 
- R : *Apakah saya tadi sedikit membantu menjelaskan arti dari pertanyaan-pertanyaanya?*(Did I help you to explain the meaning of the questions?)  
 L2 : *Oh iya mba, saya dengar ko tadi.*(Oh, yes. I heard you told them.)  
 L1 : *Iya mba sudah memberikan artinya ko.*(Yes, you gave the explanation about the meaning.)

Appendix I: The Interview Transcript of Unit 1)

---

In order to make learners independent, the teacher gave them a chance to do by themselves. She would help them when she was needed by them.

Appendix J: Field note 1(Try-out of Unit1)

---

In conclusion, the data show us that the teacher role of Task 6 is appropriate for the learners because they answer the questions correctly.

#### e) Learners Role

In this task, the learners are given the chance to do the task. Some volunteers could answer the comprehension questions correctly. The descriptive statistics show that the mean is 3.94. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah Anda menjawab semua pertanyaan-pertanyaanya?* (Did you answer all of the questions?)  
 L1+L2 : *Iya mba.* (Yes, we did)

Appendix I: The Interview Transcript of Unit 1)

---

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task.

Appendix J: Field note 1(Try-out of Unit1)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

## f) Setting

The learners could do the task individually. They did need many times to answer the questions. The descriptive statistics show that the mean is 3.83. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

-----  
 R: *Butuh berapa lama Anda mengerjakan soal seperti ini?* (How long did you need to do a kind of this task?)

L1: *Saya rasa tidak usah lama-lama, kan dialognya juga cuma pendek. Sekitar 5-7 menit mbak.* (I think it did need a long time to do this task, because the dialog is short. I think it needed 5-7 minutes to do this task.)

Appendix I: The Interview Transcript of Unit 1)

-----  
 They could answer the questions individually.

Appendix J: Field note 1 (Try-out of Unit1)

-----  
 From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

**Table 43: The Conclusion of the Evaluation of Task 6 of Unit 1**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 7) Task 7

The data of the evaluation questionnaire of Task 7 can be seen in the following table.

Table 44: The Data of the Evaluation Questionnaire of Task 7 of Unit 1

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	2	16	0	0	0	4.11	Agree
Input	2	12	1	3	0	3.77	Agree
Procedure	2	14	1	1	0	3.94	Agree
Teacher role	1	17	0	0	0	4.05	Agree
Learners role	1	17	0	0	0	4.05	Agree
Setting	1	17	0	0	0	4.05	Agree

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.77 to 4.11. The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

Task 7 is grammar. The goal of the Task 7 is helping the learners to master the English grammar well. The goal is achieved well as reflected by mean value of 4.11. The data are supported by the following transcript:

-----  
R : *Apakah Task 7 membantu Anda untuk menguasai grammar dengan baik?*(Did Task 7 help you to master English Grammar well?)

L2+L1 : *Oooo ya. Iya mbak itu membantu sekali buat kita.* (Yes, it helped us.)

Appendix I: The Interview Transcript of Unit 1)

-----  
The goal of the Task 7 is helping the learners to master the English grammar well. Then, the teacher asked whether they could understand the explanation or not. They could understand it.

Appendix J: Field note 1(Try-out of Unit1)

-----  
From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the goal is appropriate.

## b) Input

The material of Task 7 is about Simple Present Tense. The examples provided in Task 7 are taken from the previous dialogue. The input is achieved well as reflected by mean value of 3.77 in which was regarded as *Agree* in category. The data are supported by the following transcript:

---

R: *Apakah input di Task 7 sudah sesuai dengan pekerjaan Anda?* (Is the input of Task 7 suitable with your job?)

L2 : *Sudah karena sebagian contohnya diambil dari dialog.* ( Yes, it is. Because it is taken from the previous dialogue.)

Appendix I: The Interview Transcript of Unit 1)

---

The material of Task 7 is about Simple Present Tense. The examples provided in Task 7 are taken from the previous dialogue.

Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the input is appropriate. The appropriate input can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

## c) Procedure

The examples of Simple Present Tense provided in Task 7 are taken from the previous dialogue. The learners try to understand the explanation of this task in pairs. They listened to the teacher's explanation.

The procedure is achieved well as reflected by mean value of 3.94 in which was regarded as *Agree* in category. The data are supported by the following transcript:

---

R: *Apakah Anda tertarik pada aktivitas dalam Task 7?* (Are you interested in the activity of task 7?)

L1: *Iya menarik. Disitu penjelasannya mudah dipahami.* (Yes, I am. We could understand the explanation easily.)

L2: Menurut saya diberi Bahasa Indonesianya lebih bagus mbak dalam contoh- contoh kalimatnya. (I think the example of the sentences are completed with Indonesian language. It is more clear to be learned.)

Appendix I: The Interview Transcript of Unit 1)

-----  
The learners try to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. The teacher explained it very slowly so that they could understand. She also gave many examples. Then, the teacher asked whether they could understand the explanation or not. They could understand it. However, some of the learners asked to the teacher to translate the sentences in Indonesian language.

Appendix J: Field note 1(Try-out of Unit1)

-----  
It can be concluded that the procedure is inappropriate. The inappropriate procedure can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher Role

The teacher played her role well. She try to give the explanation of the material in Task 7 until the learners understand it. The descriptive statistics show that the mean is 4.05. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

-----  
R: Apakah penjelasan dari saya bisa dipahami? (Could you understand my explanation?)

L2 : Iya bisa. (Yes, I could.)

Appendix I: The Interview Transcript of Unit 1)

-----  
The teacher explained it very slowly so that they could understand. She also gave many examples. Then, the teacher asked whether they could understand the explanation or not.

Appendix J: Field note 1(Try-out of Unit1)

-----  
It can be concluded that the teacher's role is appropriate. The appropriate teacher's role can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

The learners were active participants. The descriptive statistics show that the mean is 4.05. It means that, the learners' role is regarded as *Agree* in category.

The data is supported by the following extract:

- 
- R : *Apakah Anda aktif mempelajari Task 7?*(Were you active in learning Task 7?)
- L1 : *Iya mbak. Memahaminya itu memang harus dibaca berulang kali. Jadi saya membacanya berulang kali supaya jelas kemudian kita diskusi sama teman kita.*(Yes, I was. I read repeatedly so that I can understand it and then we discussed with our friend.)

Appendix I: The Interview Transcript of Unit 1)

---

The learners try to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task.

Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the learners role is appropriate. The appropriate learners role can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### f) Setting

The learners try to understand the explanation of this task in pairs. The descriptive statistics show that the mean is 4.05. It means that, the setting is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R: *Kira-kira tadi Anda membutuhkan waktu berapa menit untuk memahami Task ini?*(How long did you need to understand this Task?)
- L1: *Kalau saya 5 menit bisa mbak. Kan itu hanya cukup simple saja bukan yang rumit gt.* (I need 5 minutes, Miss. It is only simple not too complicated.)
- L2: *Ya hampir sama mbak.*( Me too, Miss.)

Appendix I: The Interview Transcript of Unit 1)

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The learners try to understand the explanation of this task in pairs. They could understand it.

Appendix J: Field note 1(Try-out of Unit1)

It can be concluded that the setting is appropriate. The appropriate setting can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

Therefore, from those three data, it can be concluded that the setting of Task 7 is inappropriate. The evaluation above can be concluded in the following table.

**Table 45: The Conclusion of the Evaluation of Task 7 of Unit 1**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Inappropriate	Adding the explanation with Indonesian Language in the example of the sentences.
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 8) Task 8

The data of the evaluation questionnaire of Task 8 can be seen in the following table.

**Table 46: The Data of the Evaluation Questionnaire of Task 8 of Unit 1**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	1	14	0	3	0	3.72	Agree
Input	1	15	0	2	0	3.83	Agree
Procedure	0	17	1	0	0	3.94	Agree
Teacher role	0	18	0	0	0	4.00	Agree
Learners role	0	15	3	0	0	3.83	Agree
Setting	1	17	0	0	0	4.05	Agree

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.72 to 4.05.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

The goals of the task are enabling the learners use English, helping them to use one of the English expressions. The goal is achieved well as reflected by mean value of 3.72 in which was regarded as *Agree* in category. The learners understood the content of dialogue. It can be seen in the following interview excerpt:

---

R : *Menurut Anda apakah Task 8 ini bisa membantu Anda dalam belajar mendengarkan kalimat dalam Bahasa Inggris?* (In your opinion, could Task 8 help you in learning of English by listen the dialogue?)

L1 : *Ya mbak.* (Yes, it could.)

L2 : *Saya senang dengan Task ini karena melatih listening kita.* (I am interested with this task because it could drill our listening.)

Appendix I: The Interview Transcript of Unit 1)

---

They looked happy and serious in doing this task.

Appendix J: Field note 1 (Try-out of Unit1)

---

It can be concluded that the goal is appropriate. The appropriate goal can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

b) Input

Task 8 is listening skill. There are two short missing dialogues that must be done by the learners. The input is achieved well as reflected by mean value of 3.83 in which was regarded as *Agree* in category. The data are supported by the following transcript:

---

R : *Bagaimana inputnya?* (How about the input?)

L2 : *Iya cocok buat kita mbak.* (The input is suitable for us.)  
 Appendix I: The Interview Transcript of Unit 1)

There are two short missing dialogues that must be done by the learners.  
 Appendix J: Field note 1 (Try-out of Unit 1)

It can be concluded that the input is appropriate. The appropriate input can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### c) Procedure

In task 8, the learners are asked to complete the short missing dialogues by listening to the recording. The procedure is achieved well as reflected by mean value of 3.94 in which was regarded as *Agree* in category. The data are supported by the following transcript:

R : *Bagaimana dengan kegiatannya sendiri?* (How about the activity?)  
 L1 : *Ya menarik mbak. Karena kita bisa mengisi kalimat rumpang dalam dialog dengan cara mendengarkan.* (It is interesting. Because we could complete the missing dialogues by listening.)  
 Appendix I: The Interview Transcript of Unit 1)

The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue. There are two short missing dialogues that must be done by the learners. They looked happy and serious in doing this task.  
 Appendix J: Field note 1 (Try-out of Unit 1)

It can be concluded that the procedure are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher Role

In task 8, the teacher explained the instruction. She had a chance for the learners to practice one of the dialogues in front of the class. She suggested to all learners so that they always wanted to speak English.

The teacher role is achieved well as reflected by mean value of 4.00 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah feedback saya tadi bisa memotivasi Anda untuk selalu meningkatkan Bahasa Inggris Anda?* (Did my feedback motivate you to always improve your English?)  
 L2 : *Iya jelas mbak. Kita jadi lebih semangat.* (Yes, we can be more spirited.)  
 Appendix I: The Interview Transcript of Unit 1)
- 

She had a chance for them to practice one of the dialogues in front of the class. Only two pairs wanted to practice it. She suggested to all learners so that they always wanted to speak English.

#### Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the teacher role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

The learners had a good role in this task. They were active participants. The descriptive statistics show that the mean is 3.83. It means that, the learners' role is regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Walaupun sulit Anda masih tetap melengkapi dialognya kan?* (Although, the task is difficult you try to complete the dialogues, didn't it?)  
 L1 : *Iya mbak.* (Yes, we did)  
 L2 : *Iya. Saya konsentrasi penuh tadi mbak.* (Yes, I have full concentration.)  
 R : *Tadi hanya sepasang teman Anda yang mempratekkan dialog ini. Besuk lagi harus lebih dari sepasang ya. Anda juga harus mau lho.* (Only two pairs wanted to practice their dialogues. In the other meeting, I expect that more than two pairs want to practice the dialogues.)  
 L1 : *Iya mbak siap.* (Yes, we ready, Miss.)  
 Appendix I: The Interview Transcript of Unit 1)
-

The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue. They looked happy and serious in doing this task.

Appendix J: Field note 1(Try-out of Unit1)

It can be concluded that the learner's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

f) Setting

In this task, the learners did the task in pairs. They looked happy and serious in doing this task. The descriptive statistics show that the mean is 4.05. It means that, the setting is regarded as *Agree* in category. The data are supported by the following transcript:

R: *Apakah Anda tadi bisa mengerjakan Task 8 ini secara berpasangan?*(Did you do Task 8 in pairs?)

L1: *Iya mbak. Saya lebih suka berpasangan.*(Yes, we did. We more interest in pairs.)

L2: *Iya kan ini dialog mbak.*(Yes, that's right. Because it is dialogues.)

Appendix I: The Interview Transcript of Unit 1)

They did this task in pairs. They looked happy and serious in doing this task.

Appendix J: Field note 1(Try-out of Unit1)

It can be concluded that the setting is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

**Table 47: The Conclusion of the Evaluation of Task 8 of Unit 1**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 9) Task 9

The data of the evaluation questionnaire of Task 9 can be seen in the following table.

Table 48: **The Data of the Evaluation Questionnaire of Task 9 of Unit 1**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	0	18	0	0	0	4.00	Agree
Input	0	16	0	2	0	3.77	Agree
Procedure	0	18	0	0	0	4.00	Agree
Teacher role	0	18	0	0	0	4.00	Agree
Learners role	0	18	0	0	0	4.00	Agree
Setting	0	18	0	0	0	4.00	Agree

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.77 to 4.00. The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

## a) Goal

The goal of the Task 9 is enabling the learners to master the English words well. The goal is achieved well as reflected by mean value of 4.00 in which was regarded as *Agree* in category. It can be seen in the following interview excerpt:

- 
- R : *Ehmm. Apakah Task 9 bisa membuat Anda menguasai kata-kata Bahasa Inggris?*(Could Task 9 make you master the English vocabulary?)
- L2 : *Iya mbak. Apalagi, ini kita dituntut kreatif untuk mencari arti kata-katanya.*(Yes, it could. In this task, we must be creative to find the meaning of the words.)
- L1 : *Iya mbak betul itu.*(Yes, that's right.)

Appendix I: The Interview Transcript of Unit 1)

-----

They did the task seriously because it needed the high concentration. Most of the learners could find the correct meaning of the words.

Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the goal is appropriate. The appropriate goal can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### b) Input

Task 9 is vocabulary. There are provided the part of speech of the words and the phonetic transcription. The input is achieved well as reflected by mean value of 3.77 in which was regarded as *Agree* in category. The data are supported by the following transcript:

---

R : *Apakah kata-kata yang ada di Task 9 ini berkaitan dengan bidang Anda?*(Were the words in Task 9 related to your job?)  
 L2 : *O jelas iya mbak.*( Yes, they were.)  
 L1 : *Ya mbak. Tapi kalau bisa disediakan artinya kita tinggal memilih.*(Yes, Miss. But the meaning are available so we just choose it)  
 Appendix I: The Interview Transcript of Unit 1)

---

Task 9 is vocabulary. There are some words that are related to their job. The words are taken from the dialogue.

Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the input is appropriate. The appropriate input can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### c) Procedure

The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. In this task, there are provided the part of speech of the words and the phonetic transcription. The procedure is achieved well as reflected by mean value of 4.00 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah Anda menyukai kegiatan dalam Task 9 ini?*(Did you like the activity in Task 9?)
- L2 : *Iya mbak. Seperti yang saya bilang tadi kan kita disuruh mencari arti katanya jadi membuat kita lebih kreatif* (Yes, I liked it, Miss. It is like that I told we were asked to find the meaning of the words. It made us more creative.)

Appendix I: The Interview Transcript of Unit 1)

---

Most of the learners could find the correct meaning of the words.

Appendix J: Field note 1(Try-out of Unit1)

---

In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the procedure of Task 1 was appropriate for the learners.

#### d) Teacher Role

The teacher acted as a facilitator in Task 9. She would help them when they needed her. The descriptive statistics show that the mean is 4.00. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah tadi saya membantu Anda dalam memberikan arti yang tepat untuk kata-kata dalam Task 9?*(Did I help you to give the appropriate meaning for the words in Task 9?)
- L2 : *Iya mbak. Tanpa bantuan mbak sebagian ada yang asal mengartikan.*(Yes, you did. Without your help we found the meaning incorrectly.)

Appendix I: The Interview Transcript of Unit 1)

---

She would help them when they needed her. The teacher did it by bringing some dictionaries to help them if they did not the meaning of the words.

Appendix J: Field note 1(Try-out of Unit1)

---

In conclusion, the data show us that the teacher role of Task 9 is appropriate for the learners because she lend the dictionary to the learners.

#### e) Learners Role

All learners wanted to do the task. It means that they were active participants. The descriptive statistics show that the mean is 4.00. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

---

R : *Anda bisa mengerjakan Task ini kan?* (Could you do this Task?)  
 L1 : *Oh bisa mbak.* (Yes, we could.)  
 Appendix I: The Interview Transcript of Unit 1)

---

Most of the learners could find the correct meaning of the words.  
 Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the learner's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### f) Setting

The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. The setting is achieved well as reflected by mean value of 4.00 which was regarded as *Agree* in category. The data are supported by the following transcript:

---

R : *Apakah Anda tadi bisa mengerjakan Task 9 ini secara berpasangan?*(Did you do Task 9 in pairs?)  
 L1 : *Iya mbak. Saya lebih suka berpasangan.*(Yes, I prefer doing in pairs.)  
 (Appendix I: The Interview Transcript of Unit 1)

---

The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. They did the task seriously because it needed the high concentration.

Appendix J: Field note 1(Try-out of Unit1)

---

From the three data i.e. the descriptive statistics of questionnaire, the

interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

**Table 49: The Conclusion of the Evaluation of Task 9 of Unit 1**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 10) Task 10

The data of the evaluation questionnaire of Task 10 can be seen in the following table.

**Table 50: The Data of the Evaluation Questionnaire of Task 10 of Unit 1**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	1	17	0	0	0	4.05	Agree
Input	1	14	3	0	0	3.88	Agree
Procedure	1	14	1	2	0	3.77	Agree
Teacher role	0	18	0	0	0	4.00	Agree
Learners role	0	17	1	0	0	3.94	Agree
Setting	0	18	0	0	0	4.00	Agree

The table above shows that most of learners agreed with the containing materials in Unit 1. The result shows from the range mean; i.e. from 3.77 to 4.05.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

#### a) Goal

The goals of the Task 10 are the learners to use one of English expressions fluently. The goal is achieved well as reflected by mean value of 4.05 in which

was regarded as *Agree* in category. The learners could create a dialogue and practice it. It can be seen in the following interview excerpt:

- 
- R : *Apakah dengan mengerjakan task ini, Anda bisa menggunakan salah satu ekspresi Bahasa Inggris dengan lancar?*(Could you express one of the English expressions fluently by doing this task?)  
 L1 : *Iya ini bagus karena situasinya tidak cuma satu.*(Yes, because we only choose one situation.)

Appendix I: The Interview Transcript of Unit 1)

---

All the learners did this task. They liked to do this task because it made them creative. They acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills.

Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the goal is appropriate. The appropriate goal can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### b) Input

Task 10 is a production task, the learners are asked to create a dialogue based on one of situation given. The content of the situations give is about the expressions are used when the learners work.

The input is achieved well as reflected by mean value of 3.88 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Menurut Anda situasi di Task 10 ini sesuai dengan pekerjaan Anda tidak?*(In your opinion,Is Task 10 suitable with your job?)  
 L2 : *O..sangat sesuai mbak. Kita dapat mengembangkan sebuah dialog dari sebuah situasi yang ada sekaligus menggunakan ekspresi yang telah dipelajari sebelumnya.*(Yes, it is. We developed a dialog form a situation that is provided and it also used the expressions in the previous learning.)

(Appendix I: The Interview Transcript of Unit 1)

Task 10 is a production Task, the learners are asked to create a dialogue based on one of situation given. The content of the situations give is about the expressions are used when the learners work. All the learners did this task.

Appendix J: Field note 1(Try-out of Unit1)

In conclusion, the data show us that the input of Task 10 is appropriate for the learners because they could create a dialogue based on the situation that is provided.

c) Procedure

In Task 10, the learners are asked to create a dialogue based on one of situation given. All the learners did this task. They acted the dialogues out after they finished create the dialogue. The procedure is achieved well as reflected by mean value of 3.77 in which was regarded as *Agree* in category. The data are supported by the following transcript:

R : *Bagaimana dengan Task 10?*(How about Task 10?)

L2 : *Bagus. Ini membuat kita kreatif.* (It is good. It made us more creative.)

(Appendix I: The Interview Transcript of Unit 1)

All the learners did this task. They liked to do this task because it made them creative.

Appendix J: Field note 1(Try-out of Unit1)

It can be concluded that the procedure are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

d) Teacher Role

The teacher played her role well. She gave the feedback and suggestion to the learners so that they could improve their English. The procedure is achieved

well as reflected by mean value of 4.00 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah saran saya bisa meningkatkan Bahasa Inggris Anda?*(Could my suggestion improve your English?)  
 L2 : *Iya. Mbak Desty memotivasi kita untuk selalu meningkatkan Bahasa Inggris kita.*(Yes, Miss Desty. You always motivated us to improve our English.

(Appendix I: The Interview Transcript of Unit 1)

---

The teacher evaluated them and gave feedback to them. The teacher asked them whether they could do this task or not.

Appendix J: Field note 1(Try-out of Unit1)

---

In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the teacher role of Task 10 was appropriate for the learners.

#### e) Learners Role

All learners were active in doing this task. They liked to do this task because it made them creative. They did the task in pairs. The descriptive statistics show that the mean is 3.94. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah tadi Anda membuat dialog?*(Did you create the dialogue?)  
 L1 : *Iya kita membuat. Kan berpasangan mbak.* (Yes, we created. It is done in pairs.)  
 L2 : *Iya membuat.*(Yes, so did I.)

(Appendix I: The Interview Transcript of Unit 1)

---

All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. They acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills.

Appendix J: Field note 1(Try-out of Unit1)

---

It can be concluded that the learners role is appropriate. The appropriate learners role can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

f) Setting

The learners could do the task in pairs. The setting is achieved well as reflected by mean value of 4.00 in which was regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Jadi dapat disimpulkan kalau Anda lebih suka membuat dialog secara berpasangan ya daripada sendiri?*(So, it can be concluded that you more interested doing the task in pairs than individually?)
- L1 : *Iya mbak. Dengan berpasangan kita bisa berdiskusi.*(Yes, Miss. In pairs, we could discuss with our friends.)
- (Appendix I: The Interview Transcript of Unit 1)
- 

They did the task in pairs. They acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills.

Appendix J: Field note 1(Try-out of Unit1)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate. The evaluation above can be concluded in the following table.

**Table 51: The Conclusion of the Evaluation of Task 10 of Unit 1**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

### c. Revision

Based on the analysis of the try-out of Unit 1, generally the tasks are appropriate. However, there are some tasks that need to be improved. The revisions can be seen in the table below:

Table 52: **The Revision of Tasks Components of Unit 1**

<b>Name of the Tasks</b>	<b>Components that need to be revised</b>	<b>Revisions</b>
Task 1	Setting	Change the setting from individual task to in pairs task.
Task 2	-	-
Task 3	-	-
Task 4	-	-
Task 5	-	-
Task 6	-	-
Task 7	Procedure	Adding the explanation with Indonesian Language in the example of the sentences.
Task 8	-	-
Task 9	-	-
Task 10	-	-

## 6. The Try-Out of the Second Draft, Evaluation and Revision of the Materials of Unit 2

### a. The Try-Out

The try-out of Unit 2 was conducted in two meetings. The first meeting was on July 3, 2011. It try-out the oral cycle of Unit 1. The next cycle was try-out in the next meeting on July 4, 2011. The try-outs of this unit were followed by 16 and 12 learners.

## b. The Evaluation

Three methods of collecting data, namely questionnaire, observation and interview were used for evaluating the materials. The data were then used to revise the materials.

### 1) Task 1

The data of the evaluation questionnaire of Task 1 can be seen in the following table.

**Table 53: The Data of the Evaluation Questionnaire of Task 1 of Unit 2**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	1	12	0	2	0	3.80	Agree
Input	1	14	0	0	0	4.06	Agree
Procedure	1	11	1	2	0	3.73	Agree
Teacher role	2	13	0	0	0	4.13	Agree
Learners role	0	13	1	1	0	3.73	Agree
Setting	2	10	1	1	1	3.73	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.73 to 4.13.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

### a) Goal

The goal of Task 1 is prepare the learners toward learning materials that will be discussed. The discussion of the Unit 1 is about *Offering Services*. The goal is achieved well as reflected by the mean value of 3.80. The data are supported by the following transcript:

- 
- R : *Apakah Anda pernah menawarkan bantuan kepada tamu Anda?*(Have you ever to offer help to your customers?)  
 L2 : *Oh ya tentu.*(Yes, of course.)  
 R : *Nha jadi Task 1 bisa memperkenalkan Anda pada ungkapan dalam menawarkan bantuan?*(Could Task 1 introduce you about Offering Services?)  
 L1 : *Ya mbak.*(Yes, it could.)  
 L2 : *Iya mbak betul itu.*(Yes, that's right)

(Appendix I: The Interview Transcript of Unit 2)

---

Firstly, the teacher explained what the learners had to learn, told the learning objectives. She showed the pictures. It was aimed at building the learners' knowledge of the field and is Task 1. She asked the learners to see the picture. She asked the learners to study and write what the people say in the picture.

(Appendix J: Field note 2 (Try-out of Unit2))

---

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 1 is appropriate.

#### b) Input

The inputs of Task 1 are pictures between two people. They are a massur and a customer. The instruction is to answer the questions based on the pictures. The pictures are interesting and clear enough. The descriptive statistics show that the mean is 4.06. It means that, the input is regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah Task 1 sudah ada hubungannya dengan dunia kerja Anda?*(Is Task 1 related to your job?)  
 L2 : *Sudah mbak.*(Yes, Miss.)  
 L1 : *Ya sudah.*(Yes,it is)

(Appendix I: The Interview Transcript of Unit 2)

---

She asked the learners to see the picture. It is related to their job. In the picture, there are two people. One of them is offering service to take off the shoes.

(Appendix J: Field note 2(Try-out of Unit2)

-----  
In conclusion, the data show us that the input of Task 1 is appropriate for the learners because they could pronounce some English words.

c) Procedure

The activity in Task 1 is answer the questions based on the pictures. As shown in the earlier table, the mean value of goal is 3.73 that was regarded as *Agree* in category, so that the procedure of Task 1 is appropriate for the learners.

The data was supported with the following interview transcript:

-----  
R : *Bagaimana dengan kegiatannya?*(How about the activity?)

L2: *Kegiatannya cukup menarik karena dilengkapi dengan gambar.*(It is interesting because it is completed by the pictures.)

L1: *Iya benar itu.*(Yes, that's right.)

(Appendix I: The Interview Transcript of Unit 2)

-----  
She asked the learners to answer the questions based on the pictures. They could do the task about 5 minutes. After the learners finished doing it, the teacher and the learners discussed it.

Appendix J: Field note 2(Try-out of Unit2

-----  
In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the procedure of Task 1 was appropriate for the learners.

d) Teacher Role

The teacher played an important role in this task. She had to guide the learners when they were doing the task. The mean value of teacher role is 4.13. It means that most of learners agreed regarding to the component. The data was supported with the following interview transcript:

-----  
R : *Apakah tadi penjelasan saya bisa dipahami?* (Could my explanation be understood?)

- L1 : *Ya tentu bisa.*(Yes, it could.)  
 L2 : *Sangat bisa.*(Yes, it could so much.)

(Appendix I: The Interview Transcript of Unit 2)

-----  
 She showed the pictures After the learners finished doing it, the teacher and the learners discussed it. The teacher gave a chance to them to answer the questions one by one.

(Appendix J: Field note 2(Try-out of Unit2))

-----  
 In conclusion, the data (descriptive statistics, interview transcript and field-note) show that the teacher role as prompter was appropriate for the learners.

#### e) Learners Role

Many learners wanted to do the task. They had good attention for this task. As shown in the earlier table, the mean value ofgoal is 3.73, which was regarded as Agree in category, so that the learners can do Task 1. The data was supported with the following interview transcript:

- R : *Apakah Anda mengerjakan task ini?*(Did you do this task?)  
 L2 : *Oh jelas. Kita diskusi ya tadi.* (Yes, we did. We discussed with our friends.)  
 L1 : *Iya mbak.*(Yes, Miss.)

(Appendix I: The Interview Transcript of Unit 2)

-----  
 They could do the task about 5 minutes. After the learners finished doing it, the teacher and the learners discussed it. The teacher gave a chance to them to answer the questions one by one.

(Appendix J: Field note 2(Try-out of Unit2))

-----  
 In conclusion, the data (descriptive statistics, interview transcript and field-note) show us Task 1 could be done less than 5 minutes.

#### f) Setting

In this task, the learners were asked to do the task in pairs. The mean value of this component is 3.73. It means that the setting is appropriate. It is supported by the following extracts:

-----  
 R: *Apakah Anda tadi mengerjakan task ini berpasangan?*(Did you do this task in pairs?)

L1: *Iya mba. Kalau sendiri cukup susah.* (Yes, we did. Without discussion with our friends, it is quite difficult.)

L2: *Iya kita lebih suka berpasangan mbak.*(Yes, we prefer doing in pairs.)

(Appendix I: The Interview Transcript of Unit 2)

-----

They could do the task about 5 minutes. All the learners could do the Task 1 answer the questions. Appendix J: Field note 2(Try-out of Unit2)

Therefore, from those three data, it can be concluded that the setting of

Task 1 is appropriate. The evaluation above can be concluded in the following table.

**Table 54: The Conclusion of the Evaluation of Task 1 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 2) Task 2

The data of the evaluation questionnaire of Task 2 can be seen in the following table.

**Table 55: The Data of the Evaluation Questionnaire of Task 2 of Unit 2**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	2	10	0	3	0	3.73	Agree
Input	1	12	0	2	0	3.80	Agree
Procedure	1	13	0	1	0	3.93	Agree
Teacher role	0	13	0	2	0	4.20	Agree
Learners role	2	10	0	3	0	3.73	Agree
Setting	1	12	0	2	0	3.80	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.73 to 4.2.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

#### a) Goal

The goal of Task 2 is enabling the learners understand the content of the dialogue that they listened. The goal is achieved well as reflected by mean value of 3.73. The data are supported by the following transcript:

-----  
R: *Apakah Anda tadi mengerjakan Task 2?* (Did you do Task 2?)

L1: *Iya mba, tapi masih ada yang salah.* (Yes, we did. However, there are some mistakes.)

L2: *Saya berusaha menjawab semua pertanyaanya dengan benar.* (I try to answer all of the questions correctly.)

(Appendix I: The Interview Transcript of Unit 2)

-----  
Some of learners got difficulty in answering the questions. They could not understand the dialogues because according to them, the teacher and the English teacher read quickly. However, many learners could complete well although they still made mistake.

Appendix J: Field note 2(Try-out of Unit2)

-----  
It can be concluded that the goals are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### b) Input

The activity in Task 2 is listening. There was a recording a dialogue that was played by the teacher twice. Then, the learners answered the comprehend questions. After that, the teacher and the learners discussed it together.

The descriptive statistics show that the mean is 4.06. It means that, the input is regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Bagaimana inputnya?*(How about the input?)  
 L2 : *Cukup menarik. Ini melatih pendengaran kita* (It is quite interesting. It could improve our listening.).  
 L1 : *Iya mbak benar itu.*(Yes, that's right Miss)  
 (Appendix I: The Interview Transcript of Unit 2)
- 

The activity in Task 2 is listening. There was a recording a dialogue that was played by the teacher twice. Then, they answered the comprehend questions. After that, the teacher and the learners discussed it together.

Appendix J: Field note 2(Try-out of Unit2)

---

In conclusion, the data show us that the input of Task 2 is appropriate for the learners because they could understand the content of dialogue and answered the questions.

### c) Procedure

The activity in Task 2 is listening. There was a recording a dialogue that was played by the teacher twice. Then, they answered the comprehend questions. After that, the teacher and the learners discussed it together.

The procedure is achieved well as reflected by mean value of 3.93 which in regarded as *Agree* in category. However, they got many difficulties in answering the comprehension questions because they were not accustomed to listening to the dialogue. They asked that the activity was made easier so that they could understand the content of dialogue and answer the comprehension questions. Their disagreement toward the activity could be seen in the following extracts:

-----  
 R: *Apakah Anda tadi berusaha menjawab semua pertanyaannya?*(Did you try to answer all of the questions?)

L1: *Iya saya berusaha menjawab semua pertanyaannya. Walaupun ada yang salah.*(Yes, we try to answer all of the questions. However there are some mistakes.)

L2: *Ya saya juga.*(Yes, so did I.)

(Appendix I: The Interview Transcript of Unit 2)

-----  
 The activity in Task 2 is listening. There was a recording a dialogue that was played by the teacher twice. Then, they answered the comprehend questions. After that, the teacher and the learners discussed it together. Some of learners got difficulty in answering the questions. They could not understand the dialogues because according to them, the teacher and the English teacher read quickly.

Appendix J: Field note 2(Try-out of Unit2)

-----  
 It can be concluded that the procedure of this task is inappropriate because only one data (the descriptive statistics) show that the activity is appropriate. The data (the field note) show that the activity is inappropriate.

#### d) Teacher Role

The teacher had a good role in this task. She try to make the learners understand the dialogue. The teacher's role is achieved well as reflected by mean value of 4.2 in which regarded as *Agree* in category. The data is supported by the following extract:

-----  
 R: *Apakah saya membantu Anda dalam mengerjakan task ini?*(Did I help you to do this task?)

L2: *Iya mbak.*(Yes, you did.)

R : *Apakah Anda bisa memahami penjelasan saya?*(Could you understand my explanation?)

L2 : *Iya bisa. Tadi mbak menerangkannya sangat jelas. Kita jadi paham.* (Yes, we did. You explained very clearly.)

Appendix I: The Interview Transcript of Unit 2)

-----  
 The teacher, then, played the dialogues again and explained what the content of the dialogues. After that, the teacher gave the listening script; they matched their answered based on the dialogue in the script. Finally, all learners could understand the dialogues.

#### Appendix J: Field note 2(Try-out of Unit2)

It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

##### e) Learners Role

Although they disagreed with the activity of this task, the learners still played a good role as the learners. They always wanted to try to do the task. The descriptive statistics show that the mean is 3.73. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

R: *Apakah Anda tadi berusaha menjawab semua pertanyaannya?*(Did you try to answer all of the questions?)

L1: *Iya saya berusaha menjawab semua pertanyaannya. Walaupun ada yang salah.*(Yes, I try to answer all of the questions although there are some mistakes.)

L2: *Ya saya juga.*(Yes, so did I.)

(Appendix I: The Interview Transcript of Unit 2)

Then, they answered the comprehend questions. However, many learners could complete well although they still made mistake.

#### Appendix J: Field note 2(Try-out of Unit2)

In conclusion, the data show us that the learners role of Task 2 is appropriate for the learners because they could understand the content of dialogue and answered the questions.

##### f) Setting

Some of learners try to do the task individually. The descriptive statistics show that the mean is 3.93. It means that, the setting is regarded as *Agree* in category. The data is supported by the following extract:

R : *Apakah Anda mengerjakan task ini sendirian?*(Did you do this task individually?)

L2 : *Iya. Tapi walaupun masih banyak yang salah mbak.* (Yes, I did. Although there are some mistakes I try to do this task independently.)

L1 : *Iya mbak. Agak susah.* (Yes, I did. It is quite difficult.)

Appendix I: The Interview Transcript of Unit 2)

They try to do this task individually.

Appendix J: Field note 2(Try-out of Unit2)

In conclusion, the learners could do the task individually. So, the setting is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

**Table 56: The Conclusion of the Evaluation of Task 2 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

### 3) Task 3

The data of the evaluation questionnaire of Task 3 can be seen in the following table.

**Table 57: The Data of the Evaluation Questionnaire of Task 3 of Unit 2**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	0	15	0	0	0	4.00	Agree
Input	2	10	0	3	0	3.73	Agree
Procedure	2	10	1	2	0	3.80	Agree
Teacher role	2	12	1	0	0	4.06	Agree
Learners role	1	12	1	1	0	3.86	Agree
Setting	5	6	1	3	0	3.73	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.73 to 4.06.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

The goals of the task are enabling the learners use English, helping them to understand one of the English expressions and helping and motivating them to communicate with English. The goals are achieved well as reflected by mean value of 4.00, which was regarded as *Agree* in category. The data are supported by the following extracts:

- 
- R : *Apakah Task 3 dapat membantu Anda untuk mengetahui beberapa ekspresi dalam menawarkan bantuan?*(Could Task 3 help you to know the expressions of Offering Services?)
- L1 : *Jelas mbak. Saya suka penjelasannya.* (Yes, it could. I liked the explanation.)
- L2 : *Betul sangat membantu.*(Yes, that's right.)
- (Appendix I: The Interview Transcript of Unit 2)
- 

The learners could understand the task quickly. When the teacher gave the questions orally, they could answer them well. In addition, when the teacher asked them to mention the Offering Services expressions, they could mention them quickly.

Appendix J: Field note 2(Try-out of Unit2)

---

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 3 is appropriate.

### b) Input

The input of Task 3 is the explanation about the use and the example of Offering Services expression. The input is comprehensible as reflected by the mean value of 3.73. It is also supported by the following extracts:

---

R : *Inputnya sudah sesuai dengan pekerjaan Anda?*(Is the input suitable with your job?)

L2 : *Iya sudah mbak.*(Yes, it is.)

(Appendix I: The Interview Transcript of Unit 2)

---

Task 3 is explanation about offering services. The teacher asked the learners to read the explanation and the example of both expressions. The learners try to understand the explanation of this task. They also listened to the teacher's explanation.

Appendix J: Field note 2(Try-out of Unit2)

---

In conclusion, the data show us that the input of Task 3 is appropriate for the learners because they could try to understand the explanation of this task.

### c) Procedure

Task 3 is explanation about offering services. The teacher asked the learners to read the explanation and the example of both expressions. The learners try to understand the explanation of this task. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. They also discussed with their friend.

The procedure is achieved well as reflected by mean value of 3.8 which in regarded as *Agree* in category. It is also supported by the following extracts:

---

R : *Menurut Anda kegiatan dalam Task 3 ini bagaimana?Apakah Anda menyukainya?*(In your opinion, how about the activity in Task 3?)

L2 : *Iya suka. Kita bisa mengetahui ekspresi-ekspresi pada waktu menawarkan bantuan.*(I liked it. We could now the expressions of Offering Services.)

L1 : *Ya benar mbak.* (Yes, that's right.)

(Appendix I: The Interview Transcript of Unit 2)

-----  
The teacher asked the learners to read the explanation and the example of both expressions. The learners try to understand the explanation of this task. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. They also discussed with their friend. The teacher explained it very slowly so that they could understand.

Appendix J: Field note 2(Try-out of Unit2)

-----  
It can be concluded that the procedure is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher Role

The teacher had a good role in this task. She try to make the learners understand the explanation of Offering Services expressions. She explained it very slowly so that they could understand. She also gave many examples. The teacher's role is achieved well as reflected by mean value of 4.06 in which was regarded as *Agree* in category. The data is supported by the following extract:

-----  
R : *Dapatkah Anda memahami penjelasan saya mengenai Task 3?*(Could you understand my explanation?)

L1 : *Dapat mbak.* (Yes, I could.)

(Appendix I: The Interview Transcript of Unit 2)

-----  
The teacher explained it very slowly so that they could understand. She also gave many examples. Then, the teacher asked whether they could understand the explanation or not.

Appendix J: Field note 2(Try-out of Unit2)

-----  
It can be concluded that the teacher role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

In this task, the learners were expected to be active learners. This role was played well as reflected by the mean value of 3.86. It means that, the learners' role

is regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah Anda memahami Task 3 dengan serius?*(Did you do understand Task 3 seriously?)  
 L2 : *Iya mbak. Saya tadi membacanya berulang-ulang.* (Yes, we did. I read the task repeatedly.)  
 L1 : *Ya saya juga.*(So, did I.)

(Appendix I:The Interview Transcript of Unit 2)

---

The learners try to understand the explanation of this task. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. They also discussed with their friend. They could understand it. The learners could understand the task for 10 minutes but some of them could not understand the task more than 10 minutes. When the teacher gave the questions orally, they could answer them well. In addition, when the teacher asked them to mention the Offering Services expressions, they could mention them quickly.

Appendix J: Field note 2(Try-out of Unit2)

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It can be concluded that the learners' role are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### f) Setting

The learners were asked to do this task individually in five until seven minutes. However, they could not finish the task in the time. The mean value of this component is 3.73. It means that, the setting is regarded as *Agree* in category.

The data are supported by the following transcript:

- 
- R : *Anda membutuhkan waktu berapa lama untuk memahami penjelasan tersebut?*(How long did you need to understand the explanation?)  
 L2 : *Kalau saya sekitar 10 menit mbak.* (If I need about 10 minutes.)  
 L1 : *Saya lebih dari 10 menit mbak.* (I need more than 10 minutes.)

(Appendix I:The Interview Transcript of Unit 2)

---

The learners could understand the task for 10 minutes but some of them could not understand the task more than 10 minutes.

Appendix J: Field note 2 (Try-out of Unit2)

It can be concluded that the setting is inappropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

**Table 58: The Conclusion of the Evaluation of Task 3 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Inappropriate	Give more time to in doing this task.

#### 4) Task 4

The data of the evaluation questionnaire of Task 4 can be seen in the following table.

**Table 59: The Data of the Evaluation Questionnaire of Task 4 of Unit 2**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	0	13	2	0	0	3.86	Agree
Input	0	13	0	2	0	3.73	Agree
Procedure	0	14	0	1	0	3.86	Agree
Teacher role	1	13	0	1	0	4.20	Agree
Learners role	3	12	0	0	0	3.80	Agree
Setting	0	13	0	2	0	3.73	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.73 to 4.20.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

### a) Goal

The goals of the task are enabling the learners use English, helping them to use one of the Offering Services expressions and help them to respond the expressions. The goal is achieved well as reflected by mean value of 3.80. The data are supported by the following transcript:

---

R : *Apakah Task 4 dapat membantu Anda untuk menggunakan ekspresi Bahasa Inggris dengan baik?* (Could Task 4 help you to use English expressions well?)

L1+L2 : *Iya mbak.* (Yes, it could.)

(Appendix I: The Interview Transcript of Unit 2)

---

Guided dialogues was to make the learners use English well.

(Appendix J: Field note 2 (Try-out of Unit2))

---

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 4 is appropriate.

### b) Input

The input of Task 4 is the short missing dialogues that consist of some missing expressions that must be responded by the learners. The input is comprehensible as reflected by the mean value of 3.73. It is also supported by the following extracts:

---

R : *Apakah inputnya sudah sesuai?* (Is the input suitable for you?)

L2 : *Sudah mbak.* (Yes, it is.)

(Appendix I: The Interview Transcript of Unit 2)

---

The expressions (Offering Services) in Task 4 could them in completing the short missing dialogues. The dialogues consist of some expressions in Offering Services.

Appendix J: Field note 2 (Try-out of Unit2)

---

In conclusion, the data show us that the input of Task 4 is appropriate for the learners.

#### c) Procedure

Since the learners had been provided the model dialogue in the previous tasks, the learners provided some guided dialogues in Task 4. The dialogues consist of some expressions in Offering Services. Then, the learners respond the expressions.

The procedure is achieved well as reflected by mean value of 3.86 which was regarded as *Agree* in category. It is also supported by the following extracts:

- 
- R : *Menurut Anda kegiatan dalam Task 5 bagaimana? Menarik atau tidak?*(In your opinion, how about Task 5?)  
 L2 : *Ya cukup menarik mba. Kita disuru merespon berbagai ekspresi dalam menawarkan bantuan.*(Yes, it is quite interesting. We are asked to respond from expressions of Offering Services.)  
 L1 : *Iya sudah menarik mbak.* (Yes, it was interesting.)  
 Appendix I: The Interview Transcript of Unit 2)

---

The learners looked interested in doing this task because all learners try to do this task. They had to do the task individually.

Appendix J: Field note 2(Try-out of Unit2)

---

It can be concluded that the procedure is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher Role

The teacher explained about the task and gave a chance for the learners to respond the expressions in the short missing dialogues for each number. The mean value of teacher role is 4.20. It means that most of learners agreed regarding to the component. The data is supported by the following extract:

- 
- R : *Apakah feedback saya tadi bisa memotivasi Anda untuk berusaha berbicara dalam Bahasa Inggris dengan percaya diri?*(Could my feedback motivate you to speak English confidently?)
- L2 : *O iya mba. Semoga saja kita selalu percaya diri besok jika bicara dengan turis.*(Yes, it could. We hope we always speak with the foreigners confidently.)
- L1 : *Iya mbak semoga kita selalu percaya diri.*(Yes, we hope we always confident.)

(Appendix I: The Interview Transcript of Unit 2)

---

After finishing completing the task, she asked to some volunteers to respond the expressions of each number. All volunteers could respond the expressions correctly.

Appendix J: Field note 2(Try-out of Unit2)

---

It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

In this task, the learners looked interested in doing this task because all learners try to do this task. They had to do the task individually. The descriptive statistics show that the mean is 3.80. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah tadi Anda mengerjakan semua soalnya?*(Did you do all the numbers?)
- L1 : *Jelas mbak.*(Yes, I did.)
- L2 : *O tentu mbak. Cukup mudah ko mbak.*(So did I. It is quite easy.)
- (Appendix I: The Interview Transcript of Unit 2)
- 

The learners looked interested in doing this task because all learners try to do this task. They had to do the task individually.

Appendix J: Field note 2(Try-out of Unit2)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

## f) Setting

The learners could do the task individually. The descriptive statistics show that the mean is 3.73. It means that, the setting is regarded as *Agree* in category.

The data is supported by the following extract:

- 
- R : *Menurut Anda, kalau task seperti ini lebih enak dikerjakan berdua apa sendiri?*(In your opinion, Is this task more interesting in pairs or individually?)  
 L1 : *Sendiri saja bisa mbak.* (I was more interesting individually to do the task.  
 L2 : *Iya sendiri saja mbak.*(Yes, individually, Miss.)  
 R : *Baik kalau begitu.* (OK, that's right.)  
 (Appendix I: The Interview Transcript of Unit 2)
- 

They had to do the task individually.

Appendix J: Field note 2(Try-out of Unit2)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

**Table 60: The Conclusion of the Evaluation of Task 4 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 5) Task 5

The data of the evaluation questionnaire of Task 5 can be seen in the following table.

Table 61: The Data of the Evaluation Questionnaire of Task 5 of Unit 2

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	1	14	0	0	0	4.06	Agree
Input	0	13	0	2	0	3.73	Agree
Procedure	0	15	0	0	0	4.00	Agree
Teacher role	3	11	0	1	0	4.06	Agree
Learners role	1	11	1	2	0	3.73	Agree
Setting	1	11	2	1	0	3.80	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.73 to 4.06.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

The goal of this task is making the learners pronounce the English words. The goal is achieved well as reflected by mean value of 4.06. The data are supported by the following transcript:

- 
- R : *Apakah Task 5 bisa membantu Anda dalam mengatasi masalah pengucapan kata-kata Bahasa Inggris?*(Could Task 5 help you solving your problem in pronouncing English words?)
- L1 : *Iya mba.*(Yes, it could.)
- L2 : *Ya membantu sekali mbak. Dilengkapi dengan cara baca dan artinya juga.* (Yes, it could help us. It is completed with the phonetic transcript and the meaning of the words.)

Appendix I: The Interview Transcript of Unit 2)

---

They could understand this task well and wanted to try to pronounce the English words. When the teacher asked them to pronounce some English words, the learners could pronounce them quickly and well.

Appendix J: Field note 2(Try-out of Unit2)

---

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 5 is appropriate.

#### b) Input

The input of this task is about teaching pronunciation. The task gives the example that was taken from the previous dialogue. It also provides some other examples. The descriptive statistics show that the mean is 3.73. It means that, the input is regarded as *Agree* in category. The data are supported by the following transcript:

---

R : *Bagaimana dengan inputnya?* (How about the input?)  
 L2 : *Menarik dan bagus. Dilengkapi dengan cara membacanya.* (I think it is good. It is completed with the phonetic transcript.)  
 L1 : *Ya bagus mbak.* (Yes, it is good.)  
 (Appendix I: The Interview Transcript of Unit 2)

---

Task 5 provides how to pronounce some words are related to their job. The example was taken from the previous input text.

Appendix J: Field note 2 (Try-out of Unit 2)

---

In conclusion, the data show us that the input of Task 5 is appropriate for the learners because they could understand this task well and wanted to try to pronounce the English words.

#### c) Procedure

Task 5 provides how to pronounce some words are related to their job. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. In this task, they are asked to pronounce some English words. The procedure is achieved well as reflected by mean value

of 3.83 which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Menurut Anda, bagaimana dengan kegiatan di Task 5 ini?* (In your opinion, how about the activity?)  
 L1 : *Menarik mbak. Kita juga mendengarkan melalui Audio jadi cukup jelas* (It is interested input. We heard through the Audio clearly.  
 (Appendix I: The Interview Transcript of Unit 2)
- 

Task 5 provides how to pronounce some words are related to their job. The example was taken from the previous input text. The teacher explain the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. In this task, they are asked to pronounce some English words

Appendix J: Field note 2(Try-out of Unit2)

---

It can be concluded that the procedure of this task appropriate. It could be seen form the three data namely (descriptive statistics, interview transcript and field-note).

#### d) Teacher Role

In this task, the teacher explained the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. The descriptive statistics show that the mean is 4.06. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah tadi saya memberikan contoh cara pengucapanya dengan baik?* (Did I give the examples of pronounce the words well?)  
 L1 : *Iya. Mbak pintar.* ( Yes, you are clever.)  
 L2 : *Ya mbak.* (Yes, you did.)  
 (Appendix I: The Interview Transcript of Unit 2)
- 

The teacher explain the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words.

Appendix J: Field note 2(Try-out of Unit2)

---

In conclusion, the data (the (descriptive statistics, interview transcript and field-note) show us that the teacher role of Task 5 is appropriate for the learners.

#### e) Learners Role

In this task, the learners are asked to pronounce some English words. They could understand this task well and wanted to try to pronounce the English words. They could pronounce them quickly and well.

The descriptive statistics show that the mean is 3.73. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah Anda tadi mau mempraktikkan contoh dalam Task 5?*(Did you practice the examples in Task 5?)  
 L2 : *Iya tadi saya mempraktikkan biar bisa mengucapkan dengan benar mba.*(Yes, I practiced in order to I could pronounce the words well.)  
 L1 : *Sama saya juga.* (So did I.)

(Appendix I: The Interview Transcript of Unit 2)

---

They could understand this task well and wanted to try to pronounce the English words. When the teacher asked them to pronounce some English words, the learners could pronounce them quickly and well.

Appendix J: Field note 2(Try-out of Unit2)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

#### f) Setting

In this task, the learners could pronounce the words quickly and well. They did not need many times to do this task. The descriptive statistics show that

the mean is 3.80. It means that, the learners' role is regarded as *Agree* in category.

The data is supported by the following extract:

-----  
 R : *Anda membutuhkan waktu berapa lama untuk memahami kata-kata seperti ini?*(How many times did you need to understand the words?)  
 L1 : *Wah berapa ya? Ehmm 5-7 menit mbak.* (I needed 5-7 minutes, Miss.)  
 L2 : *Kalau saya 5 menit mbak.* (I needed 5 minutes.)  
 (Appendix I: The Interview Transcript of Unit 2)  
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When the teacher asked them to pronounce some English words, the learners could pronounce them quickly and well.

Appendix J: Field note 2 (Try-out of Unit2)

-----  
 It can be concluded that the setting is inappropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

**Table 62: The Conclusion of the Evaluation of Task 5 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 6) Task 6

The data of the evaluation questionnaire of Task 6 can be seen in the following table.

**Table 63: The Data of the Evaluation Questionnaire of Task 6 of Unit 2**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	2	12	0	2	0	4.00	Agree
Input	1	14	0	0	0	4.06	Agree
Procedure	0	13	1	1	0	3.80	Agree
Teacher role	3	12	0	0	0	4.20	Agree
Learners role	1	12	0	2	0	3.80	Agree
Setting	0	13	0	2	0	3.73	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.73 to 4.20.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

Task 6 is comprehension questions based on the dialogue in Task 5. The goal of this task is enabling the learners to understand the content of the dialogue in Task 5. The goal is achieved well as reflected by mean value of 4.00 in which was regarded as *Agree* in category. The learners understood the content of dialogue. It can be seen in the following interview excerpt:

- 
- R : *Apakah dengan mengerjakan Task 6, Anda bisa menjawab pertanyaan-pertanyaannya?*(Could you answer all of the questions in Task 6 by doing this task?)
- L2 : *Bisa mba. Kita bisa melihat jawaban-jawabannya di dalam dialog.* (Yes, I could. We saw the answers in the dialogue.)
- (Appendix I: The Interview Transcript of Unit 2)
- 

All the learners did this task. However, some learners got difficulty in answering the questions. They are not careful in understanding the dialogue. Then, she asked them to understand the dialogue again. It can be known by looking at the following field note:

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However some learners got difficulty in answering the questions. They are not careful in understanding the dialogue. Then, she asked them to understand the dialogue again

Appendix J: Field note 2(Try-out of Unit2)

---

It can be concluded that the goal is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

## b) Input

The input is some questions based on the dialogue in Task 6. The input is achieved well as reflected by mean value of 4.06 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Menurut Anda apakah pertanyaanya sulit dipahami?*(In your opinion, were the questions difficult to be understood?)  
 L1 : *Tidak ko mba. Kan jawabannya ada di dalam dialog.* (No, they were not. The answers are in the dialogue.)  
 R : *Bagaimana dengan kalimat-kalimatnya?*(How about the sentences?)  
 L2 : *Cukup sederhana ko mbak.* (They are quite simple, Miss.)  
 (Appendix I: The Interview Transcript of Unit 2)
- 

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task

Appendix J: Field note 2(Try-out of Unit2)

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In conclusion, the data show us that the input of Task 6 is appropriate for the learners because they could try to understand the explanation of this task.

## c) Procedure

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task. They had to do the task individually. Then, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly. The procedure is achieved well as reflected by mean value of 3.80 that was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah Anda menyukai kegiatan yang ada di Task 6?* (Did you like the activity in Task 6?)  
 L2 : *Suka. Ini dapat meningkatkan pemahaman kita.* (Yes, I liked. This task could improve our understanding.)  
 (Appendix I: The Interview Transcript of Unit 2)
-

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task. They had to do the task individually. Then, the teacher asked some volunteers to give their answers.

Appendix J: Field note 2(Try-out of Unit2)

It can be concluded that the procedure is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher Role

In this task, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly. In order to make learners independent, she gave them a chance to do by themselves. She would help them when she was needed by them. The descriptive statistics show that the mean is 4.05. It means that, the learners' role is regarded as *Agree* in category.

The data is supported by the following extract:

- 
- R : *Apakah saya tadi sedikit membantu menjelaskan arti dari pertanyaan-pertanyaanya?*(Did I help you to understand the meaning of the questions?)  
 L2 : *Oh iya mba, saya dengar ko tadi.*( Yes, I heard, Miss.)  
 L1 : *Iya mba sudah memberikan artinya ko.* (Yes, you had given the meaning of the questions.)

(Appendix I:The Interview Transcript of Unit 2)

She showed the answer in the dialogue. In the result, they could find out the answer well. In order to make learners independent, the teacher gave them a chance to do by themselves. She would help them when she was needed by them.

Appendix J: Field note 2(Try-out of Unit2)

It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field not.

#### e) Learners Role

In this task, the learners are given the chance to do the task. Some volunteers could answer the comprehension questions correctly. The descriptive

statistics show that the mean is 3.80. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

---

R : *Apakah Anda menjawab semua pertanyaan-pertanyaanya?*(Did you answer all of the questions?)

L1+L2 : *Iya mba.*(Yes, we did.)

(Appendix I: The Interview Transcript of Unit 2)

---

They had to do the task individually. Then, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly.

Appendix J: Field note 2(Try-out of Unit2)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

#### f) Setting

The learners could do the task individually. They did need many times to answer the questions. The descriptive statistics show that the mean is 3.73. . It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

---

R : *Jadi butuh berapa lama Anda mengerjakan soal seperti ini?*(So, how many times did you need to do this task?)

L1 : *Saya rasa tidak usah lama-lama, kan dialognya juga cuma pendek. Sekitar 10 menit mbak.*(I thought, I did not need many time, because the dialogue is short. About 10 minutes, Miss.)

(Appendix I: The Interview Transcript of Unit 2)

---

All the learners did this task. They had to do the task individually.

Appendix J: Field note 2(Try-out of Unit2)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

**Table 64: The Conclusion of the Evaluation of Task 6 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 7) Task 7

The data of the evaluation questionnaire of Task 7 can be seen in the following table.

**Table 65: The Data of the Evaluation Questionnaire of Task 7 of Unit 2**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	0	13	1	1	0	3.80	Agree
Input	0	13	0	2	0	3.73	Agree
Procedure	1	13	0	1	0	4.00	Agree
Teacher role	3	11	1	0	0	4.13	Agree
Learners role	3	10	0	2	0	3.93	Agree
Setting	1	13	0	1	0	3.93	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.73 to 4.13.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

#### a) Goal

Task 7 is grammar explanation and parts of the body explanation that is completed with the picture. The goal of the Task 7 is helping the learners to

master the English grammar and to know the parts of the body. The goal is achieved well as reflected by mean value of 3.80. The data are supported by the following transcript:

- 
- R : *Apakah Task 7 membantu Anda untuk menguasai grammar dan mengetahui bagian- bagian tubuh dengan baik?*(Did Task 7 help you to master grammar and know parts of the body well?)
- L1 : *Grammar itu struktur kalimat ya mbak?*(Grammar is the sentences' structure, isn't it?)
- R : *Ya benar itu mempelajari struktur atau organisasi membuat kalimat.*(Yes, that's right. It learned the sentences structure or organization of sentences.)
- L2+L1 : *Oooo ya. Iya mbak itu membantu sekali buat kita.* (Yes, it helped us so much.)

(Appendix I: The Interview Transcript of Unit 2)

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The goal of Task 7 is helping the learners to master English grammar well and to know parts of the body.

Appendix J: Field note 2(Try-out of Unit2)

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From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 7 is appropriate.

#### b) Input

The material of Task 7 is about Modal auxiliaries and Parts of the Body. The examples provided in Task 7 are taken from the previous dialogue and a picture that is completed by parts of the body's name. The input is achieved well as reflected by mean value of 3.73 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah input di Task 7 sudah sesuai dengan bidang Anda?*(Is input in Task 7 suitable with your job?)

- L2 : *Sudah karena sebagian contohnya diambil dari dialog sebelumnya.* ( Yes, it is suitable for us because the examples are taken from the previous dialogue.)
- L1 : *Gambar bagian-bagian tubuhnya cukup jelas tapi kurang besar sedikit.* (The picture of parts the body is quite clear but it is small.)
- (Appendix I:The Interview Transcript of Unit 2)
- 

Task 7 is grammar. The material of Task 7 is about Modal Auxiliaries. The examples provided in Task 7 are taken from the previous dialogue. Besides, in this task also explained parts of the body. The teacher showed the parts of the body in a picture.

Appendix J: Field note 2(Try-out of Unit2)

---

It can be concluded that the input is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

c) Procedure

Task 7 is grammar. The material of Task 7 is about Modal Auxiliaries and Parts of the body. The goal of Task 7 is helping the learners to master English grammar well and to know parts of the body. The learners try to understand the explanation of this task in pairs. They also listened to the teacher's explanation. In explaining parts of the body, the teacher showed the parts of the body in a picture.

The procedure is achieved well as reflected by mean value of 4.00 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah Anda tertarik pada aktivitas dalam Task 7?*(Are you interested with the activity in Task 7?)
- L1 : *Iya menarik disitu penjelasan dan gambar bagian-bagian tubuhnya mudah dipahami.* (Yes, it is interested. Because the explanation and the picture of parts of the body is clearly.)
- L2 : *Menurut saya sudah baik mbak seperti yang mas Untung.* (In my opinion, it is good liked Mr. Untung said.)
- (Appendix I:The Interview Transcript of Unit 2)
-

The learners try to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. The teacher explained it very slowly so that they could understand. She also gave many examples. In explaining parts of the body, the teacher showed the parts of the body in a picture. Then, the teacher asked whether they could understand the explanation or not. They could understand it.

#### Appendix J: Field note 2(Try-out of Unit2)

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the procedure of Task 7 is appropriate.

#### d) Teacher Role

In this task, the teacher give the explanation well and try to make the learners understand with her explanation. The mean value of this component is 4.13. It means that, the setting is regarded as *Agree* in category. The data are supported by the following transcript:

R : *Apakah penjelasan dari saya bisa dipahami?* (Could my explanation be understood?)

L2 : Iya bisa.( Yes, it could.)

(Appendix I:The Interview Transcript of Unit 2)

The teacher explained it very slowly so that they could understand. She also gave many examples. In explaining parts of the body, the teacher showed the parts of the body in a picture. Then, the teacher asked whether they could understand the explanation or not.

#### Appendix J: Field note 2(Try-out of Unit2)

It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

In this task, the learners are given the chance to do the task. Some volunteers could answer the comprehension questions correctly. The descriptive

statistics show that the mean is 3.93. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah Anda aktif mempelajari Task 7?* (Are you active in studying Task 7?)
- L1 : *Iya mbak. Memahaminya itu memang harus dibaca berulang kali. Memahai gambarnya pun cukup rumit.* (Yes, I am. To understand we must read repeatedly. To understand the picture is also not easy.
- L2 : *Saya juga mbak. Tetapi ini kurang gimana gitu mbak, sedikit membosankan. Kan kita tidak melakukan apa-apa hanya memahami saja.* (Yes, so did In this task, we only studying and understanding not doing something. Therefore, it made us bored.
- (Appendix I: The Interview Transcript of Unit 2)
- 

The learners try to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task.

Appendix J: Field note 2(Try-out of Unit2)

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In conclusion, the data show us that the learners' role of Task 7 is appropriate.

#### f) Setting

The learners try to understand the explanation of this task in pairs. The descriptive statistics show that the mean is 3.93. It means that, the setting is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Kira-kira tadi Anda membutuhkan waktu berapa menit untuk memahami Task ini?*(How many times did you need to understand this task?)
- L1 : *Kalau saya lebih dari 10 menit bisa mbak. Menghafalkan bagian-bagian tubuh itu yang lama mbak.* (I needed more than 10 minutes. In memorizing parts of the body, I needed many times.)
- L2 : *Ya hampir sama mbak.*(So, did I.)
- Appendix I: The I(Interview Transcript of Unit 2)
- 

They needed more than 10 minutes to understand the picture.

Appendix J: Field note 2(Try-out of Unit2)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is inappropriate.

The evaluation above can be concluded in the following table.

**Table 66: The Conclusion of the Evaluation of Task 7 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	The picture of parts of the body is made bigger.
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Inappropriate	Give more time to in doing this task.

#### 8) Task 8

The data of the evaluation questionnaire of Task 8 can be seen in the following table.

**Table 67: The Data of the Evaluation Questionnaire of Task 8 of Unit 2**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	0	15	0	0	0	4.00	Agree
Input	1	14	0	0	0	4.06	Agree
Procedure	1	11	2	1	0	3.80	Agree
Teacher role	4	11	0	0	0	4.26	Agree
Learners role	1	12	1	1	0	3.93	Agree
Setting	3	10	0	2	0	3.86	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.80 to 4.26. The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

### a) Goal

The goals of the task are enabling the learners use English, helping them to use one of the English expressions. The goal is achieved well as reflected by mean value of 4.00 in which was regarded as *Agree* in category. The learners understood the content of dialogue. It can be seen in the following interview excerpt:

- 
- R : *Menurut Anda apakah Task 8 ini bisa membantu Anda dalam belajar mendengarkan kalimat dalam Bahasa Inggris?* (In your opinion, Could Task 8 help you in listening English sentences?)  
 L1 : *Ya mbak. Tetapi masih ada sedikit kesalahan dalam penulisan.* (Yes, miss. But there are some mistakes in writing.)  
 L2 : *Saya senang dengan Task ini karena melatih listening kita.* (I liked this task because it could improve our listening.)

(Appendix I: The Interview Transcript of Unit 2)

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They looked happy and serious in doing this task.

Appendix J: Field note 2 (Try-out of Unit 2)

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It can be concluded that the goal is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

### b) Input

Task 8 is listening skill. There are two short missing dialogues that must be done by the learners. The input is achieved well as reflected by mean value of 4.06 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Bagaimana inputnya?* (How about the input?)  
 L2 : *Iya cocok buat kita mbak.* (Yes, it is suitable with our job.)  
 L1 : *Dialognya sudah mengacu pada pekerjaan kita mbak.* (The dialogue is suitable for our job).

(Appendix I: The Interview Transcript of Unit 2)

---

It is listening skill. The teacher explained the instruction of this task. The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue.

Appendix J: Field note 2(Try-out of Unit2)

It can be concluded that the input is appropriate. The appropriate input can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

c) Procedure

Task 8 is listening skill. The learners asked to complete the missing dialogue by listening to the recording. The procedure is achieved well as reflected by mean value of 3.80 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Bagaimana dengan kegiatannya sendiri?* (How about the activity?)  
 L1 : *Ya menarik mbak. Karena kita bisa mengisi kalimat rumpang dalam dialog dengan cara mendengarkan.* (Yes, it is interesting. Because we could complete the missing dialogue by listening.)  
 R : *Walaupun sulit Anda masih tetap melengkapi dialognya kan?* (However the task is difficult, did you complete the dialogue?)  
 L1 : *Iya mbak. Tapi masih ada yang tidak diisi.* (Yes, I did. But it still be wrong.)  
 L2 : *Iya. Saya konsentrasi penuh tadi mbak.* (Yes, I was concerned seriously.)  
 (Appendix I: The Interview Transcript of Unit 2)
- 

The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue. They did this task in pairs. There are two short missing dialogues that must be done by the learners. They looked happy and serious in doing this task.

Appendix J: Field note 2(Try-out of Unit2)

It can be concluded that the procedure is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher Role

The teacher explained the instruction. She had a chance for the learners to practice one of the dialogues in front of the class. She suggested to all learners so that they always wanted to speak English.

The teacher role is achieved well as reflected by mean value 4.26 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah feedback saya tadi bisa memotivasi Anda untuk selalu meningkatkan Bahasa Inggris Anda?* (Did my feedback motivate you to always improve your English?)  
 L2 : *Iya jelas mbak. Kita jadi lebih semangat.* (Yes, we can be more spirited.)  
 (Appendix I: The Interview Transcript of Unit 2)
- 

She suggested to all learners so that they always wanted to speak English.  
 Appendix J: Field note 2 (Try-out of Unit 2)

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It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e). Learners Role

The learners were active participants. The descriptive statistics show that the mean is 3.93. It means that, the learners' role is regarded as *Agree* in category.

The data are supported by the following transcript:

- 
- R : *Walaupun sulit Anda masih tetap melengkapi dialognya kan?*  
 (Although, the task is difficult you try to complete the dialogues, didn't it?)  
 L1 : *Iya mbak. Tapi masih ada yang tidak diisi.* (Yes, I did. But there are still some missing answers.)  
 L2 : *Iya. Saya konsentrasi penuh tadi mbak.* (Yes, I have full concentration.)  
 Appendix I: The Interview Transcript of Unit 2)
-

The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue. They did this task in pairs. There are two short missing dialogues that must be done by the learners. They looked happy and serious in doing this task.

Appendix J: Field note 2(Try-out of Unit2)

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the learners role is appropriate.

f) Setting

In this task, the learners did the task in pairs. They looked happy and serious in doing this task. The descriptive statistics show that the mean is 3.93. It means that, the setting is regarded as *Agree* in category. The data are supported by the following transcript:

- R : *Apakah Anda tadi bisa mengerjakan task ini secara berpasangan?* (Did you do this task in pairs?)  
 L1 : *Iya mbak. Saya lebih suka berpasangan.* (Yes, I did. I preferred doing in pairs.)  
 L2 : *Iya kan ini dialog mbak.* (Yes, it is dialogue.)

Appendix I: The Interview Transcript of Unit 2)

They did this task in pairs.

Appendix J: Field note 2 (Try-out of Unit2)

It can be concluded that the setting is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

Table 68: **The Conclusion of the Evaluation of Task 8 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 9) Task 9

The data of the evaluation questionnaire of Task 9 can be seen in the following table.

Table 69: The Data of the Evaluation Questionnaire of Task 9 of Unit 2

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	0	13	1	1	0	3.80	Agree
Input	1	11	1	2	0	3.73	Agree
Procedure	0	13	2	0	0	3.86	Agree
Teacher role	2	12	1	0	0	4.06	Agree
Learners role	3	10	0	2	0	3.93	Agree
Setting	0	12	2	1	0	3.73	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.73 to 4.06. The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

## a) Goal

The goal of the Task 9 is enabling the learners to master the English words well. The goal is achieved well as reflected by mean value of 3.80 in which was regarded as *Agree* in category. It can be seen in the following interview excerpt:

- 
- R : *Selamat pagi. Sudah siap melanjutkan yang kemarin? Kita lanjutkan Sekarang lanjut ke Task 9 ya.* ( Good morning. Have you ready to continue about the interview yesterday? Now, we continue on Task 9.)
- L1 : *OK mbak.* (Yes, we have, Miss.)
- R : *Ehmm. Apakah Task 9 bisa membuat Anda menguasai kata-kata Bahasa Inggris?* (Could Task 9 make you master English words?)
- L2 : *Iya mbak. Kita jadi tahu kata-kata baru.* (Yes, we could know about the new words.)
- L1 : *Iya mbak betul itu.* (Yes, that's right.)

Appendix I: The Interview Transcript of Unit 2)

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 They did the task seriously because it needed the high concentration. Most of the learners could find the correct meaning of the words.

Appendix J: Field note 2 (Try-out of Unit2)

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 In conclusion, the data show us that the input of Task 9 is appropriate for the learners because they could try to understand the explanation of this task.

#### b.) Input

Task 9 is vocabulary. There are provided the part of speech of the words and the phonetic transcription. The input is achieved well as reflected by mean value of 3.73 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- R : *Apakah kata-kata yang ada di Task 9 ini berkaitan dengan bidang Anda?*(Were the words in Task 9 related with your job?)  
 L2 : *O jelas iya mbak.* (Yes, they were.)  
 L1 : *Ya mbak.* (Yes, Miss.)

Appendix I: The Interview Transcript of Unit 2)

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 Task 9 is vocabulary. There are some words that are related to their job. The words are taken from the dialogue. In this task, there are provided the part of speech of the words and the phonetic transcription.

Appendix J: Field note 2 (Try-out of Unit2)

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 It can be concluded that the input is appropriate. The appropriate input can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### c) Procedure

In this task, the teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. The procedure is achieved well as reflected by mean value of 3.86 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah Anda menyukai kegiatan dalam Task 9 ini?* (Did you like the activity in Task 9?)
- L2 : *Iya mbak. Tapi kalau suruh menghafalkan cukup sulit.* (Yes, I liked. But it is difficult if we must memorize the words.)

Appendix I: The Interview Transcript of Unit 3)

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The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. They did the task seriously because it needed the high concentration. After founding the meaning of the words, the teacher and the learners discussed together

Appendix J: Field note 2 (Try-out of Unit2)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the procedure is appropriate.

#### d) Teacher Role

The teacher acted as a facilitator in Task 9. She would help them when they needed her. The descriptive statistics show that the mean is 4.06. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah tadi saya membantu Anda dalam memberikan arti yang tepat untuk kata-kata dalam Task 9?* (Did I help you in giving the meaning of the words appropriately in Task 9?)
- L2 : *Iya mbak. Kalau tidak dibantu mungkin tadi mengartikannya kurang pas.* (Yes, you did. If you didn't help us we could not the words appropriately.)
- L1 : *Iya mbak kaan satu kata artinya banyak.* (Yes, you did. One word has many meanings.)

Appendix I: The Interview Transcript of Unit 2)

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She would help them when they needed her. The teacher did it by bringing some dictionaries to help them if they did not the meaning of the words.

Appendix J: Field note 2 (Try-out of Unit2)

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It can be concluded that the teacher role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

All learners did the task seriously because it needed the high concentration.. The descriptive statistics show that the mean is 3.93. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

---

R : *Anda bisa mengerjakan Task ini kan?* (Could you do this task?)  
 L1 : *Ya saya bisa mbak.* (Yes, I could, Miss.)

Appendix I: The Interview Transcript of Unit 2)

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They did the task seriously because it needed the high concentration. Most of the learners could find the correct meaning of the words.

Appendix J: Field note 2 (Try-out of Unit2)

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In conclusion, the data show us that the learners' role of Task 9 is appropriate because the learners were active participant.

#### f) Setting

The teacher asked the learners to do this task in pairs. The setting is achieved well as reflected by mean value of 3.73 that was regarded as *Agree* in category. The data are supported by the following transcript:

---

R : *Apakah Anda tadi bisa mengerjakan Task 9 ini secara berpasangan?*  
 (Could you do Task 9 in pairs?)  
 L1 : *Iya mbak. Bisa berdiskusi kalau berpasangan.* (Yes, we could. We could do this task if we did it in pairs.)

Appendix I: The Interview Transcript of Unit 2)

---

The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. They did the task seriously because it needed the high concentration.

Appendix J: Field note 2 (Try-out of Unit2)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

**Table 70: The Conclusion of the Evaluation of Task 9 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 10) Task 10

The data of the evaluation questionnaire of Task 10 can be seen in the following table.

**Table 71: The Data of the Evaluation Questionnaire of Task 10 of Unit 2**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	0	14	0	1	0	3.86	Agree
Input	1	11	2	1	0	3.80	Agree
Procedure	0	12	0	2	0	3.73	Agree
Teacher role	2	13	0	0	0	4.13	Agree
Learners role	1	12	0	2	0	3.80	Agree
Setting	0	13	1	1	0	3.80	Agree

The table above shows that most of learners agreed with the containing materials in Unit 2. The result shows from the range mean; i.e. from 3.80 to 4.13.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

### a) Goal

The goals of the Task 10 are the learners to use one of English expressions fluently. The goal is achieved well as reflected by mean value of 3.86 in which was regarded as *Agree* in category. The learners could create a dialogue and practice it. It can be seen in the following interview excerpt:

---

R : *Apakah dengan mengerjakan task ini, Anda bisa menggunakan salah satu ekspresi Bahasa Inggris yang dipelajari sebelumnya?* (Could you use one of English expressions by doing this task?)

L1 : *Iya.* (Yes, we could.)

Appendix I: The Interview Transcript of Unit 2)

---

.All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. They acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills.

Appendix J: Field note 2(Try-out of Unit2)

---

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 10 is appropriate.

### b) Input

Task 10 is a production task, the learners are asked to create a dialogue based on one of situation given. The input is achieved well as reflected by mean value of 3.80 in which was regarded as *Agree* in category. The data are supported by the following transcript:

---

R : *Menurut Anda, apakah situasi di Task 10 ini sesuai dengan pekerjaan Anda ?* (In your opinion, were the situations in Task 10 related to your job?)

L2 : *O..sudah sesuai mbak. Kan situasinya berhubungan dengan pekerjaan kita.* (O, yes they were. The situations are related to our job.)

L1 : *Iya benar itu.* (Yes, that's right.)

Appendix I: The Interview Transcript of Unit 2)

---

Task 10 is a production Task, the learners are asked to create a dialogue based on one of situation given. The content of the situations give is about the expressions are used when the learners work.

Appendix J: Field note 2(Try-out of Unit2)

---

In conclusion, the data show us that the input of Task 10 is appropriate for the learners because it is related to the learners' job and it is used when they work.

#### c). Procedure

In Task 10, the learners are asked to create a dialogue based on one of situation given. The acted the dialogues out after they finished create the dialogue. The procedure is achieved well as reflected by mean value of 3.73 in which was regarded as *Agree* in category. The data are supported by the following transcript:

---

R : *Bagaimana dengan Task 10?* (How about Task 10?)  
 L2 : *Bagus. Ini membuat kita bisa lebih maju dalam berkomunikasi.* (It is interesting. It made us to improve our communication.)

Appendix I: The Interview Transcript of Unit 2)

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All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. The acted the dialogues out after they finished create the dialogue.

Appendix J: Field note 2(Try-out of Unit2)

---

It can be concluded that the procedure are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d). Teacher Role

The teacher played her role well. She gave the feedback and suggestion to the learners so that they could improve their English. The procedure is achieved well as reflected by mean value of 4.13 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah saran saya bisa meningkatkan Bahasa Inggris Anda?* (Could my suggestion improve your English?)  
 L2 : *Iya mbak. Selama ini tidak ada yang melatih kita seperti ini.* (Yes, you could. We have never been get kind of this task.)  
 Appendix I: The Interview Transcript of Unit 2)
- 

The teacher evaluated them and gave feedback to them. The teacher asked them whether they could do this task or not.

Appendix J: Field note 2 (Try-out of Unit 2)

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In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the teacher role of Task 10 was appropriate for the learners.

#### e). Learners Role

All learners were active in doing this task. They liked to do this task because it made them creative. The descriptive statistics show that the mean is 3.80. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah tadi Anda membuat dialognya?* (Did you make the dialogue?)  
 L1 : *Iya kita membuat donk mbak.* (Yes, we made.)  
 L2 : *Iya membuat.* (Yes, we made.)  
 Appendix I: The Interview Transcript of Unit 2)
- 

All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. They acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills.

Appendix J: Field note 2 (Try-out of Unit 2)

---

It can be concluded that the learners role is appropriate. The appropriate learners role can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

e). Setting

The learners could do the task in pairs. The setting is achieved well as reflected by mean value of 3.80 in which was regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah Anda lebih suka membuat dialog secara berpasangan daripada sendiri?*(Are you more interested to make a dialogue in pairs than individually?)  
 L1 : *Iya mbak. Kan kita langsung mempraktikannya. Masak sendirian mbak.*  
 (Yes, they are. We practice the dialogue directly.)

Appendix I: The Interview Transcript of Unit 2)

---

They did the task in pairs. The acted the dialogues out after they finished create the dialogue. t. They could do it.

Appendix J: Field note 2 (Try-out of Unit2)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

Table 72: **The Conclusion of the Evaluation of Task 10 of Unit 2**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

**c. Revision**

Based on the analysis of the try-out of Unit 2, generally the tasks are appropriate. However, there are some tasks that need to be improved. The revisions can be seen in the table below:

Table 73: The Revision of Tasks Components of Unit 2

Name of the Tasks	Components that need to be revised	Revisions
Task 1	-	-
Task 2	-	-
Task 3	Setting	Give more time to in doing.
Task 4	-	-
Task 5	-	-
Task 6	-	-
Task 7	1. Input 2. Setting	1. The picture of parts of the body is made bigger. 2. Give more time to in doing.
Task 8	-	-
Task 9	-	-
Task 10	-	-

## 7. The Try-Out of the Second Draft, Evaluation and Revision of the Materials of Unit 3

### a. The Try-Out

The try-out of Unit 3 was conducted in two meetings. The first meeting was on July 11, 2011. It tried-out the oral cycle of Unit 1. The next cycle was tried-out in the next meeting on July 12, 2011. The try-outs of this unit were followed by 15 and 15 learners.

### b. The Evaluation

Three methods of collecting data, namely questionnaire, observation and interview were used for evaluating the materials. The data were then used to revise the materials.

## 1) Task 1

The data of the evaluation questionnaire of Task 1 can be seen in the following table.

Table 74: The Data of the Evaluation Questionnaire of Task 1 of Unit 3

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	6	8	0	1	0	4.22	Agree
Input	1	10	1	2	0	3.83	Agree
Procedure	1	11	2	1	0	3.83	Agree
Teacher role	1	11	0	3	0	3.72	Agree
Learners role	2	10	0	3	0	3.77	Agree
Setting	1	12	0	2	0	3.83	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.72 to 4.22.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

## a) Goal

The goal of Task 1 is prepare the learners toward learning materials that will be discussed. The discussion of the Unit 1 is about *Asking and Giving Information*. The goal is achieved well as reflected by the mean value of 4.22. The data are supported by the following transcript:

- 
- R : *Oh iya ada. Jadi apakah Task 1 bisa memberikan gambaran sebelum kita belajar yang selanjutnya?* (So, Could Task 1 give you an illustration before we learn?)
- L1 : *Iya mbak. Kan gambarnya mengacu ke topic yang akan kita pelajari.* (Yes, it could. The picture refers to the topic that we will be learned.)
- Appendix I: The Interview Transcript of Unit 3)
- 
-

She showed the pictures. She asked the learners to see the picture. It is related to their job. In the picture, there are two people. One of them is a customer. The customer is asking information about parts of the body that must be massaged.

Appendix J: Field note 3 (Try-out of Unit3)

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 1 is appropriate.

#### b) Input

The inputs of Task 1 are pictures between two people. They are a masseur and a customer. The instruction is to answer the questions based on the pictures. The pictures are interesting and clear enough. The descriptive statistics show that the mean is 3.83. It means that, the input is regarded as *Agree* in category. The data are supported by the following transcript:

R : *Apakah Task 1 sudah ada hubungannya dengan dunia kerja Anda?*  
(Is Task 1 related to your job?)

L2 : *Sudah mbak.* (Yes, it is.)

L1 : *Iya sudah mbak. Gambarnya juga pas sedang di pijat.* (Yes, it is. The picture is the woman who is being massaged.)

Appendix I: The Interview Transcript of Unit 3)

She showed the pictures. She asked the learners to see the picture. It is related to their job. In the picture, there are two people. One of them is a customer. The customer is asking information about parts of the body that must be massaged.

Appendix J: Field note 3 (Try-out of Unit3)

In conclusion, the data show us that the input of Task 1 is appropriate for the learners because the picture is the customer is being massaged by the masseur.

### c) Procedure

The activity in Task 1 is answer the questions based on the pictures. As shown in the earlier table, the mean value of goal is 3.83 that was regarded as *Agree* in category, so that the procedure of Task 1 is appropriate for the learners.

The data was supported with the following interview transcript:

---

R: *Bagaimana dengan kegiatannya?* (How about the input?)

L2: *Cukup menarik karena itu menjawab pertanyaan berdasarkan gambar.*  
(The activity is quite interesting because we answer the questions based on the picture.)

Appendix I: The Interview Transcript of Unit 3)

---

She asked the learners to see the picture. It is related to their job. She asked the learners to answer the questions based on the pictures. They could do the task about 5 minutes.

Appendix J: Field note 3 (Try-out of Unit3)

---

In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the procedure of Task 1 was appropriate for the learners.

### d). Teacher Role

The teacher played an important role in this task. She had to guide the learners when they were doing the task. The mean value of teacher role is 3.72. It means that most of learners agreed regarding to the component. The data was supported with the following interview transcript:

---

R : *Apakah tadi penjelasan saya bisa dipahami?* (Could my explanation be understood?)

L1 : *Ya tentu bisa.* (Yes, it could.)

L2 : *Sangat bisa.* (Yes, it could so much.)

Appendix I: The Interview Transcript of Unit 3)

---

The teacher explained what the learners had to learn, told the learning objectives. She showed the pictures. After the learners finished doing it, the teacher and the learners discussed it. The teacher gave a chance to them to answer the questions one by one.

### Appendix J: Field note 3 (Try-out of Unit3)

In conclusion, the data (descriptive statistics, interview transcript and field-note) show that the teacher role as prompter was appropriate for the learners.

#### e) Learners Role

Many learners wanted to do the task. They had good attention for this task. As shown in the earlier table, the mean value of goal is 3.77, which was regarded as Agree in category, so that the learners can do Task 1. The data was supported with the following interview transcript:

- R : *Apakah Anda mengerjakan task ini?* (Did you do this task?)  
 L2 : *Oh jelas. Kita diskusi ya tadi.* (Yes, I did. We discussed.)  
 L1 : *Iya mbak.* (Yes, I did, Miss.)

#### Appendix I: The Interview Transcript of Unit 3)

They could do the task about 5 minutes. After the learners finished doing it, the teacher and the learners discussed it. The teacher gave a chance to them to answer the questions one by one. All the learners could do the Task 1.

### Appendix J: Field note 3 (Try-out of Unit3)

It can be concluded that the learners role are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### f). Setting

In this task, the learners were asked to do the task in pairs. The mean value of this component is 3.83. It means that the setting is appropriate. It is supported by the following extracts:

- R: *Apakah Anda tadi mengerjakan task ini berpasangan?* (Did you do the task in pairs?)  
 L1: *Iya mba. Tapi sebenarnya sendiripun bisa mbak.* (Yes, I did. I think the task could do individually.)  
 L2: *Iya tapi saya lebih suka berpasangan mbak.* (Yes, I more interesting in pairs.)

#### Appendix I: The Interview Transcript of Unit 3)

-----  
 They could do the task about 5 minutes. Some of the learners could do the Task 1 individually.

Appendix J: Field note 3 (Try-out of Unit3)

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It can be concluded that setting is appropriate. It can be seen from the descriptive statistics. However the descriptive statistics are shown that the setting is appropriate, the two data i.e. interview and field note are shown that the setting is ineffective.

**Table 75: The Conclusion of the Evaluation of Task 1 of Unit 3**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Inappropriate	Change the setting from work individually into work in pairs.

2) Task 2

The data of the evaluation questionnaire of Task 2 can be seen in the following table.

**Table 76: The Data of the Evaluation Questionnaire of Task 2 of Unit 3**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	2	9	1	3	0	3.72	Agree
Input	1	8	5	1	0	3.72	Agree
Procedure	1	12	1	1	0	3.83	Agree
Teacher role	4	7	0	4	0	3.78	Agree
Learners role	4	11	0	2	0	3.72	Agree
Setting	1	10	2	2	0	4.00	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.72 to 4.00.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

#### a) Goal

The goal of Task 2 is enabling the learners understand the content of the dialogue that they listened. The goal is achieved well as reflected by mean value of 3.72. The data are supported by the following transcript:

-----  
R: *Apakah Anda tadi mengerjakan Task 2?* (Did you do Task 2?)

L1: *Iya mba, tapi ada yang salah.* (Yes, I did. But there is still a mistake.)

L2: *Iya ada yang salah.* (Yes, there is still some mistakes.)

Appendix I: The Interview Transcript of Unit 3)

-----  
They tried to do this task individually. However, many learners could complete well although they still made mistake. Finally, all learners could understand the dialogues.

Appendix J: Field note 3 (Try-out of Unit3)

-----  
From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 2 is appropriate.

#### b) Input

The input of this task is a recording of the dialogue that was played by the teacher twice. As shown in the earlier table, the mean value of input is 3.72 which was regarded as *Agree* in category, so that the input of Task 1 was appropriate to help the learners finishing the task. The data are supported by the following extracts:

-----  
R : *Bagaimana inputnya?* (How about the input?)

L2 : *Menarik. Kan melatih pendengaran kita.* (It is interesting. It could drill our listening.)

L1 : *Iya mbak benar itu.* (Yes, that's right.)

Appendix I: The Interview Transcript of Unit 3)

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The activity in Task 2 is listening. There was a recording a dialogue that was played by the teacher twice.

Appendix J: Field note 3 (Try-out of Unit3)

-----  
In conclusion, the data show us that the input of Task 2 is appropriate for the learners because they could understand the content of dialogue and answered the questions.

c). Procedure

The procedure in Task 2 is listening. There was a recording of the dialogue that was played by the teacher twice. The learners answered the comprehend questions based on the dialogue that they listened.

The procedure is achieved well as reflected by mean value of 3.83 which in regarded as *Agree* in category. The data are supported by the following extracts:

-----  
R: *Bagaimana dengan kegiatannya?* (How about the activity?)

L1: *Cukup menarik. Tapi susah mbak. Harus ekstra mendengarkan.* (It is interesting. But it is difficult.)

Appendix I: The Interview Transcript of Unit 3)

-----  
The activity in Task 2 is listening. There was a recording a dialogue that was played by the teacher twice. Then, they answered the comprehend questions. After that, the teacher and the learners discussed it together. They tried to do this task individually. Some of learners got difficulty in answering the questions. They could not understand the dialogues because according to them, the recording is heard quickly. However, many learners could complete well although they still made mistake.

Appendix J: Field note 3 (Try-out of Unit3)

It can be concluded that the procedure of this task is inappropriate because only one data (the descriptive statistics) show that the activity is appropriate. The data (the field note) show that the activity is inappropriate.

#### d) Teacher Role

The teacher had a good role in this task. She tried to make the learners understand the dialogue. The teacher's role is achieved well as reflected by mean value of 3.78 in which regarded as *Agree* in category. The data is supported by the following extract:

-----  
R: *Apakah saya membantu Anda dalam mengerjakan task ini?* (Did I help you in doing this task?)

L2: *Iya mbak.* (Yes, you did.)

R : *Apakah Anda bisa memahami penjelasan saya?* (Could you understand my explanation?)

L2 : *Iya bisa. Tadi penjelasan mbak cukup jelas.* (Yes, it could. Your explanation is quite clear.)

#### Appendix I: The Interview Transcript of Unit 3)

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The teacher, then, played the dialogues again and explained what the content of the dialogues. After that, the teacher gave the listening script; they matched their answered based on the dialogue in the script. Finally, all learners could understand the dialogues.

#### Appendix J: Field note 3 (Try-out of Unit3)

-----  
It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

Although they disagreed with the activity of this task, the learners still played a good role as the learners. They always wanted to try to do the task. The descriptive statistics show that the mean is 3.72. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah Anda tadi berusaha menjawab semua pertanyaannya?* (Did you try to answer all of the questions?)
- L1 : *Iya tetap berusaha menjawab semua pertanyaannya. Walaupun ada yang salah.* (However there are still some mistakes, we tried to answer all of the questions.)
- L2 : *Ya saya juga.* (Yes, so did I).

Appendix I: The Interview Transcript of Unit 3)

---

They tried to do this task individually.

Appendix J: Field note 3 (Try-out of Unit3)

---

In conclusion, the data show us that the learners role of Task 2 is appropriate for the learners because they could understand the content of dialogue and answered the questions.

#### f) Setting

Some of learners tried to do the task individually. The descriptive statistics show that the mean is 3.93. It means that, the setting is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R: *Apakah Anda mengerjakan task ini sendirian?* (Did you do this task individually?)
- L2: *Iya. Tapi walaupun masih banyak yang salah mbak.* (Yes, I did, but there is still some mistakes.)
- L1: *Iya mbak. Cukup sulit.* (Yes, Miss. It is quite difficult.)

Appendix I: The Interview Transcript of Unit 3)

---

They tried to do this task individually.

Appendix J: Field note 3 (Try-out of Unit3)

---

In conclusion, the learners could do the task individually. Therefore, the setting is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

Table 77: The Conclusion of the Evaluation of Task 2 of Unit 3

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 3) Task 3

The data of the evaluation questionnaire of Task 3 can be seen in the following table.

Table 78: The Data of the Evaluation Questionnaire of Task 3 of Unit 3

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	2	11	1	1	0	3.94	Agree
Input	4	9	0	2	0	4.00	Agree
Procedure	2	10	2	1	0	3.88	Agree
Teacher role	4	6	2	3	0	3.77	Agree
Learners role	4	6	2	3	0	3.77	Agree
Setting	2	9	3	1	0	3.83	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.77 to 4.00.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

## a) Goal

The goals of the task are enabling the learners use English, helping them to understand one of the English expressions and helping and motivating them to communicate with English. The goals are achieved well as reflected by mean value of 3.94, which was regarded as *Agree* in category. The data are supported by the following extracts:

---

R: *Apakah Task 3 dapat membantu Anda untuk mengetahui beberapa ekspresi dalam berterimakasih ?* (Could Task 3 help you in knowing some expressions in thanking?)

L1: *Jelas mbak. Saya suka penjelasannya ada bahasa Indonesianya.* (Yes, it could. I liked the explanation is completely with Indonesian language.)

L2: *Betul sangat membantu.* (Yes, it is helpful.)

Appendix I: The Interview Transcript of Unit 3)

---

Task 3 is explanation about asking and giving information also thanking.. The learners could understand the task. When the teacher gave the questions orally, they could answer them well. In addition, when the teacher asked them to respond the thanking expression they could do it well.

Appendix J: Field note 3 (Try-out of Unit3)

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From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 3 is appropriate.

#### b) Input

Task 3 is explanation about asking and giving information also thanking. The teacher asked the learners to read the explanation and the example of both expressions. The input is comprehensible as reflected by the mean value of 4.00. It is also supported by the following extracts:

---

R : *Inputnya sudah sesuai dengan pekerjaan Anda?* (Is the input appropriate with your job?)

L2: *Iya sudah mbak. Tapi kalau perlu respon dalam thanking ditambah mbak.* (Yes, it is. You could add the response of thanking.)

Appendix I: The Interview Transcript of Unit 3)

---

Task 3 is explanation about asking and giving information also thanking.

Appendix J: Field note 3 (Try-out of Unit3)

---

In conclusion, the data show us that the input of Task 3 is appropriate for the learners because they could try to understand the explanation of this task.

### c) Procedure

Task 3 is explanation about asking and giving information and thanking. The teacher asked the learners to read the explanation and the example of both expressions. The learners tried to understand the explanation of this task. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. They also discussed with their friend.

The procedure is achieved well as reflected by mean value of 3.88 which is regarded as *Agree* in category. It is also supported by the following extracts:

- 
- R : *Menurut Anda kegiatan dalam Task 3 ini bagaimana? Apakah Anda menyukainya?* (In your opinion, how about the activity in Task 3?)  
 L2 : *Iya suka. Kita bisa mengetahui cara berterima kasih.* (Yes, I liked. We could learn the way to say thank you.)  
 L1 : *Ya benar mbak.* (Yes, that's right, Miss.)

Appendix I: The Interview Transcript of Unit 3)

---

The teacher asked the learners to read the explanation and the example of both expressions. The learners tried to understand the explanation of this task. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. They also discussed with their friend.

Appendix J: Field note 3 (Try-out of Unit3)

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It can be concluded that the procedure is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

### d) Teacher Role

The teacher had a good role in this task. She tried to make the learners understand the explanation of Asking and Giving Information and also Thanking expressions. She explained it very slowly so that they could understand. She also gave many examples. The teacher's role is achieved well as reflected by mean

value of 3.77 in which was regarded as *Agree* in category. The data is supported by the following extract:

-----  
 R: *Dapatkah Anda memahami penjelasan saya mengenai Task 3?* (Could you understand my explanation of Task 3?)

L1: *Dapat mbak.* (Yes, I could.)

Appendix I: The Interview Transcript of Unit 3)

-----  
 The teacher explained it very slowly so that they could understand. She also gave many examples that are not written in the materials. Then, the teacher asked whether they could understand the explanation or not

Appendix J: Field note 3 (Try-out of Unit3)

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 It can be concluded that the teacher role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

In this task, the learners. This role was played well as reflected by the mean value of 3.77. It means that, the learners' role is regarded as *Agree* in category.

The data are supported by the following transcript:

-----  
 R : *Apakah Anda memahami Task 3 dengan serius?* (Did you understand Task 3 seriously?)

L2 : *Iya mbak. Kalau tidak serius ya kita susah memahaminya.* (Yes, I did. If we are not serious, we will be difficult to understand it.)

L1 : *Ya saya juga.* (Yes, so did I.)

Appendix I: The Interview Transcript of Unit 3)

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 The learners tried to understand the explanation of this task. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. They also discussed with their friend.

Appendix J: Field note 3 (Try-out of Unit3)

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 It can be concluded that the learners' role are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

## f) Setting

The learners were asked to do this task individually in five until ten minutes. However, they could not finish the task in the time. The mean value of this component is 3.83. It means that, the setting is regarded as *Agree* in category.

The data are supported by the following transcript:

-----  
 R: *Anda membutuhkan waktu berapa lama untuk memahami penjelasan tersebut?* (How long did you need to understand the explanation?)

L2: *Kalau saya sekitar 5-10 menit mbak.* (It is about 5-10 minutes.)

L1: *Hampir sama.* (So, did I.)

Appendix I: The Interview Transcript of Unit 3)

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 The learners could understand the task. When the teacher gave the questions orally, they could answer them well. In addition, when the teacher asked them to respond the thanking expression they could do it well.

Appendix J: Field note 3 (Try-out of Unit3)

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 It can be concluded that the setting is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

**Table 79: The Conclusion of the Evaluation of Task 3 of Unit 3**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 4) Task 4

The data of the evaluation questionnaire of Task 4 can be seen in the following table.

Table 80: The Data of the Evaluation Questionnaire of Task 4 of Unit 3

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	3	12	0	0	0	4.16	Agree
Input	2	10	0	3	0	3.77	Agree
Procedure	1	12	0	2	0	3.83	Agree
Teacher role	4	5	3	3	0	3.72	Agree
Learners role	5	4	3	3	0	3.77	Agree
Setting	1	13	0	1	0	3.83	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.73 to 4.20.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

The goals of the task are enabling the learners use English, helping them to use one of the Asking and Giving Information or Thanking expressions and help them to respond the expressions. The goal is achieved well as reflected by mean value of 4.16. The data are supported by the following transcript:

-----  
R : *Apakah Task 4 dapat membantu Anda untuk menggunakan ekspresi Bahasa Inggris dengan baik?* (Could Task 4 help you to use the English expressions well?)

L1+L2 : *Iya mbak.* (Yes, it could.)

Appendix I: The Interview Transcript of Unit 3)

-----  
The expressions (Thanking) in Task 4 could them in completing the short missing dialogues. The dialogues consist of some expressions in Thanking. All volunteers could respond the expressions correctly. The learners looked interested in doing this task because all learners tried to do this task. They had to do the task individually.

Appendix J: Field note 3 (Try-out of Unit3)

-----

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 4 is appropriate.

#### b) Input

The input of Task 4 is the short missing dialogues that consist of some missing expressions that must be responded by the learners. The input is comprehensible as reflected by the mean value of 3.77. It is also supported by the following extracts:

---

R : *Apakah inputnya sudah sesuai dengan pekerjaan Anda?* (Is the input appropriate with your job?)

L2 : *Sudah mbak.* (Yes, it is.)

Appendix I: The Interview Transcript of Unit 3)

---

The expressions (Thanking) in Task 4 could them in completing the short missing dialogues. The dialogues consist of some expressions in Thanking.

Appendix J: Field note 3 (Try-out of Unit3)

---

In conclusion, the data show us that the input of Task 4 is appropriate for the learners.

#### c) Procedure

Since the learners had been provided the model dialogue in the previous tasks, the learners provided some guided dialogues in Task 4. The dialogues consist of some expressions in Asking and Giving Information or Thanking. Then, the learners respond the expressions.

The procedure is achieved well as reflected by mean value of 3.83 which was regarded as *Agree* in category. It is also supported by the following extracts:

---

R : *Menurut Anda kegiatan dalam Task 4 bagaimana? Menarik atau tidak?* (In your opinion, how about the activity in Task 4? Is it interesting?)

L2 : *Ya cukup menarik mba. Kita dapat merespon ekspresi dalam berterimakasih.* (Yes, it quite interesting. We could respond the thanking expressions.)

L1 : *Iya sudah menarik mbak.* (Yes, it is interesting.)

Appendix I: The Interview Transcript of Unit 3)

-----  
The expressions (Thanking) in Task 4 could them in completing the short missing dialogues. The dialogues consist of some expressions in Thanking. Then, the learners are asked to respond the expressions. After finishing completing the task, she asked to some volunteers to respond the expressions of each number. The learners looked interested in doing this task because all learners tried to do this task. They had to do the task individually.

Appendix J: Field note 3 (Try-out of Unit3)

-----  
It can be concluded that the procedure is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher Role

The teacher explained about the task and gave a chance for the learners to respond the expressions in the short missing dialogues for each number. The mean value of teacher role is 3.72. It means that most of students agreed regarding to the component. The data is supported by the following extract:

-----  
R : *Apakah feedback saya tadi bisa memotivasi Anda untuk berusaha berbicara dalam Bahasa Inggris dengan percaya diri?* (Could my feedback motivate you to try speaking in English confidently?)

L2 : *O iya mba. Semoga tambah percaya diri.* (Yes, it could. We hope we could be confident.)

L1 : *Iya mbak semoga kita selalu percaya diri.* (Yes, it could. I think so.)

Appendix I: The Interview Transcript of Unit 3)

-----  
After finishing completing the task, she asked to some volunteers to respond the expressions of each number. All volunteers could respond the expressions correctly.

Appendix J: Field note 3 (Try-out of Unit3)

-----  
It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

In this task, the learners looked interested in doing this task because all learners tried to do this task. They had to do the task individually. The descriptive statistics show that the mean is 3.77. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah tadi Anda mengerjakan semua soalnya?* (Did you do all of the numbers?)  
 L1 : *Jelas mbak.* (Yes, I did.)  
 L2 : *O tentu mbak. Cukup mudah ko mbak.* (Yes, sure. It is quite easy.)  
 Appendix I: The Interview Transcript of Unit 3)
- 

All volunteers could respond the expressions correctly. The learners looked interested in doing this task because all learners tried to do this task. They had to do the task individually.

Appendix J: Field note 3 (Try-out of Unit3)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

#### f) Setting

The learners could do the task individually. The descriptive statistics show that the mean is 3.83. It means that, the setting is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Menurut Anda, kalau task seperti ini lebih enak dikerjakan berdua apa sendiri?* (In your opinion, the task is more interesting in pairs or individually?)  
 L1 : *Sendiri saja bisa mbak.* (I think, it is individually.)  
 L2 : *Iya sendiri saja mbak.* ( Yes, I think so.)  
 Appendix I: The Interview Transcript of Unit 3)
- 

They had to do the task individually.

Appendix J: Field note 3 (Try-out of Unit3)

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

**Table 81: The Conclusion of the Evaluation of Task 4 of Unit 3**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 5) Task 5

The data of the evaluation questionnaire of Task 5 can be seen in the following table.

**Table 82: The Data of the Evaluation Questionnaire of Task 5 of Unit 3**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	2	11	1	1	0	3.94	Agree
Input	1	12	0	2	0	3.72	Agree
Procedure	1	13	0	1	0	3.94	Agree
Teacher role	5	6	1	3	0	3.89	Agree
Learners role	3	7	2	3	0	3.72	Agree
Setting	1	13	0	1	0	3.94	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.72 to 3.94.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

### a) Goal

The goal of this task is making the learners pronounce the English words.

The goal is achieved well as reflected by mean value of 3.94. The data are supported by the following transcript:

- 
- R : *Apakah Task 5 bisa membantu Anda dalam mengatasi masalah pengucapan kata-kata Bahasa Inggris?* (Could Task 5 solve the problem in pronouncing the English words?)  
 L1 : *Iya mba.* (Yes, it could.)  
 L2 : *Ya membantu sekali mbak.* (Yes, it helpful.)

Appendix I: The Interview Transcript of Unit 3)

---

Task 5 provides how to pronounce some words are related to their job. They could understand this task well and wanted to try to pronounce the English words. When the teacher asked them to pronounce some English words, the learners could pronounce them well.

Appendix J: Field note 3 (Try-out of Unit3)

---

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 5 is appropriate.

### b) Input

The input of this task is about teaching pronunciation. The task gives the example that was taken from the previous dialogue. It also provides some other examples. The descriptive statistics show that the mean is 3.72. It means that, the input is regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Bagaimana dengan inputnya?* (How about the input?)  
 L2 : *Menarik. Dilengkapi cara membacanya.* (It is interesting. It is completed with the phonetic transcription.)  
 L1 : *Ya bagus mbak. Diputarkan audio juga* (Yes, it is good. It is heard from the audio.)

Appendix I: The Interview Transcript of Unit 3)

Task 5 provides how to pronounce some words are related to their job. The example was taken from the previous input text. The teacher explain the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words

Appendix J: Field note 3 (Try-out of Unit3)

In conclusion, the data show us that the input of Task 5 is appropriate for the learners because they could understand this task well and wanted to try to pronounce the English words.

c) Procedure

Task 5 provides how to pronounce some words are related to their job. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. In this task, they are asked to pronounce some English words. The procedure is achieved well as reflected by mean value of 3.94 which was regarded as *Agree* in category. The data are supported by the following transcript:

R : *Menurut Anda, bagaimana dengan kegiatan di Task 5 ini?* (In your opinion, how about the activity in Task 5?)

L1 : *Menarik mbak. Kita bisa tahu arti dan cara membacanya.* (It is interesting, Miss. We could know the meaning and the pronunciation.)

Appendix I: The Interview Transcript of Unit 3)

Task 5 provides how to pronounce some words are related to their job. The example was taken from the previous input text. The teacher explain the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. In this task, they are asked to pronounce some English words.

Appendix J: Field note 3 (Try-out of Unit3)

It can be concluded that the procedure of this task appropriate. It could be seen from the three data namely (descriptive statistics, interview transcript and field-note).

#### d).Teacher Role

In this task, the teacher explained the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. The descriptive statistics show that the mean is 3.89. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah tadi saya memberikan contoh cara pengucapannya dengan baik?*  
(Did I give the good pronunciation?)
- L1 : *Iya. Ya walaupun sebenarnya dari audio saja sudah cukup jelas.* (Yes.  
However the audio is clear.
- L2 : *Ya mbak.* (Yes, Miss.)

(Appendix I:The Interview Transcript of Unit 3)

---

The teacher explain the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words.

Appendix J: Field note 3(Try-out of Unit3)

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In conclusion, the data (the (descriptive statistics, interview transcript and field-note) show us that the teacher role of Task 5 is appropriate for the learners.

#### e). Learners Role

In this task, the learners are asked to pronounce some English words. They could understand this task well and wanted to try to pronounce the English words. They could pronounce them quickly and well.

The descriptive statistics show that the mean is 3.72. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah Anda tadi mempraktikkan contoh dalam Task 5?* (Did you practice the examples in Task 5?)  
 L2 : *Iya mbak biar bisa mengucapkan kata-kata itu dengan benar.* (Yes, I did. I did it in order to pronounce the words correctly.)  
 L1 : *Sama saya juga.* (So, did I)  
 (Appendix I: The Interview Transcript of Unit 3)
- 

They could understand this task well and wanted to try to pronounce the English words. When the teacher asked them to pronounce some English words, the learners could pronounce them quickly and well.

Appendix J: Field note 3 (Try-out of Unit3)

---

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

#### f). Setting

In this task, the learners could pronounce the words quickly and well. They did not need many times to do this task. The descriptive statistics show that the mean is 3.80. It means that, the learners' role is regarded as *Agree* in category.

The data is supported by the following extract:

- 
- R : *Anda membutuhkan waktu berapa lama untuk memahami kata-kata seperti ini?* (How many times did you need to understand the words?)  
 L1 : *Wah berapa ya? Ehmm 5-7 menit mbak.* (I needed 5-7 minutes, Miss.)  
 L2 : *Kalau saya 5 menit mbak.* (I needed 5 minutes.)  
 (Appendix I: The Interview Transcript of Unit 3)
- 

When the teacher asked them to pronounce some English words, the learners could pronounce them quickly and well.

Appendix J: Field note 3 (Try-out of Unit3)

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It can be concluded that the setting is inappropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

**Table 83: The Conclusion of the Evaluation of Task 5 of Unit 3**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 6) Task 6

The data of the evaluation questionnaire of Task 6 can be seen in the following table.

**Table 84: The Data of the Evaluation Questionnaire of Task 6 of Unit 3**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	0	13	0	2	0	3.77	Agree
Input	1	13	0	1	0	3.94	Agree
Procedure	0	13	0	2	0	3.77	Agree
Teacher role	3	7	2	3	0	3.72	Agree
Learners role	2	8	3	2	0	3.72	Agree
Setting	0	14	0	1	0	3.89	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.72 to 3.94.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

#### a) Goal

Task 6 is comprehension questions based on the dialogue in Task 5. The goal of this task is enabling the learners to understand the content of the dialogue in Task 5. The goal is achieved well as reflected by mean value of 3.77 in which

was regarded as *Agree* in category. The learners understood the content of dialogue. It can be seen in the following interview excerpt:

- 
- R : *Apakah dengan mengerjakan Task 6, Anda bisa menjawab pertanyaan-pertanyaannya?* (Did you do Task 6 and answer all of the questions?)  
 L2 : *Bisa mbak. Kita melihat jawabannya di dalam dialog.* (Yes, we did. We saw the answer in the dialogue.)  
 (Appendix I: The Interview Transcript of Unit 3)
- 

All the learners did this task. However, some learners got difficulty in answering the questions. They are not careful in understanding the dialogue. Then, she asked them to understand the dialogue again. It can be known by looking at the following field note:

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However some learners got difficulty in answering the questions. They are not careful in understanding the dialogue. Then, she asked them to understand the dialogue again

Appendix J: Field note 3 (Try-out of Unit3)

---

It can be concluded that the goal is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### b) Input

The input is some questions based on the dialogue in Task 6. The input is achieved well as reflected by mean value of 3.94 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Menurut Anda apakah pertanyaannya sulit dipahami?* (In your opinion, are the questions difficult?)  
 L1 : *Cukup bisa dipahami.* (It is quite understand.)  
 (Appendix I: The Interview Transcript of Unit 3)
-

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task

Appendix J: Field note 3(Try-out of Unit3)

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In conclusion, the data show us that the input of Task 6 is appropriate for the learners because they could tried to understand the explanation of this task.

#### c) Procedure

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task. They had to do the task individually. Then, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly. The procedure is achieved well as reflected by mean value of 3.80 that was regarded as *Agree* in category. The data are supported by the following transcript:

-----  
R : *Apakah Anda menyukai kegiatan yang ada di Task 6?* (Did you like the activity in Task 6?)

L2 : *Iya mbak .* (Yes, I liked.)

(Appendix I:The Interview Transcript of Unit 3)

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Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task. They had to do the task individually. Then, the teacher asked some volunteers to give their answers.

Appendix J: Field note 3(Try-out of Unit 3)

-----  
It can be concluded that the procedure is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher Role

In this task, the teacher asked some volunteers to give their answers. In order to make learners independent, she gave them a chance to do by themselves. She would help them when she was needed by them. The descriptive statistics

show that the mean is 3.72. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah saya tadi sedikit membantu menjelaskan arti pertanyaan-pertanyaanya?* (Did I help you in explaining the meaning of the questions?)  
 L2 : *Iya mbak.* (Yes, you did.)  
 L1 : *Iya mba sudah membantu kita memberikan arti pertanyaananya.* (Yes, you have helped us to give the meaning of the questions.)  
 (Appendix I: The Interview Transcript of Unit 3)
- 

She showed the answer in the dialogue. In the result, they could find out the answer well. In order to make learners independent, the teacher gave them a chance to do by themselves. She would help them when she was needed by them.  
 Appendix J: Field note 3(Try-out of Unit 3)

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It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field not.

#### e) Learners Role

In this task, the learners are given the chance to do the task. Some volunteers could answer the comprehension questions correctly. The descriptive statistics show that the mean is 3.72. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah Anda menjawab semua pertanyaan-pertanyaanya?* (Did you answer all of the questions?)  
 L1+L2 : *Iya mba.* (Yes, we did.)  
 L2 : *Tapi kalau bisa waktunya ditambah mbak. Mencari jawaban di dalam dialog kan tidak sebentar.* (I think we need more time. To find the answer did not short times.)  
 (Appendix I: The Interview Transcript of Unit 3)
- 

They had to do the task individually. Then, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly.

Appendix J: Field note 3(Try-out of Unit3)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the learners' role is appropriate.

f) Setting

The learners could do the task individually. They did need many times to answer the questions. The descriptive statistics show that the mean is 3.89. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Butuh berapa lama Anda mengerjakan soal seperti ini?*(How many times, did you need in doing this task?)  
 L1 : *Saya lama mbak. 10 menitan.* (I needed long time. It is about 10 minutes.)  
 L2 : *Ya hampir sama. Saya juga segitu.* (Yes, do Did I.)

(Appendix I: The Interview Transcript of Unit 3)

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All the learners did this task. They had to do the task individually.

Appendix J: Field note 3(Try-out of Unit 3)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is inappropriate.

The evaluation above can be concluded in the following table.

**Table 85: The Conclusion of the Evaluation of Task 6 of Unit 3**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Inappropriate	Give more time to in doing this task.

## 7) Task 7

The data of the evaluation questionnaire of Task 7 can be seen in the following table.

Table 86: **The Data of the Evaluation Questionnaire of Task 7 of Unit 3**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	3	12	0	0	0	4.16	Agree
Input	0	14	0	1	0	3.89	Agree
Procedure	1	13	0	1	0	3.94	Agree
Teacher role	3	7	4	1	0	3.83	Agree
Learners role	3	10	1	2	0	3.88	Agree
Setting	2	13	0	0	0	4.11	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.83 to 4.11.

The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

## a) Goal

The material of Task 7 is about Pronominal Questions (W-H Questions). The goal of Task 7 is helping the learners to know the using of pronominal questions. The goal is achieved well as reflected by mean value of 4.16. The data are supported by the following transcript:

- 
- R : *Apakah Task 7 membantu Anda untuk memberikan pengetahuan mengenai penggunaan Pronominal Questions (WH-Questions)?* (Did Task 7 help you in using Pronominal Questions (WH-Questions)?)
- L1 : *Oh iya mbak.* (Yes, it helped us.)
- L2 : *Oooo ya. Iya mbak itu membantu sekali buat kita.* (Yes, it could help us very much.)

(Appendix I: The Interview Transcript of Unit 3)

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The goal of Task 7 is helping the learners to know the using of pronominal questions

Appendix J: Field note 3 (Try-out of Unit 3)

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From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 7 is appropriate.

b) Input

Task 7 is grammar. The material of Task 7 is about Pronominal Questions (W-H Questions). The goal of Task 7 is helping the learners to know the using of pronominal questions. The examples provided in Task 7 are taken from the previous dialogue. The input is achieved well as reflected by mean value of 3.89 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah input di Task 7 sudah sesuai dengan bidang Anda?* (Is the input of Task appropriate with your job?)  
 L2 : *Sudah karena contohnya diambil dari dialog sebelumnya.* (Yes, it is. The examples are taken from the previous dialogue.)  
 L1 : *Iya sudah mbak.* (Yes, it is).

(Appendix I: The Interview Transcript of Unit 3)

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Task 7 is grammar. The material of Task 7 is about Pronominal Questions (W-H Questions). The goal of Task 7 is helping the learners to know the using of pronominal questions. The examples provided in Task 7 are taken from the previous dialogue

Appendix J: Field note 3 (Try-out of Unit 3)

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It can be concluded that the input is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

### c) Procedure

The material of Task 7 is about Pronominal Questions (W-H Questions). The goal of Task 7 is helping the learners to know the using of pronominal questions. The learners tried to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. The procedure is achieved well as reflected by mean value of 3.94 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah Anda tertarik pada aktivitas dalam Task 7?* ( Were you interested with activity in Task 7?)
- L1 : *Iya menarik. Tapi sedikit membosankan. Kan kita tidak melakukan apa-apa hanya memahami saja.* (Yes, I was interested. But it was quite bored. In this task we only understood not did something.)
- L2 : *Menurut saya sudah baik mbak. Tapi kurang bervariasi.* (In my opinion, it is interesting. But it is not various activity.)
- (Appendix I: The Interview Transcript of Unit 3)
- 

The learners tried to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. The teacher explained it very slowly so that they could understand

Appendix J: Field note 3(Try-out of Unit 3)

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It can be concluded that the input is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

### d).Teacher Role

In this task, the teacher give the explanation well and tried to make the learners understand with her explanation. The mean value of this component is 3.83. It means that, the setting is regarded as *Agree* in category. The data are supported by the following transcript:

---

R: *Apakah penjelasan dari saya bisa dipahami?* (Could my explanation be understood?)

L2 : *Iya bisa.* ( Yes, it could.)

(Appendix I:The Interview Transcript of Unit 3)

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The teacher explained it very slowly so that they could understand. She also gave many examples. Then, the teacher asked whether they could understand the explanation or not.

Appendix J: Field note 3(Try-out of Unit 3)

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It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

In this task, the learners are given the chance to do the task. Some volunteers could answer the comprehension questions correctly. The descriptive statistics show that the mean is 3.88. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

---

R : *Apakah Anda aktif mempelajari Task 7?* (Are you active in studying Task 7?)

L1 : *Iya mbak.* (Yes, I am.)

L2 : *Saya juga mbak.* (So, am I.)

(Appendix I:The Interview Transcript of Unit 3)

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The learners tried to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task.

Appendix J: Field note 3(Try-out of Unit 3)

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In conclusion, the data show us that the learners' role of Task 7 is appropriate.

## f) Setting

The learners tried to understand the explanation of this task in pairs. The descriptive statistics show that the mean is 4.11. It means that, the setting is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : Kira-kira tadi Anda membutuhkan waktu berapa menit untuk memahami Task ini?(How many times did you need to understand this task?)*
- L1 : Ya kurang dari dari 5 menit bisa. Tapi tidak dihafalkan kan mbak? (I needed less than 5 minutes. But this task did not remember, did it?)*
- R : Oh tidak. Ya buat pengetahuan Anda saja nantinya. ( Oh no. It only knowledge for you.)*

Appendix I: The Interview (Interview Transcript of Unit 3)

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They needed more than 10 minutes to understand the picture.

Appendix J: Field note 3(Try-out of Unit 3)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate.

The evaluation above can be concluded in the following table.

**Table 87: The Conclusion of the Evaluation of Task 7 of Unit 3**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

## 8) Task 8

The data of the evaluation questionnaire of Task 8 can be seen in the following table.

Table 88: The Data of the Evaluation Questionnaire of Task 8 of Unit 3

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	2	12	0	1	0	4.00	Agree
Input	0	14	1	0	0	3.94	Agree
Procedure	2	9	1	3	0	3.72	Agree
Teacher role	2	8	3	2	0	3.72	Agree
Learners role	2	9	2	2	0	3.77	Agree
Setting	0	14	1	0	0	3.94	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.72 to 4.00. The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

a) Goal

The goals of the task are enabling the learners use English, helping them to use one of the English expressions. The goal is achieved well as reflected by mean value of 4.00 in which was regarded as *Agree* in category. The learners understood the content of dialogue. It can be seen in the following interview excerpt:

- 
- R : Menurut Anda apakah Task 8 ini bisa membantu Anda dalam belajar mendengarkan kalimat dalam Bahasa Inggris? (In your opinion, Could Task 8 help you in listening English sentences?)*
- L1 : Ya mbak. Tetapi masih ada yang salah tulisannya. (Yes, it could, Miss. But there are still some mistakes in writing.)*
- L2 : Iya senang. Task ini karena melatih ketrampilan mendengar kita. (Yes, I liked. This task could drill our listening skill.)*

M (Appendix I: The Interview Transcript of Unit 3)

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They looked happy and serious in doing this task.

Appendix J: Field note 3(Try-out of Unit 3)

---

It can be concluded that the goal is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### b) Input

Task 8 is listening skill. There are two short missing dialogues that must be done by the learners. The input is achieved well as reflected by mean value of 3.94 in which was regarded as *Agree* in category. The data are supported by the following transcript:

---

*R* : *Bagaimana inputnya?* (How about the input?)  
*L2* : *Iya cocok buat kita mbak.* (Yes, it is appropriate for us.)  
*L1* : *Dialognya sudah sesuai dengan pekerjaan kita mbak.* (The dialogues are appropriate with our job.)

(Appendix I: The Interview Transcript of Unit 3)

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It is listening skill. The teacher explained the instruction of this task. The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue.

Appendix J: Field note 3 (Try-out of Unit 3)

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It can be concluded that the input is appropriate. The appropriate input can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### c) Procedure

Task 8 is listening skill. The learners asked to complete the missing dialogue by listening to the recording. The procedure is achieved well as reflected by mean value of 3.72 in which was regarded as *Agree* in category. The data are supported by the following transcript:

---

*R* : *Bagaimana dengan kegiatannya sendiri?* (How about the activity itself?)

*L1 : Ya menarik mbak. Berlatih mengisi kalimat rumpang dalam dialog dengan mendengarkan. (Yes, it was interesting. We could drill to complete the missing dialogues by listening.)*

(Appendix I: The Interview Transcript of Unit 3)

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The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue. They did this task in pairs. There are two short missing dialogues that must be done by the learners. They looked happy and serious in doing this task.

Appendix J: Field note 3(Try-out of Unit 3)

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It can be concluded that the procedure is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d) Teacher Role

The teacher explained the instruction. She had a chance for the learners to practice one of the dialogues in front of the class. She suggested to all learners so that they always wanted to speak English.

The teacher role is achieved well as reflected by mean value 3.72 in which was regarded as *Agree* in category. The data are supported by the following transcript:

-----  
*R : Apakah feedback saya tadi bisa memotivasi Anda untuk selalu meningkatkan Bahasa Inggris Anda? (Did my feedback motivate you in improving your English?)*

*L2 : Iya jelas mbak. Kita lebih semangat. (Yes, you did. We are more spirit.)*  
(Appendix I: The Interview Transcript of Unit 3)

-----  
She suggested to all learners so that they always wanted to speak English.

Appendix J: Field note 3(Try-out of Unit 3)

-----  
It can be concluded that the teacher's role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e). Learners Role

The learners were active participants. The descriptive statistics show that the mean is 3.77. It means that, the learners' role is regarded as *Agree* in category.

The data are supported by the following transcript:

- 
- R : Walaupun sulit Anda melengkapi dialognya kan? (However the task is difficult, did you try to complete the dialogue?)*  
*L1 : Iya mbak. Ada yang tidak diisi. (Yes, I did. But there is still missing.)*  
*L2 : Iya. Saya juga mbak. (Yes, so did I.)*

#### Appendix I: The Interview Transcript of Unit 3)

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The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue. They did this task in pairs. There are two short missing dialogues that must be done by the learners. They looked happy and serious in doing this task.

#### Appendix J: Field note 3(Try-out of Unit 3)

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From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the learners role is appropriate.

#### f) Setting

In this task, the learners did the task in pairs. They looked happy and serious in doing this task. The descriptive statistics show that the mean is 3.94. It means that, the setting is regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : Apakah Anda tadi bisa mengerjakan task ini secara berpasangan? (Could you do this task in pairs?)*  
*L1 : Iya mbak. Saya lebih enak berpasangan. (Yes, I could. I was more interested in pairs.)*  
*L2 : Iya mbak. Lebih enak mengerjakan berdua. (Yes, I could. I was more enjoy doing in pairs.)*

#### Appendix I: The Interview Transcript of Unit 3)

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They did this task in pairs.

#### Appendix J: Field note 3 (Try-out of Unit 3)

It can be concluded that the setting is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note. The evaluation above can be concluded in the following table.

**Table 89: The Conclusion of the Evaluation of Task 8 of Unit 3**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

#### 9) Task 9

The data of the evaluation questionnaire of Task 9 can be seen in the following table.

**Table 90: The Data of the Evaluation Questionnaire of Task 9 of Unit 3**

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	5	10	0	0	0	4.27	Agree
Input	1	14	0	0	0	4.05	Agree
Procedure	2	13	0	0	0	4.11	Agree
Teacher role	2	10	0	3	0	3.77	Agree
Learners role	1	11	1	2	0	3.77	Agree
Setting	2	13	0	0	0	4.11	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.77 to 4.27. The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

### a) Goal

The goal of the Task 9 is enabling the learners to master the English words well. The goal is achieved well as reflected by mean value of 4.27 in which was regarded as *Agree* in category. It can be seen in the following interview excerpt:

- 
- R : Apakah Task 9 bisa membuat Anda menguasai kata-kata Bahasa Inggris? (Could Task 9 make you master of English words?)*  
*L2 : Iya mbak. Kita jadi mengenal kata-kata baru. (Yes, it could. We knew some new words.)*  
*L1 : Iya mbak betul semakin banyak kata-kata dalam bahasa Inggris. (Yes, Miss. We knew many English words.)*
- Appendix I: The Interview Transcript of Unit 3)
- 

They did the task seriously because it needed the high concentration. Most of the learners could find the correct meaning of the words.

Appendix J: Field note 3 (Try-out of Unit 3)

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In conclusion, the data show us that the input of Task 9 is appropriate for the learners because they could try to understand the explanation of this task.

### b.) Input

Task 9 is vocabulary. There are provided the part of speech of the words and the phonetic transcription. The input is achieved well as reflected by mean value of 4.05 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : Apakah kata-kata yang ada di Task 9 ini berkaitan dengan bidang Anda? (Are the words in Task appropriate with your job?)*  
*L2 : O iya mbak. (Yes, they are.)*  
*L1 : Ya mbak. (Yes, Miss.)*
- Appendix I: The Interview Transcript of Unit 3)
- 

Task 9 is vocabulary. There are some words that are related to their job. The words are taken from the dialogue. In this task, there are provided the part of speech of the words and the phonetic transcription.

Appendix J: Field note 3 (Try-out of Unit 3)

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It can be concluded that the input is appropriate. The appropriate input can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### c) Procedure

In this task, the teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. The procedure is achieved well as reflected by mean value of 4.11 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah Anda menyukai kegiatan dalam Task 9 ini?* (Did you like the activity in Task 9?)  
 L2 : *Iya mbak. Tapi kalau suruh menghafalkan cukup sulit.* (Yes, I liked. But it is difficult if we must memorize the words.)

Appendix I: The Interview Transcript of Unit 3)

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The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. They did the task seriously because it needed the high concentration. After founding the meaning of the words, the teacher and the learners discussed together

Appendix J: Field note 3 (Try-out of Unit 3)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the procedure is appropriate.

#### d) Teacher Role

The teacher acted as a facilitator in Task 9. She would help them when they needed her. The descriptive statistics show that the mean is 3.77. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Apakah tadi saya membantu Anda dalam memberikan arti yang tepat untuk kata-kata dalam Task 9?* (Did I help you in giving the meaning of the words appropriately in Task 9?)
- L2 : *Iya mbak. Kalau tidak dibantu bingung artinya banyak banget.* (Yes, you did. If you didn't help us we confused because there are many meanings of the word.).
- L1 : *Iya mbak kaan satu kata artinya banyak.* (Yes, you did. One word has many meanings.)

Appendix I: The Interview Transcript of Unit 3)

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She would help them when they needed her. The teacher did it by bringing some dictionaries to help them if they did not the meaning of the words.

Appendix J: Field note 3 (Try-out of Unit 3)

---

It can be concluded that the teacher role is appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e) Learners Role

All learners did the task seriously because it needed the high concentration.. The descriptive statistics show that the mean is 3.77. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

- 
- R : *Anda bisa mengerjakan Task ini kan?* (Could you do this task?)
- L1 : *Ya saya bisa mbak.* (Yes, I could, Miss.)

Appendix I: The Interview Transcript of Unit 3)

---

They did the task seriously because it needed the high concentration. Most of the learners could find the correct meaning of the words.

Appendix J: Field note 3 (Try-out of Unit3)

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In conclusion, the data show us that the learners role of Task 9 is appropriate because the learners were active participant.

## f) Setting

The teacher asked the learners to do this task in pairs. The setting is achieved well as reflected by mean value of 4.11 that was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah Anda tadi bisa mengerjakan Task 9 ini secara berpasangan?*  
(Could you do Task 9 in pairs?)
- L1 : *Iya mbak. Lebih enak kalau berpasangan.* (Yes, we could. It is more interesting in pairs.)
- R : *Berapa lama yang Anda butuhkan untuk mencari kata-kata sulit itu?*  
(How long did you need in founding the difficult words?)
- L2 : *Sekitar 10 menit kan bingung untuk mencari kata yang tepat.* (It is about 10 minutes. We confused to find the appropriate words.)
- L1 : *Lebih dari 10 menit mbak.* (It is more than 10 minutes.)

## Appendix I: The Interview Transcript of Unit 3)

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The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. They did the task seriously because it needed the high concentration.

## Appendix J: Field note 3 (Try-out of Unit 3)

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From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is inappropriate.

The evaluation above can be concluded in the following table.

**Table 91: The Conclusion of the Evaluation of Task 9 of Unit 3**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Inappropriate	Give more time to in doing this task.

## 10) Task 10

The data of the evaluation questionnaire of Task 10 can be seen in the following table.

Table 92: The Data of the Evaluation Questionnaire of Task 10 of Unit 3

Components	Score					Mean	Category
	5	4	3	2	1		
Goal	1	12	1	1	0	3.88	Agree
Input	0	12	2	1	0	3.77	Agree
Procedure	0	12	1	2	0	3.72	Agree
Teacher role	2	10		3	0	3.77	Agree
Learners role	2	9	1	3	0	3.72	Agree
Setting	0	13	1	1	0	3.83	Agree

The table above shows that most of learners agreed with the containing materials in Unit 3. The result shows from the range mean; i.e. from 3.80 to 4.13. The detailed analysis of the task components is presented below in order to know whether the task is appropriate or not.

## a) Goal

The goals of the Task 10 are the learners to use one of English expressions fluently. The goal is achieved well as reflected by mean value of 3.88 in which was regarded as *Agree* in category. The learners could create a dialogue and practice it. It can be seen in the following interview excerpt:

- 
- R : *Apakah dengan mengerjakan task ini, Anda bisa menggunakan salah satu ekspresi Bahasa Inggris yang dipelajari sebelumnya?* (Could you use one of English expressions by doing this task?)
- L1 : *Iya.* (Yes, we could.)

## Appendix I: The Interview Transcript of Unit 3)

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All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. They acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills.

#### Appendix J: Field note 3(Try-out of Unit 3)

From the three data, namely descriptive statistics, interview transcript and field-note, it can be concluded that the goal is achievable. Therefore, the goal of Task 10 is appropriate.

#### b) Input

Task 10 is a production task, the learners are asked to create a dialogue based on one of situation given. The input is achieved well as reflected by mean value of 3.77 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Menurut Anda, apakah situasi di Task 10 ini sesuai dengan pekerjaan Anda ?* (In your opinion, were the situations in Task 10 related to your job?)  
 L2 : *O..sudah sesuai mbak. Situasinya berhubungan dengan pekerjaan kita.* (O, yes they were. The situations are related to our job.)  
 L1 : *Iya betul.* (Yes, that's right.)

Appendix I: The Interview Transcript of Unit 3)

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Task 10 is a production Task, the learners are asked to create a dialogue based on one of situation given. The content of the situations give is about the expressions are used when the learners work.

Appendix J: Field note 3(Try-out of Unit 3)

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In conclusion, the data show us that the input of Task 10 is appropriate for the learners because it is related to the learners' job and it is used when they work.

#### c). Procedure

In Task 10, the learners are asked to create a dialogue based on one of situation given. The acted the dialogues out after they finished create the dialogue. The procedure is achieved well as reflected by mean value of 3.72 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Bagaimana dengan Task 10?* (How about Task 10?)  
 L2 : *Bagus. Ini membuat kita bisa lebih maju dalam berkomunikasi.* (It is interesting. It made us to improve our communication.)

Appendix I: The Interview Transcript of Unit 3)

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All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. They acted the dialogues out after they finished create the dialogue.

Appendix J: Field note 3 (Try-out of Unit 3)

---

It can be concluded that the procedure are appropriate. It can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### d). Teacher Role

The teacher played her role well. She gave the feedback and suggestion to the learners so that they could improve their English. The procedure is achieved well as reflected by mean value of 3.77 in which was regarded as *Agree* in category. The data are supported by the following transcript:

- 
- R : *Apakah saran saya bisa meningkatkan Bahasa Inggris Anda?* (Could my suggestion improve your English?)  
 L2 : *Iya mbak. Selama ini tidak ada yang melatih kita seperti ini.* (Yes, you could. We have never been get kind of this task.)

Appendix I: The Interview Transcript of Unit 2)

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The teacher evaluated them and gave feedback to them. The teacher asked them whether they could do this task or not.

Appendix J: Field note 2 (Try-out of Unit 2)

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In conclusion, the data (descriptive statistics, interview transcript and field-note) show us that the teacher role of Task 10 was appropriate for the learners.

#### e). Learners Role

All learners were active in doing this task. They liked to do this task because it made them creative. The descriptive statistics show that the mean is 3.72. It means that, the learners' role is regarded as *Agree* in category. The data is supported by the following extract:

---

R : *Apakah tadi Anda membuat dialognya?* (Did you make the dialogue?)  
 L1 : *Iya kita membuat.* (Yes, we made.)  
 L2 : *Iya membuat.* (Yes, we made.)

Appendix I: The Interview Transcript of Unit 3)

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All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. They acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills.

Appendix J: Field note 3 (Try-out of Unit 3)

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It can be concluded that the learners' role is appropriate. The appropriate learners role can be seen from three data i.e. the descriptive statistics, the interview, and the field note.

#### e). Setting

The learners could do the task in pairs. The setting is achieved well as reflected by mean value of 3.83 in which was regarded as *Agree* in category. The data is supported by the following extract:

---

R : *Apakah Anda lebih suka membuat dialog secara berpasangan daripada sendiri?* (Are you more interested to make a dialogue in pairs than individually?)  
 L1 : *Iya mbak. Kan kita langsung mempraktikannya. Masak sendirian mbak.* (Yes, they are. We practice the dialogue directly.)

Appendix I: The Interview Transcript of Unit 3)

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They did the task in pairs. They acted the dialogues out after they finished create the dialogue. t. They could do it.

Appendix J: Field note 3 (Try-out of Unit 3)

From the three data i.e. the descriptive statistics of questionnaire, the interview, and the field note. It can be concluded that the setting is appropriate. The evaluation above can be concluded in the following table.

**Table 93: The Conclusion of the Evaluation of Task 10 of Unit 3**

Components	Analysis	Revisions
Goal	Appropriate	-
Input	Appropriate	-
Procedure	Appropriate	-
Teacher role	Appropriate	-
Learners role	Appropriate	-
Setting	Appropriate	-

### **c. Revision**

Based on the analysis of the try-out of Unit 1, generally the tasks are appropriate. However, there are some tasks that need to be improved. The revisions can be seen in the table below:

**Table 94: The Revision of Tasks Components of Unit 3**

Name of the Tasks	Components that need to be revised	Revisions
Task 1	Setting	Change the setting from work individually into work in pairs.
Task 2	-	-
Task 3	Setting	Give more time to in doing.
Task 4	-	-
Task 5	-	-
Task 6	Setting	Give more time to in doing this task.
Task 7	-	-
Task 8	-	-
Task 9	Setting	Give more time to in doing this task.
Task 10	-	-

## **B. Discussion**

Three basic competences were developed into three units. Each unit consist of 11 tasks. The tasks in the units are graded and sequenced using Nunan's (2004) pedagogical sequence for introducing tasks and psycholinguistic processing' approach.

Learner needs and learning needs were collected using the needs analysis questionnaire. The needs analysis questionnaire collected are used to make the course grid used to design the materials. In the process of designing materials, the principles of ESP (Stevens, 1977; Hutchinson and Waters, 1987; and Richards, 2001) and materials development (Nunan, 2004; Tomlinson, 2008; Tomlinson, 2003; and Richard, 2001) were applied.

As mentioned earlier, the tasks in every unit are organized according to Nunan's principles of grading, sequencing, and integrating tasks. A unit is spoken cycle (listening and speaking). The tasks in this cycle were graded and sequenced by considering Nunan's opinion on sequencing tasks, that tasks were sequenced according to their complexity as determined by input, learner, and procedural factors.

Each of the tasks is organized from six task components as proposed by Nunan (2004). These components are goal, input, procedure, setting, learner role, and teacher role. These components are used to obtain the data in materials evaluation. The result of materials evaluation is presented as follows.

The main goal of unit one is to ask the learners to learn about greeting and introduction. Then, the unit two has the main goal to ask the learners to learn

about offering services and parts of the body. The main goal of unit three is to ask the learners to learn about expression of asking and giving information, thanking and pronominal questions (W-H Questions). These goals are closely related to the procedures. This idea is supported by Nunan (2004) who states that goals are closely implicated with procedures.

In term of input, the first, second, and third units are about language function, dialogues of 150 words with pictures, phonetic transcription, and list vocabularies. For the result, appropriate inputs are input which are comprehensible, understandable, and also they suit the learners' background knowledge. For Lead-in, it aims at preparing the students before starting to learn the materials, recalling their background knowledge, and introducing the ideas of the topic being discussed. It is in line with Brown (2001) who states that the materials should be started from activity that aims to engage the students to the topics called warming up activity.

In relation to task procedure, according to the result of the evaluation, appropriate procedures are put in the same sequence for all units: lead-in, lesson proper (listening, speaking, grammar and vocabulary), and evaluation. The good materials have to provide stimulus to learning, engage the learners' thinking capacities, and give chance for learners to use their existing knowledge and skills (Hutchinson & Water: 1987). In line with their opinion, in the beginning activity, there is Lead-in to recall the learners' background knowledge. In the first section, there is spoken cycle; listening and speaking. Appropriate activities for listening are *listen and complete* and *listen and answer*. In speaking activities, the

appropriate speaking activities are having dialogues, filling in dialogues, and practicing dialogues.

In relation to the teacher and learners' role, based on the data of research findings, the appropriate teacher's role are as a prompter, resource, controller, and tutor. It is in line with Harmer (2001:57-62) states that the roles of a teacher in the teaching and learning process can be as a controller, organiser, assessor, prompter, participant, resource, tutor, and observer. Meanwhile, the appropriate learners' role is active and responsive participants. The teacher and learners have their own important role in the implementation of the materials. It is in line with Nunan's opinion who states that appropriate materials give the learners chances to be active participants and teacher's role supported the learners' role because the teacher's and learners' role cannot be separated (Nunan:2004).

Regarded to task setting, it was found that pair work is the appropriate setting in the tasks. The learners mostly admitted that they could work more appropriately on the task by discussing with their partner. It is in line with Harmer (2001:116) who states that the pair work allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This research study has two main goals: 1) to identify the needs (learners' and learning needs) of *Masseurs* in learning English and 2) to design appropriate English learning materials for the *Masseurs*. In this chapter, the summary of research findings, conclusions, and some suggestions are presented.

#### A. Conclusions

Based on the research findings, the conclusions can be drawn as follows.

##### 1. Target Needs

The learners' goal of learning English is able to communicate orally with foreign customers.

For the listening and speaking materials, the learners preferred authentic texts in daily life. They also preferred simple dialogues with short texts ( 150 words. They also wanted to learn if the tutor gives examples before they practiced dialogues. Besides, they also wanted to learn the dialogues through the audio.

##### 2. Learning Needs

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

- a. In the listening activities, they preferred to complete dialogues orally and written based on what they hear.
- b. In speaking activities, they preferred to make dialogues and practicing it in front of the class with their partners.
- c. In vocabulary activities, they preferred to translate the English words.

- d. In pronunciation activities, they preferred to repeat the teacher in pronouncing English words.
- e. They also preferred to learn in workplace.
- f. They preferred to discuss and do the task in pairs.
- g. The learners preferred to be involving and active participant in the learner role.
- h. They preferred the teacher to monitor their ability in learning English and informer in the task to help them cope with the task.

### **3. The Appropriate English Learning Materials**

From the learners needs and the learning needs above, it can be concluded that effective English learning materials for Masseurs have the following characteristics:

- a. The appropriate learning materials has the following components

- 1) The title of the unit

The good title should specify the unit number and topic of the subject matter being discussed.

- 2) Lead-in

The good lead-in should be aim at:

- a) recalling what has been learned before,
- b) introducing the key ideas of the topic being discussed,

### 3) Lesson Proper

The materials just contains two cycle (speaking and listening). The tasks facilitate language function, vocabulary and pronunciation. The good spoken tasks aim at:

- a) enabling the learners to identify the language function,
- b) enabling the learners to understand the oral text,
- c) enabling the learners to use the oral text,
- d) enabling students to use language function,
- e) enriching the learners' vocabulary,
- f) enabling the learners to pronounce the English words.

### 4) Evaluation

This section should present some tasks used to evaluate the learners' understanding about what they have done in the unit. It aims to check the learners' progress individually.

### 5) Reflection

This section should contain some reflection statements to measure how much the learners learn from the unit.

### 6) Summary

This section should contain summary of what the learners have learnt from the unit.

### 7) Vocabulary List

This section should include key vocabulary that has been learned throughout the unit completed with their phonetic transcript, part of speech, and meanings.

#### b. Appropriate task components are as follows:

##### 1) Goals

The learning materials have goals to improve the learners' mastery of speaking and listening skills, to enrich the learners' mastery of vocabulary and to improve the learners' mastery of grammar.

##### 2) Input

The appropriate inputs were pictures followed by questions, dialogues followed with questions, language function, grammar explanation, some vocabulary lists and the way to pronounce them, and models dialogues. Those inputs are comprehensible, understandable, and suit the learners' background knowledge.

##### 3) Procedure

The appropriate procedures are answering comprehension questions, having dialogues, practising dialogues (role playing), completing missing dialogues, finding vocabulary.

#### 4) Teacher Role

The appropriate roles for teacher are as a prompter, facilitator, controller, organizer, and suggestion giver (assessor).

#### 5) Learners Role

The appropriate learner role is being active participant.

#### 6) Setting

Pair work and individual work are the appropriate setting.

### **B. Suggestions**

This research aim at designing communicative English materials for masseurs. In addition, there are some suggestions for the next implementation of the English materials that can be addressed to the materials designer and the learners (masseurs).

#### 1. Material designers

There should be good record-keeping notes in doing every step of the research. They have to pay attention to the specific details of English teaching and learning process before conducting a research in materials development.

#### 2. Learners

There should be a clearer role in the teaching and learning process. The students should not only participate well in the teaching and learning process, but also take control to the task.

The learners should improve the English macro-skills (listening and speaking) and the English micro-skills (vocabulary, grammar, pronunciation, and language function) that are related to their daily life and their job.

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# APPENDICES

# **Appendix A**

## **The Questionnaire of the Needs Analysis**

**Kepada**

Karyawan Kakiku

Di tempat

Dalam rangka penelitian dan penulisan tugas akhir Skripsi Jurusan Pendidikan Bahasa Inggris yang berjudul “ **Designing Communicative English Learning Materials for Masseurs**”, saya mengharapkan kesediaan Karyawan Kakiku untuk meluangkan waktu guna mengisi angket analisis kebutuhan belajar Bahasa Inggris berikut ini.

Angket analisis kebutuhan ini mempunyai dua tujuan utama. Pada bagian pertama, angket ini bertujuan untuk mengetahui profil responden yakni Karyawan Kakiku. Sedangkan, pada bagian kedua, bertujuan untuk mengetahui kebutuhan belajar Bahasa Inggris Karyawan Kakiku guna dikembangkan lebih lanjut menjadi sebuah materi pembelajaran Bahasa Inggris.

Identitas dan segala data tentang Anda sepenuhnya akan dijamin kerahasiaannya dan tidak akan digunakan untuk keperluan lain selain untuk keperluan penelitian ini.

Atas kerjasama para karyawan Kakiku peneliti mengucapkan terima kasih.

Yogyakarta, 21 Januari 2011

Peneliti,

Destiningtyas Sugiyanto

NIM. 06202244008

Jurusan Pendidikan Bahasa Inggris

Universitas Negeri Yogyakarta

## ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS THERAPIST

*Petunjuk pengisian*

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

### A. Data Responden

1. Nama :
2. Usia :
3. Jenis kelamin :
4. Asal :
5. Tingkat pendidikan :
6. Bekerja di :

### B. Hubungan antara Bahasa Inggris dengan Pekerjaan Therapist

Untuk pertanyaan no. 1 – 18, berilah tanda silang (X) pada jawaban yang anda pilih, atau isilah titik-titik dengan jawaban yang menggambarkan keadaan diri Anda yang sebenarnya. Jawaban bisa lebih dari satu.

1. Menurut anda, apakah Bahasa Inggris perlu untuk menunjang pekerjaan Anda?
  - a. Ya
  - b. Tidak
2. Mengapa anda membutuhkan bahasa Inggris?
  - a. Karena saya membutuhkan kemampuan berkomunikasi dengan tamu asing yang datang ke pusat refleksi.
  - b. Karena saya ingin mengakses informasi berbahasa Inggris dalam kaitannya dengan pekerjaan.
  - c. Karena kemampuan berbahasa Inggris diperlukan sebagai syarat peningkatan prestasi kerja.
  - d. Lain-lain (sebutkan bila ada)
  - .....
3. Dari negara manakah asal tamu asing yang biasa anda temui?
 

a. Amerika.	d. Cina.	g. Jerman
b. Australia.	e. Inggris.	h. Perancis.
c. Belanda.	f. Jepang.	i. Singapura.

- j. Lain-lain (sebutkan semua bila ada)  
.....
4. Bagaimanakah tingkat penguasaan Bahasa Inggris anda?
- Tingkat nol (tidak menguasai sama sekali kosakata dan ungkapan praktis, grammar, dan pelafalan dalam Bahasa Inggris).
  - Tingkat pemula (menguasai sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan dipengaruhi bahasa ibu).
  - Tingkat menengah (dapat berkomunikasi secara lancar pada beberapa topik, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan).
  - Tingkat lanjut (dapat berkomunikasi secara lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar dan pelafalan).
5. Apakah anda pernah mengikuti kursus Bahasa Inggris?
- Ya.
  - Tidak.
- Jika ya, sebutkan kapan ..... dan berapa lama  
.....
6. Kapan terakhir Anda belajar Bahasa Inggris?
- Perguruan Tinggi
  - SMU/SMK
  - SMP
  - SD
  - Kursus

## INPUT

7. Dari bentuk materi di bawah ini, materi *listening (mendengarkan)* mana yang akan efektif untuk membantu Anda belajar?
- materi *listening* berupa monolog
  - materi *listening* berupa dialog
  - lain-lain.
- .....
8. Berapakah panjang teks yang ideal untuk teks *listening (mendengarkan)* menurut Anda?
- 250 kata (panjang)
  - 200 kata
  - 150 kata (pendek)
  - lain-lain. ....

9. Dari bentuk materi di bawah ini, materi *speaking (berbicara)* mana yang akan efektif untuk membantu Anda belajar?
- materi *speaking* berupa monolog (presentasi individu)
  - materi *speaking* berupa dialog
  - lain-lain.
- .....
10. Input pembelajaran yang Anda inginkan untuk materi *speaking (berbicara)* (boleh memilih lebih dari satu)...
- diberikan contoh oleh tutor dalam praktek berbicara
  - diberi pengantar dalam bentuk monolog/dialog melalui audio
  - dipraktekkan bersama dengan partner (*pairwork*)
  - lain-lain.
- .....

### GOAL

11. Materi Bahasa Inggris ini akan menunjang Anda agar lebih:
- mampu berkomunikasi dengan tamu asing
  - mampu membaca informasi barang yang ada di pekerjaan Anda dalam Bahasa Inggris
  - mampu memudahkan penguasaan bahasa Inggris
  - Lainnya ....
12. Tindak tutur dalam Bahasa Inggris apa saja yang ingin Anda pelajari untuk menunjang pekerjaan Anda? (Jawaban diperbolehkan lebih dari satu)
- Menyapa dan memperkenalkan diri
  - Mengawali dan menutup pembicaraan
  - Menawarkan bantuan
  - Meminta maaf
  - Melayani keinginan tamu
  - Berterima kasih
  - lainnya.....

### ACTIVITIES

13. Jenis kegiatan *listening* (mendengarkan) yang Anda sukai adalah....
- mendiskusikan isi dari monolog/dialog yang diperdengarkan
  - mengidentifikasi ungkapan-ungkapan yang ada dalam monolog/dialog
  - melengkapi monolog/dialog secara lisan dan tertulis sesuai dengan yang didengar
  - menggunakan gambar yang berkaitan dengan materi listening
  - lainnya.....

14. Jenis kegiatan ***speaking*** (berbicara) yang Anda sukai adalah...
  - a. mempraktekkan model monolog/dialog sederhana di depan kelas
  - b. membuat monolog/dialog dan mempraktekkan di depan kelas (role-play) bersama teman
  - c. lainnya.....
15. Jenis kegiatan ***vocabulary*** (kosakata) yang Anda sukai adalah...
  - a. menjodohkan kata-kata Bahasa Inggris yang berkaitan dengan pekerjaan Anda dengan artinya
  - b. mengartikan kata-kata Bahasa Inggris yang ada di dalam teks tanpa disedikan maknanya terlebih dahulu
  - c. menirukan tutor dalam mengucapkan kata-kata tertentu dengan benar
  - d. lainnya.....
16. Jenis kegiatan ***pronunciation*** (pelafalan) yang Anda sukai adalah...
  - a. mengucapkan kata-kata Bahasa Inggris sesuai dengan phonetic transcription yang telah disediakan di buku materi.
  - b. menirukan guru dalam melafalkan kata-kata Bahasa Inggris
  - c. lainnya.....

### PROCEDURE

17. Menurut Anda, di dalam proses pembelajaran bahasa Inggris, aktivitas seperti apa yang sebaiknya dilakukan?
  - a. aktivitas yang bersifat otentik (asli) yang dapat ditemukan di dalam kehidupan sehari-hari
  - b. aktivitas otentik (asli) yang telah diadaptasi sesuai dengan karakteristik budaya nasional
  - c. lain-lain. ....
18. Menurut Anda, belajar Bahasa Inggris yang efektif melalui teknik:
  - a. Menerjemahkan
  - b. Mempraktekkan dialog (Conversation)
  - c. Bercerita
  - d. Interview
  - e. Diskusi
  - f. Lain-lain (sebutkan jika ada)

.....

### SETTING

19. Menurut Anda, di mana tempat belajar yang paling nyaman?
  - a. Rumah
  - b. Tempat kerja
  - c. Tempat Kursus

20. Cara belajar Bahasa Inggris seperti apakah yang akan efektif untuk membantu Anda belajar?

- a. Berkelompok
- b. Individu
- c. Mandiri
- d. Berinteraksi dengan instruktur

### **LEARNER'S ROLE**

21. Apa perananan yang Anda inginkan di dalam kegiatan belajar Bahasa Inggris di tempat kerja Anda?

- a. Partisipan yang pasif (berarti Anda kurang memberi respon kepada penjelasan Tutor)
- b. Partisipan yang responsif (berarti Anda mampu bernegosiasi baik dengan teman ataupun Tutor mengenai topik yang sedang dipelajari)
- c. Mendengar penjelasan Tutor
- d. Melaksanakan instruksi dari tutor
- e. Berpartisipasi aktif secara komunikatif
- f. Memberi saran, kritik, dan masukan terhadap cara mengajar Tutor
- g. Lainnya ....

### **TEACHER'S ROLE**

22. Anda menginginkan Tutor yang mengajar berperan sebagai apa di dalam kegiatan belajar Bahasa Inggris Anda?

- a. Berperan sebagai fasilitator
- b. Memonitor perkembangan penguasaan Bahasa Inggris
- c. Memberi ruang terbuka untuk sharing dan tanya jawab
- d. Lainnya ....

.....TERIMA KASIH.....

## **Appendix B**

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

### NEED ANALYSIS

#### Developing Communicative English Learning Materials for Masseurs

N: 16

1.	Menurut anda, apakah Bahasa Inggris perlu untuk menunjang pekerjaan Anda?		
	a. Ya	16	100%
	b. Tidak	0	
2.	Mengapa anda membutuhkan bahasa Inggris?		
	a. Karena saya membutuhkan kemampuan berkomunikasi dengan tamu asing yang datang ke pusat refleksi.	13	81,25%
	b. Karena saya ingin mengakses informasi berbahasa Inggris dalam kaitannya dengan pekerjaan.	1	6,25%
	c. Karena kemampuan berbahasa Inggris diperlukan sebagai syarat peningkatan prestasi kerja.	3	18,75%
	d. Lain-lain (sebutkan bila ada) .....	0	
3.	Dari negara manakah asal tamu asing yang biasa anda temui?		
	a. Amerika	5	31,25%
	b. Australia	6	37,5%
	c. Belanda	6	37,5%
	d. Cina	6	37,5%
	e. Inggris	6	37,5%
	f. Jepang	6	37,5%
	g. Jerman	4	25%
	h. Perancis	6	37,5%
	i. Singapura	6	37,5%
	j. Lain-lain ( hampir semuanya)	7	43,75%
4.	Bagaimanakah tingkat penguasaan Bahasa Inggris Anda?		
	a. Tingkat pemula (menguasai sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan dipengaruhi bahasa ibu).	16	100%
	b. Tingkat menengah (dapat berkomunikasi secara lancar pada beberapa topik, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan).	0	
	c. Tingkat lanjut (dapat berkomunikasi secara lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar dan pelafalan).	0	
5.	Apakah anda pernah mengikuti kursus Bahasa Inggris?		
	a. Ya	0	
	b. Tidak	16	100%
6.	Kapan terakhir Anda belajar Bahasa Inggris?		
	a. Perguruan Tinggi	0	
	b. SMU/SMK	11	68,75%
	c. SMP	5	31,25%
	d. SD	0	

	e. Kursus	0	
<b>INPUT</b>			
7.	Dari bentuk materi di bawah ini, materi <i>listening (mendengarkan)</i> mana yang akan efektif untuk membantu Anda belajar?		
	a. materi <i>listening</i> berupa monolog	2	12,5%
	b. materi <i>listening</i> berupa dialog	14	87,5%
	c. lain-lain. .....	0	
8.	Berapakah panjang teks yang ideal untuk teks <i>listening (mendengarkan)</i> menurut Anda?		
	a. 250 kata (panjang)	1	6,25
	b. 200 kata	5	31,25%
	c. 150 kata (pendek)	10	62,5%
	d. lain-lain. (sesuai dengan kebutuhan)	0	
9.	Dari bentuk materi di bawah ini, materi <i>speaking (berbicara)</i> mana yang akan efektif untuk membantu Anda belajar?		
	a. materi <i>speaking</i> berupa monolog (presentasi individu)	1	6,25%
	b. materi <i>speaking</i> berupa dialog	15	98,75%
	c. lain-lain. .....	0	
10.	Input pembelajaran yang Anda inginkan untuk materi <i>speaking (berbicara)</i> (boleh memilih lebih dari satu)...		
	a. diberikan contoh oleh tutor dalam praktek berbicara	11	68,75%
	b. diberi pengantar dalam bentuk monolog/dialog melalui audio	4	25%
	c. dipraktikkan bersama dengan partner (pairwork)	7	43,75%
	d. lain-lain. .....	0	
<b>GOAL</b>			
11.	Materi Bahasa Inggris ini akan menunjang Anda agar lebih:		
	a. mampu berkomunikasi dengan tamu asing	14	87,5%
	b. mampu membaca informasi barang yang ada di pekerjaan Anda dalam Bahasa Inggris	1	6,25%
	c. mampu memudahkan penguasaan bahasa Inggris	3	18,75%
	d. Lainnya ....	0	
12.	Tindak tutur dalam Bahasa Inggris apa saja yang ingin Anda pelajari untuk menunjang pekerjaan Anda?		
	a. Menyapa dan memperkenalkan diri	9	56,25%
	b. Mengawali dan menutup pembicaraan	4	25%
	c. Menawarkan bantuan	9	56,25%
	d. Meminta maaf	3	18,75%
	e. Melayani keinginan tamu	10	62,5%
	f. Berterima kasih	8	50%
<b>ACTIVITIES</b>			
13.	Jenis kegiatan listening (mendengarkan) yang Anda sukai adalah....		

	a. mendiskusikan isi dari monolog/dialog yang diperdengarkan	10	62,5%
	b. mengidentifikasi ungkapan-ungkapan yang ada dalam monolog/dialog	9	56,25%
	c. melengkapi monolog/dialog secara lisan dan tertulis sesuai dengan yang didengar	14	87,5%
	d. menggunakan gambar yang berkaitan dengan materi listening	3	18,75%
	e. lainnya.....	0	
14.	Jenis kegiatan <b>speaking</b> (berbicara) yang Anda sukai adalah...		
	a. mempraktekkan model monolog/dialog sederhana di depan kelas	9	56,25%
	b. membuat monolog/dialog dan mempraktekkan di depan kelas (role-play) bersama teman	14	87,5%
	c. lainnya.....	0	
15.	Jenis kegiatan <b>vocabulary</b> (kosakata) yang Anda sukai adalah...		
	a. menjodohkan kata-kata Bahasa Inggris yang berkaitan dengan pekerjaan Anda dengan artinya	7	43,75%
	b. mengartikan kata-kata Bahasa Inggris yang ada di dalam teks tanpa disedikan maknanya terlebih dahulu	14	87,5%
	c. menirukan tutor dalam mengucapkan kata-kata tertentu dengan benar	5	31,25%
	d. lainnya.....	0	
16.	Jenis kegiatan <b>pronunciation</b> (pelafalan) yang Anda sukai adalah...		
	a. mengucapkan kata-kata Bahasa Inggris sesuai dengan phonetic transcription yang telah disediakan di buku materi.	9	56,25%
	b. menirukan guru dalam melafalkan kata-kata Bahasa Inggris	14	87,5%
	c. lainnya.....	0	
<b>PROCEDURE</b>			
17.	Menurut Anda, di dalam proses pembelajaran bahasa Inggris, aktivitas seperti apa yang sebaiknya dilakukan?		
	a. aktivitas yang bersifat otentik (asli) yang dapat ditemukan di dalam kehidupan sehari-hari	14	87,5%
	b. aktivitas otentik (asli) yang telah diadaptasi sesuai dengan karakteristik budaya nasional	2	12,5%
	c. lain-lain. .....	0	
18.	Menurut Anda, belajar Bahasa Inggris yang efektif melalui teknik:		
	a. Menerjemahkan	7	43,75%
	b. Mempraktekkan dialog (Conversation)	12	75%
	c. Bercerita	0	
	d. Interview	1	6,25%
	e. Diskusi	1	6,25%
	f. Lain-lain (sebutkan jika ada) .....	0	
<b>SETTING</b>			
19.	Menurut Anda, di mana tempat belajar yang paling nyaman?		
	a. Rumah	7	43,75%
	b. Tempat kerja	8	50% %

	c. Tempat Kursus	1	6,25%
20.	Cara belajar Bahasa Inggris seperti apakah yang akan efektif untuk membantu Anda belajar?		
	a. Berpasangan	9	56,25%
	b. Individu	2	12,5%
	c. Mandiri	0	
	d. Berkelompok	5	31,25%
<b>LEARNER'S ROLE</b>			
21.	Apa perananan yang Anda inginkan di dalam kegiatan belajar Bahasa Inggris di tempat kerja Anda?		
	a. Partisipan yang pasif (berarti Anda kurang memberi respon kepada penjelasan Tutor)	0	
	b. Partisipan yang responsif (berarti Anda mampu bernegosiasi baik dengan teman ataupun Tutor mengenai topik yang sedang dipelajari).	6	37,5%
	c. Mendengar penjelasan Tutor.	3	18,75%
	d. Melaksanakan instruksi dari tutor.	0	
	e. Partisipan yang terlibat langsung dalam aktivitas sosial di dalam kelas.	8	50%
	f. Memberi saran, kritik, dan masukan terhadap cara mengajar Tutor	1	6,25%
	g. Lainnya ....	0	
<b>TEACHER'S ROLE</b>			
22.	Anda menginginkan Tutor yang mengajar berperan sebagai apa di dalam kegiatan belajar Bahasa Inggris Anda?		
	a. Berperan sebagai fasilitator	3	18,75%
	b. Memonitor perkembangan penguasaan Bahasa Inggris	7	43,75%
	c. Memberi ruang terbuka untuk sharing dan tanya jawab	5	31,25%
	d. Lainnya ....	4	25%

## **Appendix C**

### **The Course Grid**

### The Course Grid of English Learning Materials for Masseurs in *Kakiku*

UNIT	Components								
	Unit Title	Standard Competence	Basic Competences	Language Function	Key Grammatical Structure	Key Vocabulary Items	Input Text	Media	Activities
1	Hello I'm Choky .	The learners are able to communicate at the novice level.	<ul style="list-style-type: none"> <li>- The learners are able to greet foreign customers with correct expressions.</li> <li>- The learners are able to introduce oneself and others.</li> </ul>	<p><b>GREETINGS:</b></p> <ul style="list-style-type: none"> <li>➤ Formal               <ul style="list-style-type: none"> <li>- Hello..</li> <li>- Hi..</li> <li>- Good Morning</li> <li>- Good Afternoon</li> <li>- Good Evening</li> <li>- Good Night</li> </ul> </li> <li>➤ Informal               <ul style="list-style-type: none"> <li>- Hi, how's life?</li> <li>- What's news?</li> </ul> </li> </ul> <p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>➤ Introducing yourself.</li> <li>➤ Asking identity.</li> <li>➤ Ending introducing.</li> </ul>	<p>Simple Present Tense</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">S+V+s/es</div>	<p>Evening, Afternoon, backache, evening, wrist, sprained</p>	<p>- Dialogue (conversation)</p>	<p>- Pictures - Handout</p>	<p><b>A. Warming up</b></p> <ul style="list-style-type: none"> <li>- Studying pictures and answering written questions.</li> </ul> <p><b>B. Main Activities</b></p> <p><b>1. Presentation</b></p> <ul style="list-style-type: none"> <li>- Studying the examples of expressions of greeting and introduction.</li> <li>- Reading dialogues and answering questions based on the dialogues.</li> <li>- Studying explanations about simple present tense.</li> </ul>

									<div>- Pronouncing words in the dialogues</div> <div>2. Practice</div> <div><div>- Completing dialogues then practicing the dialogues.</div><div>- Finding out the meaning of vocabulary.</div></div> <div>3. Production</div> <div><div>- Making dialogues based on given situations and practicing the dialogues.</div></div> <div>4. Closing Activities</div> <div><div>- Reflection</div></div>
--	--	--	--	--	--	--	--	--	---

UNIT	Components								
	Unit Title	Standard Competence	Basic Competences	Language Function	Key Grammatical Structure	Key Vocabulary Items	Input Text	Media	Activities
2	Can I Help You?	The learners are able to communicate in the novice level.	<ul style="list-style-type: none"> <li>- The learners could offer foreign customers services with correct expressions .</li> <li>- The learners could mention parts of the body.</li> </ul>	<p><b>OFFERING SERVICES:</b></p> <ul style="list-style-type: none"> <li>- Could I help you?</li> <li>- Could you show me the list of treatments here ?</li> <li>- May I help you, Miss?</li> <li>- Would you like to submerge your feet?</li> <li>- Could I massage your hands?</li> </ul>	<p><b>Modal auxiliaries</b> (can, could, may, might, must, should, will, and would)</p> <div>Modal Aux + S + base form of the verb</div>	<p><b>Nouns:</b> feet, foot, hands, fingers, arm, lungs, tummy, heart</p> <p><b>Verbs:</b> Sit down, come in, submerge, and offer.</p>	- Dialogue (conversation)	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Handout</li> </ul>	<p><b>A. Warming up</b></p> <ul style="list-style-type: none"> <li>- Studying pictures and answering written questions.</li> </ul> <p><b>B. Main Activities</b></p> <p><b>1. Presentation</b></p> <ul style="list-style-type: none"> <li>- Studying the example of expressions of offering service.</li> <li>- Pronouncing the words.</li> <li>- Reading dialogues and answering questions based on the dialogues.</li> <li>- Studying explanations about modal auxiliaries.</li> <li>- Studying about parts of the body.</li> </ul>

									<p><b>2. Practice</b></p> <ul style="list-style-type: none"> <li>- Completing dialogues then practicing the dialogues</li> <li>- Finding out the meaning of vocabulary.</li> </ul> <p><b>3. Production</b></p> <ul style="list-style-type: none"> <li>- Making dialogues based on given situations and practicing the dialogues.</li> </ul> <p><b>4. Closing Activities</b></p> <ul style="list-style-type: none"> <li>- Reflection</li> </ul>
--	--	--	--	--	--	--	--	--	--

UNIT	Components								
	Unit Title	Standard of Competence	Basic Competence	Language Function	Key Grammatical Structure	Key Vocabulary Items	Input Text	Media	Activities
3	Can you tell me?	The learners are able to communicate in the novice level.	<ul style="list-style-type: none"> <li>- The learners are able to give the information with correct expressions.</li> <li>- The learners are able to thank foreign customers with correct expressions.</li> <li>- The learners are able to mention the parts of nerve.</li> </ul>	<p>ASKING AND GIVING INFORMATION</p> <ul style="list-style-type: none"> <li>- Can you tell me what the parts of my body that must be massaged if I have a backache?</li> <li>- Yes, of course. You must need a massage on your left sole.</li> </ul> <p>THANKING:</p> <ul style="list-style-type: none"> <li>- Thank you for..</li> <li>- Thanks for..</li> <li>- Thank you so much...</li> </ul>	<p>Pronominal Questions (WH questions)</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> <p>WH questions + to be + S + O</p> </div>	<p><b>Noun:</b></p> <p>Left-sole, left-knee, migraine, right palm, throat, kidney, waistline.</p>	<p>Dialogue (conversation)</p>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Handout</li> </ul>	<p><b>A. Warming up</b></p> <ul style="list-style-type: none"> <li>- Studying pictures and answering questions orally.</li> </ul> <p><b>B. Main Activities</b></p> <p><b>1. Presentation</b></p> <ul style="list-style-type: none"> <li>- Studying the example of expressions of asking and giving information and thanking.</li> <li>- Reading dialogues and answering questions based on the dialogues.</li> <li>- Studying explanations about W.H questions.</li> <li>- Pronouncing words in the dialogues</li> </ul> <p><b>2. Practice</b></p> <ul style="list-style-type: none"> <li>- Completing dialogues then practicing the</li> </ul>

									<div>dialogues.<ul style="list-style-type: none"><li>- Finding out the meaning of vocabulary.</li></ul>dialogues.</div> <div><b>3. Production</b><ul style="list-style-type: none"><li>- Making dialogues based on given situations and practicing the dialogues.</li></ul></div> <div><b>4. Closing Activities</b><ul style="list-style-type: none"><li>- Reflection</li></ul></div>
--	--	--	--	--	--	--	--	--	---

### The example of dialogue:

Jane : Good afternoon.

Asih : Good afternoon. Please come in.

Jane : Thank you. I'm Jane. Nice to see you.

Asih : Nice to see you, too. I'm Asih. What kind of treatment do you need?

Jane : Yes. I have a headache. I need a massage on my head.

Asih : OK.

Jane : Where can I lie down?

Asih : You can lie down on that bed.

Jane : OK. Please, do the best.

### The example of pictures:

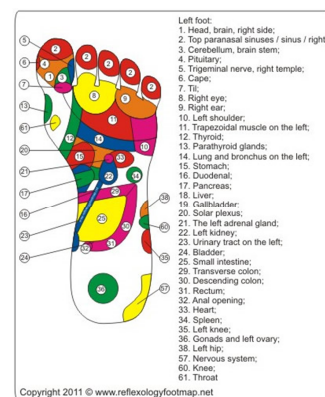
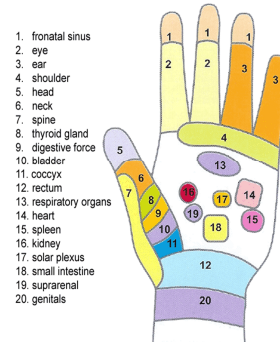


Illustration of the Left Palm of Reflex Area



## **Appendix D**

### **The First Draft**

# HELLO I'M CHOKY

## UNIT 1

In your job, you need to greet someone and to introduce yourself to other persons.  
Do you know how to greet someone? Do you know how to introduce yourself to others?

### A. LEAD-IN

#### Task 1

**Study the picture below. Jenny and Choky meet for the first time. Study and write what they say.** *(Pelajari gambar di bawah ini. Jenny dan Choky bertemu untuk pertama kalinya. Pelajari dan tulis apa yang mereka katakan).*



Picture 1. 1: (Source: edited from **Error! Hyperlink reference not valid.**)

Jenny says :.....

Choky says :.....





## B. LESSON PROPER



### Task 2



**Listen to the following dialogue three times then answer the questions. The listening script can be seen in the Appendix.**  
*(Dengarkan dialog berikut tiga kali dan kemudian jawablah pertanyaan-pertanyaannya. Transkrip dapat dilihat di lampiran).*

### QUESTIONS

1. What does Watik say to greet Jimmy?
2. What does Jimmy say to greet Watik?
3. Where does Jimmy come from?
4. What does Watik say to introduce herself?
5. What kind of treatment that is chosen by Jimmy?



### Task 3

**Study the following expressions. (Pelajari ungkapan-ungkapan berikut ini).**  
**(GREETINGS and INTRODUCTIONS)**





## A. GREETINGS

From the dialogue, you learn greeting expression from Watik and Jimmy. The greeting is **Good Morning**. Study the other expressions besides **Good Morning**.

### © **Formal Greetings**

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night  
How do you do?

### **Responses**

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night  
How do you do?

### © **Informal Greetings**

Hi, how's life?  
How's everything?  
What's news?

### **Responses**

Terrific. And you?  
Great, thanks.  
Just fine, thanks.

### **Catatan:**

- + Good morning diucapkan antara pukul 00.00-12.00. (12 a.m-12 p.m)
- + Good afternoon diucapkan antara 12.00-06.00 (petang). (12 p.m – 6 p.m)
- + Good evening diucapkan antara pukul 06.00 (petang) – menjelang tidur. (6 p.m-menjelang tidur)
- + Good night diucapkan saat berpisah pada malam hari atau akan tidur.





## B. INTRODUCTIONS

© To introduce yourself, you can say:

- I am Putu
- My name is Putu.

© To ask one's identity, you can say:

Questions:

- What is your name?
- Where are you from?


Responses:

I am ...../ My name is.....  
I am from..../ I am.....

© To end introducing, you can say:

- Nice to meet you
- Pleased to meet you
- I'm glad to meet you

Nice to meet you too  
Pleased to meet you too  
Glad to meet you, too



www.getcliparts.com



### Task 4

**Give the appropriate responses to these expressions. (Berilah jawaban yang tepat untuk ungkapan-ungkapan ini).**

1.

Good Morning.

Jack

Andi

.....

2.

.....

Joe

Surti

How do you do?





3. Nice to meet you.  
Clara

.....  
Tari

4. ....  
Bill

Good Afternoon.  
Sugeng

5. I'm Rocky.  
Rocky

.....  
Parto



### Task 5

**Pronounce the bold words in the dialogue below.**

*(Lafalkan kata-kata yang dicetak tebal dalam dialog di bawah ini).*





Doni is a masseur. He is giving service to a customer from Australia.

- Doni : Good evening. My **name** is Doni. Can I help you?
- Customer : Yes. My name is James. I **sprained** my **wrist**. I need a **massage**.
- Doni : OK. Sit down, please. Let me see it. I'm **pressing** this part. Is it **painful**?
- Customer : Ach..you're right. Don't be too **hard** in that part. It is really painful.
- Doni : Oh..I'm sorry. I don't mean to hurt you. I will make it light.
- Customer : It's okay.

**The list of the bold words:**

◎ good evening	: /gʊd ˌiv.nɪŋ/	→ selamat sore
◎ name	: /neɪm/	→ nama
◎ sprained	: /ˈspreɪnɪt/	→ kesleo
◎ wrist	: /rɪst/	→ pergelangan tangan
◎ massage	: /mæ.sɑ dʒ/	→ pijat
◎ pressing	: /pres.ɪŋ/	→ menekan
◎ painful	: /peɪnfl/	→ sakit
◎ hard	: /hɑ:d /	→ keras



**Task 6**

**Based on Task 5, answer the questions.**

*(Berdasarkan aktivitas 5, jawablah pertanyaan-pertanyaan berikut ini).*



## QUESTIONS

1. Who is Doni?
2. Where does James from?
3. What does Doni say to greet James?
4. What happens to James?
5. Why does James feel painful?

### Task 7

**In pairs, study the following explanations.** (*Secara berpasangan, pelajailah penjelasan berikut ini*).

### (SIMPLE PRESENT TENSE)

☞ To introduce yourself, you can use the rule below:

*Subject + is/am + .....*

**Examples:**

**I am Desty / I'm Desty.**

**She is Maria.**

**He is David.**

☞ To introduce others, you can use the rule below:

*Subject + are+ .....*

**Examples:**

**They are my friends.**

**We are from Austria**



orangeicons.com





## Task 8



**Listen to and complete the dialogues. Compare your answers with your friends'. Then, choose one of them and act out with your partner. The listening script can be seen in the Appendix.**  
(Dengarkan dan lengkapilah dialog berikut ini. Bandingkan jawabanmu dengan jawaban temanmu. Kemudian, pilih satu dialog dan praktekan dengan pasanganmu. Transkrip dapat dilihat di lampiran ).

### A. DIALOGUE I

Situation: A masseur, named Surti, comes to a hotel to meet her foreign customer, named Taylor Sidney. She is invited to give a massage service to her in the hotel.

Surti : (Knocking at the door)....., I'm Surti. I'm a masseur.

Taylor : Good Afternoon. .... How do you do?

Surti : ....., Ms. Sydney.

Taylor : Come in, please.

Surti : Okay. .... Can I help you, Ms. Sydney?  
.....

Taylor : Ugh...I have got a backache. It's really painful. I need a massage on my back now.

Surti : Don't worry. I'll try to do my best. I'll give you a special message. Well, now lie down on your bed.





## B. DIALOGUE II

A customer named Jane goes to *Kakiku*.

Masseur : Hi, please come in.

Customer : ....., ..... Pleased to meet you.

Masseur : ..... I'm Tarni. Can I help you?

Customer : Oh, yes please. I have a headache.

Masseur : ..... I think you need a massage



### Task 9

**In pairs, find out the meaning of the following bold vocabulary.** (*Secara berpasangan, temukan arti kata-kata yang dicetak tebal berikut ini*).

Client : Good **afternoon**.

Masseur : Good afternoon, please **come in**.

Client : Thank you. I'm Michael.  
Nice to **see** you.

Masseur : Nice to see you, too. I'm Asih. Would you like to do the **treatment**?

Client : Yes. I have a **headache**.

Masseur : OK. You have a **massage** on your head.

Client : Where can I **lie down**?

Masseur : You can lie down on that **bed**.

Client : OK. Please, **do** the best.



Picture 1.2: [www.spa-feature.jpg](http://www.spa-feature.jpg)





1. afternoon (noun) :  
2. come in (verb) :  
3. see (verb) :  
4. treatment(noun) :  
5. headache (noun) :  
6. head (noun) :  
7. lie down (verb) :  
8. bed (noun) :  
9. do (verb) :  
10. best (adjective) :  
CrazyLeaf Design  
<http://www.crazyleafdesign.com>



### Task 10

**In pairs, choose one situation below and make a dialogue with your partner .** *(Secara berpasangan, pilih salah satu situasi di bawah ini dan buatlah dialog).*

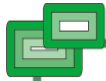
1.

You are a masseur and you will give a massage to Mr. Brown. He wants to get an ear candle treatment.

2.

You are a new masseur and you will give a massage to Mrs. Jennifer. She sprained her ankle. She needs a massage.





### C. EVALUATION

Match the situations in Column A with the proper expressions in Column B. (*Jodohkanlah situasi yang ada pada Kolom A dengan ungkapan-ungkapan yang tepat pada Kolom B*).

COLUMN A	COLUMN B
1. You greet your customer at 1 p.m.	a. Good evening, sir.
2. The customer greets you at 10 a.m.	b. Nice to see you, too.
3. The customer visits your place at 7 p.m.	c. How do you do?
4. The customer says "Nice to see you". What do say to respond to it?	d. Good afternoon, ma'am.
5. You say "How do you do?" What does the customer say to respond to the expression?	e. Good morning, sir.



### D. REFLECTION

How much do you learn from this unit? Put the tick (✓) in the right box according to how much you have learnt.





Aspect	Very Much	Much	Little
Greeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Introduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simple present tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**In this unit, you learn:**

**1. How to greet someone, for example:**

***Greetings***

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night  
How do you do?  
Nice to meet you.  
Pleased to meet you.

***Responses***

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night  
How do you do?  
Nice to meet you too.  
Pleased to meet you too.












## 2. How introduce yourself, for example:

- I am Putu
- My name is Putu.



### F. VOCABULARY LIST

	ankle	kb	: /'æŋ.kl/	= pergelangan kaki
	back	kb	: /bæk/	= punggung
	backache	kb:	/'bæk.eɪk/	= sakit punggung
	first	dt	: /'fɜːst/	= pertama
	greet	kk	: /griːt/	= salam/ menyapa
	hurt	kk	: /hɜːt/	= melukai
	introduce	kk	: /,ɪn.trə'djuːs/	= memperkenalkan
	painful	ks	: /'peɪn.fəl/	= sakit
	visit	kk	: /'vɪz.ɪt/	= mengunjungi

www.speak-english.com



# COULD I HELP YOU?

## UNIT 2

Offering services may be helpful for your job. You may offer a service to the customer when they come in your place.  
Do you know how to do it to them very well?

### A. LEAD-IN

#### Task 1

**Study the picture below. In your opinion, what are the people doing? What do they usually talk about in such a situation? (Pelajari gambar di bawah ini. Menurut pendapat Anda, apa yang orang-orang sedang lakukan? Apa yang mereka katakan pada situasi seperti itu?)**



Picture 1.3 (www. 4.bp.blogspot.com)





## B. LESSON PROPER



### Task 2



**In this part, you are going to listen to a dialogue three times. Listen to it and take notes for important information. Then, answer the questions and compare your answers with your friends'. (Pada bagian ini, kamu akan mendengarkan sebuah dialog 3 kali. Dengarkan itu dan catat informasi penting. Kemudian, jawab pertanyaan-pertanyaan dan bandingkan jawabanmu dengan jawaban temanmu)**

### QUESTIONS

1. Who is Parti?
2. Where does Frederick come from?
3. What does Parti say to offer a help to her customer?
4. What happens to Frederick?
5. What does Frederick say to ask information about the best treatment in Kakiku?



### Task 3

**Study the following expressions.**  
(Pelajari ungkapan-ungkapan berikut).





### OFFERING SERVICES

From the dialogue, you learn expression of offering service from Parti and Frederick. The expression is *Can I help you*. Study the other expressions besides *Can I help you*.

- |                           |   |                                 |
|---------------------------|---|---------------------------------|
| ⊙ Can I help you?         | → | Dapatkah saya membantu Anda?    |
| ⊙ What can I do for you?  | → | Apa ada yang dapat saya bantu?  |
| ⊙ May I help you?         | → | Bolehkah saya membantu Anda?    |
| ⊙ Would you like to.....? | → | Apakah Anda ingin melakukan...? |

In the previous explanation, we know the expressions to offer a help. To reply the expressions we use some expressions below:

- |                   |   |                      |
|-------------------|---|----------------------|
| ⊙ Yes, sure.      | → | Ya tentu saja.       |
| ⊙ Yes, of course. | → | Ya, tentu saja.      |
| ⊙ No, thank you.  | → | Tidak, terima kasih. |



#### Task 4

**Give the appropriate responses to these expressions.** (Berilah jawaban yang tepat untuk ungkapan-ungkapan ini).





1.

Can I help you?

Giri

.....

Taylor

2.

.....

Haris

Yes, of course.

Malcom

3.

.....

Margo

No, thanks.

Michelle



### Task 5

**Pronounce the bold words in the dialogue below.**

*(Lafalkan kata-kata yang dicetak tebal dalam dialog di bawah ini).*





Masseur : Good afternoon. **Can** I **help** you?

Customer : Yes, **of course**. I have sprained my **right** ankle. I fell **down** from my motorcycle.

Masseur : Oh..That's **terrible**. Let me a check your **ankle**. Please put off your **shoes**.

Customer : OK. But please help me to put off my **sock** because I can't do so by myself.



Picture 1.4. <http://www.echiropractor.org/>

can	: /kən/	→	dapat
help	: /help/	→	membantu
of course	: /ɒvˈkɔːrs/	→	tentu saja
right	: /raɪt/	→	kanan
down	: /daʊn/	→	jatuh
terrible	: /ter.ə.bl/	→	mengerikan
ankle	: /æŋ.kl/	→	pergelangan kaki
shoes	: /ʃus/	→	sepatu
sock	: /sək/	→	kaos kaki





### Task 6

**Based on Task 5, answer the questions.**

*(Berdasarkan aktivitas 5, jawablah pertanyaan-pertanyaan berikut ini).*

#### QUESTIONS

1. What does the masseur say to offer a help for the customer?
2. What does the customer say to respond the masseur's say?
3. What happens to the customer?
4. Why the customer has sprained his right ankle?
5. What does the customer say to ask the masseur's help?



### Task 7

**In pairs, study the following explanations.** *(Secara berpasangan, pelajari penjelasan berikut ini).*

#### MODAL AUXILIARIES

In the previous task you find modal auxiliaries used in the dialogue above, for example: **Can I help you?**

Kinds of Modal Auxiliaries: can, must, may, will, shall, etc

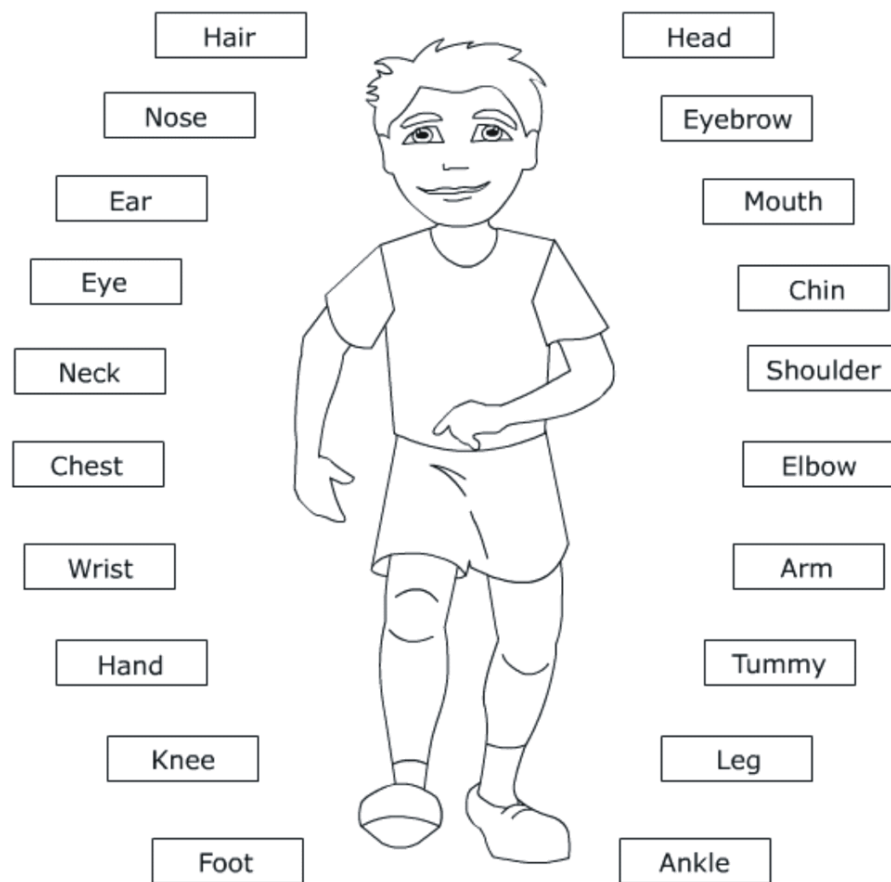
In this part, you learn the rule of Modal Auxiliaries:

- ☛ Positiv (+) : S + Modal Aux + V1
- ☛ Negativ (-) : S + Modal Aux + not + V1
- ☛ Pertanyaan (?): Modal Aux + S + V1 ?





## PARTS OF THE BODY



Picture 1.5: <http://google.com>



## Task 8



**Listen to and complete the dialogues. Compare your answers with your friends'. Then, choose one of them and act out with your partner. The listening script can be seen in the Appendix. (Dengarkan dan lengkapilah dialog berikut ini. Bandingkan jawabanmu dengan jawaban temanmu. Kemudian, pilih satu dialog dan praktekan dengan pasanganmu. Transkrip dapat dilihat di lampiran ).**

### A. DIALOGUE I

Harti is a masseur. She is serving a man who has backache. The man asks to do the best for his back to be better again.

Harti : .....  
 Customer : Hello  
 Harti : I'm Harti  
 .....?  
 Customer : I got backache. Please tell me .....?  
 Harti : You'd better to have a hot stone massage to solve your problem.  
 Customer : .....



picture 1.6: the writer's document

### B. DIALOGUE 2

Rudi is a masseur. He is serving a customer who has painful in his shoulder.

Rudi : .....  
 Customer : Good Afternoon.  
 Rudi : .....?  
 Customer : My shoulder is painful. ....?  
 Rudi : ..... Submerge your feet first, please.





### Task 9

**In pairs, find out the meaning of the following bold vocabulary.** (*Secara berpasangan, temukan arti kata-kata yang dicetak tebal berikut ini.*)

Masseur : Good Afternoon. What can I do for you?

Customer : Good Afternoon. Yes, please. My **left sole** is painful. Could you **help** me?

Masseur : OK. I **think** you need to have a massage on your left sole.

Customer : OK. I **hope** my left sole can be **better** after you have done a massage.



Picture 1.7: <http://google.com>

- |              |             |   |
|--------------|-------------|---|
| 1. left sole | (noun)      | = |
| 2. help      | (verb)      | = |
| 3. think     | (verb)      | = |
| 4. hope      | (noun)      | = |
| 5. better    | (adjective) | = |



### Task 10

**In pairs, choose one situation below and make a dialogue with your partner .** (*Secara berpasangan, pilih salah satu situasi di bawah ini dan buatlah dialog.*)





1. You have a customer who got a backache. You will offer a service for him or her.
2. You have a customer. Her left ankle is painful. You will offer a special massage for her problem.



### C. EVALUATION

Match the statements in Column A with the proper responses in Column B. (Jodohkanlah pernyataan yang ada pada Kolom A dengan respon-respon yang tepat pada Kolom B).

MASSEUR	CUSTOMER
1. Could I help you, Ma'am?	1. I will have a full body massage.
2. It is a special treatment in <i>Kakiku</i> . Which one do you want, Ma'am?	2. Thank you.
3. Certainly, Ma'am. Please have look at the list of treatment here.	3. Yes, of course. I will have a special treatment in <i>Kakiku</i> .
4. Well, if you need a body scrub, perhaps you may feel fresh again.	4. Could you show me the list of treatments here?
5. You're welcome.	5. How about the body scrub?





#### D. REFLECTION

How much do you learn from this unit? Put the tick (✓) in the right box according to how much you have learnt.

Aspect	Very Much	Much	Little
Offering Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auxiliaries Verb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parts of the Body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



#### E. SUMMARY

In this unit, you learn:

##### 1. OFFERING SERVICES

##### OFFERING SERVICES

- |                                  |                                 |
|----------------------------------|---------------------------------|
| ☉ Can I help you?                | Dapatkah saya membantu Anda?    |
| ☉ What can I do for you?         | Apa ada yang dapat saya bantu?  |
| ☉ May I help you?                | Bolehkah saya membantu Anda?    |
| ☉ Would you like to...? (Formal) | Apakah Anda ingin melakukan...? |
| ☉ Could I help you? (Formal)     | Dapatkah saya membantu Anda?    |





|| In the previous explanation, we know the expression to offer a help. To reply the expression we use some expressions below: ||

- |                   |                      |
|-------------------|----------------------|
| ⊙ Yes, sure.      | Ya tentu saja.       |
| ⊙ Yes, of course. | Ya, tentu saja.      |
| ⊙ No, thank you.  | Tidak, terima kasih. |

## 2. MODAL AUXILIARIES

### MODAL AUXILIARIES

In the previous task you find modal auxiliaries used in the dialogue above, for example : **Can I help you?**

Kinds of Modal Auxiliaries: could, can, must, may, will, shall, etc

In this part, you learn the rule of Modal Auxiliaries:

- ☛ Positiv (+) : S + Modal Aux + V1
- ☛ Negativ (-) : S + Modal Aux + not + V1
- ☛ Pertanyaan (?): Modal Aux + S + V1 ?





## F. VOCABULARY LIST

✂	check <i>kk</i>	: /tʃek/	= periksa
✂	fresh <i>ks</i>	: /freʃ/	= segar
✂	list <i>kb</i>	: /lɪst/	= daftar
✂	look <i>kk</i>	: /lʊk/	= lihat
✂	offer <i>kk</i>	: /ɑ.fə/	= menawarkan
✂	opinion <i>kb</i>	: /əpɪn.jən/	= pendapat
✂	perhaps <i>ket</i>	: /pə'hæps/	= barangkali
✂	stone <i>kb</i>	: /stʊn/	= batu



# CAN YOU TELL ME?

## UNIT 3

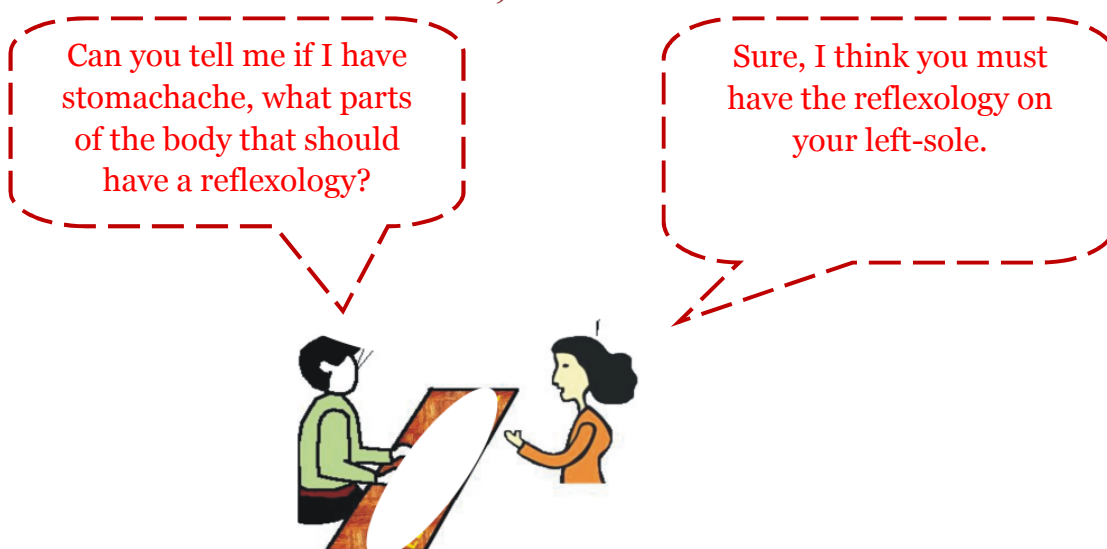
You must give a lot of information for your customers when they ask you.  
They often ask about the kinds of treatment, the parts of the body, and the prices of the treatment.  
You must give the information about them.  
Can you give the information to them appropriately?  
Can you respond the thanking appropriately after you give the information?

### A. LEAD-IN

#### Task 1

**Study the picture below. In your opinion, what are the people doing? What are they talking about in such a situation?** (Pelajari gambar di bawah ini.

Menurut pendapat Anda, apa yang sedang mereka lakukan? Apa yang mereka sedang mereka katakana dalam situasi tersebut?)



Picture 1.8: <http://google.com>





## B. LESSON PROPER



### Task 2



**In this activity, you are going to listen to a dialogue three times. Listen to it and take notes for important information. Then, answer the questions and compare your answers with your friends'. (Dalam kegiatan ini, kamu akan mendengarkan sebuah dialog sebanyak 3 kali. Dengarkan itu dan buat catatan untuk informasi penting. Kemudian, jawablah pertanyaan dan bandingkan jawabanmu dengan jawaban temanmu).**

### QUESTIONS

1. Who is Marni?
2. What is Marni doing?
3. What is the customer's problem?
4. What part of the customer's body that must be massaged?
5. What is the customer say after Marni show where he can put his clothes?



### Task 3

**Study the following expressions below.**

*(Pelajari ungkapan-ungkapan di bawah ini).*





Dalam percakapan pada Task 2 kalian mendengar ekspresi-ekspresi berikut:

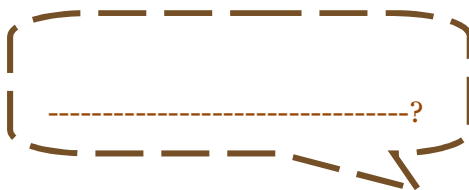
- ⊙ Can you tell me what part of my body that must be massaged?  
Kalimat di atas adalah bentuk kalimat meminta informasi.  
(Asking information)
- ⊙ You must need a massage in your right sole.  
Kalimat di atas adalah jawaban dari kalimat Tanya di atas. Itu berarti kita member informasi dari pertanyaan di atas.  
(Giving information)
- ⊙ Thank you.  
Ungkapan di atas adalah ungkapan untuk mengucapkan terima kasih.  
(Thanking)
- ⊙ You're welcome  
Ungkapan di atas adalah ungkapan untuk merespon ketika seseorang berterima kasih kepada kita.  
(Response of thanking)



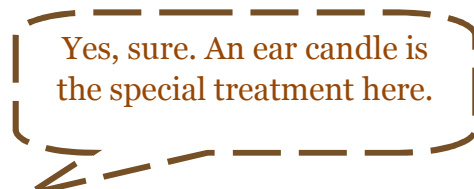
#### Task 4

**Give the appropriate responses to these expressions.** (Berilah jawaban yang tepat untuk ungkapan-ungkapan ini).

1.



George



Joni





2. Thank you very much.

Katie

Tono

3.

You're welcome



### Task 5

**Pronounce the bold words in the dialogue below.**

*(Lafalkan kata-kata yang dicetak tebal dalam dialog di bawah ini).*





Yusuf is a masseur. He is serving a customer who has painful in his head, neck, and shoulder. The customer wants to get a reflexology to solve his problem. Yusuf explains the parts of the left-palm that relate to his problem.

#### Illustration of the Left Palm of Reflex Area

Masseur : Good evening. Could I help you?

Customer : Yes, I have a problem in my head, shoulder and **neck**.

Masseur : Oh, please submerge your **feet** first.

Customer : OK. Could you help me to put my shoes?

Masseur : Yes, of course.

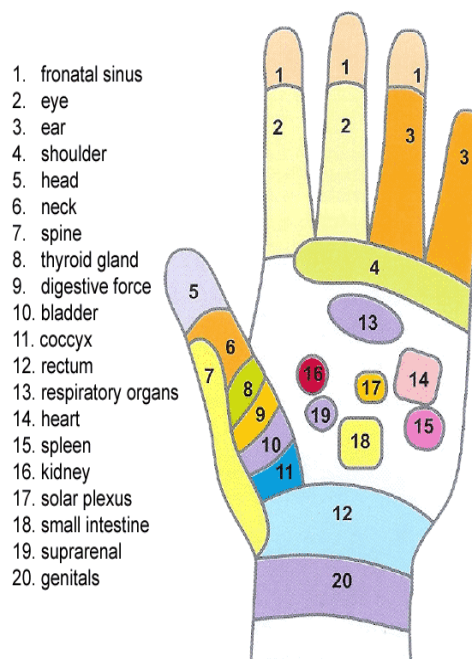
Customer : Thank you

Masseur : You're welcome.

In the room, the masseur shows a picture.

Customer : Can you tell me what **parts** of my **body** that must be massaged based on my illness.

Masseur : Look at the picture. If your neck, head, and **shoulder** have a problem, you can have a reflexology on your left- palm.





✕ neck	: /nek/	→	leher
✕ feet	: /fi:t/	→	bentuk jamak dari foot (kedua kaki)
✕ picture	: /'pɪk.tʃə r /	→	gambar
✕ parts	: /pɑ:tz/	→	bagian-bagian
✕ body	: /b'ɒd.i/	→	tubuh
✕ illness	: /'ɪl.nəs/	→	penyakit
✕ shoulder	: /'ʃəʊl.də r /	→	bahu



### Task 6

**Based on Task 5, answer the questions.**

*(Berdasarkan aktivitas 5, jawablah pertanyaan-pertanyaan berikut ini).*

### QUESTIONS

1. What happens with the customer?
2. What does the customer say to ask the information to the masseur?
3. What picture is used by Yusuf to give the explanation to the customer?
4. What the customer does before he gets the reflexology?



### Task 7

**In pairs, study the following explanations.** *(Secara berpasangan, pelajarylal penjelasal beikut ini).*





In the previous tasks, you know some questions that use what, who, where, when. In this part, you will learn about the function of the questions. The questions are W. H questions. For instance:

- 🗣️ What = berfungsi untuk menanyakan sesuatu (apa)
- 🗣️ Where = berfungsi untuk menanyakan tempat (dimana)
- 🗣️ When = berfungsi untuk menanyakan waktu (kapan)
- 🗣️ Who = berfungsi untuk menanyakan orang atau pelaku (siapa)  
berfungsi sebagai subjek.
- 🗣️ Whom = berfungsi untuk menanyakan seseorang (siapa) berfungsi  
sebagai obyek.
- 🗣️ How = berfungsi untuk menanyakan keadaan (bagaimana)  
= berfungsi untuk menanyakan jumlah jika diikuti many  
dan much (berapa)



### Task 8



**Listen to and complete the dialogues. Compare your answers with your friends'. Then, choose one of them and act out with your partner. The listening script can be seen in the Appendix.**

*(Dengarkan dan lengkapilah dialog berikut in. Bandingkan jawabanmu dengan jawaban temanmu. Kemudian, pilih satu dialog dan praktekan dengan pasanganmu. Transkrip dapat dilihat di lampiran ).*





### A. DIALOGUE I

Rose is a customer. She will have an ear candle treatment.

Tanti : Good afternoon. \_\_\_\_\_  
\_\_\_\_\_?

Rose : Good afternoon. I will have  
an \_\_\_\_\_, please.  
Could you show me  
where can \_\_\_\_\_?

Tanti : You can do it there, please.

Rose : \_\_\_\_\_

Tanti : \_\_\_\_\_.



Picture 1.8 : <http://www.google.com>

### B. DIALOGUE II

Santiago is a customer. He has a problem in his knee.

Masseur : Good evening. What happens with you?

Customer : I have a problem in my knee. \_\_\_\_\_?

Masseur : \_\_\_\_\_ . Submerge your feet, please.  
Change your clothes before you have a treatment.

Customer : OK. \_\_\_\_\_.

Masseur : \_\_\_\_\_.





## Task 9

**In pairs, find out the meaning of the following bold vocabulary.** (*Secara berpasangan, temukan arti kata-kata yang dicetak tebal berikut ini*).

Josh is a customer. He is having foot reflexology. At the **same** time, the masseur is explaining his illness.

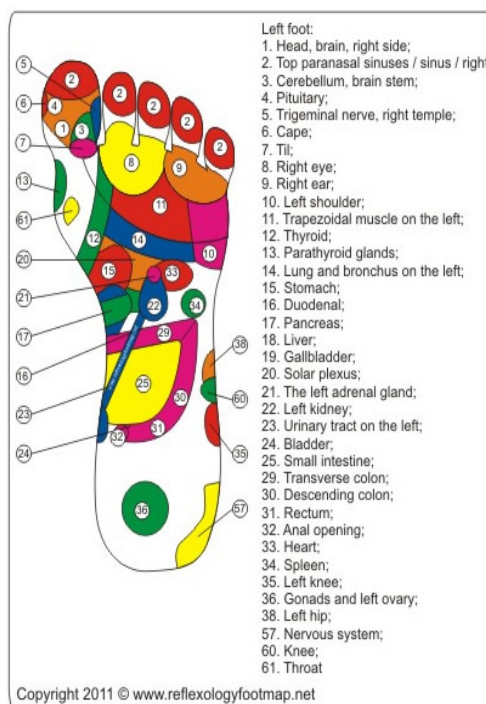
Masseur : Do you have a **migraine**?

Customer : Yes, I do. I have it if I am **tired**.

Masseur : You also have a problem in your **left knee**. Have you ever **fell down**?

Customer : Yes, I have fallen down from the motorcycle since 2 years.

Masseur : I am sorry to hear that.



Picture 1.9: <http://www.reflexologyfootmap.net//>

1. same	(adjective)	=
2. migraine	(noun)	=
3. tired	(adjective)	=
4. left knee	(noun)	=
5. fell down	(verb)	=





### Task 10

**In pairs, choose one situation below and make a dialogue with your partner .** *(Secara berpasangan, pilih salah satu situasi di bawah ini dan buatlah dialog).*

1.

You are a cashier. You will tell the prices of treatment that has done by your customer. The treatments are hot stone therapy and manicure.  
What do you say to the customer?

2.

You are a customer. You ask to the customer about your illness. You will know the part of your body that must be massaged.

What do you say to the masseur?



### C. EVALUATION



### Task 11

**Match the statements in Column A with the proper responses in Column B.** *(Jodohkanlah pernyataan yang ada pada Kolom A dengan respon-respon yang tepat pada Kolom B).*

MASSEUR	CUSTOMER
1. It is Rp. 50,000.	1. Could you tell me the best treatment here?
2. You're welcome.	2. How much the ear candle treatment?
3. Yes, of course. The best treatment here is Bali body scrub.	3. Thank you.
4. It is near the kitchen.	4. Where is the toilet?





#### D. REFLECTION

How much do you learn from this unit? Put the tick (✓) in the right box according to how much you have learnt.

Aspect	Very Much	Much	Little
Asking and Giving information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W.H questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#### E. SUMMARY

In this unit, you learn:

Dalam contoh-contoh percakapan di atas kalian mendengar ekspresi-ekspresi berikut: **ASKING AND GIVING INFORMATION**

- © Can you tell me what part of my body that must be massaged?  
Kalimat di atas adalah bentuk kalimat meminta informasi.  
(Asking information)
- © You must need a massage in your right sole.  
Kalimat di atas adalah jawaban dari kalimat Tanya di atas. Itu berarti kita member informasi dari pertanyaan di atas.  
(Giving information)





### THANKING

- ⊙ Thank you.  
Ungkapan di atas adalah ungkapan untuk mengucapkan terima kasih.  
(Thanking)
- ⊙ You're welcome  
Ungkapan di atas adalah ungkapan untuk merespon ketika seseorang berterima kasih kepada kita.  
(Response of thanking)

In the previous tasks, you know some questions that use what, who, where, when. In this part, you will learn about the function of the questions. The questions are W. H questions. For instance:

- ⊙ What = berfungsi untuk menanyakan sesuatu (apa)
- ⊙ Where = berfungsi untuk menanyakan tempat (dimana)
- ⊙ When = berfungsi untuk menanyakan waktu (kapan)
- ⊙ Who = berfungsi untuk menanyakan orang atau pelaku (siapa)  
berfungsi sebagai subjek.
- ⊙ Whom = berfungsi untuk menanyakan seseorang (siapa) berfungsi  
sebagai obyek.
- ⊙ How = berfungsi untuk menanyakan keadaan (bagaimana)  
= berfungsi untuk menanyakan jumlah jika diikuti many  
dan much (berapa)





## F. VOCABULARY LIST

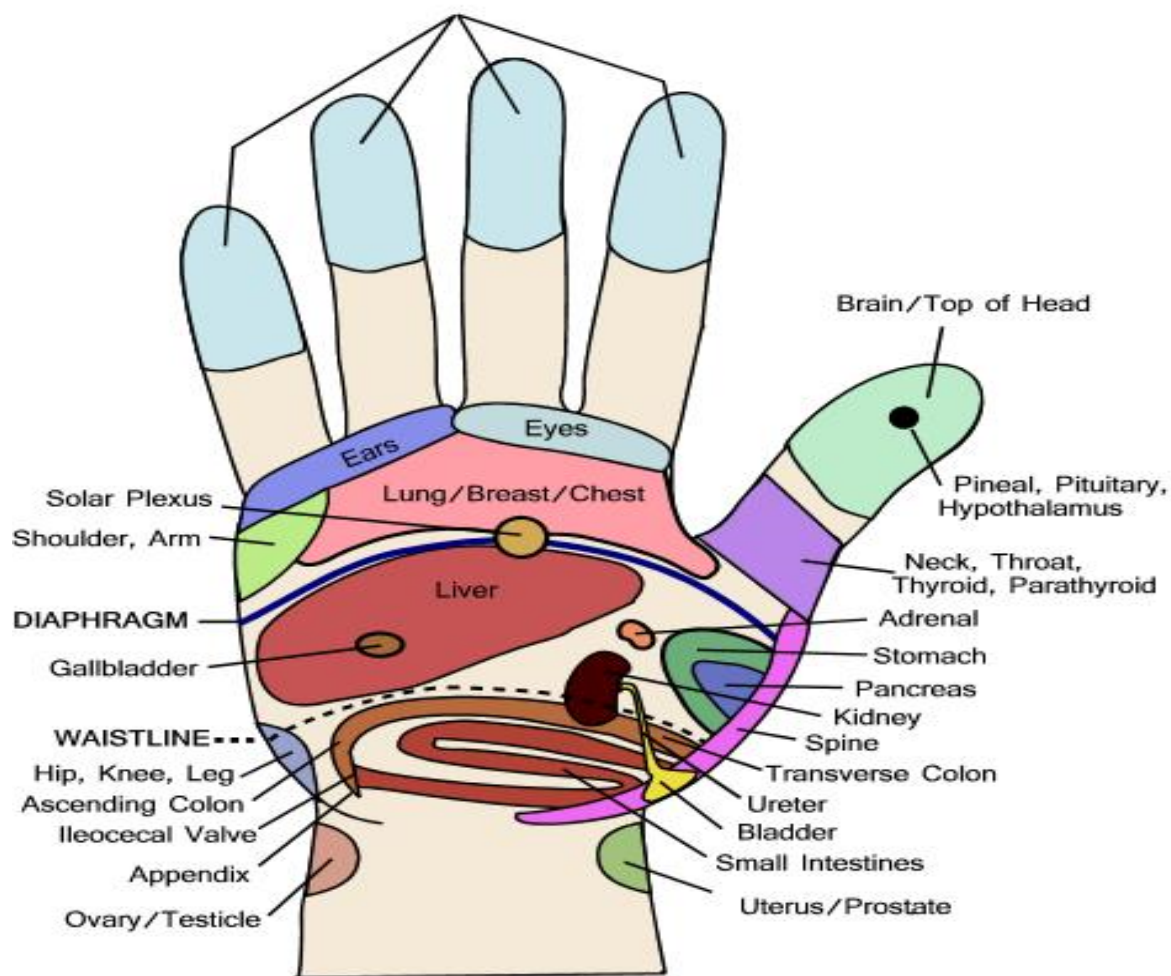
✂ price	<i>kb</i>	: /praɪs/
✂ information	<i>kb</i>	: /ˌɪn.fə'meɪ.ʃ ə n/
✂ palm	<i>kb</i>	: /pɑ:m/
✂ fee	<i>kb</i>	: /fi:/
✂ bill	<i>kb</i>	: /bɪl/
✂ pay	<i>kk</i>	: /peɪ/
✂ manicure	<i>kb</i>	: /'mæn.ɪ.kjʊə r /



## G. IMPORTANT SIDE

### RIGHT PALM

Eyes, Sinuses, Brain



Copyright 2007 Pure-and-simple-healing.com



## **APPENDIX**

1. The Listening Script of Task 2 Unit 1.
2. The Listening Script of Task 2 Unit 2.
3. The Listening Script of Task 2 Unit 3.
4. The Completed Dialogue of Task 8 Unit 1.
5. The Completed Dialogue of Task 8 Unit 2.
6. The completed Dialogue of Task 8 Unit 3.

## **Appendix E**

# **The Questionnaire for the Expert Judgment**

## ANGKET EVALUASI

(*Expert*)

Angket ini dimaksudkan untuk mengevaluasi materi pembelajaran Bahasa Inggris bagi pemijat di *Kakiku* kawasan Malioboro.

### A. Data Responden

1. Nama :
2. Usia :
3. Jenis Kelamin : ( ) L / ( ) P
4. Pendidikan : ( ) D3 ( ) S1 ( ) S2
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) | TS : Tidak Setuju (2)         |
| S : Setuju (4)         | STS : Sangat Tidak Setuju (1) |
| R : Ragu-ragu (3)      |                               |

No.	PERNYATAAN	1	2	3	4	5
1.	Materi yang disusun sesuai dengan tujuan pembelajaran Bahasa Inggris bagi peserta seperti yang tercantum di Course Grid.					
2.	Materi yang disusun sesuai dengan latar belakang umur, budaya, dan minat peserta.					
3.	Materi yang disusun sesuai dengan tingkat kemampuan Bahasa Inggris peserta.					

4.	Materi yang disusun memberikan pengetahuan-pengetahuan mengenai dunia kerja pada peserta.					
5.	Materi yang disusun memperluas pengetahuan peserta tentang tatabahasa / grammar.					
6.	Materi yang disusun memperluas pengetahuan peserta dalam berbicara / speaking.					
7.	Materi yang disusun memperluas pengetahuan peserta dalam mendengarkan/ listening.					
8.	<i>Input text</i> menggunakan bahasa yang mudah diterima oleh peserta.					
9.	Input text bervariasi dan berhubungan dengan profesi peserta.					
10.	Input text menarik.					
11.	Input text yang digunakan dapat meningkatkan minat peserta dalam belajar.					
12.	Input text yang digunakan dapat mengembangkan kemampuan peserta dalam berkomunikasi dalam Bahasa Inggris.					
13.	Kosakata yang terdapat dalam materi sesuai dan sering digunakan para peserta.					
14.	Pemilihan kosakata/ diksi dalam materi sudah tepat.					
15.	Tasks yang ada dalam materi bervariasi.					
16.	Tasks yang ada dalam materi dapat meningkatkan ketertarikan peserta untuk belajar Bahasa Inggris.					
17.	Tasks yang ada dalam materi disajikan dari yang paling mudah ke yang paling sulit.					
18.	Materi yang didesain telah tersusun dengan baik dan urut.					
19.	Perintah / instruksi pada setiap Task sudah cukup jelas bagi pengajar maupun peserta.					
20.	Penyusunan materi secara keseluruhan tersusun dengan baik dan mudah dipahami.					
21.	Layout (pola susun) materi sudah menarik bagi pengajar maupun peserta.					

**C. Tanggapan Umum Terhadap Materi**

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 anda untuk memperbaiki kekurangan-kekurangan tersebut?

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## **Appendix F**

### **The Second Draft**

# UNIT 1

## HELLO I'M CHOKY

In your job, you need to greet someone and to introduce yourself to other persons.  
Do you know how to greet someone? Do you know how to introduce yourself to others?



Picture 1.1: <http://englishint.com>

English for Masseurs

Novice Level

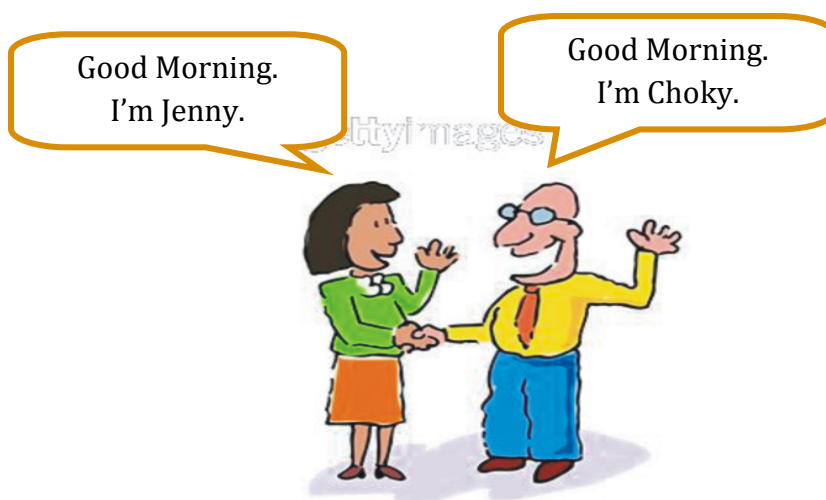


## A. LEAD-IN

### Task 1

**Study the picture below. Jenny and Choky meet for the first time. Study and write what they say.**

*(Pelajari gambar di bawah ini. Jenny dan Choky bertemu untuk pertama kalinya. Pelajari dan tulis apa yang mereka katakan).*



Picture 1. 2: (Source: edited from <http://hararie-/2009/07/Conversation-of-the-gif>)

Jenny says : .....

Choky says : .....

## B. LESSON PROPER

### Task 2

**Listen to the recording of the dialogue three times then answer the questions. (The listening script is in the Appendix.)**

*{Dengarkan rekaman dialog berikut ini tiga kali dan kemudian jawablah pertanyaan-pertanyaannya. (Transkrip berada di lampiran)}.*



## QUESTIONS

1. What does Watik say to greet Jimmy?
2. What does Jimmy say to greet Watik?
3. Where does Jimmy come from?
4. What does Watik say to introduce herself?
5. What kind of treatment that is chosen by Jimmy?



### Task 3

**Study the following expressions.**

*(Pelajari ungkapan- ungkapan berikut ini).*

## (GREETINGS and INTRODUCTIONS)

### A. GREETINGS

From the dialogue, you learn greeting expression from Watik and Jimmy. The greeting is **Good Morning**. Study the other expressions besides **Good Morning** below.

⊙ **Formal Greetings**

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night  
How do you do?

**Responses**

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night  
How do you do?

⊙ **Informal Greetings**

Hi, how's life?  
How's everything?  
What's news?

**Responses**

Terrific. And you?  
Great, thanks.  
Just fine, thanks.



**Catatan:**

- ✚ Good morning diucapkan antara pukul 00.00-12.00. (12 a.m-12 p.m)
- ✚ Good afternoon diucapkan antara 12.00-06.00 (petang). (12 p.m – 6 p.m)
- ✚ Good evening diucapkan antara pukul 06.00 (petang) – menjelang tidur. (6 p.m-menjelang tidur)
- ✚ Good night diucapkan saat berpisah pada malam hari atau akan tidur.

**B. INTRODUCTIONS**

© To introduce yourself, you can say:


- I am Putu
- My name is Putu.

© To ask one's identity, you can say:

Questions:	Responses:
➢ What is your name?	I am ...../ My name is.....
➢ Where are you from?	I am from..../ I am.....

© To end introducing, you can say:

➢ Nice to meet you	Nice to meet you too.
➢ Pleased to meet you	Pleased to meet you too.
➢ I'm glad to meet you	Glad to meet you, too.



www.getcliparts.com



**Task 4**

**Give the appropriate responses to these expressions.**

*(Berilah jawaban yang tepat untuk ungkapan-ungkapan ini).*

1.


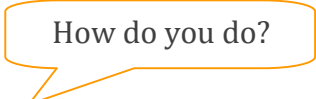
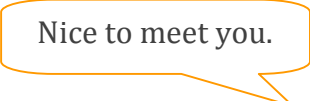

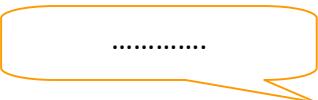
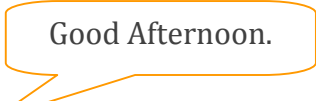


Good Morning.

Jack

Andi

.....



2.  Joe  Surti
3.  Clara  Tari
4.  Bill  Sugeng
5.  Rocky  Parto



**Read the following dialogue and pronounce the bold words in the dialogue.**

*(Baca dialog berikut ini dan lafalkan kata-kata yang dicetak tebal dalam dialog).*

*Doni is a masseur. He is giving service to a customer from Australia.*

- Doni : **Good evening.** My name is Doni. Can I help you?
- Customer : Yes. My **name** is James. I **sprained** my **wrist**. I need a **massage**.
- Doni : OK. Sit down, please. Let me see it. I'm pressing this part. Is it **painful**?
- Customer : Ach...you're right. Don't be too **hard** in that part. It is painful.
- Doni : Oh..I'm sorry. I don't mean to hurt you. I will make it light.
- Customer : It's okay.



◎ good evening	: /gʊd' ,iv.nɪŋ/	selamat sore
◎ my	: /maɪ/	saya
◎ name	: /neɪm/	nama
◎ sprained	: /'spreɪnɪt/	kesleo
◎ wrist	: /'rɪst/	pergelangan tangan
◎ massage	: /'mæ.sɑ:dʒ/	pijat
◎ pressing	: /'pres.ɪŋ/	menekan
◎ painful	: /'peɪ.nfl/	sakit
◎ hard	: /hɑ:d /	keras



### Task 6

**Read the dialogue in Task 5 again, and then answer the questions.**

*(Baca kembali dialog pada Tugas 5, kemudian jawablah pertanyaan-pertanyaan berikut ini).*

## QUESTIONS

1. Who is Doni?
2. Where does James come from?
3. What does Doni say to greet James?
4. What happens to James?
5. Why does James feel painful?



### Task 7

**In pairs, study the following explanations.**

*(Secara berpasangan, pelajailah penjelasan berikut ini).*

## SIMPLE PRESENT TENSE

☛ To introduce yourself, you can use the rule below:

*Subject + is/am + .....*

☉ **is** untuk subyek **she, he, it**  
Examples : She is a masseur.  
              He is Candra.  
              It is a bed.

☉ **am** untuk subyek **I**  
Example : I am Ana

☛ To introduce others, you can use the rule below:

*Subject + are+ .....*

☉ **are** untuk subyek **they, we, you**  
Examples : They are foreigners.  
              You are a customer.  
              We are in Kakiku



orangeicons.com



### Task 8

**In pairs, complete the following dialogues by listening to the recording of the dialogues. Then, act the dialogues out with your partner. (The listening script is in the Appendix).**

*{Secara berpasangan, lengkapi dialog-dialog berikut ini dengan cara mendengarkan rekaman dialog-dialog tersebut, kemudian mainkan salah satu dari percakapan tersebut dengan rekan Anda. (Transkrip berada di Lampiran)}.*



## A. DIALOGUE I

Situation: A masseur, named Surti, comes to a hotel to meet her foreign customer, named Taylor Sidney. She is invited to give a massage service to her in the hotel.

- Surti : (Knocking at the door)....., I'm Surti. I'm a masseur.
- Taylor : Good afternoon. .... How do you do?
- Surti : ....., Ms. Sydney.
- Taylor : Come in, please.
- Surti : Okay. .... Can I help you, Ms. Sydney?  
.....
- Taylor : Ugh...I have got a backache. It's really painful. I need a massage on my back now.
- Surti : Don't worry. I'll try to do my best. I'll give you a special massage. Well, now please lie down on your bed.

## B. DIALOGUE II

Situation: A customer named Jane goes to Kakiku.

- Masseur : Hi, please come in.
- Customer : ....., ..... Pleased to meet you.
- Masseur : ..... I'm Tarni. Can I help you?
- Customer : Oh, yes please. I have a headache.
- Masseur : ..... I think you need a massage.

## Task 9

**In pairs, find the meaning of the bold words in the dialogue.**

*(Secara berpasangan, temukan arti dari kata-kata bercetak tebal dalam dialog berikut ini).*

- Jane : Good **afternoon**.  
 Asih : Good afternoon. Please **come in**.  
 Jane : Thank you. I'm Jane.  
       Nice to **see** you.  
 Asih : Nice to see you, too. I'm Asih.  
       What kind of **treatment** do you need?  
 Jane : Yes. I have a **headache**. I need a massage on my **head**.  
 Asih : OK.  
 Jane : Where can I lie down?  
 Asih : You can lie down on that **bed**.  
 Jane : OK. Please, **do** the **best**.



Picture 1.3: www.spa-feature.jpg

1. afternoon (noun) /'ɑ:f.tə'nu:n/ :
2. come in (verb) /kʌm in/ :
3. see (verb) /si:/ :
4. treatment(noun) /'tri:t.mənt/ :
5. headache (noun) /'hed.eɪk/ :
6. head (noun) /hed/ :
7. lie down (verb) /laɪ'daʊn/ :
8. bed (noun) /bed/ :
9. do (verb) /du:/ :
10. best (adjective)/best/ :

CrazyLeaf Design  
<http://www.crazyleafdesign.com>



### Task 10

**In pairs, choose one of the situations below. Then, make a dialogue with your partner.**

*(Secara berpasangan, pilih salah satu situasi di bawah ini. Kemudian buatlah sebuah dialog dengan pasanganmu ).*

1.

You are a new masseur and you will give a massage to Mrs. Jenny. She sprained her ankle. She needs a massage.

2.

You are a masseur and you will give a massage to Mr. Brown. He wants to get an ear candle treatment.



### C. EVALUATION

**Match the situations in Column A with the proper expressions in Column B.** *(Jodohkanlah situasi yang ada pada Kolom A dengan ungkapan ungkapan yang tepat pada Kolom B).*



COLUMN A	COLUMN B
1. You greet your customer at 1 p.m.	a. Good evening, sir.
2. The customer greets you at 10 a.m.	b. Nice to see you, too.
3. The customer visits your place at 7 p.m.	c. How do you do?
4. The customer says "Nice to see you". What do say to respond to it?	d. Good afternoon, ma'am.
5. You say "How do you do?" What does the customer say to respond to the expression?	e. Good morning, sir.



#### D. REFLECTION

**How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.**

*(Seberapa banyak yang telah anda pelajari dari unit ini? Beri tanda (✓) pada kolom sebelah kanan berdasarkan pada seberapa banyak aspek yang telah Anda pelajari.)*

Aspect	Very Much	Much	Little
Greeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self –Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



In this unit, you learn:

**1. How to greet someone, for example:**

***Greetings***

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night  
How do you do?

***Responses***

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night  
How do you do?



**2. How introduce yourself, for example:**

- I am Putu
- My name is Putu.
- Nice to meet you.
- Pleased to meet you.

Nice to meet you too.  
Pleased to meet you too.



## F. VOCABULARY LIST

	ankle	kb	: /'æŋ.kl/	= pergelangan kaki
	back	kb	: /bæk/	= punggung
	backache	kb:	/'bæk.eɪk/	= sakit punggung
	first	dt	: /'fɜːst/	= pertama
	greet	kk	: /griːt/	= salam/ menyapa
	hurt	kk	: /hɜːt/	= melukai
	introduce	kk	: /,ɪn.trə'djuːs/	= memperkenalkan
	painful	ks	: /'peɪn.fəl/	= sakit
	visit	kk	: /'vɪz.ɪt/	= mengunjungi

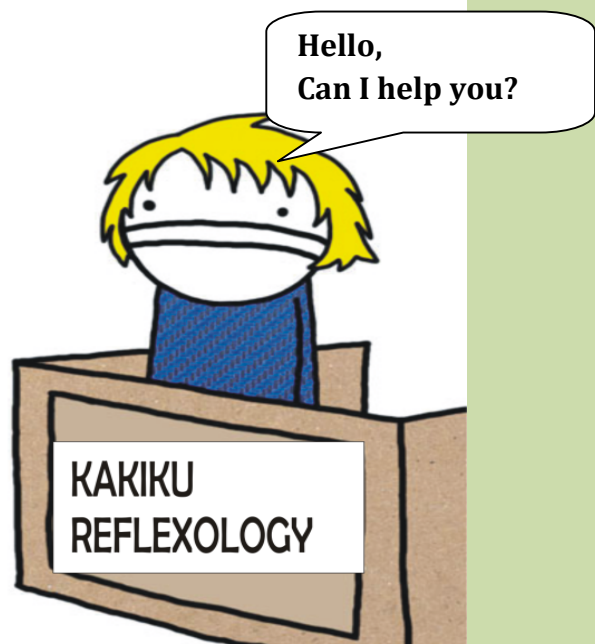


www.scribd.com

# UNIT 2

## CAN I HELP YOU?

Offering services may be helpful for your job. You may offer a service to the customers when they come to your place.  
Do you know how to do them appropriately?



Picture 1.4: [//2.bp.blogspot.com/](http://2.bp.blogspot.com/)

English for Masseurs

Novice Level

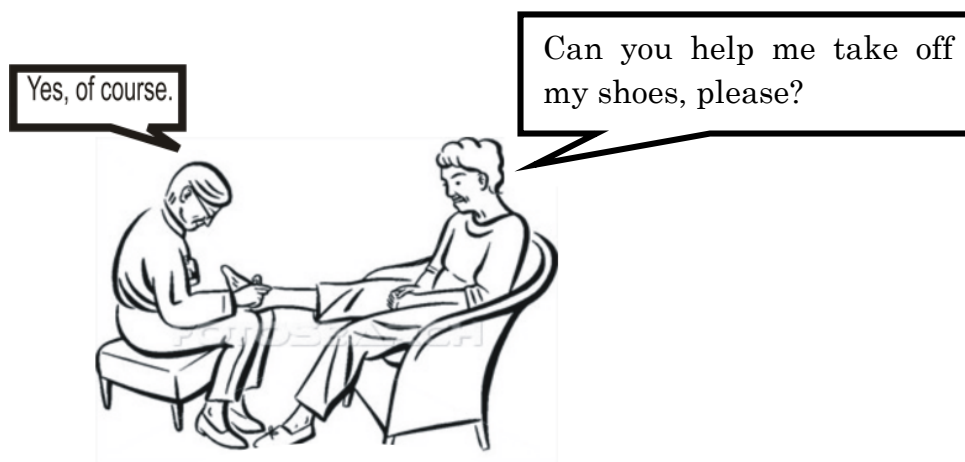


## A. LEAD-IN

### Task 1

**In pairs, study the picture and answer the questions.**

*(Secara berpasangan, pelajari gambar-gambar ini dan jawab pertanyaannya.)*



Picture 1.5: <http://www.fotosearch.com>

## QUESTIONS

1. Who are they?
2. Where are they?
3. What does the woman who is wearing glasses say to respond the customer say?

### Task 2

**Listen to the recording of the dialogue three times then answer the questions. (The listening script is in the Appendix.)**

*{Dengarkan rekaman dialog berikut ini tiga kali dan kemudian jawablah pertanyaan-pertanyaannya. (Transkrip berada di lampiran)}.*



## QUESTIONS

1. Who is Parti?
2. Where does Frederick come from?
3. What does Parti say to offer a help to her customer?
4. What happens to Frederick?
5. What does Frederick say to ask for information about the best treatment in *Kakiku*?



### Task 3

**Study the following expressions.**

*(Pelajari ungkapan-ungkapan berikut).*

#### OFFERING SERVICES

From the recording of the dialogue above, you listened to the expression of offering a service from Parti and Frederick. The expression is *Can I help you?* Study the other expressions to offer services below:

- |                           |                                 |
|---------------------------|---------------------------------|
| ☉ What can I do for you?  | Apa ada yang dapat saya bantu?  |
| ☉ May I help you?         | Bolehkah saya membantu Anda?    |
| ☉ Would you like to.....? | Apakah Anda ingin melakukan...? |

In the previous explanation, we know the expressions to offer a help. To respond the expressions we use some expressions below:

- |                   |                      |
|-------------------|----------------------|
| ☉ Yes, sure.      | Ya tentu saja.       |
| ☉ Yes, of course. | Ya, tentu saja.      |
| ☉ No, thank you.  | Tidak, terima kasih. |



#### Task 4

**Give the appropriate responses to these expressions.**

*(Berilah jawaban yang tepat untuk ungkapan-ungkapan ini).*

1.

Can I help you?

Giri

-----

Taylor

2.

.....

Haris

No, thanks.

Malcolm

3.

.....

Margo

Yes, of course.

Michelle

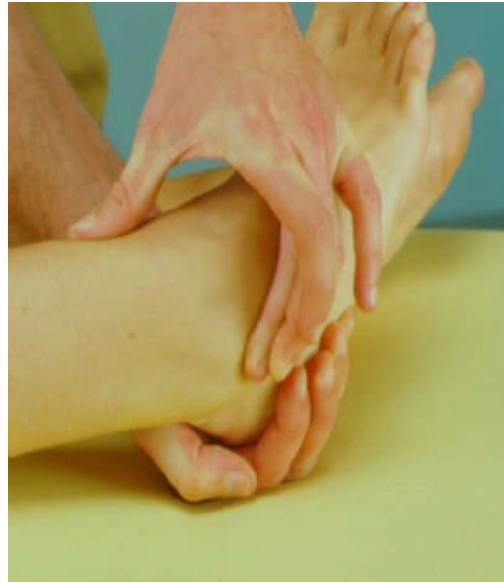


### Task 5

**Read the following dialogue and pronounce the bold words in the dialogue below.**

*(Baca dialog berikut ini dan lafalkan kata-kata yang dicetak tebal dalam dialog di bawah ini).*

- Masseur : Good afternoon. **Can** I **help** you?
- Customer : Yes, **of course**. I have sprained my **right** ankle .
- Masseur : Oh..That's **terrible**. Let me check your **ankle**. Please take off your **shoes**.
- Customer : OK. But please help me take off my **sock**. I can't do it by myself.



Picture 1.6. <http://www.echiropractor.org/>

Can	: /kæn/	dapat
help	: /help/	membantu
of course	: /ɒv'kɔ:s/	tentu saja
right	: /raɪt/	kanan
terrible	: /'ter.ə.bl/	mengerikan
ankle	: /'æŋ.kl/	pergelangan kaki
shoes	: /ʃu:s/	sepatu
sock	: /sɔ:k/	kaos kaki



### Task 6

**Read the dialogue in Task 5 again, and then answer the questions.**

*(Baca kembali dialog pada tugas 5, kemudian jawablah pertanyaan-pertanyaan berikut ini).*

### QUESTIONS

1. What does the masseur say to offer a help for the customer?
2. What does the customer say to respond the masseur?
3. What happens to the customer?
4. Why has the customer sprained his right ankle?
5. What does the customer say to ask the masseur's help?



### Task 7

**In pairs, study the following explanations.**

*(Secara berpasangan, pelajilah penjelasan berikut ini).*

#### MODAL AUXILIARIES

In the previous tasks, you find modal auxiliaries used in the dialogue above, for example: **Can I help you?**

Here are kinds of Modal Auxiliaries that you may use: can, must, may, will, shall, etc

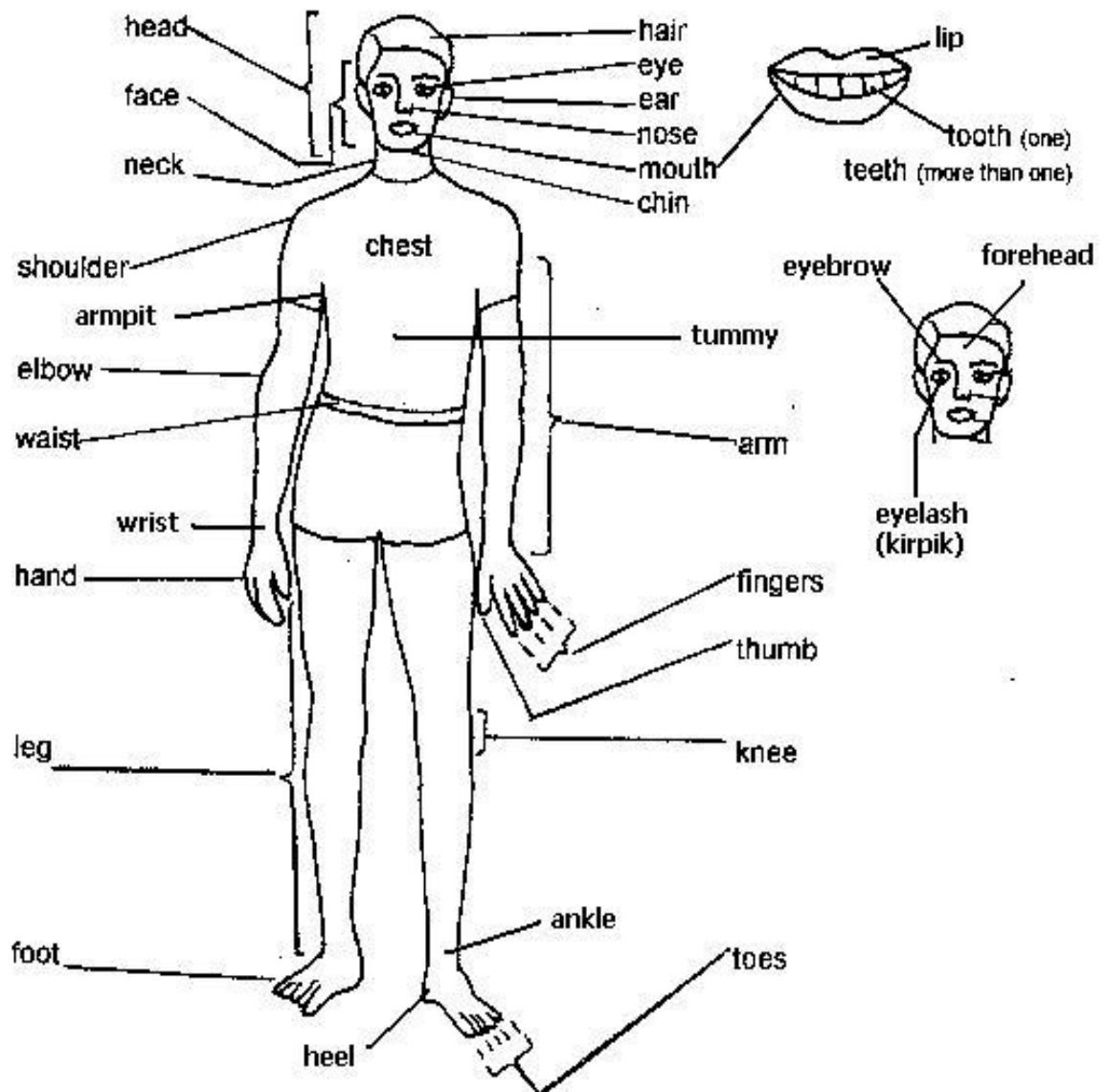
In this part, you learn the rule of applying Modal Auxiliaries:

- Positive (+) : S + Modal Aux + V1 e.g. *I will lie down here.*
- Negative (-) : S + Modal Aux + not + V1 e.g. *I will not lie down here.*
- Question (?) : Modal Aux + S + V1 ? e.g. *Will you lie down here?*



In the previous tasks, you have learnt **ankle, wrist, back, and head**. Here are parts of the body that you can study.

## PARTS OF THE BODY



Picture 1.7: <http://imageshack.us/photo/my-images/404/body6we.jpg/>



**In pairs, complete the following dialogues by listening to the recording of the dialogues. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).**

*{Secara berpasangan, lengkapi dialog-dialog berikut ini dengan cara mendengarkan rekaman dialog-dialog tersebut, kemudian mainkan salah satu dari percakapan tersebut dengan rekan Anda. (Transkrip berada di Lampiran)}.*

#### A. DIALOGUE 1

Harti is a masseur. She is serving a woman who has a backache. The woman asks the masseur to do the best for her back to be better again.

Harti : .....  
 Customer : Hello. I'm Katie.  
 Harti : I'm Harti  
 .....?  
 Customer : I got backache. Please tell me .....?  
 Harti : You'd better have a hot stone massage to solve your problem.



picture1.8: <http://www.cliffhousemaine.com/>

Customer : .....

#### B. DIALOGUE 2

Rudi is a masseur. He is serving a customer who has pain on his shoulder.

Rudi : .....  
 Customer : Good afternoon.  
 Rudi : .....?  
 Customer : My shoulder is painful. ....?  
 Rudi : ..... Submerge your feet first, please.



### Task 9

**In pairs, find the meaning of the bold words in the dialogue.**

*(Secara berpasangan, temukan arti dari kata-kata bercetak tebal dalam dialog berikut ini).*

- Masseur : Good afternoon.  
What can I do for you?
- Customer : Good afternoon. Yes, please. My **left sole** is painful. Could you **help** me?
- Masseur : OK. I **think** you need to have a massage on your left sole.
- Customer : OK. I **hope** my left sole can be **better** after receiving a massage.



Picture 1.9: [http://foot\\_massage\\_thumb.com](http://foot_massage_thumb.com)

- |                         |             |   |
|-------------------------|-------------|---|
| 1. left sole /left sɒl/ | (noun)      | = |
| 2. help /help/          | (verb)      | = |
| 3. think /θɪŋk/         | (verb)      | = |
| 4. hope /həʊp/          | (noun)      | = |
| 5. better /'bet.ə (r) / | (adjective) | = |



### Task 10

**In pairs, choose one of the situations below. Then, make a dialogue with your partner.**

*(Secara berpasangan, pilih salah satu situasi di bawah ini. Kemudian buatlah sebuah dialog dengan pasanganmu ).*



1. You have a customer who got a backache. You offer a service for him or her.

2. You have a customer. Her left ankle is painful. You offer a special massage for her problem.



### C. EVALUATION

**Match the situations in Column A with the proper expressions in Column B.**

*(Jodohkanlah situasi yang ada pada Kolom A dengan ungkapan-ungkapan yang tepat pada Kolom B).*

MASSEUR	CUSTOMER
1. Could I help you, Ma'am?	1. I will have a full body massage.
2. It is a special treatment in <i>Kakiku</i> . Which one do you want, Ma'am?	2. Thank you.
3. Certainly, Ma'am. Please have look at the list of treatment here.	3. Yes, of course. I will have a special treatment in <i>Kakiku</i> .
4. Well, if you need a body scrub, perhaps you may feel fresh again.	4. Could you show me the list of treatments here?
5. You're welcome.	5. How about the body scrub?



#### D. REFLECTION

**How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.**

*(Seberapa banyak yang telah anda pelajari dari unit ini? Beri tanda (✓) pada kolom sebelah kanan berdasarkan pada seberapa banyak aspek yang telah Anda pelajari.)*

Aspect	Very Much	Much	Little
Offering Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auxiliaries Verb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parts of the Body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



#### E. SUMMARY

In this unit, you learn:

##### 1. OFFERING SERVICES

###### OFFERING SERVICES

- |                                  |                                 |
|----------------------------------|---------------------------------|
| ☉ Can I help you?                | Dapatkah saya membantu Anda?    |
| ☉ What can I do for you?         | Apa ada yang dapat saya bantu?  |
| ☉ May I help you?                | Bolehkah saya membantu Anda?    |
| ☉ Would you like to...? (Formal) | Apakah Anda ingin melakukan...? |
| ☉ Could I help you? (Formal)     | Dapatkah saya membantu Anda?    |



In the previous explanation, we know the expression to offer a help. To reply the expression we use some expressions below:

☉ Yes, sure.	Ya tentu saja.
☉ Yes, of course.	Ya, tentu saja.
☉ No, thank you.	Tidak, terima kasih.

## 2. MODAL AUXILIARIES

### MODAL AUXILIARIES

In the previous tasks, you find modal auxiliaries used in the some dialogues, for example: **Can I help you?**

Here are kinds of Modal Auxiliaries that you may use: can, must, may, will, shall, etc

In this part, you learn the rule of applying Modal Auxiliaries:

- |                |                            |                                       |
|----------------|----------------------------|---------------------------------------|
| ☛ Positive (+) | : S + Modal Aux + V1       | e.g. <i>I will lie down here.</i>     |
| ☛ Negative (-) | : S + Modal Aux + not + V1 | e.g. <i>I will not lie down here.</i> |
| ☛ Question (?) | : Modal Aux + S + V1 ?     | e.g. <i>Will you lie down here?</i>   |



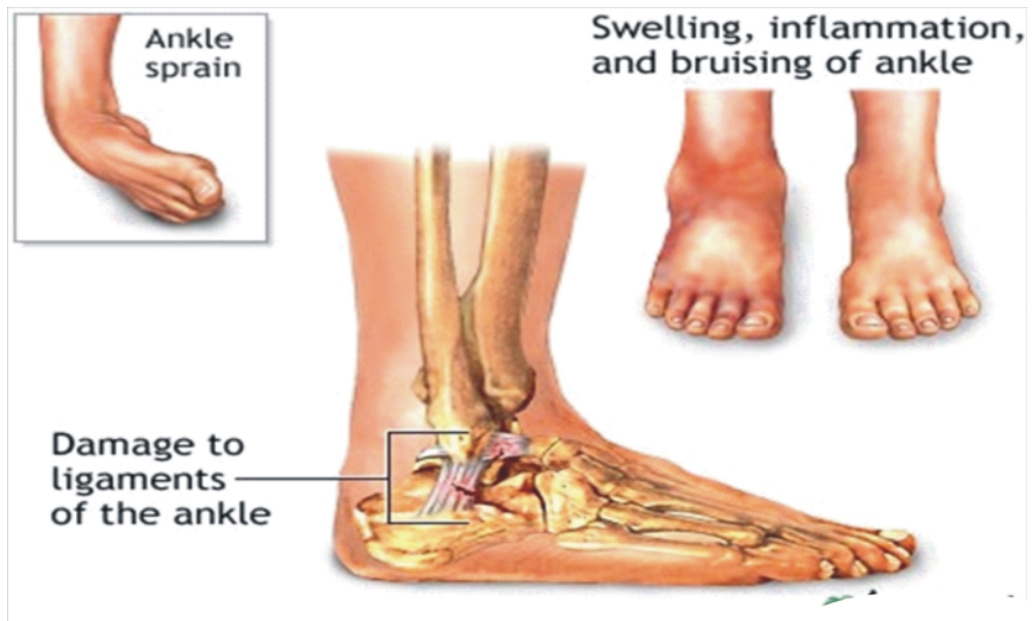
## F. VOCABULARY LIST

✂	check <i>kk</i>	: /tʃek/	= periksa
✂	fresh <i>ks</i>	: /freʃ/	= segar
✂	list <i>kb</i>	: /lɪst/	= daftar
✂	look <i>kk</i>	: /lʊk/	= lihat
✂	offer <i>kk</i>	: /ɑ.fə/	= menawarkan
✂	opinion <i>kb</i>	: /əpɪn.jən/	= pendapat
✂	perhaps <i>ket</i>	: /pəˈhæps/	= barangkali
✂	stone <i>kb</i>	: /stəʊn/	= batu



**G. DID YOU KNOW?**

Let's get the  
information



Picture 2.0 : <http://adamanklesprained.com>

# UNIT 3

## CAN YOU TELL ME?

You must give a lot of information for your customers when they ask you.  
They often ask about kinds of treatment, parts of the body, and prices of the treatment.  
You can give the information about it.  
Can you give the information to them appropriately?  
Can you express the thanking appropriately after you give the information?

Yes, sure. You need a massage  
on your right sole.

Can you tell me, which part of my  
body must be massaged if I have a  
problem in my right eye?



Picture 11:

[http://www.tamansarispasolo.com/isiperawatan/tangan\\_files/image013.gif](http://www.tamansarispasolo.com/isiperawatan/tangan_files/image013.gif)

English for Masseurs

Novice Level

## A. LEAD-IN

### Task 1

**Study the picture below. In your opinion, what are the people doing? What are they talking about in such a situation?**

*(Pelajari gambar di bawah ini. Menurut pendapat Anda, apa yang sedang mereka lakukan? Apa yang mereka sedang katakan dalam situasi tersebut?)*

Can you tell me if I have a stomachache, which part of my body that should have a reflexology?

Sure, I think you must have a reflexology in your right-sole.



Picture 12:

<http://www.radar-bogor.co.id/uploads/berita/dir10092011/img10092011789271.jpg>

## B. LESSON PROPER

### Task 2



**In pairs, listen to the recording of the dialogue three times then answer the questions. (The listening script is in the Appendix.)**

{Secara berpasangan, dengarkan rekaman dialog berikut ini tiga kali dan kemudian jawablah pertanyaan-pertanyaannya. (Transkrip berada di lampiran)}.

## QUESTIONS

1. Who is Marni?
2. What is Marni doing?
3. What is the customer's problem?
4. What part of the customer's body that must be massaged?
5. What does the customer say after Marni show him where he can put his clothes?

### Task 3

**Study the following expressions.**

*(Pelajari ungkapan- ungkapan berikut ini).*

In the dialog of Task 2, you heard the following expressions  
(Dalam percakapan pada Task 2 kalian mendengar ekspresi -ekspresi berikut):

⊙ Asking information

*Can you tell me which part of my body that must be massaged?*

The sentence above is the example of asking information.

(Kalimat di atas adalah contoh kalimat meminta informasi).

⊙ Giving information

*You must need a massage in your right sole.*

The sentence above is the respond of the question above.

(Kalimat di atas adalah jawaban dari kalimat tanya di atas).

⊙ Thanking

*Thank you.*

The expression above is the thanking expression.

(Ungkapan di atas adalah ungkapan untuk mengucapkan terima kasih).

⊙ (Response of thanking)

*You're welcome*

The expression above is respond from *thank you*.

(Ungkapan di atas jawaban dari *thank you*)



**Give the appropriate responses to these expressions.**

*(Berilah jawaban yang tepat untuk ungkapan-ungkapan ini).*

1.

\_\_\_\_\_?

George

Yes, sure. An ear candle is the special treatment here.

Joni

2.

Thank you very much.

Katie

\_\_\_\_\_

Fitri

3.

\_\_\_\_\_

Isti

You're welcome

Rose

## Task 5

**Read the following dialogue and pronounce the bold words in the dialogue.**

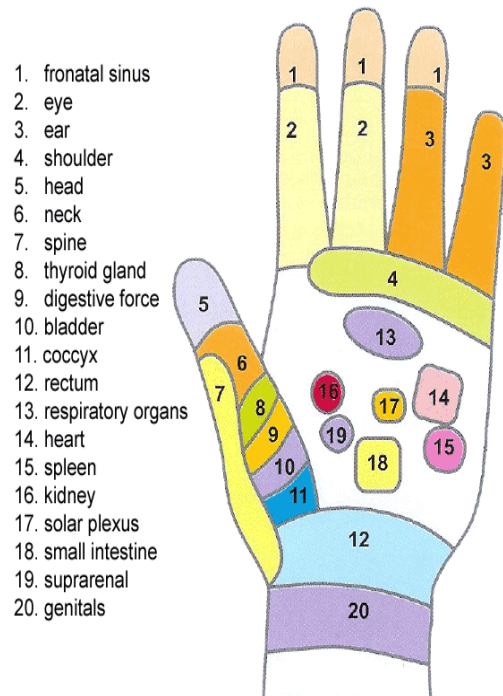
*(Baca dialog berikut ini dan lafalkan kata-kata yang dicetak tebal dalam dialog).*

Yusuf is a masseur. He is serving a customer who has a painful head, neck, and shoulder. The customer wants to get a reflexology to solve his problem. Yusuf explains the parts of the left-palm that relate to his problem.

### Illustration of the Left Palm of Reflex Area

- Masseur : Good evening. Could I help you?
- Customer : Yes, I have a problem in my head, shoulder and **neck**.
- Masseur : Oh, please submerge your **feet** first.
- Customer : OK. Could you help me to put my shoes?
- Masseur : Yes, of course.
- Customer : Thank you
- Masseur : You're welcome.

In the room, the masseur shows a **picture**.



Picture 13: <http://juleslife.files.wordpress.com/>

- Customer : Can you tell me which **parts** of my **body** that must be massaged based on my illness?
- Masseur : Look at the picture. If your neck, head, and **shoulder** have a problem, you can have a reflexology on your left- palm.



✕ neck	: /nek/	leher
✕ feet	: /fi:t/	bentuk jamak dari foot (kedua kaki)
✕ picture	: /'pɪk.tʃə r/	gambar
✕ parts	: /pɑ:tz/	bagian-bagian
✕ body	: /b'ɒd.i/	tubuh
✕ illness	: /'ɪl.nəs/	penyakit
✕ shoulder	: /'ʃəʊl.də r/	bahu



**Read the dialogue in Task 5 again, and then answer the questions.**

*(Baca kembali dialog pada Tugas 5, dan kemudian jawablah pertanyaan-pertanyaan berikut ini).*

## QUESTIONS

1. What happens to the customer?
2. What does the customer say to ask for the information to the masseur?
3. What picture that is used by Yusuf to give the explanation to the customer?
4. What does the customer do before he gets the reflexology?



### Task 7

**In pairs, study the following explanations.**

*(Secara berpasangan, pelajarlilah penjelasan berikut ini).*

In the previous tasks, you know some questions that use **what, who, where, when**. In this part, you will learn about the function of the questions. The questions are Pronominal Questions (WH- questions). For instance:

- ⓐ What = It is used to ask something  
(digunakan untuk menanyakan sesuatu /apa)
- ⓐ Where = It is used to ask the existence something or someone.  
(digunakan untuk menanyakan keberadaan sesuatu atau seseorang/dimana)
- ⓐ When = It is used to ask time.  
(digunakan untuk menanyakan waktu /kapan)
- ⓐ Who = berfungsi untuk menanyakan orang atau pelaku (siapa) berfungsi sebagai subjek.
- ⓐ Whom = berfungsi untuk menanyakan seseorang (siapa) berfungsi sebagai obyek.
- ⓐ How = berfungsi untuk menanyakan keadaan (bagaimana)



### Task 8



**In pairs, complete the following dialogues by listening to the recording of the dialogues. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).**

*{Secara berpasangan, lengkapi dialog-dialog berikut ini dengan cara mendengarkan rekaman dialog-dialog tersebut, kemudian mainkan salah satu dari percakapan tersebut dengan rekan Anda. (Transkrip berada di Lampiran)}.*



## A. DIALOGUE I

Rose is a customer. She will have an ear candle treatment.

Tanti : Good afternoon. \_\_\_\_\_?

Rose : Good afternoon. I want to  
have an \_\_\_\_\_, please.  
Could you show me  
where can \_\_\_\_\_?

Tanti : You can do it there, please.

Rose : \_\_\_\_\_

Tanti : \_\_\_\_\_.



Picture 14: [http://www. 4.bp.blogspot.com](http://www.4.bp.blogspot.com)

## B. DIALOGUE II

Santiago is a customer. He has a problem in his knee.

Masseur : Good evening. What happens to you?

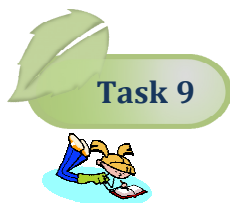
Santiago : I have a problem with my knee. \_\_\_\_\_?

Masseur : \_\_\_\_\_ . Submerge your feet, please.

Change your clothes before you have the treatment.

Santiago : OK. \_\_\_\_\_.

Masseur : \_\_\_\_\_.



### Task 9

**In pairs, find the meaning of the bold words in the dialogue by looking the meaning in the box.**

*(Secara berpasangan, temukan arti dari kata-kata bercetak tebal dalam dialog dengan melihat artinya di dalam kotak.)*

Josh is a customer. He is having foot reflexology. At the **same** time, the masseur is explaining his illness.

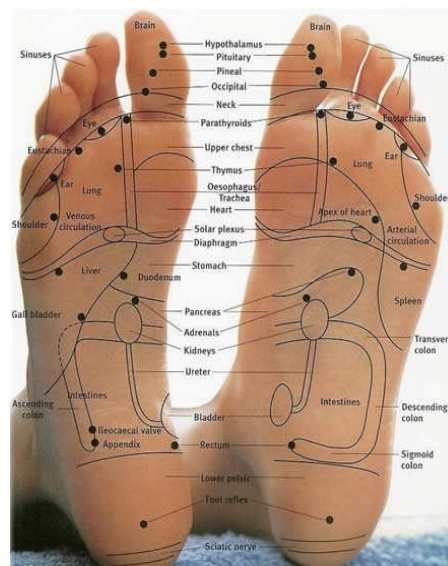
Masseur: Do you have a **migraine**?

Customer: Yes, I do. I have it if I am **tired**.

Masseur: You also have a problem of your **left knee**. Have you ever **fallen down**?

Customer : Yes, I have fallen down from the motorcycle.

Masseur : I am sorry to hear that. Picture 15: <http://www.reflexologyfootmap.net/>



English Words	Meaning (in Indonesian)
same /seɪm/ (adjective)	...
migraine /'mi:greɪn/ (noun)	...
tired /taɪəd/ (adjective)	...
left knee /left -ni:/ (noun)	...
fell down /'fɔ:lən daʊn / (verb)	...

sama	lelah
	jatuh
lutut kiri	migren



**In pairs, choose one situation below and make a with your partner.**

*(Secara berpasangan, pilih salah satu situasi di bawah ini dan buatlah dialog).*

1. You are a masseur. You will give information about the hot stone therapy and manicure. What do you say to the customer?
2. You are a masseur. You ask to the customer about his or her illness. You will give information the part of your customer's body that must be massaged. What do you say to the customer?



### C. EVALUATION

**Match the situations in Column A with the proper expressions in Column B.**

*(Jodohkanlah situasi yang ada pada Kolom A dengan ungkapan-ungkapan yang tepat pada Kolom B).*

MASSEUR	CUSTOMER
1. It is Rp. 50,000.	1. Could you tell me the best treatment here?
2. You're welcome.	2. How much the ear candle treatment?
3. Yes, of course. The best treatment here is Bali body scrub.	3. Thank you.
4. It is near the kitchen.	4. Where is the toilet?



#### D. REFLECTION

**How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.**

*(Seberapa banyak yang telah anda pelajari dari unit ini? Beri tanda (✓) pada kolom sebelah kanan berdasarkan pada seberapa banyak aspek yang telah Anda pelajari.)*

**In this unit, you learn:**

Aspect	Very Much	Much	Little
Asking and Giving information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W.H questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#### E. SUMMARY

**In this unit, you learn:**

##### ASKING AND GIVING INFORMATION

###### ☉ Asking information

*Can you tell me which part of my body that must be massaged?*

The sentence above is the example of asking information.

(Kalimat di atas adalah contoh kalimat meminta informasi).

###### ☉ Giving information

*You must need a massage in your right sole.*

The sentence above is the respond of the question above.

(Kalimat di atas adalah jawaban dari kalimat tanya di atas).



### THANKING

☉ Thanking

*Thank you.*

The expression above is the thanking expression.

(Ungkapan di atas adalah ungkapan untuk mengucapkan terima kasih).

☉ (Response of thanking)

*You're welcome*

The expression above is respond from *thank you*.

(Ungkapan di atas jawaban dari *thank you*)

In the previous tasks, you know some questions that use what, who, where, when. In this part, you will learn about the function of the questions. The questions are WH- questions. For instance:

- ☉ What = berfungsi untuk menanyakan sesuatu (apa)
- ☉ Where = berfungsi untuk menanyakan tempat (dimana)
- ☉ When = berfungsi untuk menanyakan waktu (kapan)
- ☉ Who = berfungsi untuk menanyakan orang atau pelaku (siapa)  
berfungsi sebagai subjek.
- ☉ Whom = berfungsi untuk menanyakan seseorang (siapa) berfungsi  
sebagai obyek.
- ☉ How = berfungsi untuk menanyakan keadaan (bagaimana)  
= berfungsi untuk menanyakan jumlah jika diikuti many  
dan much (berapa)



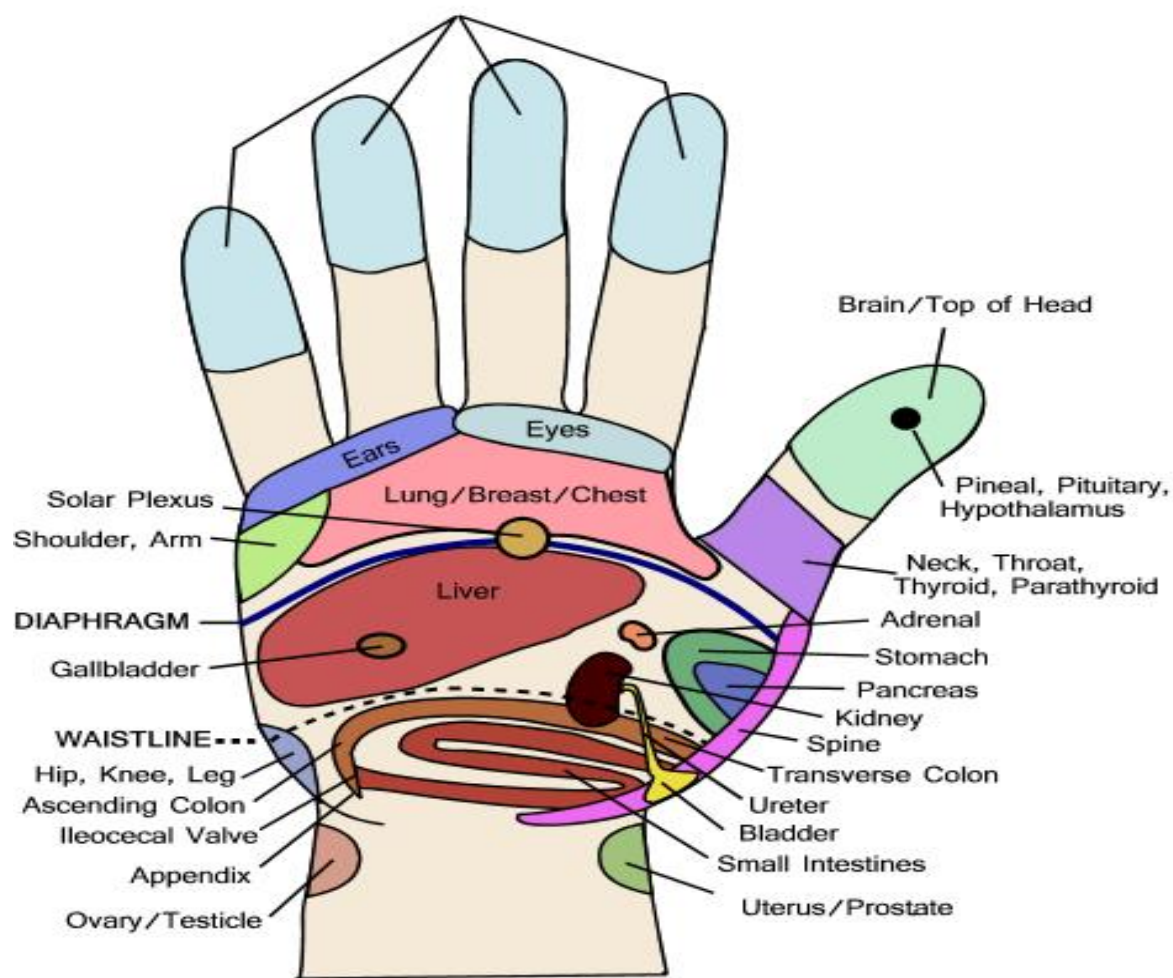
## F. VOCABULARY LIST

✕ information	<i>kb</i>	: /ɪn.fə'meɪ.ʃən/	: informasi
✕ kidney	<i>kb</i>	: /'kɪd.ni/	: ginjal
✕ palm	<i>kb</i>	: /pɑ:m/	: telapak tangan
✕ price	<i>kb</i>	: /praɪs/	: harga
✕ spine	<i>kb</i>	: /spain/	: tulang belakang
✕ throat	<i>kb</i>	: /θrəʊt/	: kerongkongan
✕ waistline	<i>kb</i>	: /'weɪs.t.laɪn/	: ukuran pinggang



## RIGHT PALM

Eyes, Sinuses, Brain



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## **APPENDIX**

1. The Listening Script of Task 2 Unit 1.
2. The Listening Script of Task 2 Unit 2.
3. The Listening Script of Task 2 Unit 3.
4. The Completed Dialogue of Task 8 Unit 1.
5. The Completed Dialogue of Task 8 Unit 2.
6. The completed Dialogue of Task 8 Unit 3.

## UNIT 1

### TASK 2

Watik is a masseur in Kakiku. She is serving a customer from the USA.

Watik : Good morning. Welcome to *Kakiku*. I'm Watik.

Customer : Good morning. Thank you. I'm Jimmy. Nice to meet you.

Watik : Nice to meet you, too. What can I do for you?

Customer : Oh, yes please. I have a sprained shoulder. Can you make it better?

Watik : All right. I think you need a full body massage to make your shoulder better.

Customer : How much is it?

Watik : It is Rp. 40.000 for 90 minutes and Rp. 60.000 for 120 minutes. Which one do you want?

Customer : OK. I want a full body massage for 90 minutes.

Watik : All right. Please submerge your feet first into the water.

## UNIT 2

### TASK 2

In Kakiku, there are two people. Parti is a masseur and Frederick is a customer. He is from New Zealand.

Parti : Good evening. Can I help you?

Customer : Good evening. Oh, yes please. It looks like my leg is sprained. Can you make it better?

Parti : Oh, okay. Sit down, please. I will submerge your feet first.

Customer : What is the best treatment here?

Parti : Most customers here do a full body massage with a Bali scrub.

Customer : Can you help me to mention the charge of it?

Parti : It is Rp. 65,000 for 90 minutes and Rp. 85,000 for 120 minutes.

## UNIT 3

### TASK 2

Marni is a masseur in Kakiku. She is serving a customer who needs a massage in her right sole.

Marni : Hello. Would you like to submerge your feet first, please?

Customer : Hello. Yes, of course. Where can I put my shoes?

Marni : You can put your shoes in this locker.

Customer : May I ask you a question?

Marni : Yes, sure.

Customer : My right knee and shoulder are painful. Can you tell me which parts of my body that must be massaged?

Marni : Oh. I think you must have a massage on your right sole.  
Change your clothes with these clothes, please.

Customer : Where can I put my clothes?

Marni : You can put your clothes there.

Customer : Thank you.

Marni : You're welcome.

## UNIT 1

### TASK 8

#### A. DIALOGUE I

Situation: A masseur, named Surti, comes to a hotel to meet her foreign customer, named Taylor Sydney. She is invited to give a massage service to her in the hotel.

Surti : (Knocking at the door) **Good afternoon**, I'm Surti. I'm a masseur.

Taylor : Good Afternoon. **I'm Taylor Sydney**. How do you do?

Surti : **How do you do**, Ms. Sydney?

Taylor : Come in, please.

Surti : Okay **Thank you**. Can I help you, Ms. Sydney?

**Are you sick?**

Taylor : Ugh...I have got a backache. It's really painful. I need a massage on my back now.

Surti : Don't worry. I'll try to do my best. I'll give you a special massage. Well, now lie down on your bed.

#### B. DIALOGUE II

A customer named Jane goes to Kakiku

Masseur : Hi, please come in.

Customer : **Hi, I am Jane**. Pleased to meet you.

Masseur : I'm Tarni, **pleased to meet you, too**. Can I help you?

Customer : Oh, yes please. I have a headache.

Masseur : I think you need a massage.

## UNIT 2

### TASK 8

#### A. DIALOGUE I

Harti is a masseur. She is serving a woman who has a backache. The woman asks to do the best for her back to be better again.

Harti : Hello

Customer : **Hello. I'm Katie.**

Harti : I'm Harti

**Can I help you?**

Customer : I got a backache. Please tell me, **what should I do?**

Harti : You'd better have a hot stone massage to solve your problem.

Customer : **OK**

#### B. DIALOGUE 2

Rudi is a masseur. He is serving a customer who has pain on his shoulder.

Rudi : **Good Afternoon**

Customer : Good Afternoon.

Rudi : **What can I do for you?**

Customer : My shoulder is painful. **Can you help me?**

Rudi : **OK.** Submerge your feet first, please.

### UNIT 3

#### TASK 8

##### A.. DIALOGUE I

Rose is a customer. She will have an ear candle treatment.

Tanti : Good afternoon. **Could I help you?**

Rose : Good afternoon. I want to have an **ear candle treatment**, please.

Could you show me where I can **lie down**?

Tanti : You can do it there, please.

Rose : **Thank you.**

Tanti : **You're welcome.**

##### B. DIALOGUE 2

Santiago is a customer. He has a problem in his knee.

Masseur : Good evening. What happens to you?

Santiago : I have a problem in my knee. **Could you help me?**

Masseur : **Yes, sure.** Submerge your feet, please.

Change your clothes before you have a treatment.

Santiago : OK. **Thank you.**

Masseur : **You're welcome.**

## UNIT 1

### TASK 8

#### A. DIALOGUE I

Situation: A masseur, named Surti, comes to a hotel to meet her foreign customer, named Taylor Sidney. She is invited to give a massage service to her in the hotel.

Surti : (Knocking at the door) **Good afternoon**, I'm Surti. I'm a masseur.

Taylor : Good Afternoon. **I'm Taylor Sydney**. How do you do?

Surti : **How do you do**, Ms. Sydney?

Taylor : Come in, please.

Surti : Okay **Thank you**. Can I help you, Ms. Sydney?

**Are you sick?**

Taylor : Ugh...I have got a backache. It's really painful. I need a massage on my back now.

Surti : Don't worry. I'll try to do my best. I'll give you a special massage. Well, now lie down on your bed.

#### B. DIALOGUE II

A customer named Jane goes to Kakiku

Masseur : Hi, please come in.

Customer : **Hi, I am Jane**. Pleased to meet you.

Masseur : I'm Tarni, **pleased to meet you, too**. Can I help you?

Customer : Oh, yes please. I have a headache.

Masseur : I think you need a massage.

## UNIT 2

### TASK 8

#### A. DIALOGUE I

Harti is a masseur. She is serving a woman who has a backache. The woman asks to do the best for his back to be better again.

Harti : Hello

Customer : **Hello. I'm Katie.**

Harti : I'm Harti

**Can I help you?**

Customer : I got a backache. Please tell me, **what should I do?**

Harti : You'd better have a hot stone massage to solve your problem.

Customer : **OK**

#### B. DIALOGUE 2

Rudi is a masseur. He is serving a customer who has pain on his shoulder.

Rudi : **Good Afternoon**

Customer : Good Afternoon.

Rudi : **What can I do for you?**

Customer : My shoulder is painful. **Can you help me?**

Rudi : **OK.** Submerge your feet first, please.

### UNIT 3

#### TASK 8

##### A.. DIALOGUE I

Rose is a customer. She will have an ear candle treatment.

Tanti : Good afternoon. **Could I help you?**

Rose : Good afternoon. I want to have an **ear candle treatment**, please.

Could you show me where I can **lie down**?

Tanti : You can do it there, please.

Rose : **Thank you.**

Tanti : **You're welcome.**

##### B. DIALOGUE 2

Santiago is a customer. He has a problem in his knee.

Masseur : Good evening. What happens to you?

Santiago : I have a problem in my knee. **Could you help me?**

Masseur : **Yes, sure.** Submerge your feet, please.

Change your clothes before you have a treatment.

Santiago : OK. **Thank you.**

Masseur : **You're welcome.**

**Appendix G**  
**The Questionnaire of the Learners'**  
**Agreement**

**a. Keseluruhan Unit 1**

No.	PERNYATAAN	SS	S	R	TS	STS
1.	Pada umumnya, materi ini sesuai dengan profesi Anda sebagai pemijat.					
2.	Materi yang dibuat sesuai dengan tingkat kemampuan berbicara Anda.					
3.	Materi ini bisa meningkatkan kemampuan Bahasa Inggris Anda dalam menunjang pekerjaan Anda sebagai pemijat.					
4.	Input dalam unit 1 beragam.					
5.	Kegiatan dalam unit 1 beragam.					
6.	Latihan-latihan (keseluruhan aktivitas) dalam unit 1 tersusun secara baik dari yang terpandu hingga yang mandiri.					
7.	Bahasa yang digunakan dalam materi ini mudah dipahami.					
8.	Instruksi (perintah) yang ada dalam setiap kegiatan di dalam materi ini jelas sehingga mudah dipahami.					
9.	Tampilan materi menarik.					
10.	Penyusunan materi secara keseluruhan terstruktur dengan baik dan dapat diikuti.					

**b. Task 1**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya mulai mengenal ekspresi-ekspresi <i>Greetings</i> dan <i>Self-Introduction</i> .					
2.	Gambar dalam <i>Task 1</i> menarik.					
3.	Saya dapat memahami input dialog pada <i>Task 1</i> dalam bentuk gambar(komik).					

4.	Saya dapat menyelesaikan <i>Task 1</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 1</i> dengan tutor berperan sebagai prompter.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 1</i> dapat saya pahami.					

**c. Task 2**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya mulai mengetahui lafal pengucapan ekspresi-ekspresi dalam <i>Greetings</i> dan <i>Self-Introduction</i> .					
2.	Saya dapat belajar menyimak ( <i>listening</i> ) lebih baik melalui <i>Task 2</i> ini.					
3.	Saya dapat mendengarkan dialog dengan pelafalan atau pengucapan yang benar.					
4.	Saya dapat mengerjakan <i>Task 2</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 2</i> dengan tutor berperan aktif.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 2</i> dapat saya pahami.					

**d. Task 3**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengetahui berbagai ekspresi dalam <i>Greetings</i> dan <i>Self-Introduction</i> .					
2.	Saya dapat membedakan ekspresi-ekspresi dalam <i>Greetings</i> dan <i>Self-Introduction</i> .					
3.	Saya dapat mengetahui tata cara mengucapkan ekspresi-ekspresi <i>Greetings</i> sesuai dengan waktunya.					
4.	Saya dapat memahami <i>Task 3</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 3</i> dengan tutor berperan secara efektif.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 3</i> dapat saya pahami.					

**e. Task 4**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengetahui berbagai ekspresi dalam <i>Greetings</i> dan <i>Self-Introduction</i> .					
2.	Saya dapat merespon dengan tepat berbagai ekspresi dalam <i>Greetings</i> dan <i>Self-Introduction</i> .					
3.	Saya dapat memahami input dalam bentuk dialog singkat.					
4.	Saya dapat menyelesaikan <i>Task 4</i> secara mandiri.					

5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 4</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 4</i> dapat saya pahami.					

**f. Task 5**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengetahui berbagai ekspresi dalam <i>Greetings</i> dan <i>Self-Introduction</i> .					
2.	Saya dapat mengetahui dengan benar pelafalan atau pengucapan ekspresi-ekspresi dalam dialog <i>Task 5</i> .					
3.	Saya dapat mengetahui kata-kata baru yang ada dalam dialog <i>Task 5</i> .					
4.	Saya dapat menyelesaikan <i>Task 5</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 5</i> dengan tutor berperan sebagai <i>fasilitator</i> apabila saya mengalami kesulitan.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 5</i> dapat saya pahami.					

**g. Task 6**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat menjawab pertanyaan-pertanyaan pada <i>Task 6</i> .					

2.	Pertanyaan-pertanyaan pada <i>Task 6</i> dapat saya pahami.					
3.	Pertanyaan-pertanyaan pada <i>Task 6</i> tidak membutuhkan jawaban yang terlalu panjang.					
4.	Saya dapat menjawab pertanyaan-pertanyaan pada <i>Task 6</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 6</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 6</i> dapat saya pahami.					

#### h. Task 7

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya mulai mengenal pola kalimat dalam Simple Present Tense.					
2.	Saya dapat membedakan penggunaan subyek secara tepat.					
3.	Input dalam bentuk penjelasan sederhana dapat saya pahami.					
4.	Saya dapat mempelajari <i>Task 7</i> secara berpasangan.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 7</i> dengan tutor berperan sebagai <i>fasilitator</i> apabila saya mengalami kesulitan.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 7</i> dapat saya pahami.					

**i. Task 8**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat belajar menyimak ( <i>listening</i> ) lebih baik melalui <i>Task 8</i> ini.					
2.	Saya dapat mendengarkan dialog dengan pelafalan atau pengucapan yang benar.					
3.	Saya dapat mengisi kalimat rumpang dalam dialog dengan cara menyimak.					
4.	Saya dapat menyelesaikan <i>Task 8</i> dengan teman.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 8</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 8</i> dapat saya pahami.					

**j. Task 9**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengenal kata-kata baru pada <i>Task 9</i> .					
2.	Saya dapat mengartikan kata-kata baru pada <i>Task 9</i> .					
3.	Saya dapat belajar fungsi kata-kata baru dalam dialog <i>Task 9</i> .					
4.	Saya dapat menyelesaikan <i>Task 9</i> secara berpasangan.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					

6.	Saya dapat menyelesaikan <i>Task 9</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 9</i> dapat saya pahami.					

**k. Task 10**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat membayangkan situasi yang disebutkan dalam <i>Task 10</i>					
2.	Situasi pada <i>Task 10</i> dapat saya pahami.					
3.	Saya dapat membuat dialog berdasarkan situasi tertentu dalam <i>Task 10</i> ini.					
4.	Saya dapat menyelesaikan <i>Task 10</i> secara berpasangan					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 10</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 10</i> dapat saya pahami.					

-----TERIMA KASIH-----

**a. Keseluruhan Unit 2**

No.	PERNYATAAN	SS	S	R	TS	STS
1.	Pada umumnya, materi ini sesuai dengan profesi Anda sebagai pemijat.					
2.	Materi yang dibuat sesuai dengan tingkat kemampuan berbicara Anda.					
3.	Materi ini bisa meningkatkan kemampuan Bahasa Inggris Anda dalam menunjang pekerjaan Anda sebagai pemijat.					
4.	Input dalam unit 2 beragam.					
5.	Kegiatan dalam unit 2 beragam.					
6.	Latihan-latihan (keseluruhan aktivitas) dalam unit 2 tersusun secara baik dari yang terpandu hingga yang mandiri.					
7.	Bahasa yang digunakan dalam materi ini mudah dipahami.					
8.	Instruksi (perintah) yang ada dalam setiap kegiatan di dalam materi ini jelas sehingga mudah dipahami.					
9.	Tampilan materi menarik.					
10.	Penyusunan materi secara keseluruhan terstruktur dengan baik dan dapat diikuti.					

**b. Task 1**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya mulai mengenal ekspresi-ekspresi <i>Offering services</i> .					
2.	Gambar dalam <i>Task 1</i> menarik.					
3.	Saya dapat memahami input pada <i>Task 1</i> dalam bentuk gambar.					

4.	Saya dapat menyelesaikan <i>Task 1</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 1</i> dengan tutor berperan sebagai prompter.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 1</i> dapat saya pahami.					

**c. Task 2**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya mulai mengetahui lafal pengucapan ekspresi-ekspresi dalam <i>Offering services</i> .					
2.	Saya dapat belajar menyimak ( <i>listening</i> ) lebih baik melalui Task 2 ini.					
3.	Saya dapat mendengarkan dialog dengan pelafalan atau pengucapan yang benar.					
4.	Saya dapat mengerjakan Task 2 secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan Task 2 dengan tutor berperan aktif.					
7.	Instruksi (perintah) yang terdapat pada Task 2 dapat saya pahami.					

**d. Task 3**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengetahui berbagai ekspresi dalam <i>Offering services</i> .					
2.	Saya dapat membedakan ekspresi-ekspresi dalam <i>Offering Services</i> .					
3.	Saya dapat mengetahui tata cara mengucapkan ekspresi-ekspresi <i>Offering Services</i> sesuai dan cara meresponnya.					
4.	Saya dapat memahami <i>Task 3</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 3</i> dengan tutor berperan secara efektif.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 3</i> dapat saya pahami.					

**e. Task 4**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengetahui berbagai ekspresi dalam <i>Offering Services</i> .					
2.	Saya dapat merespon dengan tepat berbagai ekspresi dalam <i>Offering Services</i> .					
3.	Saya dapat memahami input dalam bentuk dialog singkat.					
4.	Saya dapat menyelesaikan <i>Task 4</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 4</i> dengan tutor berperan sebagai					

	( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 4</i> dapat saya pahami.					

**f. Task 5**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengetahui berbagai ekspresi dalam <i>Offering services</i> .					
2.	Saya dapat mengetahui dengan benar pelafalan atau pengucapan ekspresi-ekspresi dalam dialog <i>Task 5</i> .					
3.	Saya dapat mengetahui kata-kata baru yang ada dalam dialog <i>Task 5</i> .					
4.	Saya dapat menyelesaikan <i>Task 5</i> dengan tutor berperan sebagai <i>fasilitator</i> apabila saya mengalami kesulitan.					
5.	Saya berperan aktif dalam mengerjakan <i>Task</i> ini.					
6.	Saya dapat mengerjakan <i>Task 5</i> secara mandiri.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 5</i> dapat saya pahami.					

**g. Task 6**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat menjawab pertanyaan-pertanyaan pada <i>Task 6</i> .					
2.	Pertanyaan-pertanyaan pada <i>Task 6</i> dapat saya pahami.					
3.	Pertanyaan-pertanyaan pada <i>Task 6</i> tidak membutuhkan jawaban yang terlalu panjang.					

4.	Saya dapat menjawab pertanyaan-pertanyaan pada <i>Task 6</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 6</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 6</i> dapat saya pahami.					

#### h. Task 7

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya mulai mengenal pola kalimat dalam Modal Auxiluries.					
2.	Saya dapat membedakan penggunaan pola kalimat Modal Auxiluries secara tepat.					
3.	Saya dapat mempelajari bagian-bagian tubuh dalam bentuk gambar.					
4.	Saya dapat mempelajari <i>Task 7</i> secara berpasangan.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 7</i> dengan tutor berperan sebagai <i>fasilitator</i> apabila saya mengalami kesulitan.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 7</i> dapat saya pahami.					

#### i. Task 8

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat belajar menyimak ( <i>listening</i> ) lebih baik melalui <i>Task 8</i> ini.					

2.	Saya dapat mendengarkan dialog dengan pelafalan atau pengucapan yang benar.					
3.	Saya dapat mengisi kalimat rumpang dalam dialog dengan cara menyimak.					
4.	Saya dapat menyelesaikan <i>Task 8</i> dengan teman.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 8</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 8</i> dapat saya pahami.					

**j. Task 9**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengenal kata-kata baru pada <i>Task 9</i> .					
2.	Saya dapat mengartikan kata-kata baru pada <i>Task 9</i> .					
3.	Saya dapat belajar fungsi kata-kata baru dalam dialog <i>Task 9</i> .					
4.	Saya dapat menyelesaikan <i>Task 9</i> secara berpasangan.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 9</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 9</i> dapat saya pahami.					

**k. Task 10**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat membayangkan situasi yang disebutkan dalam <i>Task 10</i>					
2.	Situasi pada <i>Task 10</i> dapat saya pahami.					
3.	Saya dapat membuat dialog berdasarkan situasi tertentu dalam <i>Task 10</i> ini.					
4.	Saya dapat menyelesaikan <i>Task 10</i> secara berpasangan					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 10</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 10</i> dapat saya pahami.					

-----TERIMA KASIH-----

**a. Keseluruhan Unit 3**

No.	PERNYATAAN	SS	S	R	TS	STS
1.	Pada umumnya, materi ini sesuai dengan profesi Anda sebagai pemijat.					
2.	Materi yang dibuat sesuai dengan tingkat kemampuan berbicara Anda.					
3.	Materi ini bisa meningkatkan kemampuan Bahasa Inggris Anda dalam menunjang pekerjaan Anda sebagai pemijat.					
4.	Input dalam unit 2 beragam.					
5.	Kegiatan dalam unit 2 beragam.					
6.	Latihan-latihan (keseluruhan aktivitas) dalam unit 2 tersusun secara baik dari yang terpandu hingga yang mandiri.					
7.	Bahasa yang digunakan dalam materi ini mudah dipahami.					
8.	Instruksi (perintah) yang ada dalam setiap kegiatan di dalam materi ini jelas sehingga mudah dipahami.					
9.	Tampilan materi menarik.					
10.	Penyusunan materi secara keseluruhan terstruktur dengan baik dan dapat diikuti.					

**b. Task 1**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya mulai mengenal ekspresi-ekspresi <i>Asking and Giving information</i> .					
2.	Gambar dalam <i>Task 1</i> menarik.					
3.	Saya dapat memahami input pada <i>Task 1</i> dalam bentuk gambar.					

4.	Saya dapat menyelesaikan <i>Task 1</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 1</i> dengan tutor berperan sebagai prompter.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 1</i> dapat saya pahami.					

**c. Task 2**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya mulai mengetahui lafal pengucapan ekspresi-ekspresi dalam <i>Asking and Giving Information</i> .					
2.	Saya dapat belajar menyimak ( <i>listening</i> ) lebih baik melalui <i>Task 2</i> ini.					
3.	Saya dapat mendengarkan dialog dengan pelafalan atau pengucapan yang benar.					
4.	Saya dapat mengerjakan <i>Task 2</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 2</i> dengan tutor berperan aktif.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 2</i> dapat saya pahami.					

**d. Task 3**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengetahui berbagai ekspresi dalam <i>Asking and Giving Information</i> .					
2.	Saya mulai mengenal ekspresi berterima kasih dan cara meresponnya.					
3.	Saya dapat mengetahui membedakan ekspresi-ekspresi dalam bertanya.					
4.	Saya dapat memahami <i>Task 3</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 3</i> dengan tutor berperan secara efektif.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 3</i> dapat saya pahami.					

**e. Task 4**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengetahui berbagai ekspresi dalam <i>Asking and Giving Information</i> .					
2.	Saya dapat merespon dengan tepat berbagai ekspresi dalam <i>Thanking</i> .					
3.	Saya dapat memahami input dalam bentuk dialog singkat.					
4.	Saya dapat menyelesaikan <i>Task 4</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					

6.	Saya dapat menyelesaikan <i>Task 4</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 4</i> dapat saya pahami.					

**f. Task 5**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengetahui berbagai letak penyakit melalui urat syaraf dengan input gambar.					
2.	Saya dapat mengetahui dengan benar pelafalan atau pengucapan kata-kata baru dalam dialog <i>Task 5</i> .					
3.	Saya dapat mengetahui arti kata-kata baru yang ada dalam dialog <i>Task 5</i> .					
4.	Saya dapat menyelesaikan <i>Task 5</i> dengan tutor berperan sebagai <i>fasilitator</i> apabila saya mengalami kesulitan.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat mengerjakan <i>Task 5</i> secara mandiri.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 5</i> dapat saya pahami.					

**g. Task 6**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat menjawab pertanyaan-pertanyaan pada <i>Task 6</i> .					
2.	Pertanyaan-pertanyaan pada <i>Task 6</i> dapat saya pahami.					

3.	Pertanyaan-pertanyaan pada <i>Task 6</i> tidak membutuhkan jawaban yang terlalu panjang.					
4.	Saya dapat menjawab pertanyaan-pertanyaan pada <i>Task 6</i> secara mandiri.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 6</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 6</i> dapat saya pahami.					

#### h. Task 7

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya mulai mengenal berbagai kata untuk menanyakan sesuatu.					
2.	Saya dapat membedakan penggunaan kalimat tanya dengan tepat.					
3.	Saya dapat mempelajari penggunaan kalimat Tanya berdasarkan situasinya.					
4.	Saya dapat mempelajari <i>Task 7</i> secara berpasangan.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 7</i> dengan tutor berperan sebagai <i>fasilitator</i> apabila saya mengalami kesulitan.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 7</i> dapat saya pahami.					

## i. Task 8

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat belajar menyimak ( <i>listening</i> ) lebih baik melalui <i>Task 8</i> ini.					
2.	Saya dapat mendengarkan dialog dengan pelafalan atau pengucapan yang benar.					
3.	Saya dapat mengisi kalimat rumpang dalam dialog dengan cara menyimak.					
4.	Saya dapat menyelesaikan <i>Task 8</i> dengan teman.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 8</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 8</i> dapat saya pahami.					

## j. Task 9

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat mengenal kata-kata baru pada <i>Task 9</i> .					
2.	Saya dapat mengartikan kata-kata baru pada <i>Task 9</i> .					
3.	Saya dapat belajar fungsi kata-kata baru dalam dialog <i>Task 9</i> .					
4.	Saya dapat menyelesaikan <i>Task 9</i> secara berpasangan.					
5.	Saya berperan aktif dalam mengerjakan Task ini.					

6.	Saya dapat menyelesaikan <i>Task 9</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 9</i> dapat saya pahami.					

**k. Task 10**

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Saya dapat membayangkan situasi yang disebutkan dalam <i>Task 10</i>					
2.	Situasi pada <i>Task 10</i> dapat saya pahami.					
3.	Saya dapat membuat dialog berdasarkan situasi tertentu dalam <i>Task 10</i> ini.					
4.	Saya dapat menyelesaikan <i>Task 10</i> secara berpasangan					
5.	Saya berperan aktif dalam mengerjakan Task ini.					
6.	Saya dapat menyelesaikan <i>Task 10</i> dengan tutor berperan sebagai ( <i>controller</i> ) yang selalu mengontrol saya.					
7.	Instruksi (perintah) yang terdapat pada <i>Task 10</i> dapat saya pahami.					

**Appendix H**  
**The Interview Guide to find out the**  
**Learners' Agreement**

### **The Interview Guide to Find-out the Learners' Agreement**

1. Apakah task ini bisa meningkatkan keterampilan Anda dalam berbahasa Inggris?
2. Bagaimana pendapat Anda mengenai input yang ada di task ini? Apakah sudah sesuai dengan bidang Anda? Apakah inputnya menarik dan mudah dipahami?
3. Bagaimana pendapat Anda mengenai aktivitas yang ada di task ini? Apakah menarik?
4. Apakah Anda berperan aktif dalam mengerjakan task ini?
5. Apakah guru memberikan penjelasan mengenai task ini dengan baik? Apakah guru memberikan feedback setelah Anda mengerjakan task ini?
6. Apakah Anda bisa mengerjakan task ini tepat waktu? Apakah Anda bisa mengerjakan task ini secara individu? Apakah Anda bisa mengerjakan task ini secara berkelompok? Mana yang Anda lebih suka, mengerjakan task ini secara individu atau kelompok? Mengapa?
7. Bagaimana pendapat Anda mengenai unit ini secara keseluruhan?

## **Appendix I**

### **The Interview Transcript**

## INTERVIEW (UNIT 1 DRAFT 2)

Sunday, 3<sup>rd</sup> July 2011

Kakiku Pajeksan

R : Researcher L2 : Agung

L1 : Puspa

### Task 1

R : Begini mba, saya boleh Tanya pendapat Anda tentang Unit 1?

All : Iya silahkan mbak.

R : Apakah Task 1 membantu Anda untuk mulai mengenal ungkapan-ungkapan dalam greeting (salam) dan introduction (perkenalan)?

L1 : Iya...kita sangat terbantu sekali dengan contoh ungkapan disertai gambar pula, jadi tidak membuat bosan kita mbak.

R : Bagaimana dengan gambar yang dilengkapi contoh ungkapannya?

L1 : Gambarnya cukup jelas dan contoh ungkapannya bisa membantu kita dalam belajar mba.

R : Menurut Anda berdua task ini bisa Anda gunakan untuk belajar tidak?

L2 : Ya mbak, kita bisa tau tentang salam dan perkenalan.

R : Task 1 ini sudah membantu Anda dalam melayani tamu yang datang kesini?

L1 : Ya sudah mbak.

R : Bagaimana tentang kegiatan yang ada di Task 1 ini?

L2 : Saya rasa kegiatannya cukup sederhana ya mbak. Menarik karena dilengkapi dengan gambar juga.

R : Apakah Task 1 bisa dipahami? Misalnya instruksi dan bahasanya gitu

L1 : Saya pikir instruksinya jelas karena disitu kan juga sudah ada terjemahannya

R : Ketika mengerjakan Task 1, Anda aktif tidak?

L1+L2 : Ya jelaslah mbak. Hehe

R : Apakah Anda tadi mengerjakan Task 1 sendiri?

L1 : Kalau saya tadi diskusi ma teman sebelah saya mbak.

L2 : Saya mengerjakan sendiri mbak.

R : Anda tadi guru bisa memancing pemahaman kamu nggak?

L2 : Iya, bisa. Saya jadi bisa jawab pertanyaan.

R : Apakah penjelasan yang saya berikan cukup dimengerti?

L2 : O tentu mbak.

R : Apakah tadi Anda membutuhkan waktu lama untuk mengerjakannya?

L1 : Ya ga si mbak.

R : Menurut Anda, berapa lama Anda dapat mengerjakan task ini

L2 : Tidak sampai 5 menit mbak. Cukup mudah kok dengan bantuan gambar juga.

### Task 2

R : Nha sekarang. Kalau task 2 bagaimana?

L2 : Rekamannya jelas si mbak, tapi agak terlalu cepat kalau menurut saya. Sebenarnya saya bisa mengikuti, tapi tadi ada salah satu teman yang kesulitan mbak.

R : Apakah Anda bisa mengerjakan Task 2?

L1 : Ya, tetapi masih ada kesalahan.

R : Apakah pertanyaannya sulit dipahami?

L1 : Ehhmmm. Kalau saya tidak ya mbak.

R : Menurut Anda apakah dialognya terlalu panjang?

L2 : Tidak mbak. Cukup simple mbak. Tapi kalau menurut saya itu dialognya kurang mengacu pada pemijat mbak. Itu hanya bisa digunakan yang di depan mbak.

R : Oke nanti saya rubahnya sedikit. Bagaimana dengan kegiatannya sendiri?

L1 : Menarik mbak, kita bisa berlatih mendengarkan. Tetapi sulit juga karena kita mendengarkan sambil membaca pertanyaannya dan menulis jawabannya. Ya mungkin karena belum terbiasa saja mbak.

L2 : Ya benar mbak kata Puspa.

R : Ya walaupun sulit tapi Anda tetap berusaha untuk mendengarkan dialog dan menjawab pertanyaan-pertanyaannya kan?

L1 : Iya mbak, ya walaupun masih ada sedikit kesalahan.

L2 : Iya betul masih ada yang kurang tepat.

R : Anda bisa mengerjakan task ini sendiri kan?

L2 : Ya bisa mbak, tapi ya itu tadi masih ada jawaban yang kurang tepat.

L1 : Saya tadi mengerjakan sendiri, tetapi langsung saya diskusikan dengan sebelah saya.

R : Apakah Anda bisa memahami penjelasan saya?

L2 : Iya bisa. Tadi mbak menerangkannya sangat jelas. Kita jadi paham.

### Task 3

R : Apa menurut Anda Task 3 sangat penting buat Anda?

L1 : O tentu mbak.

L2 : Iya mbak. Karena dalam task ini dijelaskan berbagai ungkapan plus responya dalam salam, introduction, serta penjelasan waktu dalam pengucapan-pengucapan salam tersebut.

R : Bagaimana dengan penjelasannya? Apakah contoh-contoh ungkapannya masih ada yang kurang?

L2 : Oh tidak mbak. Sudah sangat lengkap.

R : Apakah kegiatannya menarik?

- L1 : Itu kan cuma penjelasan mbak. Tapi menurut saya menarik. Dilengkapi contoh ungkapannya.
- R : Apakah Anda tadi bisa memahami penjelasan yang ada di Task 3 ini?
- L2 : Oo bisa mbak.
- R : Apakah Anda tadi aktif dalam memahami Task ini?
- L1 : Iya mbak.
- R : Menurut Anda, apakah penjelasan saya tadi bisa dipahami?
- L2 : Bisa mbak.
- R : Apakah Anda tadi mau mengerjakan Task ini sesuai instruksi?
- L1 : Iya...kita kan diminta mempelajari ekspresi Greeting dan Introduction.
- R : Jadi, apakah Anda tadi aktif?
- L2 : Iya.
- R : Apakah Anda tadi berdiskusi dengan teman Anda?
- L1 : o iya mbak.

#### **Task 4**

- R : OK. Sekarang tentang Task 4 ya.
- L1+L2 : OK mbak.
- R : Apakah Task 4 dapat membantu Anda untuk menerapkan Greeting dan Introduction saat Anda bekerja?
- L1 : O iya mbak. Kan disitu kita disuruh merespon ungkapan-ungkapan yang sudah disediakan.
- L2 : Iya. Disitu kita melengkapi dialog yang rumpang yang isinya ungkapan-ungkapan yang telah dijelaskan sebelumnya
- R : Menurut Anda, input yang ada di Task 4 sesuai dengan pekerjaan Anda tidak?
- L1 : Sangat sesuai. Kita bisa merespon ungkapan dalam Greeting dan Introduction sekaligus bisa menerapkannya pada waktu kita kerja nantinya.
- L2 : Iya sudah sesuai mbak.
- R : Menurut Anda kegiatannya bagaimana?
- L1 : Sudah baik mbak. Kita bisa berlatih merespon ungkapan-ungkapan yang ada dalam dialog pendek itu mbak.
- R : Apakah instruksinya sulit dimengerti?
- L2 : Ooo tidak mba,,kan sudah dilengkapi dengan Bahasa Indonesianya.
- R : Apa Anda aktif mengerjakan soal tersebut?
- L1 : Jelas mbak, kan kita tadi mengerjakan sendiri.
- R : Apakah penjelasan saya mengenai soal tersebut cukup jelas?
- L1+L2 : Iya mbak sudah cukup jelas.
- R : Anda tadi bisa mengerjakan soalnya dalam waktu berapa menit? 1 menit 1 soal??hehe

L1+L2 : yaa bisa mba,,

### Task 5

- R : Apakah Task 5 dapat membantu Anda berdua untuk mengatasi masalah dalam pengucapan kata-kata Bahasa Inggris?
- L1 : Ya mba. Bisa tetapi masih ada sebagian dari kita yang belum bisa lancar dan fasih mengucapkannya.
- L2 : Iya mba, betul itu masih ada kata yang terlalu sulit pengucapannya.
- R : Bagaimana input dalam task ini?
- L1 : Inputnya cukup menarik. Contoh kata-katanya diambil dari percakapan.
- L2 : Iya kita jadi tahu pengucapan kata-katanya.
- R : Menurut Anda berdua, bagaimana kegiatan dalam task ini?
- L2 : Ya sangat menarik tentunya mba,, kita bisa mengucapkan kata-kata Bahasa Inggris dengan benar. Ada audionya lagi.
- R : Apakah Anda tadi mau mempraktikkan contoh yang ada di Task 5 ini?
- L1 : Iya tadi saya kan ingin bisa mengucapkannya dengan benar.
- L2 : sama
- R : Apakah tadi saya memberikan contoh cara pengucapannya dengan baik?
- L1 : Iya mba, selain dibantu audio mba juga membantu kita.
- R : Anda butuh waktu berapa menit tadi untuk memahami kata-kata ini?
- L2 : Ya sekitar 5-10 menit mba.

### Task 6

- R : Apakah dengan mengerjakan Task 6, Anda bisa menjawab pertanyaan-pertanyaan dari dialog di atasnya?
- L2 : Bisa mba. Kita bisa melihat jawaban-jawabannya di dalam dialog.
- R : Menurut Anda apakah pertanyaannya sulit dipahami?
- L1 : Ga juga sih mba. Kan jawabannya ada di dalam dialog.
- R : Bagaimana dengan kalimat-kalimatnya?
- L2 : Sederhana ko mba.
- R : Apakah Anda menjawab semua pertanyaan-pertanyaannya?
- L1+L2 : Iya mba.
- L2 : Tapi saya tadi kurang waktunya mba.
- R : Apakah Anda menyukai kegiatan yang ada di Task 6?
- L2 : Suka. Ini dapat meningkatkan pemahaman kita.
- R : Jadi butuh berapa lama Anda mengerjakan soal seperti ini?
- L1 : Saya rasa tidak usah lama-lama, kan dialognya juga cuma pendek. Sekitar 5-7 menit mbak.
- R : Apakah saya tadi sedikit membantu menjelaskan arti dari pertanyaan-pertanyaannya?

- L2 : Oh iya mba, saya dengar ko tadi.  
 L1 : Iya mba sudah memberikan artinya ko.  
 R : Ok. Mungkin cukup dulu untuk hari ini. Dilanjutkan besok ya.

**Monday, 4<sup>th</sup> July 2011**

**Kakiku Pajeksan**

**Task 7**

- R : Selamat pagi mbak. Kita lanjutkan yang kemarin ya. Sekarang lanjut ke Task 7 ya. Apakah Task 7 membantu Anda untuk menguasai grammar dengan baik?
- L1 : Grammar itu pola kalimat ya mbak?
- R : Bukan. Grammar itu tata bahasa yang mempelajari struktur atau organisasi membuat kalimat.
- L2+L1 : Oooo ya. Iya mbak itu membantu sekali buat kita.
- R : Apakah input di Task 7 sudah sesuai dengan bidang Anda?
- L2 : Sudah karena sebagian contohnya diambil dari dialog.
- R : Apakah Anda tertarik pada aktivitas dalam Task 7?
- L1 : Iya menarik disitu penjelasannya mudah dipahami.
- L2 : Menurut saya diberi Bahasa Indonesianya lebih bagus mbak dalam contoh-contoh kalimatnya.
- L1 : Iya mbak betul yang dikatakan Agung.
- R : Ok. Nanti saya tambahkan. Ide bagus itu. Apakah Anda aktif mempelajari Task 7?
- L1 : Iya mbak. Memahaminya itu memang harus dibaca berulang kali. Jadi saya membacanya berulang kali supaya jelas kemudian kita diskusi sama teman kita.
- L2 : Saya juga mbak. Tetapi ini kurang gimana gitu mbak, sedikit membosankan. Kan kita tidak melakukan apa-apa hanya memahami saja.
- R : Apakah penjelasan dari saya bisa dipahami?
- L2 : Iya bisa.
- R : Kira-kira tadi Anda membutuhkan waktu berapa menit untuk memahami Task ini?
- L1 : Kalau saya 5 menit bisa mbak. Kan itu hanya cukup simple saja bukan yang rumit gt.
- L2 : Ya hampir sama mbak.

**Task 8**

- R : Nha lanjut Task 8 ya.  
 Menurut Anda apakah Task 8 ini bisa membantu Anda dalam belajar mendengarkan kalimat dalam Bahasa Inggris?

- L1 : Ya mbak. Tetapi masih ada sedikit kesalahan dalam penulisan.  
 L2 : Saya senang dengan Task ini karena melatih listening kita.  
 R : Bagaimana inputnya?  
 L2 : Iya cocok buat kita mbak.  
 R : Bagaimana dengan kegiatannya sendiri?  
 L1 : Ya menarik mbak. Karena kita bisa mengisi kalimat rumpang dalam dialog dengan cara mendengarkan.  
 L2 : Ada tantangannya.  
 R : Apa itu?  
 L2 : Ya kita mengisi kalimat rumpang itu harus dengan konsentrasi penuh mendengarkan. Konsentrasi berkurang aja kita akan terlewatkan.  
 L1 : Iya benar  
 R : Ya memang itu uniknya. Walaupun sulit Anda masih tetap melengkapi dialognya kan?  
 L1 : Iya mbak.  
 L2 : Iya. Saya konsentrasi penuh tadi mbak.  
 R : Tadi hanya sepasang teman Anda yang mempratekkan dialog ini. Besuk lagi harus lebih dari sepasang ya. Anda juga harus mau lho.  
 L1 : Iya mbak siap.  
 R : Apakah feedback saya tadi bisa memotivasi Anda untuk selalu meningkatkan Bahasa Inggris Anda?  
 L2 : Iya jelas mbak. Kita jadi lebih semangat.  
 R : Apakah Anda tadi bisa mengerjakan Task 8 ini secara berpasangan?  
 L1 : Iya mbak. Saya lebih suka berpasangan.  
 L2 : Iya kan ini dialog mbak.  
 R : Wah ternyata waktu sudah menunjukkan jam buka ya mbak?  
 L2 : Iya mbak. Ya sudah dilanjutkan besok saja bagaimana mbak?  
 R : OK deh. Sampai ketemu besok ya.

**Tuesday, 5<sup>th</sup> July 2011**

**Kakiku Pajeksan**

### **Task 9**

- R : Selamat pagi mbak. Kita lanjutkan yang kemarin ya. Sekarang lanjut ke Task 9 ya.  
 L1 : OK mbak. Gimana mbak pertanyaanya?  
 R : Ehmm. Apakah Task 9 bisa membuat Anda menguasai kata-kata Bahasa Inggris?  
 L2 : Iya mbak. Apalagi, ini kita dituntut kreatif untuk mencari arti kata-katanya.

- L1 : Iya mbak betul itu. Tapi kalau menurut saya sebaiknya disediakan artinya kita tinggal memilih.
- R : Apakah kata-kata yang ada di Task 9 ini berkaitan dengan bidang Anda?
- L2 : O jelas iya mbak.
- L1 : Ya mbak.
- R : Apakah Anda menyukai kegiatan dalam Task 9 ini?
- L2 : Iya mbak. Seperti yang saya bilang tadi kan kita disuruh mencari arti katanya jadi membuat kita lebih kreatif.
- R : Apakah Anda aktif mengerjakan Task 9?
- L1+L2 : Iya mbak.
- R : Apakah Anda tadi bisa mengerjakan Task 9 ini secara berpasangan?
- L1 : Iya mbak. Saya lebih suka berpasangan.
- R : Apakah tadi saya membantu Anda dalam memberikan arti yang tepat untuk kata-kata dalam Task 9?
- L2 : Iya mbak. Tanpa bantuan mbak sebagian ada yang asal mengartikan.
- L1 : Iya mbak karena dalam 1 kata kan kadang artinya tidak hanya 1.
- R : Anda bisa mengerjakan Task ini kan?
- L1 : Oh bisa mbak.
- R : Berapa lama yang Anda butuhkan untuk mencari kata-kata sulit itu?
- L2 : 5 menit sampai 10 menit mbak.

### Task 10

- R : Apakah dengan mengerjakan task ini, Anda bisa menggunakan salah satu ekspresi Bahasa Inggris dengan lancar?
- L1 : Iya ini bagus karena situasinya tidak cuma satu.
- R : Menurut Anda situasi di Task 10 ini sesuai dengan pekerjaan Anda tidak?
- L2 : O..sangat sesuai mbak. Kita dapat mengembangkan sebuah dialog dari sebuah situasi yang ada sekaligus menggunakan ekspresi yang telah dipelajari sebelumnya.
- L1 : Iya benar itu.
- R : Bagaimana dengan Task 10?
- L2 : Bagus. Ini membuat kita kreatif.
- R : Apakah tadi Anda membuat dialog?
- L1 : Iya kita membuat. Kan berpasangan mbak.
- L2 : Iya membuat.
- R : Apakah saran saya bisa meningkatkan Bahasa Inggris Anda?
- L2 : Iya. Mbak Desty memotivasi kita untuk selalu meningkatkan Bahasa Inggris kita.
- R : Jadi dapat disimpulkan kalau Anda lebih suka membuat dialog secara

berpasangan ya daripada sendiri?

L1 : Iya mbak. Dengan berpasangan kita bisa berdiskusi.

## **INTERVIEW (UNIT 2 DRAFT 2)**

**Wednesday, 6<sup>th</sup> July 2011**

**Kakiku Pajeksan**

R : Researcher                      L2 : Yuli

L1 : Untung

R : Selamat pagi. Mbak Yuli dan Mas Untung. Begini kemarin saya sudah meminta waktu Mbak Puspa dan Mbak Agung untuk saya berpendapat mengenai materi yang saya buat.

L2: Iya mbak.

L1: Terus kita disini juga melakukan seperti yang dilakukan mereka?

R : Iya. Saya minta waktunya sebentar ya.

L2: OK mbak.

### **Task 1**

R : Baik sekarang kita mulai dari Task 1 di Unit 2.

L1: Iya mbak. Bagaimana?

R : Apakah Anda pernah menawarkan bantuan kepada tamu Anda?

L2: Oh ya tentu.

R : Nha jadi Task 1 bisa memperkenalkan Anda pada ungkapan dalam menawarkan bantuan?

L1: Ya mbak.

L2: Iya mbak betul itu.

R : Apakah Task 1 sudah ada hubungannya dengan dunia kerja Anda?

L2: Sudah mbak.

L1: Ya sudah.

R : Bagaimana dengan kegiatannya?

L2: Kegiatannya cukup menarik karena dilengkapi dengan gambar.

L1: Iya benar itu.

R : Apakah Anda mengerjakan task ini?

L2: Oh jelas. Kita diskusi ya tadi.

L1: Iya mbak.

R : Apakah tadi penjelasan saya bisa dipahami?

L1: Ya tentu bisa.

L2: Sangat bisa.

R : Apakah Anda tadi mengerjakan task ini berpasangan?

L1: Iya mba. Kalau sendiri cukup susah

L2: Iya kita lebih suka berpasangan mbak.

### **Task 2**

R : Apakah Anda tadi mengerjakan Task 2?

L1: Iya mba, tapi masih ada yang salah.

L2: Saya berusaha menjawab semua pertanyaanya dengan benar.

R : Bagaimana inputnya?

L2: Cukup menarik. Ini melatih pendengaran kita.

L1: Iya mbak benar itu.

R : Apakah Anda tadi berusaha menjawab semua pertanyaannya?

L1: Iya saya berusaha menjawab semua pertanyaanya. Walaupun ada yang salah.

L2: Ya saya juga.

R : Apakah saya membantu Anda dalam mengerjakan task ini?

L2: Iya mbak.

R : Apakah Anda bisa memahami penjelasan saya?

L2: Iya bisa. Tadi mbak menerangkannya sangat jelas. Kita jadi paham.

R : Apakah Anda mengerjakan task ini sendirian?

L2: Iya. Tapi walaupun masih banyak yang salah mbak.

L1: Iya mbak. Agak susah.

### **Task 3**

R : Apakah Task 3 dapat membantu Anda untuk mengetahui beberapa ekspresi dalam menawarkan bantuan?

L1: Jelas mbak. Saya suka penjelasannya.

L2: Betul sangat membantu.

R : Inputnya sudah sesuai dengan pekerjaan Anda?

L2: Iya sudah mbak.

R : Menurut Anda kegiatan dalam Task 3 ini bagaimana? Apakah Anda menyukainya?

L2: Iya suka. Kita bisa mengetahui ekspresi-ekspresi pada waktu menawarkan bantuan.

L1: Ya benar mbak.

R : Apakah Anda memahami Task 3 dengan serius?

L2: Iya mbak. Saya tadi membacanya berulang-ulang.

L1: Ya saya juga.

R : Dapatkah Anda memahami penjelasan saya mengenai Task 3?

L1: Dapat mbak.

R : Anda membutuhkan waktu berapa lama untuk memahami penjelasan tersebut?

L2: Kalau saya sekitar 10 menit mbak.

L1: Saya lebih dari 10 menit mbak.

**Task 4**

R : Apakah Task 4 dapat membantu Anda untuk menggunakan ekspresi Bahasa Inggris dengan baik?

L1+L2 : Iya mbak.

R : Apakah inputnya sudah sesuai?

L2 : Sudah mbak.

R : Menurut Anda kegiatan dalam Task 5 bagaimana? Menarik atau tidak?

L2 : Ya cukup menarik mba. Kita disuru merespon berbagai ekspresi dalam menawarkan bantuan.

L1 : Iya sudah menarik mbak.

R : Apakah tadi Anda mengerjakan semua soalnya?

L1 : Jelas mbak.

L2 : O tentu mbak. Cukup mudah ko mbak.

R : Apakah feedback saya tadi bisa memotivasi Anda untuk berusaha berbicara dalam Bahasa Inggris dengan percaya diri?

L2 : O iya mba. Semoga saja kita selalu percaya diri besok jika bicara dengan turis.

L1 : Iya mbak semoga kita selalu percaya diri.

R : Menurut Anda, kalau task seperti ini lebih enak dikerjakan berdua apa sendiri?

L1 : Sendiri saja bisa mbak.

L2 : Iya sendiri saja mbak.

R : Baik kalau begitu.

**Task 5**

R : Apakah Task 5 bisa membantu Anda dalam mengatasi masalah pengucapan kata-kata Bahasa Inggris?

L1 : Iya mba.

L2 : Ya membantu sekali mbak. Dilengkapi dengan cara baca dan artinya juga.

R : Bagaimana dengan inputnya?

L2 : Menarik dan bagus. Dilengkapi dengan cara membacanya.

L1 : Ya bagus mbak.

R : Menurut Anda, bagaimana dengan kegiatan di Task 5 ini?

L1 : Menarik mbak. Kita juga mendengarkan melalui Audio jadi cukup jelas

R : Apakah Anda tadi mau mempraktikkan contoh dalam Task 5?

L2 : Iya tadi saya mempraktikkan biar bisa mengucapkan dengan benar mba.

L1 : Sama saya juga.

R : Apakah tadi saya memberikan contoh cara pengucapannya dengan baik?

L1 : Iya mbak sudah memberikan contoh pengucapannya tadi.

L2 : Ya mbak.

R : Anda membutuhkan waktu berapa lama untuk memahami kata-kata seperti ini?

L1 : Wah berapa ya? Ehmm 5-7 menit mbak.

L2 : Kalau saya 5 menit mbak.

### **Task 6**

R : Apakah dengan mengerjakan Task 6, Anda bisa menjawab pertanyaan-pertanyaannya?

L2 : Bisa mba. Kita bisa melihat jawaban-jawabannya di dalam dialog.

R : Menurut Anda apakah pertanyaannya sulit dipahami?

L1 : Tidak ko mba. Kan jawabannya ada di dalam dialog.

R : Bagaimana dengan kalimat-kalimatnya?

L2 : Cukup sederhana ko mbak.

R : Apakah Anda menjawab semua pertanyaan-pertanyaannya?

L1+L2 : Iya mba.

L2 : Tapi saya tadi kurang waktunya mba.

R : Apakah Anda menyukai kegiatan yang ada di Task 6?

L2 : Suka. Ini dapat meningkatkan pemahaman kita.

R : Jadi butuh berapa lama Anda mengerjakan soal seperti ini?

L1 : Saya rasa tidak usah lama-lama, kan dialognya juga cuma pendek. Sekitar 10 menit mbak.

R : Apakah saya tadi sedikit membantu menjelaskan arti dari pertanyaan-pertanyaannya?

L2 : Oh iya mba, saya dengar ko tadi.

L1 : Iya mba sudah memberikan artinya ko.

R : Ok. Mungkin sekian dulu untuk hari ini. Dilanjutkan besok ya.

L1 : Siap mbak.

**Thursday, 7<sup>th</sup> July 2011**

**Kakiku Pajeksan**

### **Task 7**

R : Selamat pagi mbak Yuli mas Untung. Kita lanjutkan yang kemarin ya. Sekarang lanjut ke Task 7 ya. Apakah Task 7 membantu Anda untuk menguasai grammar dan mengetahui bagian-bagian tubuh dengan baik?

L1 : Grammar itu struktur kalimat ya mbak?

R : Ya itu mempelajari struktur atau organisasi membuat kalimat.

L2+L1 : Oooo ya. Iya mbak itu membantu sekali buat kita.

R : Apakah input di Task 7 sudah sesuai dengan bidang Anda?

L2 : Sudah karena sebagian contohnya diambil dari dialog sebelumnya.

L1 : Gambar bagian-bagian tubuhnya cukup jelas tapi kurang besar sedikit.

R : Apakah Anda tertarik pada aktivitas dalam Task 7?

- L1 : Iya menarik disitu penjelasan dan gambar bagian-bagian tubuhnya mudah dipahami.
- L2 : Menurut saya sudah baik mbak seperti yang mas Untung.
- R : Apakah Anda aktif mempelajari Task 7?
- L1 : Iya mbak. Memahaminya itu memang harus dibaca berulang kali. Memahai gambarnya pun cukup rumit.
- L2 : Saya juga mbak. Tetapi ini kurang gimana gitu mbak, sedikit membosankan. Kan kita tidak melakukan apa-apa hanya memahami saja.
- R : Apakah penjelasan dari saya bisa dipahami?
- L2 : Iya bisa.
- R : Kira-kira tadi Anda membutuhkan waktu berapa menit untuk memahami Task ini?
- L1 : Kalau saya lebih dari 10 menit bisa mbak. Menghafalkan bagian-bagian tubuh itu yang lama mbak.
- L2 : Ya hampir sama mbak.

### Task 8

- R : Nha lanjut Task 8 ya.  
Menurut Anda apakah Task 8 ini bisa membantu Anda dalam belajar mendengarkan kalimat dalam Bahasa Inggris?
- L1 : Ya mbak. Tetapi masih ada sedikit kesalahan dalam penulisan.
- L2 : Saya senang dengan Task ini karena melatih listening kita.
- R : Bagaimana inputnya?
- L2 : Iya cocok buat kita mbak.
- L1 : Dialognya sudah mengacu pada pekerjaan kita mbak.
- R : Bagaimana dengan kegiatannya sendiri?
- L1 : Ya menarik mbak. Karena kita bisa mengisi kalimat rumpang dalam dialog dengan mendengarkan.
- R : Walaupun sulit Anda masih tetap melengkapi dialognya kan?
- L1 : Iya mbak. Tapi ada yang tidak diisi.
- L2 : Iya. Saya konsentrasi mbak.
- R : Apakah feedback saya tadi bisa memotivasi Anda untuk selalu meningkatkan Bahasa Inggris Anda?
- L2 : Iya jelas mbak. Kita jadi lebih semangat.
- R : Apakah Anda tadi bisa mengerjakan task ini secara berpasangan?
- L1 : Iya mbak. Saya lebih suka berpasangan.
- L2 : Iya mbak. Lebih suka mengerjakan berdua.
- R : Sudah jam 09.30. Udah jam buka ya berarti.
- L2 : Iya mbak. Ya sudah dilanjutkan besok saja bagaimana mbak?
- R : OK deh. Sampai ketemu besok ya. Terima kasih untuk hari ini.

**Saturday, 9<sup>th</sup> July 2011**

**Kakiku Pajeksan**

**Task 9**

- R : Selamat pagi. Sudah siap melanjutkan yang kemarin? Kita lanjutkan Sekarang lanjut ke Task 9 ya.
- L1 : OK mbak.
- R : Ehmm. Apakah Task 9 bisa membuat Anda menguasai kata-kata Bahasa Inggris?
- L2 : Iya mbak. Kita jadi tahu kata-kata baru.
- L1 : Iya mbak betul itu.
- R : Apakah kata-kata yang ada di Task 9 ini berkaitan dengan bidang Anda?
- L2 : O jelas iya mbak.
- L1 : Ya mbak.
- R : Apakah Anda menyukai kegiatan dalam Task 9 ini?
- L2 : Iya mbak. Tapi kalau suruh menghafalkan cukup sulit.
- R : Apakah Anda aktif mengerjakan Task 9?
- L1+L2 : Iya mbak.
- R : Apakah Anda tadi bisa mengerjakan Task 9 ini secara berpasangan?
- L1 : Iya mbak. Bisa berdiskusi kalau berpasangan.
- R : Apakah tadi saya membantu Anda dalam memberikan arti yang tepat untuk kata-kata dalam Task 9?
- L2 : Iya mbak. Kalau tidak dibantu mungkin tadi mengartikannya kurang pas.
- L1 : Iya mbak kaan 1 kata artinya banyak.
- R : Anda bisa mengerjakan Task ini kan?
- L1 : Ya saya bisa mbak..
- R : Berapa lama yang Anda butuhkan untuk mencari kata-kata sulit itu?
- L2 : Cukup lama mbak. Ya sekitar 10 menit kan bingung untuk mencari kata yang pas.
- L1 : Lebih dari 10 menit mbak. Lha saya nggak pernah membuka kamus. Jadi tadi setahu saya saja.

**Task 10**

- R : Apakah dengan mengerjakan task ini, Anda bisa menggunakan salah satu ekspresi Bahasa Inggris dengan lancar?
- L1 : Iya.
- R : Menurut Anda situasi di Task 10 ini sesuai dengan pekerjaan Anda tidak?
- L2 : O..sudah sesuai mbak. Kita dapat mengembangkan sebuah dialog dari sebuah situasi yang ada sekaligus menggunakan ekspresi yang telah dipelajari sebelumnya.
- L1 : Iya benar itu.

- R : Bagaimana dengan Task 10?  
 L2 : Bagus. Ini membuat kita kreatif.  
 R : Apakah tadi Anda membuat dialog?  
 L1 : Iya kita membuat  
 L2 : Iya membuat.  
 R : Apakah saran saya bisa meningkatkan Bahasa Inggris Anda?  
 L2 : Iya. Mbak Desty memotivasi kita untuk selalu meningkatkan Bahasa Inggris kita.  
 R : Jadi Anda lebih suka membuat dialog secara berpasangan ya daripada sendiri?  
 L1 : Iya mbak. Dengan berpasangan kita bisa berdiskusi.

### **INTERVIEW (UNIT 3 DRAFT 2)**

**Thursday, 14<sup>th</sup> July 2011**

**Kakiku Pajeksan**

- R : Researcher                      L2 : Vitri  
 L1 : Ika

R : Selamat pagi. Mbak Ika dan Mbak Vitri. Begini kemarin saya sudah meminta waktu Mbak Yuli dan Mas Untung untuk berpendapat mengenai materi yang saya buat.

L2: Ya mbak.

L1: Sekarang atau kapan mbak?

R : Iya. Saya minta waktunya sebentar ya.

L2: OK mbak.

#### **Task 1**

R : Baik sekarang kita mulai dari Task 1 di Unit 3.

L1: Iya .Bagaimana mbak?

R : Apakah Anda selalu memberikan informasi kepada tamu Anda?

L2: Informasi apa ya mbak.

R : Ya informasi mengenai penyakit atau jenis treatment apa yang tersedia disini.

L1: Oh iya mbak.

R : Nha jadi Task 1 bisa memperkenalkan Anda pada ungkapan asking and giving information.

L1: Apa itu mbak?

R : Ya bagaimana cara menanyakan dan menjawab pertanyaan dalam bahasa Inggris.

L2:Ya mbak. Terus apa lagi mbak. Tadi ada penggunaan kata Tanya juga kan.

R : Oh iya ada. Jadi apakah Task 1 bisa memberikan gambaran sebelum kita

belajar yang selanjutnya?

L1: Iya mbak. Kan gambarnya mengacu ke topic yang akan kita pelajari.

R : Apakah Task 1 sudah ada hubungannya dengan dunia kerja Anda?

L2: Sudah mbak.

L1: Iya sudah mbak. Gambarnya juga pas sedang di pijat.

R : Bagaimana dengan kegiatannya?

L2: Cukup menarik karena itu menjawab pertanyaan berdasarkan gambar.

R : Apakah Anda mengerjakan task ini?

L2: Oh jelas. Kita diskusi ya tadi.

L1: Iya mbak.

R : Apakah tadi penjelasan saya bisa dipahami?

L1: Ya tentu bisa.

L2: Sangat bisa.

R : Apakah Anda tadi mengerjakan task ini berpasangan?

L1: Iya mba. Tapi sebenarnya sendiripun bisa mbak.

L2: Iya tapi saya lebih suka berpasangan mbak.

### **Task 2**

R : Apakah Anda tadi mengerjakan Task 2?

L1: Iya mba, tapi ada yang salah.

L2: Iya ada yang salah.

R : Bagaimana inputnya?

L2: Menarik. Kan melatih pendengaran kita.

L1: Iya mbak benar itu.

R : Bagaimana dengan kegiatannya?

L1: Cukup menarik. Tapi susah mbak. Harus ekstra mendengarkan.

R : Apakah Anda tadi berusaha menjawab semua pertanyaannya?

L1: Iya tetap berusaha menjawab semua pertanyaannya. Walaupun ada yang salah.

L2: Ya saya juga.

R : Apakah saya membantu Anda dalam mengerjakan task ini?

L2: Iya mbak.

R : Apakah Anda bisa memahami penjelasan saya?

L2 : Iya bisa. Tadi penjelasan mbak cukup jelas.

R : Apakah Anda mengerjakan task ini sendirian?

L2: Iya. Tapi walaupun masih banyak yang salah mbak.

L1: Iya mbak. Cukup sulit.

### **Task 3**

R : Apakah Task 3 dapat membantu Anda untuk mengetahui beberapa ekspresi dalam berterimakasih ?

L1: Jelas mbak. Saya suka penjelasannya ada bahasa Indonesianya.

L2: Betul sangat membantu.

- R : Inputnya sudah sesuai dengan pekerjaan Anda?  
 L2: Iya sudah mbak. Tapi kalau perlu respon dalam thanking ditambah mbak.  
 R : Menurut Anda kegiatan dalam Task 3 ini bagaimana?Apakah Anda menyukainya?  
 L2: Iya suka. Kita bisa mengetahui cara berterima kasih.  
 L1: Ya benar mbak.  
 R : Apakah Anda memahami Task 3 dengan serius?  
 L2: Iya mbak. Kalau tidak serius ya kita susah memahaminya.  
 L1: Ya saya juga.  
 R : Dapatkah Anda memahami penjelasan saya mengenai Task 3?  
 L1: Dapat mbak.  
 R : Anda membutuhkan waktu berapa lama untuk memahami penjelasan tersebut?  
 L2: Kalau saya sekitar 5-10 menit mbak.  
 L1: Hampir sama.

#### **Task 4**

- R : Apakah Task 4 dapat membantu Anda untuk menggunakan ekspresi Bahasa Inggris dengan baik?  
 L1+L2 : Iya mbak.  
 R : Apakah inputnya sudah sesuai dengan pekerjaan Anda?  
 L2 : Sudah mbak.  
 R : Menurut Anda kegiatan dalam Task 4 bagaimana? Menarik atau tidak?  
 L2 : Ya cukup menarik mba. Kita dapat merespon ekspresi dalam berterimakasih.  
 L1 : Iya sudah menarik mbak.  
 R : Apakah tadi Anda mengerjakan semua soalnya?  
 L1 : Jelas mbak.  
 L2 : O tentu mbak. Cukup mudah ko mbak.  
 R : Apakah feedback saya tadi bisa memotivasi Anda untuk berusaha berbicara dalam Bahasa Inggris dengan percaya diri?  
 L2 : O iya mba. Semoga tambah percaya diri.  
 L1 : Iya mbak semoga kita selalu percaya diri.  
 R : Menurut Anda, kalau task seperti ini lebih enak dikerjakan berdua apa sendiri?  
 L1 : Sendiri saja bisa mbak.  
 L2 : Iya sendiri saja mbak.  
 R : Baik kalau begitu.

#### **Task 5**

- R : Apakah Task 5 bisa membantu Anda dalam mengatasi masalah pengucapan kata-kata Bahasa Inggris?

- L1 : Iya mba.  
 L2 : Ya membantu sekali mbak.  
 R : Bagaimana dengan inputnya?  
 L2 : Menarik. Dilengkapi cara membacanya.  
 L1 : Ya bagus mbak. Diputar audio juga.  
 R : Menurut Anda, bagaimana dengan kegiatan di Task 5 ini?  
 L1 : Menarik mbak. Kita bisa tahu arti dan cara membacanya.  
 R : Apakah Anda tadi mempraktikkan contoh dalam Task 5?  
 L2 : Iya mbak biar bisa mengucapkan kata-kata itu dengan benar.  
 L1 : Sama saya juga.  
 R : Apakah tadi saya memberikan contoh cara pengucapannya dengan baik?  
 L1 : Iya. Ya walaupun sebenarnya dari audio saja sudah cukup jelas.  
 L2 : Ya mbak.  
 R : Anda membutuhkan waktu berapa lama untuk memahami kata-kata seperti ini?  
 L1 : Lupa mbak. Tapi kalau tidak salah 5-7 menit mbak.  
 L2 : Kalau saya 5 menit mbak.

#### **Task 6**

- R : Apakah dengan mengerjakan Task 6, Anda bisa menjawab pertanyaan-pertanyaannya?  
 L2 : Bisa mbak. Kita melihat jawabannya di dalam dialog.  
 R : Menurut Anda apakah pertanyaannya sulit dipahami?  
 L1 : Cukup bisa dipahami.  
 R : Bagaimana dengan kalimat-kalimatnya?  
 L2 : Sederhana mbak.  
 R : Apakah Anda menjawab semua pertanyaan-pertanyaannya?  
 L1+L2 : Iya mba.  
 L2 : Tapi kalau bisa waktunya ditambah mbak. Mencari jawaban di dalam dialog kan tidak sebentar.  
 R : Apakah Anda menyukai kegiatan yang ada di Task 6?  
 L2 : Iya mbak.  
 R : Butuh berapa lama Anda mengerjakan soal seperti ini?  
 L1 : Saya lama mbak. 10 menitan.  
 L2 : Ya hampir sama. Saya juga segitu.  
 R : Apakah saya tadi sedikit membantu menjelaskan arti pertanyaan-pertanyaannya?  
 L2 : Iya mbak.  
 L1 : Iya mba sudah membantu kita memberikan arti pertanyaannya.  
 R : Ok. Mungkin sekian dulu untuk hari ini. Dilanjutkan besok ya.  
 L1 : OK mbak. Ketemu besok lagi

R : Terima kasih

L2+L1 : Sama-sama.

**Friday, 15<sup>th</sup> July 2011**

**Kakiku Pajeksan**

**Task 7**

R : Selamat pagi mbak Ika dan mbak Vitri. Kita lanjutkan yang kemarin ya. Sekarang lanjut ke Task 7 ya. Apakah Task 7 membantu Anda untuk memberikan pengetahuan mengenai penggunaan Pronominal Questions (WH-Questions)?

L1 : Oh iya mbak.

L2 : Oooo ya. Iya mbak itu membantu sekali buat kita.

R : Apakah input di Task 7 sudah sesuai dengan bidang Anda?

L2 : Sudah karena contohnya diambil dari dialog sebelumnya.

L1 : Iya sudah mbak.

R : Apakah Anda tertarik pada aktivitas dalam Task 7?

L1 : Iya menarik. Tapi sedikit membosankan. Kan kita tidak melakukan apa-apa hanya memahami saja..

L2 : Menurut saya sudah baik mbak. Tapi kurang bervariasi.

R : Apakah Anda aktif mempelajari Task 7?

L1 : Iya mbak.

L2 : Saya juga mbak.

R : Apakah penjelasan dari saya bisa dipahami?

L2 : Iya bisa.

R : Kira-kira tadi Anda membutuhkan waktu berapa menit untuk memahami Task ini?

L1 : Ya kurang dari 5 menit bisa. Tapi tidak dihafalkan kan mbak?

R : Oh tidak. Ya buat pengetahuan Anda saja nantinya.

**Task 8**

R : Nha lanjut Task 8 ya.

Menurut Anda apakah Task 8 ini bisa membantu Anda dalam belajar mendengarkan kalimat dalam Bahasa Inggris?

L1 : Ya mbak. Tetapi masih ada yang salah tulisannya.

L2 : Iya senang. Task ini karena melatih ketrampilan mendengar kita.

R : Bagaimana inputnya?

L2 : Iya cocok buat kita mbak.

L1 : Dialognya sudah sesuai dengan pekerjaan kita mbak.

R : Bagaimana dengan kegiatannya sendiri?

L1 : Ya menarik mbak. Berlatih mengisi kalimat rumpang dalam dialog dengan mendengarkan.

- R : Walaupun sulit Anda melengkapi dialognya kan?  
 L1 : Iya mbak. Ada yang tidak diisi.  
 L2 : Iya. Saya juga mbak.  
 R : Apakah feedback saya tadi bisa memotivasi Anda untuk selalu meningkatkan Bahasa Inggris Anda?  
 L2 : Iya jelas mbak. Kita lebih semangat.  
 R : Apakah Anda tadi bisa mengerjakan task ini secara berpasangan?  
 L1 : Iya mbak. Saya lebih enak berpasangan.  
 L2 : Iya mbak. Lebih enak mengerjakan berdua.  
 R : Sudah jam 09.30. Udah mau buka ya.  
 L2 : Iya mbak. Ya dilanjutkan besok bagaimana mbak?  
 R : OK deh. Sampai ketemu besok ya. Terima kasih untuk hari ini.

**Saturday, 16<sup>th</sup> July 2011**

**Kakiku Pajeksan**

**Task 9**

- R : Selamat pagi. Sudah siap melanjutkan yang kemarin? Kita lanjutkan Sekarang lanjut ke Task 9 ya.  
 L1 : Ya mbak.  
 R : Apakah Task 9 bisa membuat Anda menguasai kata-kata Bahasa Inggris?  
 L2 : Iya mbak. Kita jadi mengenal kata-kata baru.  
 L1 : Iya mbak betul semakin banyak kata-kata dalam bahasa Inggris.  
 R : Apakah kata-kata yang ada di Task 9 ini berkaitan dengan bidang Anda?  
 L2 : O iya mbak.  
 L1 : Ya mbak.  
 R : Apakah Anda menyukai kegiatan dalam task ini?  
 L2 : Iya mbak. Tapi kalau suruh menghafalkan cukup sulit.  
 R : Apakah Anda aktif mengerjakan Task 9?  
 L1+L2 : Tentu mbak.  
 R : Apakah Anda tadi bisa mengerjakan Task 9 ini secara berpasangan?  
 L1 : Iya mbak. Lebih enak kalau berpasangan.  
 R : Apakah tadi saya membantu Anda dalam memberikan arti yang tepat untuk kata-kata dalam Task 9?  
 L2 : Iya mbak. Kalau tidak dibantu bingung artinya banyak banget.  
 L1 : Iya mbak 1 kata artinya tidak cuma satu.  
 R : Anda bisa mengerjakan Task ini kan?  
 L1 : Ya saya bisa.  
 R : Berapa lama yang Anda butuhkan untuk mencari kata-kata sulit itu?  
 L2 : Sekitar 10 menit kan bingung untuk mencari kata yang tepat.

L1 : Lebih dari 10 menit mbak.

**Task 10**

R : Apakah dengan mengerjakan task ini, Anda bisa menggunakan salah satu ekspresi Bahasa Inggris yang dipelajari sebelumnya?

L1 : Iya.

R : Menurut Anda, apakah situasi di Task 10 ini sesuai dengan pekerjaan Anda ?

L2 : O..sudah sesuai mbak. Situasinya berhubungan dengan pekerjaan kita.

L1 : Iya betul.

R : Bagaimana dengan Task 10?

L2 : Bagus. Ini membuat kita bisa lebih maju dalam berkomunikasi.

R : Apakah tadi Anda membuat dialognya?

L1 : Iya kita membuat.

L2 : Iya membuat.

R : Apakah saran saya bisa meningkatkan Bahasa Inggris Anda?

L2 : Iya mbak. Selama ini tidak ada yang melatih kita seperti ini.

R : Apakah Anda lebih suka membuat dialog secara berpasangan daripada sendiri?

L1 : Iya mbak. Kan kita langsung mempraktikannya. Masak sendirian mbak.

## **Appendix J**

### **The FIELD NOTES**

**TRY-OUT 1 OF UNIT 1” Hello I’m Choky”  
(SECOND DRAFT)**

**Day** : Monday, 27<sup>th</sup> June 2011  
**Time** : 08.00 – 09.30  
**Place** : In Kakiku Pajeksan  
**Meeting** : 1  
**Note** : The researcher acted as the teacher.

It was the part of first implementation of Unit 1 in *Kakiku Pajeksan*. There were only 19 learners in the room for there was a learner who was absent. The researcher as a teacher in this implementation and she was accompanied by the supervisor of Kakiku Pajeksan who named Mr. Affy.

She entered the room, greeted the learners by saying ‘Good morning, every body’. Then, the learners answered, ‘Good morning’. She explained that they would have a try-out of the unit one as the beginning. She asked them to help her to deliver the materials for all learners. After delivering the materials to all students, the researcher directly started the try-out.

Firstly, the teacher explained what the learners had to learn, told the learning objectives. She showed the pictures. It was aimed at building the learners’ knowledge of the field and is Task 1. She asked the learners to see the picture. She asked the learners to study and write what the people say in the picture. The picture is aimed to help the students do the activities in Task 1. After the learners finished doing it, the teacher and the learners discussed it. The teacher gave a chance to them to practice the dialogue one by one in pairs. The learners could answer the question when the teacher prompted them to answer. The role of teacher as prompter seemed effective for the learners. The learners could finish the task less than 5 minutes. Therefore, all the learners could do the Task 1 individually but in practicing the dialogue was done in pairs.

The activity in Task 2 is listening. There was a recording of the dialogue that was played by the teacher twice. Then, they answered the comprehend questions. After that, the teacher and the learners discussed it together.

Many learners made mistakes in answering the questions because while listening, they had to write the answers. It was very difficult for them. Although some learners made many mistakes, they tried to do the task individually. They obeyed the instruction provided.

The teacher, then, played the recording again. The teacher also explained the content of dialogue. The learners could understand the content of dialogue and answered the questions. After that, the teacher gave the listening script, they matched their answers based on the dialogue in the script.

Task 3 is explanation about Greetings and Introduction. The teacher asked the learners to read the explanation and the example of both expressions. The learners tried to understand the explanation of this task. They also listened to the teacher’s explanation. They had good concentration in understanding the explanation of the task. They also discussed with their friend. The teacher

explained it very slowly so that they could understand. She also gave many examples. Then, the teacher asked whether they could understand the explanation or not. They could understand it. The learners could understand the task quickly. When the teacher gave the questions orally, they could answer them well. In addition, when the teacher asked them to mention the Greetings and Introduction expressions, they could mention them quickly.

Since the learners had been provided the model dialogue in Task 1 and 2, the learners provided some guided dialogues in Task 4. Guided dialogues was to make the learners use English well. The expressions (Greetings and Introductions) in the previous tasks could them in completing the short missing dialogues in Task 4. The dialogues consist of some expressions in Greetings and Introduction. Then, the learners are asked to respond the expressions. After finishing completing the task, she asked to some volunteers to respond the expressions of each number. All volunteers could respond the expressions correctly. The learners looked interested in doing this task because all learners tried to do this task. They had to do the task individually.

Task 5 provides how to pronounce some words are related to their job. The example was taken from the previous input text. The teacher explained the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. In this task, they are asked to pronounce some English words. They could understand this task well and wanted to try to pronounce the English words. When the teacher asked them to pronounce some English words, the learners could pronounce them quickly and well.

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task. They had to do the task individually. Then, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly. However, almost learners got difficulty in answering the questions number 5. They are not careful in understanding the dialogue. Then, she asked them to understand the dialogue again. After she showed the answer in the dialogue, they could find out the answer well. They could answer the questions individually. In order to make learners independent, the teacher gave them a chance to do by themselves. She would help them when she was needed by them.

Task 7 is grammar. The goal of the Task 7 is helping the learners to master the English grammar well. The material of Task 7 is about Simple Present Tense. The examples provided in Task 7 are taken from the previous dialogue. The learners tried to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. The teacher explained it very slowly so that they could understand. She also gave many examples. Then, the teacher asked whether they could understand the explanation or not. They could understand it. However, some of the learners asked to the teacher to translate the sentences in Indonesian language. Finally, it was 09.30 a.m. when the teacher ended the class by saying thank you. 'Well, guys. Because you will work, the lesson must be ended now. See you tomorrow for the next tasks.'

**Day** : Tuesday, 28<sup>th</sup> June 2011  
**Time** : 08.00 – 09.20  
**Place** : In Kakiku Pajeksan  
**Meeting** : 2  
**Note** : The researcher acted as the teacher.

The teacher greeted the learners by saying ‘Good morning, everybody.’ Then, the learners answered, ‘Good morning’. She then explained that they had to do the next tasks. Then, she invited them to open Task 8 on page 7. It is listening skill. The teacher explained the instruction of this task. The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue. They did this task in pairs. There are two short missing dialogues that must be done by the learners. They looked happy and serious in doing this task.

After completing the dialogues. The teacher and the learners discussed them together. She had a chance for them to practice one of the dialogues in front of the class. Only two pairs wanted to practice it. She suggested to all learners so that they always wanted to speak English.

Task 9 is vocabulary. There are some words that are related to their job. The words are taken from the dialogue. The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. They did the task seriously because it needed the high concentration. In this task, there are provided the part of speech of the words and the phonetic transcription. She would help them when they needed her. The teacher did it by bringing some dictionaries to help them if they did not the meaning of the words. After founding the meaning of the words, the teacher and the learners discussed together. Most of the learners could find the correct meaning of the words.

Task 10 is a production Task, the learners are asked to create a dialogue based on one of situation given. The content of the situations give is about the expressions are used when the learners work. All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. The acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills. The teacher evaluated them and gave feedback to them. The teacher asked them whether they could do this task or not. They could do it. However, only three pairs wanted to practice their dialogue in front of the class.

Finally, it was 09.20 when the teacher ended the class by saying thank you. ‘Well, guys. Because you will work, the lesson must be ended now. See you On Sunday 3<sup>rd</sup> July at 8 a.m. for the next unit.

**TRY-OUT 2 OF UNIT 2” Can I Help You?”  
(SECOND DRAFT)**

**Day** : Sunday, 3<sup>rd</sup> July 2011  
**Time** : 08.00 – 09.30  
**Place** : In Kakiku Pajeksan  
**Meeting** : 1  
**Note** : The researcher acted as the teacher.

It was the implementation of Unit 2 in *Kakiku Pajeksan*. There were only 15 learners in the room for there was a learner who was absent. The researcher as a teacher.

She entered the room, greeted the learners by saying ‘Good morning, every body’. Then, the learners answered, ‘Good morning’. She explained that they would have a try-out of the unit two. She asked them to help her to deliver the materials for all learners. After delivering the materials to all students, the researcher directly started the try-out.

Firstly, the teacher explained what the learners had to learn, told the learning objectives. She showed the pictures. It was aimed at presentation and is Task 1. She asked the learners to see the picture. It is related to their job. In the picture, there are two people. One of them is offering service to take off the shoes. She asked the learners to answer the questions based on the pictures. They could do the task about 5 minutes. After the learners finished doing it, the teacher and the learners discussed it. The teacher gave a chance to them to answer the questions one by one. All the learners could do the Task 1.

The activity in Task 2 is listening. There was a recording a dialogue that was played by the teacher twice. Then, they answered the comprehend questions. After that, the teacher and the learners discussed it together. They tried to do this task individually.

Some of learners got difficulty in answering the questions. They could not understand the dialogues because according to them, the recording is heard quickly. However, many learners could complete well although they still made mistake. The teacher, then, played the dialogues again and explained what the content of the dialogues. After that, the teacher gave the listening script; they matched their answered based on the dialogue in the script. Finally, all learners could understand the dialogues.

Task 3 is explanation about offering services. The teacher asked the learners to read the explanation and the example of both expressions. The learners tried to understand the explanation of this task. They also listened to the teacher’s explanation. They had good concentration in understanding the explanation of the task. They also discussed with their friend. The teacher explained it very slowly so that they could understand. She also gave many examples. Then, the teacher asked whether they could understand the explanation or not. They could understand it. The learners could understand the task for 10 minutes but some of them could not understand the task more than 10 minutes. When the teacher gave the questions

orally, they could answer them well. In addition, when the teacher asked them to mention the Offering Services expressions, they could mention them quickly.

Since the learners had been provided the model dialogue in Task 1 and 2, the learners provided some guided dialogues in Task 4. Guided dialogues was to make the learners use English well. The expressions (Offering Services) in Task 4 could them in completing the short missing dialogues. The dialogues consist of some expressions in Offering Services. Then, the learners are asked to respond the expressions. After finishing completing the task, she asked to some volunteers to respond the expressions of each number. All volunteers could respond the expressions correctly. The learners looked interested in doing this task because all learners tried to do this task. They had to do the task individually.

Task 5 provides how to pronounce some words are related to their job. The example was taken from the previous input text. The teacher explain the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. In this task, they are asked to pronounce some English words. They could understand this task well and wanted to try to pronounce the English words. When the teacher asked them to pronounce some English words, the learners could pronounce them quickly and well.

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task. They had to do the task individually. Then, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly. However some learners got difficulty in answering the questions. They are not careful in understanding the dialogue. Then, she asked them to understand the dialogue again. She showed the answer in the dialogue. In the result, they could find out the answer well. In order to make learners independent, the teacher gave them a chance to do by themselves. She would help them when she was needed by them. Finally, it was 09.30 a.m. when the teacher ended the class by saying thank you. 'Well, guys. Because you will work, the lesson must be ended now. See you tomorrow for the next tasks.'

**Day** : Monday, 4<sup>th</sup> July 2011  
**Time** : 08.00 – 09.30  
**Place** : In Kakiku Pajeksan  
**Meeting** : 2  
**Note** : The researcher acted as the teacher.

The teacher greeted the learners by saying 'Good morning, everybody.' Then, the learners answered, 'Good morning'. She then explained that they had to do the next tasks. Then, she invited them to open Task 7 on page 19. Task 7 is grammar. The material of Task 7 is about Modal Auxiliaries. The goal of Task 7 is helping the learners to master English grammar well and to know parts of the body. The examples provided in Task 7 are taken from the previous dialogue. The learners tried to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. The teacher explained it very slowly so that they could understand. She also gave many examples. In explaining parts of the body, the

teacher showed the parts of the body in a picture. They needed more than 10 minutes to understand the picture. Then, the teacher asked whether they could understand the explanation or not. They could understand.

The teacher invited the learners to open Task 8 on page 21. It is listening skill. The teacher explained the instruction of this task. The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue. They did this task in pairs. There are two short missing dialogues that must be done by the learners. They looked happy and serious in doing this task.

After completing the dialogues. The teacher and the learners discussed them together. She had a chance for them to practice one of the dialogues in front of the class. Only two pairs wanted to practice it. She suggested to all learners so that they always wanted to speak English.

Task 9 is vocabulary. There are some words that are related to their job. The words are taken from the dialogue. The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. They did the task seriously because it needed the high concentration. In this task, there are provided the part of speech of the words and the phonetic transcription. She would help them when they needed her. The teacher did it by bringing some dictionaries to help them if they did not the meaning of the words. After founding the meaning of the words, the teacher and the learners discussed together. Most of the learners could find the correct meaning of the words.

Task 10 is a production Task, the learners are asked to create a dialogue based on one of situation given. The content of the situations give is about the expressions are used when the learners work. All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. The acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills. The teacher evaluated them and gave feedback to them. The teacher asked them whether they could do this task or not. They could do it.

Finally, it was 09.40 when the teacher ended the class by saying thank you. 'Well, guys. Because you will work, the lesson must be ended now. See you next Monday for the next unit.'

**TRY-OUT 3 OF UNIT 3” Can You Tell Me?”  
(SECOND DRAFT)**

**Day** : Monday, 11<sup>th</sup> July 2011  
**Time** : 08.00 – 09.30  
**Place** : In Kakiku Pajeksan  
**Meeting** : 1  
**Note** : The researcher acted as the teacher.

It was the implementation of Unit 3 in *Kakiku Pajeksan*. There were only 15 learners in the room for there was a learner who was absent. The researcher as a teacher.

She entered the room, greeted the learners by saying ‘Good morning, every body’. Then, the learners answered, ‘Good morning’. She explained that they would have a try-out of the unit three. She asked them to help her to deliver the materials for all learners. After delivering the materials to all students, the researcher directly started the try-out.

Firstly, the teacher explained what the learners had to learn, told the learning objectives. She showed the pictures. She asked the learners to see the picture. It is related to their job. In the picture, there are two people. One of them is a customer. The customer is asking information about parts of the body that must be massaged. She asked the learners to answer the questions based on the pictures. They could do the task about 5 minutes. After the learners finished doing it, the teacher and the learners discussed it. The teacher gave a chance to them to answer the questions one by one. Some of the learners could do the Task 1 individually.

The activity in Task 2 is listening. There was a recording a dialogue that was played by the teacher twice. Then, they answered the comprehend questions. After that, the teacher and the learners discussed it together. They tried to do this task individually.

However, many learners could complete well although they still made mistake. The teacher, then, played the dialogues again and explained what the content of the dialogues. After that, the teacher gave the listening script; they matched their answered based on the dialogue in the script. Finally, all learners could understand the dialogues.

Task 3 is explanation about asking and giving information also thanking. The teacher asked the learners to read the explanation and the example of both expressions. The learners tried to understand the explanation of this task. They also listened to the teacher’s explanation. They had good concentration in understanding the explanation of the task. They also discussed with their friend. The teacher explained it very slowly so that they could understand. She also gave many examples that are not written in the materials. Then, the teacher asked whether they could understand the explanation or not. They could understand it. The learners could understand the task. When the teacher gave the questions

orally, they could answer them well. In addition, when the teacher asked them to respond the thanking expression they could do it well.

Since the learners had been provided the model dialogue in Task 1 and 2, the learners provided some guided dialogues in Task 4. Guided dialogues was to make the learners use English well. The expressions (Thanking) in Task 4 could them in completing the short missing dialogues. The dialogues consist of some expressions in Thanking. Then, the learners are asked to respond the expressions. After finishing completing the task, she asked to some volunteers to respond the expressions of each number. All volunteers could respond the expressions correctly. The learners looked interested in doing this task because all learners tried to do this task. They had to do the task individually.

Task 5 provides how to pronounce some words are related to their job. The example was taken from the previous input text. The teacher explain the task clearly. The teacher gave them the examples how to pronounce the English words correctly and played the recording of the words. In this task, they are asked to pronounce some English words. They could understand this task well and wanted to try to pronounce the English words. When the teacher asked them to pronounce some English words, the learners could pronounce them well.

Task 6 is comprehension questions based on the dialogue in Task 5. All the learners did this task. They had to do the task individually. Then, the teacher asked some volunteers to give their answers. Some volunteers could answer the comprehension questions correctly. They could find out the answer well. In order to make learners independent, the teacher gave them a chance to do by themselves. She would help them when she was needed by them. Finally, it was 09.30 a.m. when the teacher ended the class by saying thank you. 'Well, guys. Because you will work, the lesson must be ended now. See you tomorrow for the next tasks.'

Task 7 is grammar. The material of Task 7 is about Pronominal Questions (W-H Questions). The goal of Task 7 is helping the learners to know the using of pronominal questions. The examples provided in Task 7 are taken from the previous dialogue. The learners tried to understand the explanation of this task in pairs. They also listened to the teacher's explanation. They had good concentration in understanding the explanation of the task. The teacher explained it very slowly so that they could understand. She also gave many examples. Then, the teacher asked whether they could understand the explanation or not. They could understand.

Finally, it was 09.30 a.m. when the teacher ended the class by saying thank you. 'Well, guys. Because you will work, the lesson must be ended now. See you tomorrow for the next tasks.'

**Day** : Tuesday, 12<sup>th</sup> July 2011  
**Time** : 08.00 – 09.30  
**Place** : In Kakiku Pajeksan  
**Meeting** : 2  
**Note** : The researcher acted as the teacher.

The teacher greeted the learners by saying ‘Good morning, everybody.’ Then, the learners answered, ‘Good morning’. She then explained that they had to do the next tasks. Then, she invited them to open Task 8 on page 34-35. It is listening skill. The teacher explained the instruction of this task. The learners are asked to complete the short missing dialogue by listening to recording of the completed dialogue. They did this task in pairs. The learners must do two short missing dialogues. They looked happy and serious in doing this task.

After completing the dialogues. The teacher and the learners discussed them together. She had a chance for them to practice one of the dialogues in front of the class. Only two pairs wanted to practice it. She suggested to all learners so that they always wanted to speak English.

Task 9 is vocabulary. There are some words that are related to their job. The words are taken from the dialogue. The teacher asked the learners to find the meaning of the bold words in the dialogue in pairs. They did the task seriously because it needed the high concentration. In this task, there are provided the part of speech of the words and the phonetic transcription. She would help them when they needed her. The teacher did it by bringing some dictionaries to help them if they did not the meaning of the words. After founding the meaning of the words, the teacher and the learners discussed together. Most of the learners could find the correct meaning of the words.

Task 10 is a production Task, the learners are asked to create a dialogue based on one of situation given. The content of the situations give is about the expressions are used when the learners work. All the learners did this task. They liked to do this task because it made them creative. They did the task in pairs. The acted the dialogues out after they finished create the dialogue. Therefore, they could improve their speaking skills. The teacher evaluated them and gave feedback to them. The teacher asked them whether they could do this task or not. They could do it. However, only three pairs wanted to practice their dialogue in front of the class.

Finally, it was 09.20 when the teacher ended the class by saying thank you. ‘Well, guys. Because you will work, the lesson must be ended now. See you another time and thank you for your participation.’

## **Appendix K**

### **The Final Draft**

# UNIT 1

## HELLO I'M CHOKY

In your job, you need to greet someone and to introduce yourself to other persons.  
Do you know how to greet someone? Do you know how to introduce yourself to others?



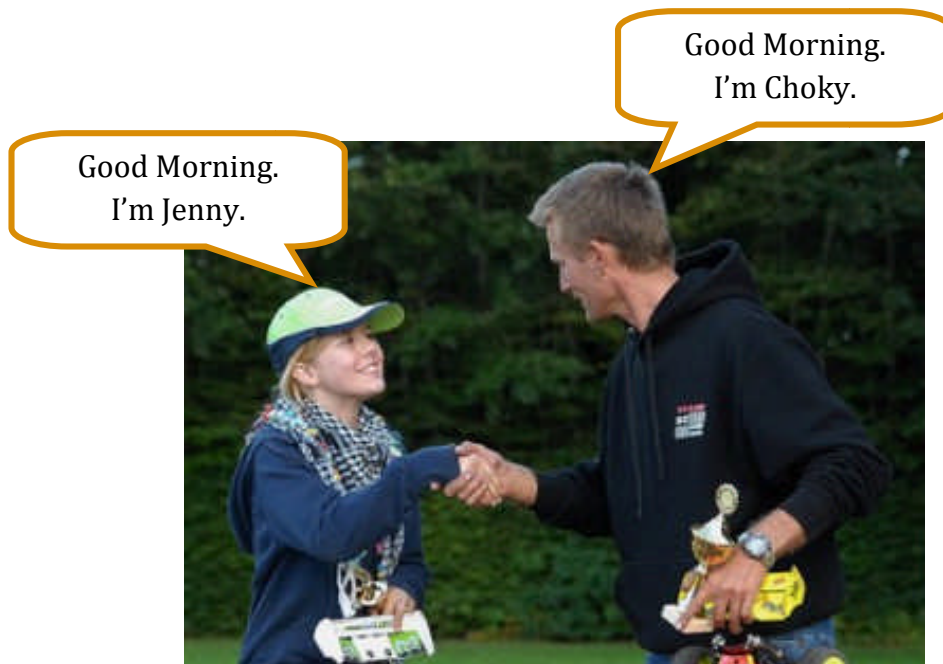
Picture 1: [http://static.guim.co.uk/sys-/Business an-introducing-p-007.jpg](http://static.guim.co.uk/sys-/Business/an-introducing-p-007.jpg)

## A. LEAD-IN

### Task 1

**Study the picture below. Jenny and Choky meet for the first time. Study and write what they say.**

*(Pelajari gambar di bawah ini. Jenny dan Choky bertemu untuk pertama kalinya. Pelajari dan tulis apa yang mereka katakan).*



Picture 2: (edited from <http://www.liveintentionally.org/introduce-yourself.jpg>)

Jenny says : .....

Choky says : .....

## B. LESSON PROPER

### Task 2



**In pairs, listen to the recorded dialogue three times then answer the questions. (The listening script is in the Appendix.)**

*{Secara berpasangan, Dengarkan rekaman dialog berikut ini tiga kali dan kemudian jawablah pertanyaan-pertanyaannya. (Transkrip berada di lampiran)}.*



## QUESTIONS

1. What does Watik say to greet Jimmy?
2. What does Jimmy say to greet Watik?
3. Where does Jimmy come from?
4. What does Watik say to introduce herself?
5. What kind of treatment Jimmy chooses?



### Task 3

**Study the following expressions.**

*(Pelajari ungkapan- ungkapan berikut ini).*

## (GREETINGS and INTRODUCTIONS)

### A. GREETINGS

From the dialogue, you learn expression of greeting from Watik and Jimmy. The expression is **Good Morning**. Study the other expressions besides **Good Morning** below.

⊙ **Formal Greetings**

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night

**Responses**

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night

⊙ **Informal Greetings**

Hi, how's life?  
How's everything?  
What's news?  
How do you do?

**Responses**

Terrific. And you?  
Great, thanks.  
Just fine, thanks.  
How do you do?



**Catatan:**

- ✚ Good morning diucapkan antara pukul 00.00-12.00. (12 a.m-12 p.m)
- ✚ Good afternoon diucapkan antara 12.00-06.00 (petang). (12 p.m – 6 p.m)
- ✚ Good evening diucapkan antara pukul 06.00 (petang) – menjelang tidur. (6 p.m-menjelang tidur)
- ✚ Good night diucapkan saat berpisah pada malam hari atau akan tidur.

**B. INTRODUCTIONS**

© To introduce yourself, you can say:

- I am Putu
- My name is Putu.

© To ask one's identity, you can say:

Questions:

- What is your name?
- Where are you from?

Responses:

I am ...../ My name is.....  
I am from..../ I am.....

© To end introducing, you can say:

- Nice to meet you
- Pleased to meet you
- I'm glad to meet you

Nice to meet you too.

Pleased to meet you too.

Glad to meet you, too.



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



#### Task 4

**Give the appropriate responses to these expressions.**

*(Berilah jawaban yang tepat untuk ungkapan-ungkapan ini).*

1.

Good Morning.

Jack

.....

Andi

2.

.....

Joe

How do you do?

Surti

3.

Nice to meet you.

Clara

.....

Tari

4.

.....

Bill

Good Afternoon.

Sugeng

5.

I'm Rocky.

Rocky

.....

Parto



**Read the following dialogue and pronounce the bold words in the dialogue.**

*(Baca dialog berikut ini dan lafalkan kata-kata yang dicetak tebal dalam dialog).*

*Doni is a masseur. He is giving service to a customer from Australia.*

- Doni : **Good evening.** My name is Doni. Can I help you?
- Customer : Yes. My **name** is James. I **sprained** my **wrist**. I need a **massage**.
- Doni : OK. Sit down, please. Let me see it. I'm pressing this part. Is it **painful**?
- Customer : Ach...you're right. Don't be too **hard** in that part. It is painful.
- Doni : Oh..I'm sorry. I don't mean to hurt you. I will make it light.
- Customer : It's okay.

© good evening	: /gʊd' ,iv.nɪŋ/	selamat sore
© my	: /maɪ /	saya
© name	: /neɪ m/	nama
© sprained	: /'spreɪnet/	kesleo
© wrist	: /'rɪst/	pergelangan tangan
© massage	: /'mæs.ɑ:dʒ/	pijat
© pressing	: /'pres.ɪŋ/	menekan
© painful	: /'peɪ.nfl/	sakit
© hard	: / hɑ:d /	keras



### Task 6

**Read the dialogue in Task 5 again, and then answer the questions.**

*(Baca kembali dialog pada Tugas 5, kemudian jawablah pertanyaan-pertanyaan berikut ini).*

## QUESTIONS

1. Who is Doni?
2. Where does James come from?
3. What does Doni say to greet James?
4. What happens to James?
5. Why does James feel painful?



### Task 7

**In pairs, study the following explanations.**

*(Secara berpasangan, pelajarlilah penjelasan berikut ini).*

## SIMPLE PRESENT TENSE

☞ To introduce yourself, you can use the rule below:

**Subject + is/am + .....**

© **is** for subject **she, he, it**  
Examples : She is a masseur.  
              He is Candra.  
              It is a bed.

© **am** for subject **I**  
Example : I am Ana

☞ To introduce others, you can use the rule below:

**Subject + are+ .....**

© **are** for subject **they, we, you**  
Examples : They are foreigners.  
              You are a customer.  
              We are in Kakiku



orangeicons.com

## Task 8



**In pairs, complete the following dialogues by listening to the recording. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).**

*{Secara berpasangan, lengkapi dialog-dialog berikut ini dengan cara mendengarkan rekaman dialog-dialog tersebut, kemudian mainkan salah satu dari percakapan tersebut dengan rekan Anda. (Transkrip berada di Lampiran)}.*

### A. DIALOGUE I

Situation: A masseur, named Surti, comes to a hotel to meet her foreign customer, named Taylor Sidney. She is invited to give a massage service to her in the hotel.

- Surti : (Knocking at the door)....., I'm Surti. I'm a masseur.
- Taylor : Good afternoon. .... How do you do?
- Surti : ....., Ms. Sydney.
- Taylor : Come in, please.
- Surti : Okay. .... Can I help you, Ms. Sydney?  
.....
- Taylor : Ugh...I have got a backache. It's really painful. I need a massage on my back now.
- Surti : Don't worry. I'll try to do my best. I'll give you a special massage. Well, now please lie down on your bed.

### B. DIALOGUE II

Situation: A customer named Jane goes to Kakiku.

- Masseur : Hi, please come in.
- Customer : ....., ..... Pleased to meet you.
- Masseur : ..... I'm Tarni. Can I help you?
- Customer : Oh, yes please. I have a headache.
- Masseur : ..... I think you need a massage.

### Task 9

**In pairs, find the meaning of the bold words in the dialogue by looking the meaning in the box.**

*(Secara berpasangan, temukan arti dari kata-kata bercetak tebal dalam dialog dengan melihat artinya di dalam kotak.)*



- Jane : Good **afternoon**.  
 Asih : Good afternoon. Please **come in**.  
 Jane : Thank you. I'm Jane. Nice to **see** you.  
 Asih : Nice to see you, too. I'm Asih. What kind of **treatment** do you need?  
 Jane : Yes. I have a **headache**. I need a massage on my **head**.  
 Asih : OK.  
 Jane : Where can I lie down?  
 Asih : You can lie down on that **bed**.  
 Jane : OK. Please, **do** the **best**.



Picture 3: [www.spa-feature.jpg](http://www.spa-feature.jpg)

English Words	Meaning (in Indonesian)
afternoon	...
come in	...
see	...
treatment	...
headache	...
head	...
bed	...
do	...
best	...

siang

sakit kepala

kepala

terbaik

melakukan

perawatan

bertemu

masuk

tempat tidur



### Task 10

**In pairs, choose one of the situations below. Then, make a dialogue with your partner.**

*(Secara berpasangan, pilih salah satu situasi di bawah ini. Kemudian buatlah sebuah dialog dengan pasanganmu ).*

1.

You are a new masseur and you will give a massage to Mrs. Jenny. She sprained her ankle. She needs a massage.

2.

You are a masseur and you will give a massage to Mr. Brown. He wants to get an ear candle treatment.



### C. EVALUATION

**Match the situations in Column A with the proper expressions in Column B.**

*(Jodohkanlah situasi yang ada pada Kolom A dengan ungkapan-ungkapan yang tepat pada Kolom B).*



COLUMN A	COLUMN B
1. You greet your customer at 1 p.m.	a. Good evening, sir.
2. The customer greets you at 10 a.m.	b. Nice to see you, too.
3. The customer visits your place at 7 p.m.	c. How do you do?
4. The customer says "Nice to see you". What do say to respond to it?	d. Good afternoon, ma'am.
5. You say "How do you do?" What does the customer say to respond to the expression?	e. Good morning, sir.



#### D. REFLECTION

**How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.**

*(Seberapa banyak yang telah anda pelajari dari unit ini? Beri tanda (✓) pada kolom sebelah kanan berdasarkan pada seberapa banyak aspek yang telah Anda pelajari.)*

Aspect	Very Much	Much	Little
Greeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self –Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



In this unit, you learn:

**1. How to greet someone, for example:**

***Greetings***

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night

***Responses***

Hi  
Hello  
Good Morning  
Good Afternoon  
Good Evening  
Good Night



**2. How introduce yourself, for example:**

- I am Putu
- My name is Putu.
- Nice to meet you.
- Pleased to meet you.
- How do you do?

Nice to meet you too.  
Pleased to meet you too.  
How do you do?



## F. VOCABULARY LIST

	ankle	kb	: /'æŋ.kl/	= pergelangan kaki
	back	kb	: /bæk/	= punggung
	backache	kb:	/'bæk.eɪk/	= sakit punggung
	first	dt	: /'fɜːst/	= pertama
	greet	kk	: /griːt/	= salam/ menyapa
	hurt	kk	: /hɜːt/	= melukai
	introduce	kk	: /,ɪn.trə'djuːs/	= memperkenalkan
	painful	ks	: /'peɪn.fəl/	= sakit
	visit	kk	: /'vɪz.ɪt/	= mengunjungi



www.scribd.com

# UNIT 2

## CAN I HELP YOU?

Offering services may be helpful for your job. You may offer a service to the customers when they come to your place.  
Do you know how to do them appropriately?



Picture 4:

[http://img.agoda.net/hotelimages/520/52090/!090\\_110310160426009\\_STD.jpg](http://img.agoda.net/hotelimages/520/52090/!090_110310160426009_STD.jpg)

English for Masseurs

Novice Level



## A. LEAD-IN

### Task 1

**In pairs, study the picture and answer the questions.**

*(Secara berpasangan, pelajari gambar-gambar ini dan jawab pertanyaannya.)*



Picture 5:

<http://static.dezeen.com/uploads/2008/07/mizu-spa-by-stanley-saitowitz-service.jpg>

## QUESTIONS

1. Who are they?
2. Where are they?
3. What are they saying?

## B. LESSON PROPER

### Task 2



**In pairs, listen to the recording of the dialogue three times then answer the questions. (The listening script is in the Appendix.)**

{Secara berpasangan, dengarkan rekaman dialog berikut ini tiga kali dan kemudian jawablah pertanyaan-pertanyaannya. (Transkrip berada di lampiran)}.

### QUESTIONS

1. Who is Parti?
2. Where does Frederick come from?
3. What does Parti say to offer a help to her customer?
4. What happens to Frederick?
5. What does Frederick say to ask for information about the best treatment in *Kakiku*?

### Task 3

**Study the following expressions.**

(Pelajari ungkapan-ungkapan berikut).

#### OFFERING SERVICES

In the recording in Task 2, you listened to the expression of offering service from Parti and Frederick. The expression is *Can I help you?* Study the other expressions to offer services below:

- |                           |                                 |
|---------------------------|---------------------------------|
| ☉ What can I do for you?  | Apa ada yang dapat saya bantu?  |
| ☉ May I help you?         | Bolehkah saya membantu Anda?    |
| ☉ Would you like to.....? | Apakah Anda ingin melakukan...? |

In the previous explanation, we know the expressions to offer a help. To respond the expressions we use some expressions below:

- |                   |                      |
|-------------------|----------------------|
| ☉ Yes, sure.      | Ya tentu saja.       |
| ☉ Yes, of course. | Ya, tentu saja.      |
| ☉ No, thank you.  | Tidak, terima kasih. |



#### Task 4

**Give the appropriate responses to these expressions.**

*(Berilah jawaban yang tepat untuk ungkapan-ungkapan ini).*

1.

Can I help you?

Giri

Taylor

-----

2.

.....

Haris

Malcolm

No, thanks.

3.

.....

Margo

Michelle

Yes, of course.

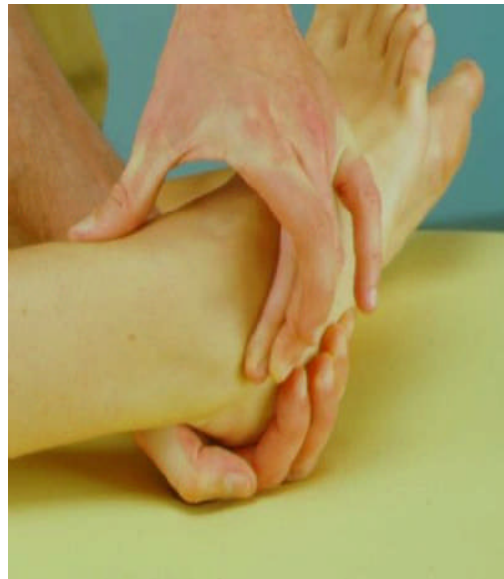


### Task 5

**Read the following dialogue and pronounce the bold words in the dialogue below.**

*(Baca dialog berikut ini dan lafalkan kata-kata yang dicetak tebal dalam dialog di bawah ini).*

- Masseur : Good afternoon. **Can** I **help** you?
- Customer : Yes, **of course**. I have sprained my **right** ankle .
- Masseur : Oh..That's **terrible**. Let me check your **ankle**. Please take off your **shoes**.
- Customer : OK. But please help me take off my **sock**. I can't do it by myself.



Picture 6. <http://www.echiropractor.org/>

Can	: /kæn/	dapat
help	: /help/	membantu
of course	: /ɒv'kɔ:s/	tentu saja
right	: /raɪt/	kanan
terrible	: /'ter.ə.bl/	mengerikan
ankle	: /'æŋ.kl/	pergelangan kaki
shoes	: /ʃu:s/	sepatu
sock	: /sɔ:k/	kaos kaki



### Task 6

**Read the dialogue in Task 5 again, and then answer the questions.**

*(Baca kembali dialog pada tugas 5, kemudian jawablah pertanyaan-pertanyaan berikut ini).*

### QUESTIONS

1. What does the masseur say to offer a help for the customer?
2. What does the customer say to respond the masseur?
3. What happens to the customer?
4. Why has the customer sprained his right ankle?
5. What does the customer say to ask the masseur's help?



### Task 7

**In pairs, study the following explanations.**

*(Secara berpasangan, pelajarlilah penjelasan berikut ini).*

#### MODAL AUXILIARIES

In the previous tasks, you find modal auxiliaries used in the previous dialogue for example: **Can I help you?**

Here are kinds of Modal Auxiliaries that you may use: can, must, may, will, shall, etc.

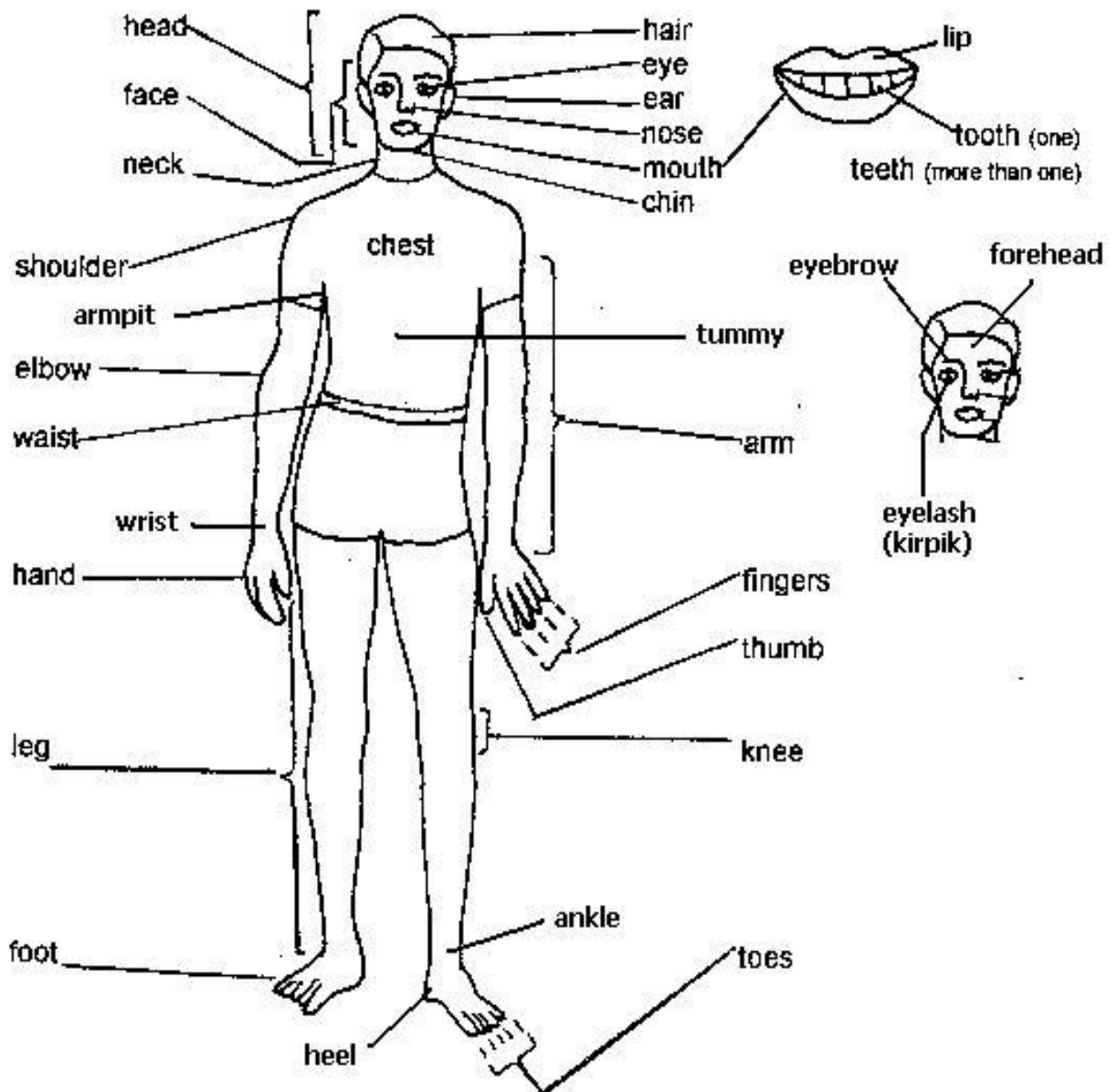
In this part, you learn the rule of applying Modal Auxiliaries:

- |                |                            |                                       |
|----------------|----------------------------|---------------------------------------|
| ☛ Positive (+) | : S + Modal Aux + V1       | e.g. <i>I will lie down here.</i>     |
| ☛ Negative (-) | : S + Modal Aux + not + V1 | e.g. <i>I will not lie down here.</i> |
| ☛ Question (?) | : Modal Aux + S + V1 ?     | e.g. <i>Will you lie down here?</i>   |



In the previous tasks, you have learnt **ankle, wrist, back, and head**. Here are parts of the body that you can study.

## PARTS OF THE BODY



Picture 7: <http://http://imageshack.us/photo/my-images/404/body6we.jpg/>



## PARTS OF THE BODY

◎ head	: /hed/
◎ face	: /feɪs/
◎ neck	: /nek/
◎ hair	: /heə r /
◎ eye	: /aɪ/
◎ ear	: /ɪə r /
◎ nose	: /nəʊz/
◎ mouth	: /maʊθ/
◎ chin	: /tʃɪn/
◎ shoulder	: /'ʃəʊl.də r /
◎ armpit	: /'ɑm.pɪt/
◎ elbow	: /'el.bəʊ/
◎ waist	: /weɪst/
◎ wrist	: /rɪst/
◎ hand	: /hænd/
◎ leg	: /leg/
◎ foot	: /fʊt/
◎ heel	: /hi:l/
◎ toes	: /təʊz/
◎ ankle	: /'æŋ.kl/
◎ knee	: /ni:/
◎ thumb	: /θʌm/
◎ fingers	: /'fɪŋ.gə r z /
◎ arm	: /ɑ:m/
◎ tummy	: /'tʌm.i/
◎ lip	: /lɪp/
◎ teeth	: /ti:θ/
◎ eyebrow	: /'aɪ.braʊ/
◎ forehead	: /'fɒr.ɪd/
◎ eyelash	: /'aɪ.læʃ/



## Task 8



**In pairs, complete the following dialogues by listening to the recording of the dialogues. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).**

*{Secara berpasangan, lengkapi dialog-dialog berikut ini dengan cara mendengarkan rekaman dialog-dialog tersebut, kemudian mainkan salah satu dari percakapan tersebut dengan rekan Anda. (Transkrip berada di Lampiran)}.*

### A. DIALOGUE 1

Harti is a masseur. She is serving a woman who has a backache. The woman asks the masseur to do the best for her back to be better again.

Harti : .....  
Katie : Hello. I'm Katie.  
Harti : I'm Harti  
          .....?  
Katie : I got backache. Please tell  
          me .....?  
Harti : You'd better have a hot  
          stone massage to solve  
          your problem.



Picture 8: <http://www.cliffhousemaine.com/>

Katie : .....

### B. DIALOGUE 2

Rudi is a masseur. He is serving a customer who has pain on his shoulder.

Rudi : .....  
Customer : Good afternoon.  
Rudi : .....?  
Customer : My shoulder is painful. ....?  
Rudi : ..... Submerge your feet first, please.



### Task 9

**In pairs, find the meaning of the bold words in the dialogue by looking the meaning in the box.**

*(Secara berpasangan, temukan arti dari kata-kata bercetak tebal dalam dialog dengan melihat artinya di dalam kotak.)*

- Masseur : Good afternoon.  
What can I do for you?
- Customer : Good afternoon. Yes, please. My **left sole** is painful. Could you **help** me?
- Masseur : Yes, certainly. I **think** you need to have a massage on your left sole.
- Customer : OK. I **hope** my left sole can be **better** after receiving a massage.



Picture 9: [http://foot\\_massage\\_thumb.com](http://foot_massage_thumb.com)

English Words	Meaning (in Indonesian)
left sole /left səʊl/ (noun)	
help /help/ (verb)	...
think /θɪŋk/ (verb)	...
hope /həʊp/ (noun)	...
better /ˈbet.ə (r) / (adjective)	...

telapak kaki kiri

berpikir

berharap lebih baik

menolong



### Task 10

**In pairs, choose one of the situations below. Then, make a dialogue with your partner.**

*(Secara berpasangan, pilih salah satu situasi di bawah ini. Kemudian buatlah sebuah dialog dengan pasanganmu ).*

1. You have a customer who got a backache. You will offer service for him or her.
2. You have a customer. Her left ankle is painful. You will offer a special massage for her problem.



### C. EVALUATION

**Match the situations in Column A with the proper expressions in Column B.**

*(Jodohkanlah situasi yang ada pada Kolom A dengan ungkapan-ungkapan yang tepat pada Kolom B).*

MASSEUR	CUSTOMER
1. Could I help you, Ma'am?	1. I will have a full body massage.
2. It is a special treatment in <i>Kakiku</i> . Which one do you want, Ma'am?	2. Thank you.
3. Certainly, Ma'am. Please have look at the list of treatment here.	3. Yes, of course. I will have a special treatment in <i>Kakiku</i> .
4. Well, if you need a body scrub, you may feel fresh again.	4. Could you show me the list of treatments here?
5. You're welcome.	5. How about the body scrub?



#### D. REFLECTION

**How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.**

*(Seberapa banyak yang telah anda pelajari dari unit ini? Beri tanda (✓) pada kolom sebelah kanan berdasarkan pada seberapa banyak aspek yang telah Anda pelajari.)*

Aspect	Very Much	Much	Little
Offering Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Auxiliaries Verb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parts of the Body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#### E. SUMMARY

In this unit, you learn:

##### 1. OFFERING SERVICES

###### OFFERING SERVICES

- |                                  |                                 |
|----------------------------------|---------------------------------|
| ☉ Can I help you?                | Dapatkah saya membantu Anda?    |
| ☉ What can I do for you?         | Apa ada yang dapat saya bantu?  |
| ☉ May I help you?                | Bolehkah saya membantu Anda?    |
| ☉ Would you like to...? (Formal) | Apakah Anda ingin melakukan...? |
| ☉ Could I help you? (Formal)     | Dapatkah saya membantu Anda?    |



In the previous explanation, we know the expression to offer a help. To reply the expression we use some expressions below:

☉ Yes, sure.	Ya tentu saja.
☉ Yes, of course.	Ya, tentu saja.
☉ No, thank you.	Tidak, terima kasih.

## 2. MODAL AUXILIARIES

### MODAL AUXILIARIES

In the previous tasks, you find modal auxiliaries used in the some dialogues, for example: **Can I help you?**

Here are kinds of Modal Auxiliaries that you may use: can, must, may, will, shall, etc

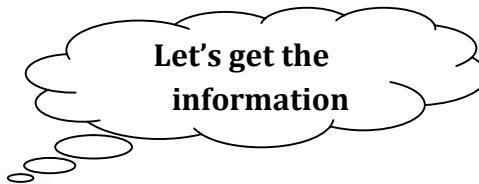
In this part, you learn the rule of applying Modal Auxiliaries:

- |                |                            |                                       |
|----------------|----------------------------|---------------------------------------|
| ☛ Positive (+) | : S + Modal Aux + V1       | e.g. <i>I will lie down here.</i>     |
| ☛ Negative (-) | : S + Modal Aux + not + V1 | e.g. <i>I will not lie down here.</i> |
| ☛ Question (?) | : Modal Aux + S + V1 ?     | e.g. <i>Will you lie down here?</i>   |



## F. VOCABULARY LIST

✂	check <i>kk</i>	: /tʃek/	= periksa
✂	fresh <i>ks</i>	: /freʃ/	= segar
✂	list <i>kb</i>	: /lɪst/	= daftar
✂	look <i>kk</i>	: /lʊk/	= lihat
✂	offer <i>kk</i>	: /ɑ.fə/	= menawarkan
✂	opinion <i>kb</i>	: /əpɪn.jən/	= pendapat
✂	perhaps <i>ket</i>	: /pə'hæps/	= barangkali
✂	stone <i>kb</i>	: /stoʊn/	= batu



Picture 10 : <http://adamanklesprained.com>

# UNIT 3

## CAN YOU TELL ME?

You must give a lot of information for your customers when they ask you.  
They often ask about kinds of treatment, parts of the body, and prices of the treatment.  
You can give the information about it.  
Can you give the information to them appropriately?  
Can you express the thanking appropriately after you give the information?

Yes, sure. You need a massage  
on your right sole.

Can you tell me, which part of my  
body must be massaged if I have a  
problem in my right eye?



Picture 11:

[http://www.tamansarispasolo.com/isiperawatan/tangan\\_files/image013.gif](http://www.tamansarispasolo.com/isiperawatan/tangan_files/image013.gif)

English for Masseurs

Novice Level

## A. LEAD-IN

### Task 1

**Study the picture below. In your opinion, what are the people doing? What are they talking about in such a situation?**

*(Pelajari gambar di bawah ini. Menurut pendapat Anda, apa yang sedang mereka lakukan? Apa yang mereka sedang katakan dalam situasi tersebut?)*

Can you tell me if I have a stomachache, which part of my body that should have a reflexology?

Sure, I think you must have a reflexology in your right-sole.



Picture 12:

<http://www.radar-bogor.co.id/uploads/berita/dir10092011/img10092011789271.jpg>

## B. LESSON PROPER

### Task 2



**In pairs, listen to the recording of the dialogue three times then answer the questions. (The listening script is in the Appendix.)**

{Secara berpasangan, dengarkan rekaman dialog berikut ini tiga kali dan kemudian jawablah pertanyaan-pertanyaannya. (Transkrip berada di lampiran)}.

## QUESTIONS

1. Who is Marni?
2. What is Marni doing?
3. What is the customer's problem?
4. What part of the customer's body that must be massaged?
5. What does the customer say after Marni show him where he can put his clothes?

### Task 3

**Study the following expressions.**

*(Pelajari ungkapan- ungkapan berikut ini).*

In the dialog of Task 2, you heard the following expressions  
(Dalam percakapan pada Task 2 kalian mendengar ekspresi -ekspresi berikut):

⊙ Asking information

*Can you tell me which part of my body that must be massaged?*

The sentence above is the example of asking information.

(Kalimat di atas adalah contoh kalimat meminta informasi).

⊙ Giving information

*You must need a massage in your right sole.*

The sentence above is the respond of the question above.

(Kalimat di atas adalah jawaban dari kalimat tanya di atas).

⊙ Thanking

*Thank you.*

The expression above is the thanking expression.

(Ungkapan di atas adalah ungkapan untuk mengucapkan terima kasih).

⊙ (Response of thanking)

*You're welcome*

The expression above is respond from *thank you*.

(Ungkapan di atas jawaban dari *thank you*)



#### Task 4

**Give the appropriate responses to these expressions.**

*(Berilah jawaban yang tepat untuk ungkapan-ungkapan ini).*

1.

\_\_\_\_\_?

George

Yes, sure. An ear candle is the special treatment here.

Joni

2.

Thank you very much.

Katie

Fitri

3.

\_\_\_\_\_

Isti

You're welcome

Rose

## Task 5

**Read the following dialogue and pronounce the bold words in the dialogue.**

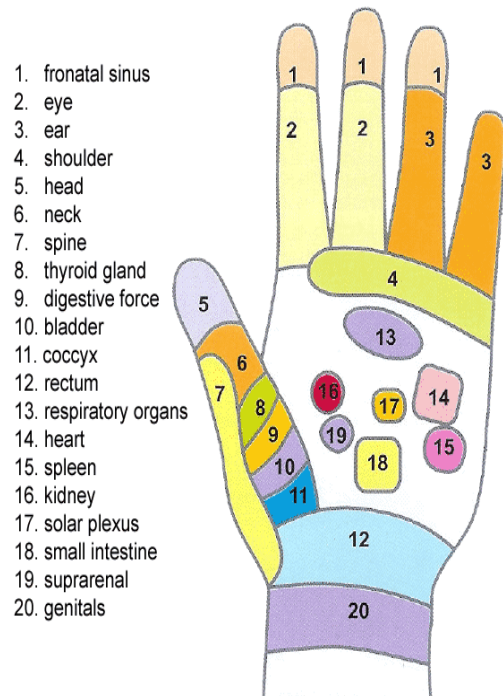
*(Baca dialog berikut ini dan lafalkan kata-kata yang dicetak tebal dalam dialog).*

Yusuf is a masseur. He is serving a customer who has a painful head, neck, and shoulder. The customer wants to get a reflexology to solve his problem. Yusuf explains the parts of the left-palm that relate to his problem.

### Illustration of the Left Palm of Reflex Area

- Masseur : Good evening. Could I help you?
- Customer : Yes, I have a problem in my head, shoulder and **neck**.
- Masseur : Oh, please submerge your **feet** first.
- Customer : OK. Could you help me to put my shoes?
- Masseur : Yes, of course.
- Customer : Thank you
- Masseur : You're welcome.

In the room, the masseur shows a **picture**.



Picture 13: <http://juleslife.files.wordpress.com/>

- Customer : Can you tell me which **parts** of my **body** that must be massaged based on my illness?
- Masseur : Look at the picture. If your neck, head, and **shoulder** have a problem, you can have a reflexology on your left- palm.



✕ neck	: /nek/	leher
✕ feet	: /fi:t/	bentuk jamak dari foot (kedua kaki)
✕ picture	: /'pɪk.tʃə r/	gambar
✕ parts	: /pɑ:tz/	bagian-bagian
✕ body	: /b'ɒd.i/	tubuh
✕ illness	: /'ɪl.nəs/	penyakit
✕ shoulder	: /'ʃəʊl.də r /	bahu



**Read the dialogue in Task 5 again, and then answer the questions.**

*(Baca kembali dialog pada Tugas 5, dan kemudian jawablah pertanyaan-pertanyaan berikut ini).*

## QUESTIONS

1. What happens to the customer?
2. What does the customer say to ask for the information to the masseur?
3. What picture that is used by Yusuf to give the explanation to the customer?
4. What does the customer do before he gets the reflexology?



### Task 7

**In pairs, study the following explanations.**

*(Secara berpasangan, pelajarlilah penjelasan berikut ini).*

In the previous tasks, you know some questions that use **what, who, where, when**. In this part, you will learn about the function of the questions. The questions are Pronominal Questions (WH- questions). For instance:

- ⓐ What = It is used to ask something  
(digunakan untuk menanyakan sesuatu /apa)
- ⓐ Where = It is used to ask the existence something or someone.  
(digunakan untuk menanyakan keberadaan sesuatu atau seseorang/dimana)
- ⓐ When = It is used to ask time.  
(digunakan untuk menanyakan waktu /kapan)
- ⓐ Who = berfungsi untuk menanyakan orang atau pelaku (siapa) berfungsi sebagai subjek.
- ⓐ Whom = berfungsi untuk menanyakan seseorang (siapa) berfungsi sebagai obyek.
- ⓐ How = berfungsi untuk menanyakan keadaan (bagaimana)



### Task 8



**In pairs, complete the following dialogues by listening to the recording of the dialogues. Then, act one of the dialogues out with your partner. (The listening script is in the Appendix).**

*{Secara berpasangan, lengkapi dialog-dialog berikut ini dengan cara mendengarkan rekaman dialog-dialog tersebut, kemudian mainkan salah satu dari percakapan tersebut dengan rekan Anda. (Transkrip berada di Lampiran)}.*



### A. DIALOGUE I

Rose is a customer. She will have an ear candle treatment.

Tanti : Good afternoon. \_\_\_\_\_?

Rose : Good afternoon. I want to  
have an \_\_\_\_\_, please.  
Could you show me  
where can \_\_\_\_\_?

Tanti : You can do it there, please.

Rose : \_\_\_\_\_

Tanti : \_\_\_\_\_.



Picture 14: <http://www.4.bp.blogspot.com>

### B. DIALOGUE II

Santiago is a customer. He has a problem in his knee.

Masseur : Good evening. What happens to you?

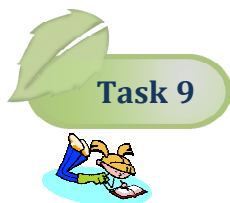
Santiago : I have a problem with my knee. \_\_\_\_\_?

Masseur : \_\_\_\_\_ . Submerge your feet, please.

Change your clothes before you have the treatment.

Santiago : OK. \_\_\_\_\_.

Masseur : \_\_\_\_\_.



### Task 9

**In pairs, find the meaning of the bold words in the dialogue by looking the meaning in the box.**

*(Secara berpasangan, temukan arti dari kata-kata bercetak tebal dalam dialog dengan melihat artinya di dalam kotak.)*

Josh is a customer. He is having foot reflexology. At the **same** time, the masseur is explaining his illness.

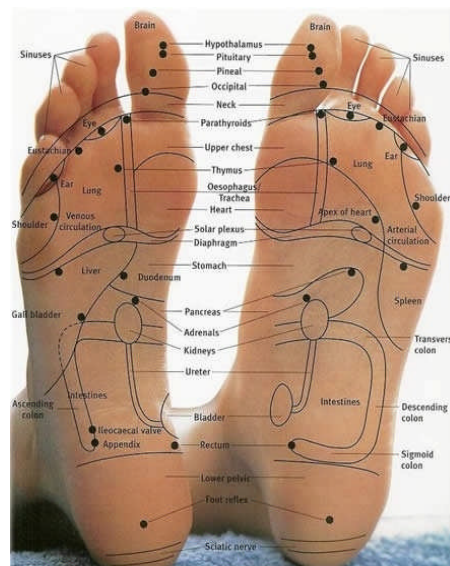
Masseur: Do you have a **migraine**?

Customer: Yes, I do. I have it if I am **tired**.

Masseur: You also have a problem of your **left knee**. Have you ever **fallen down**?

Customer : Yes, I have fallen down from the motorcycle.

Masseur : I am sorry to hear that. Picture 15: <http://www.reflexologyfootmap.net/>



English Words	Meaning (in Indonesian)
same /seɪm/ (adjective)	...
migraine /'mi:greɪn/ (noun)	...
tired /taɪəd/ (adjective)	...
left knee /left -ni:/ (noun)	...
fell down /'fɔ:lən daʊn / (verb)	...

sama	lelah
	jatuh
lutut kiri	migren



**In pairs, choose one situation below and make a with your partner.**

*(Secara berpasangan, pilih salah satu situasi di bawah ini dan buatlah dialog).*

1. You are a masseur. You will give information about the hot stone therapy and manicure. What do you say to the customer?
2. You are a masseur. You ask to the customer about his or her illness. You will give information the part of your customer's body that must be massaged. What do you say to the customer?



### C. EVALUATION

**Match the situations in Column A with the proper expressions in Column B.**

*(Jodohkanlah situasi yang ada pada Kolom A dengan ungkapan-ungkapan yang tepat pada Kolom B).*

MASSEUR	CUSTOMER
1. It is Rp. 50,000.	1. Could you tell me the best treatment here?
2. You're welcome.	2. How much the ear candle treatment?
3. Yes, of course. The best treatment here is Bali body scrub.	3. Thank you.
4. It is near the kitchen.	4. Where is the toilet?



#### D. REFLECTION

**How much do you learn from this unit? Put a tick (✓) on the right column based on how much you have learnt.**

*(Seberapa banyak yang telah anda pelajari dari unit ini? Beri tanda (✓) pada kolom sebelah kanan berdasarkan pada seberapa banyak aspek yang telah Anda pelajari.)*

**In this unit, you learn:**

Aspect	Very Much	Much	Little
Asking and Giving information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W.H questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#### E. SUMMARY

**In this unit, you learn:**

##### ASKING AND GIVING INFORMATION

###### ☉ Asking information

*Can you tell me which part of my body that must be massaged?*

The sentence above is the example of asking information.

(Kalimat di atas adalah contoh kalimat meminta informasi).

###### ☉ Giving information

*You must need a massage in your right sole.*

The sentence above is the respond of the question above.

(Kalimat di atas adalah jawaban dari kalimat tanya di atas).



### THANKING

☉ Thanking

*Thank you.*

The expression above is the thanking expression.

(Ungkapan di atas adalah ungkapan untuk mengucapkan terima kasih).

☉ (Response of thanking)

*You're welcome*

The expression above is respond from *thank you*.

(Ungkapan di atas jawaban dari *thank you*)

In the previous tasks, you know some questions that use what, who, where, when. In this part, you will learn about the function of the questions. The questions are WH- questions. For instance:

- ☉ What = berfungsi untuk menanyakan sesuatu (apa)
- ☉ Where = berfungsi untuk menanyakan tempat (dimana)
- ☉ When = berfungsi untuk menanyakan waktu (kapan)
- ☉ Who = berfungsi untuk menanyakan orang atau pelaku (siapa)  
berfungsi sebagai subjek.
- ☉ Whom = berfungsi untuk menanyakan seseorang (siapa) berfungsi  
sebagai obyek.
- ☉ How = berfungsi untuk menanyakan keadaan (bagaimana)  
= berfungsi untuk menanyakan jumlah jika diikuti many  
dan much (berapa)



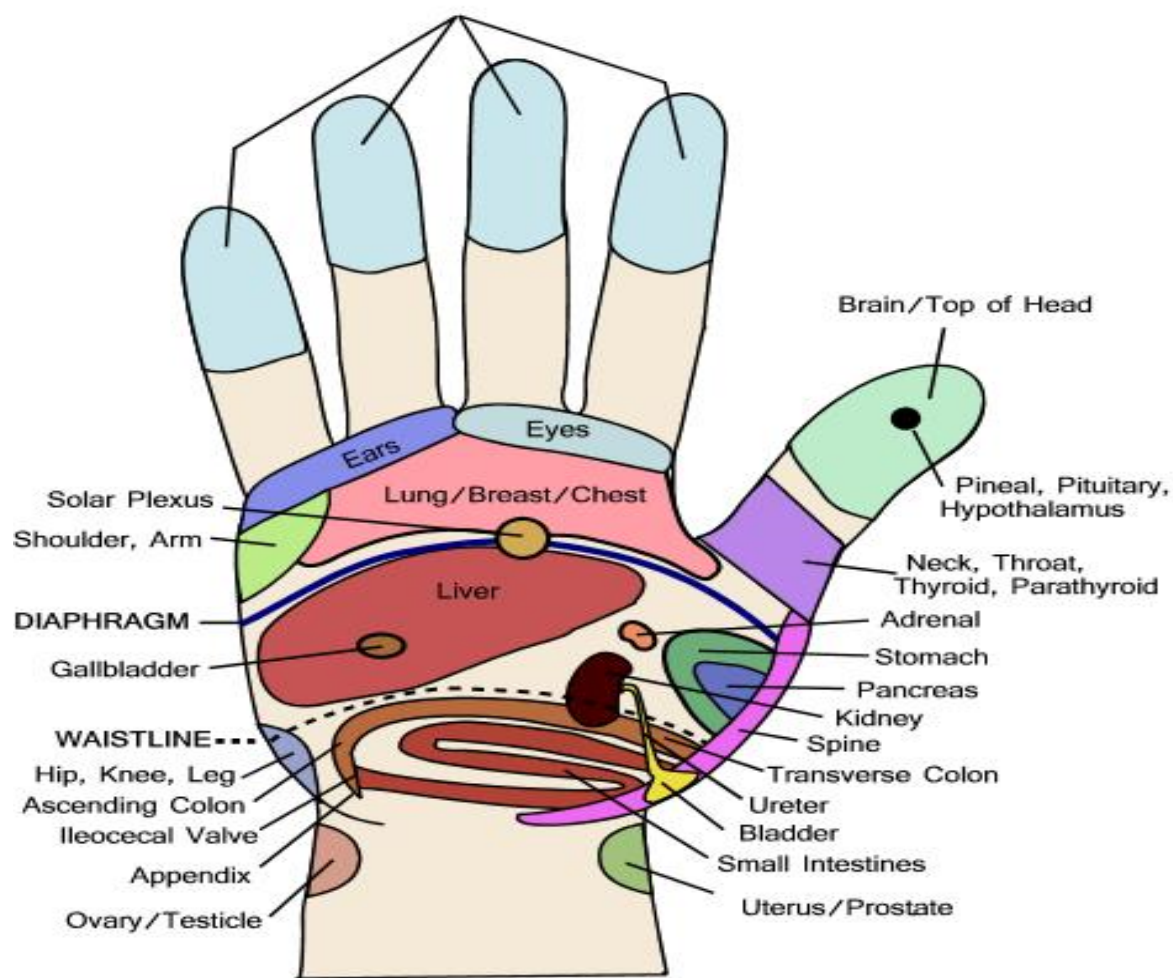
## F. VOCABULARY LIST

✕ information	kb	: /ɪn.fə'meɪ.ʃən/	: informasi
✕ kidney	kb	: /'kɪd.ni/	: ginjal
✕ palm	kb	: /pɑ:m/	: telapak tangan
✕ price	kb	: /praɪs/	: harga
✕ spine	kb	: /spain/	: tulang belakang
✕ throat	kb	: /θrəʊt/	: kerongkongan
✕ waistline	kb	: /'weɪs.t.laɪn/	: ukuran pinggang



## RIGHT PALM

Eyes, Sinuses, Brain



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## **APPENDIX**

1. The Listening Script of Task 2 Unit 1.
2. The Listening Script of Task 2 Unit 2.
3. The Listening Script of Task 2 Unit 3.
4. The Completed Dialogue of Task 8 Unit 1.
5. The Completed Dialogue of Task 8 Unit 2.
6. The completed Dialogue of Task 8 Unit 3.

## UNIT 1

### TASK 2

Watik is a masseur in Kakiku. She is serving a customer from the USA.

Watik : Good morning. Welcome to *Kakiku*. I'm Watik.

Customer : Good morning. Thank you. I'm Jimmy. Nice to meet you.

Watik : Nice to meet you, too. What can I do for you?

Customer : Oh, yes please. I have a sprained shoulder. Can you make it better?

Watik : All right. I think you need a full body massage to make your shoulder better.

Customer : How much is it?

Watik : It is Rp. 40.000 for 90 minutes and Rp. 60.000 for 120 minutes. Which one do you want?

Customer : OK. I want a full body massage for 90 minutes.

Watik : All right. Please submerge your feet first into the water.

## UNIT 2

### TASK 2

In Kakiku, there are two people. Parti is a masseur and Frederick is a customer. He is from New Zealand.

Parti : Good evening. Can I help you?

Customer : Good evening. Oh, yes please. It looks like my leg is sprained. Can you make it better?

Parti : Oh, okay. Sit down, please. I will submerge your feet first.

Customer : What is the best treatment here?

Parti : Most customers here do a full body massage with a Bali scrub.

Customer : Can you help me to mention the charge of it?

Parti : It is Rp. 65,000 for 90 minutes and Rp. 85,000 for 120 minutes.

## UNIT 3

### TASK 2

Marni is a masseur in Kakiku. She is serving a customer who needs a massage in her right sole.

Marni : Hello. Would you like to submerge your feet first, please?

Customer : Hello. Yes, of course. Where can I put my shoes?

Marni : You can put your shoes in this locker.

Customer : May I ask you a question?

Marni : Yes, sure.

Customer : My right knee and shoulder are painful. Can you tell me which parts of my body that must be massaged?

Marni : Oh. I think you must have a massage on your right sole.  
Change your clothes with these clothes, please.

Customer : Where can I put my clothes?

Marni : You can put your clothes there.

Customer : Thank you.

Marni : You're welcome.

## UNIT 1

### TASK 8

#### A. DIALOGUE I

Situation: A masseur, named Surti, comes to a hotel to meet her foreign customer, named Taylor Sydney. She is invited to give a massage service to her in the hotel.

Surti : (Knocking at the door) **Good afternoon**, I'm Surti. I'm a masseur.

Taylor : Good Afternoon. **I'm Taylor Sydney**. How do you do?

Surti : **How do you do**, Ms. Sydney?

Taylor : Come in, please.

Surti : Okay **Thank you**. Can I help you, Ms. Sydney?

**Are you sick?**

Taylor : Ugh...I have got a backache. It's really painful. I need a massage on my back now.

Surti : Don't worry. I'll try to do my best. I'll give you a special massage. Well, now lie down on your bed.

#### B. DIALOGUE II

A customer named Jane goes to Kakiku

Masseur : Hi, please come in.

Customer : **Hi, I am Jane**. Pleased to meet you.

Masseur : I'm Tarni, **pleased to meet you, too**. Can I help you?

Customer : Oh, yes please. I have a headache.

Masseur : I think you need a massage.

## UNIT 2

### TASK 8

#### A. DIALOGUE I

Harti is a masseur. She is serving a woman who has a backache. The woman asks to do the best for her back to be better again.

Harti : Hello

Customer : **Hello. I'm Katie.**

Harti : I'm Harti

**Can I help you?**

Customer : I got a backache. Please tell me, **what should I do?**

Harti : You'd better have a hot stone massage to solve your problem.

Customer : **OK**

#### B. DIALOGUE 2

Rudi is a masseur. He is serving a customer who has pain on his shoulder.

Rudi : **Good Afternoon**

Customer : Good Afternoon.

Rudi : **What can I do for you?**

Customer : My shoulder is painful. **Can you help me?**

Rudi : **OK.** Submerge your feet first, please.

### UNIT 3

#### TASK 8

##### A.. DIALOGUE I

Rose is a customer. She will have an ear candle treatment.

Tanti : Good afternoon. **Could I help you?**

Rose : Good afternoon. I want to have an **ear candle treatment**, please.

Could you show me where I can **lie down**?

Tanti : You can do it there, please.

Rose : **Thank you.**

Tanti : **You're welcome.**

##### B. DIALOGUE 2

Santiago is a customer. He has a problem in his knee.

Masseur : Good evening. What happens to you?

Santiago : I have a problem in my knee. **Could you help me?**

Masseur : **Yes, sure.** Submerge your feet, please.

Change your clothes before you have a treatment.

Santiago : OK. **Thank you.**

Masseur : **You're welcome.**

## UNIT 1

### TASK 8

#### A. DIALOGUE I

Situation: A masseur, named Surti, comes to a hotel to meet her foreign customer, named Taylor Sidney. She is invited to give a massage service to her in the hotel.

Surti : (Knocking at the door) **Good afternoon**, I'm Surti. I'm a masseur.

Taylor : Good Afternoon. **I'm Taylor Sydney**. How do you do?

Surti : **How do you do**, Ms. Sydney?

Taylor : Come in, please.

Surti : Okay **Thank you**. Can I help you, Ms. Sydney?

**Are you sick?**

Taylor : Ugh...I have got a backache. It's really painful. I need a massage on my back now.

Surti : Don't worry. I'll try to do my best. I'll give you a special massage. Well, now lie down on your bed.

#### B. DIALOGUE II

A customer named Jane goes to Kakiku

Masseur : Hi, please come in.

Customer : **Hi, I am Jane**. Pleased to meet you.

Masseur : I'm Tarni, **pleased to meet you, too**. Can I help you?

Customer : Oh, yes please. I have a headache.

Masseur : I think you need a massage.

## UNIT 2

### TASK 8

#### A. DIALOGUE I

Harti is a masseur. She is serving a woman who has a backache. The woman asks to do the best for his back to be better again.

Harti : Hello

Customer : **Hello. I'm Katie.**

Harti : I'm Harti

**Can I help you?**

Customer : I got a backache. Please tell me, **what should I do?**

Harti : You'd better have a hot stone massage to solve your problem.

Customer : **OK**

#### B. DIALOGUE 2

Rudi is a masseur. He is serving a customer who has pain on his shoulder.

Rudi : **Good Afternoon**

Customer : Good Afternoon.

Rudi : **What can I do for you?**

Customer : My shoulder is painful. **Can you help me?**

Rudi : **OK.** Submerge your feet first, please.

### UNIT 3

#### TASK 8

##### A.. DIALOGUE I

Rose is a customer. She will have an ear candle treatment.

Tanti : Good afternoon. **Could I help you?**

Rose : Good afternoon. I want to have an **ear candle treatment**, please.

Could you show me where I can **lie down**?

Tanti : You can do it there, please.

Rose : **Thank you.**

Tanti : **You're welcome.**

##### B. DIALOGUE 2

Santiago is a customer. He has a problem in his knee.

Masseur : Good evening. What happens to you?

Santiago : I have a problem in my knee. **Could you help me?**

Masseur : **Yes, sure.** Submerge your feet, please.

Change your clothes before you have a treatment.

Santiago : OK. **Thank you.**

Masseur : **You're welcome.**

## **Appendix L**

### **The Result of Learners' Evaluation**

### **The Total Score of the Statements in the Questionnaire Responded by All Respondents.**

The total of Unit 1																						
Statement	Respondents' Sheet Number																		Mean	Standard	Category	
Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		Deviation		
1	4	4	5	4	4	5	4	5	5	4	4	4	4	5	4	5	4	5	4,3888889	0,5016313	Agree	
2	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree	
3	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4	5	4	5	4,2222222	0,4277926	Agree	
4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree	
5	4	4	5	5	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4,2222222	0,4277926	Agree	
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	Agree
7	4	4	5	4	4	4	4	4	5	4	2	4	4	4	4	4	4	4	4	0,5940885	0,5940885	Agree
8	4	4	4	4	4	4	4	5	4	4	2	4	4	4	4	4	4	4	3,9444444	0,5393048	Agree	
9	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4,1111111	0,3233808	Agree	
10	4	4	4	2	4	4	4	5	4	4	4	4	4	4	4	4	4	2	4	3,8333333	0,7071068	Agree
Task 1																						
1	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	5	5	4	4,2222222	0,4277926	Agree	
2	4	4	4	4	4	4	4	4	3	5	4	4	4	4	4	4	4	4	4	0,3429972	0,3429972	Agree
3	4	4	4	4	4	4	2	4	3	4	2	4	4	4	4	4	4	4	3,7222222	0,6691132	Agree	
4	4	4	4	4	4	2	2	4	3	4	2	4	4	4	4	4	4	3	3,5555556	0,7838234	Neutral	
5	4	4	2	4	4	4	2	5	4	4	2	4	4	4	4	5	4	4	3,7777778	0,8782038	Agree	
6	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4,1111111	0,3233808	Agree	
7	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4,1111111	0,3233808	Agree	
Task 2																						
1	4	4	4	5	5	4	3	5	4	4	4	4	5	4	4	5	4	3	4,1666667	0,6183469	Agree	
2	4	4	4	4	4	4	4	5	4	5	4	4	5	5	4	5	4	3	4,2222222	0,5483189	Agree	
3	4	4	3	2	2	4	4	5	3	3	4	4	4	5	4	5	4	4	3,7777778	0,8782038	Agree	
4	4	4	4	2	2	2	4	5	3	4	4	4	5	5	4	4	4	4	3,7777778	0,942809	Agree	
5	4	4	4	2	2	2	3	4	4	5	4	4	5	5	4	4	4	3	3,7222222	0,95828	Agree	
6	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4,1111111	0,3233808	Agree	
7	4	4	4	5	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4,1666667	0,3834825	Agree	

[illegible]

1	4	4	4	4	4	2	4	5	4	5	4	4	5	4	4	4	4	2	3,9444444	0,8023658	Agree
2	4	4	4	2	2	4	2	4	4	5	4	4	5	4	4	4	4	5	3,8333333	0,9235481	Agree
3	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	5	4	4	4,1666667	0,3834825	Agree
4	3	4	4	4	4	4	4	4	3	4	2	4	5	4	4	5	4	3	3,8333333	0,7071068	Agree
5	4	4	4	4	4	4	4	5	3	4	4	4	5	4	4	5	4	3	4,0555556	0,5393048	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4,0555556	0,2357023	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4,1111111	0,3233808	Agree
Task 4																					
1	4	4	5	4	4	4	4	4	5	4	4	4	5	5	4	5	4	4	4,2777778	0,4608886	Agree
2	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	4	4	4,1666667	0,3834825	Agree
3	3	4	4	4	4	4	2	4	4	3	2	4	4	5	4	5	4	3	3,7222222	0,8264421	Agree
4	2	4	4	4	4	4	4	4	4	4	2	4	4	5	3	4	4	3	3,7222222	0,7519039	Agree
5	4	4	4	4	4	4	4	4	4	4	2	4	4	5	4	5	4	4	4	0,5940885	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	5	5	3	4	4	4	4,0555556	0,4161762	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	4	4	4,1666667	0,3834825	Agree
Task 5																					
1	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree
2	4	4	4	4	4	4	3	4	3	5	2	4	4	4	4	4	3	3	3,7222222	0,6691132	Agree
3	3	4	4	4	4	4	3	4	4	5	2	4	4	4	4	5	3	4	3,8333333	0,7071068	Agree
4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	3	3	3,8333333	0,6183469	Agree
5	4	4	4	4	4	4	4	4	3	5	2	4	4	4	4	5	4	4	3,9444444	0,6391375	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
Task 6																					
1	4	4	4	4	4	4	4	4	3	4	4	4	5	4	4	5	4	4	4,0555556	0,4161762	Agree
2	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4,1111111	0,3233808	Agree
3	4	4	4	4	4	4	3	4	4	3	2	4	5	4	4	5	4	3	3,8333333	0,7071068	Agree
4	3	4	4	4	4	4	2	4	3	4	4	4	5	4	4	4	4	4	3,8333333	0,6183469	Agree
5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3,9444444	0,2357023	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4,0555556	0,2357023	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4,1111111	0,3233808	Agree

<b>Task 7</b>																					
1	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4,1111111	0,3233808	Agree
2	4	4	4	4	2	4	2	4	4	5	4	4	5	4	4	5	2	3	3,7777778	0,942809	Agree
3	2	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	3	3,9444444	0,6391375	Agree
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4,0555556	0,2357023	Agree
5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree
6	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree
7	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree
<b>Task 8</b>																					
1	4	4	4	2	2	4	4	4	4	4	2	4	4	4	4	5	4	4	3,7222222	0,8264421	Agree
2	4	4	4	4	2	4	2	4	4	4	4	4	4	4	4	5	4	4	3,8333333	0,7071068	Agree
3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3,9444444	0,2357023	Agree
4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree
5	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3,8333333	0,3834825	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
<b>Task 9</b>																					
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
2	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	3,7777778	0,6467617	Agree
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
7	4	4	4	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	4,1666667	0,3834825	Agree
<b>Task 10</b>																					
1	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree
2	4	4	4	4	4	4	4	4	3	5	4	4	4	4	4	4	3	3	3,8888889	0,4714045	Agree

3	4	4	4	4	4	4	2	4	4	5	4	4	4	4	4	2	3	3,7777778	0,7320845	Agree
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3,9444444	0,2357023	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree

The Total of Unit 2																			
Statement	Respondents' Sheet Number															Mean	Standard	Category	
Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		deviation		
1	5	4	5	5	4	4	5	4	4	5	4	4	4	4	4	4,3333333	0,48795	Agree	
2	4	4	5	5	4	4	4	4	4	4	3	4	4	4	4	4,0666667	0,4577377	Agree	
3	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4,1333333	0,3518658	Agree	
4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4,1333333	0,3518658	Agree	
5	5	5	4	4	4	4	4	4	4	5	4	5	4	4	4	4,2666667	0,4577377	Agree	
6	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4,0666667	0,2581989	Agree	
7	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	2	3,9333333	0,5936168	Agree
8	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	2	3,9333333	0,5936168	Agree
9	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4,2	0,4140393	Agree
10	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4,1333333	0,3518658	Agree
Task 1																			
1	4	2	4	4	2	4	4	4	4	4	4	4	4	5	4	4	3,8	0,7745967	Agree
2	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4,0666667	0,2581989	Agree
3	4	4	4	4	4	4	2	5	4	4	2	4	3	4	4	4	3,7333333	0,7988086	Agree
4	4	4	4	4	4	2	3	5	4	4	1	4	5	4	4	4	3,7333333	1,0327956	Agree
5	4	4	4	4	4	4	4	4	4	4	2	4	3	4	4	4	3,8	0,5606119	Agree
6	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4,1333333	0,3518658	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
Task 2																			
1	4	4	4	4	4	4	4	5	4	2	4	2	2	4	5	3,7333333	0,9611501	Agree	
2	4	4	4	4	2	2	4	5	4	4	4	4	4	4	4	3,8	0,7745967	Agree	
3	4	4	4	4	2	4	4	5	4	4	4	4	4	4	4	3,9333333	0,5936168	Agree	

4	4	4	4	4	4	4	2	5	4	4	2	4	4	4	4	3,8	0,7745967	Agree
5	4	4	4	4	4	4	2	5	4	4	2	4	5	4	2	3,7333333	0,9611501	Agree
6	4	4	4	4	4	4	4	5	4	4	4	4	5	4	5	4,2	0,4140393	Agree
7	4	4	4	4	4	4	4	4	4	4	4	2	4	2	4	3,7333333	0,7037316	Agree

<b>Task 3</b>																		
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
2	4	4	4	4	2	4	4	5	4	2	2	4	5	4	4	3,7333333	0,9611501	Agree
3	4	4	4	4	2	3	4	5	4	4	2	4	5	4	4	3,8	0,8618916	Agree
4	5	5	4	4	2	2	2	5	5	4	2	4	5	4	3	3,7333333	1,2227993	Agree
5	4	4	4	4	4	3	2	5	4	4	4	4	4	4	4	3,8666667	0,6399405	Agree
6	4	4	4	4	4	3	4	4	4	4	4	4	5	4	5	4,0666667	0,4577377	Agree
7	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3,9333333	0,2581989	Agree
<b>Task 4</b>																		
1	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	3,8666667	0,3518658	Agree
2	4	4	4	4	4	4	2	4	4	2	4	4	4	4	4	3,7333333	0,7037316	Agree
3	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	3,8666667	0,5163978	Agree
4	4	4	4	4	4	4	2	4	4	4	2	4	4	4	4	3,7333333	0,7037316	Agree
5	4	4	4	4	4	4	2	5	4	4	2	4	4	4	4	3,8	0,7745967	Agree
6	4	4	4	4	4	4	4	5	4	4	4	4	5	5	4	4,2	0,4140393	Agree
7	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3,9333333	0,2581989	Agree
<b>Task 5</b>																		
1	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4,0666667	0,2581989	Agree
2	4	4	4	4	4	4	2	4	2	4	4	4	4	4	4	3,7333333	0,7037316	Agree
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
4	4	4	4	3	4	3	2	4	4	4	4	4	4	4	5	3,8	0,6761234	Agree
5	4	4	4	4	2	4	2	5	4	4	4	4	4	4	3	3,7333333	0,7988086	Agree
6	4	4	4	4	4	4	4	5	4	4	4	2	4	5	5	4,0666667	0,7037316	Agree

7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
Task 6																		
1	4	4	4	4	4	4	2	5	5	4	4	4	4	4	4	4	0,6546537	Agree
2	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4,0666667	0,2581989	Agree
3	2	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3,8	0,5606119	Agree
4	4	4	4	4	4	4	2	4	4	4	2	4	4	4	4	3,7333333	0,7037316	Agree
5	4	4	4	4	4	4	2	4	4	4	2	4	5	4	4	3,8	0,7745967	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4,2	0,4140393	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree

Task 7																		
1	4	4	4	4	2	3	4	4	4	4	4	4	4	4	4	3,8	0,5606119	Agree
2	4	4	4	4	4	4	4	4	4	2	2	4	4	4	4	3,7333333	0,7037316	Agree
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
4	4	4	4	4	4	4	2	5	4	4	4	4	4	4	4	3,9333333	0,5936168	Agree
5	4	4	4	4	4	4	2	5	5	4	2	4	5	4	4	3,9333333	0,8837151	Agree
6	4	4	4	4	4	4	4	5	5	4	4	4	5	4	3	4,1333333	0,5163978	Agree
7	4	4	4	4	2	2	4	4	4	4	4	4	4	4	4	3,7333333	0,7037316	Agree
Task 8																		
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
2	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4,0666667	0,2581989	Agree
3	4	4	4	4	2	3	4	5	3	4	4	4	4	4	4	3,8	0,6761234	Agree
4	4	4	4	4	4	4	2	5	3	4	4	4	4	4	4	3,8666667	0,6399405	Agree
5	4	4	4	4	4	4	2	5	5	4	2	4	5	4	4	3,9333333	0,8837151	Agree
6	4	4	4	4	4	4	4	5	4	4	4	4	5	5	5	4,2666667	0,4577377	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
Task 9																		
1	4	4	4	3	4	4	4	4	4	4	4	4	4	4	2	3,8	0,5606119	Agree
2	4	4	4	4	4	4	3	5	4	4	2	4	4	4	2	3,7333333	0,7988086	Agree
3	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	3,8666667	0,3518658	Agree

4	4	4	4	3	3	4	2	4	4	4	4	4	4	4	4	3,7333333	0,5936168	Agree
5	4	4	4	4	4	4	2	5	5	4	2	4	5	4	4	3,9333333	0,8837151	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	5	5	3	4,0666667	0,4577377	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree
Task 10																		
1	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	3,8666667	0,5163978	Agree
2	4	4	4	4	2	3	4	5	3	4	4	4	4	4	4	3,8	0,6761234	Agree
3	4	4	4	4	2	4	2	4	4	4	4	4	4	4	4	3,7333333	0,7037316	Agree
4	4	4	4	3	4	4	2	4	4	4	4	4	4	4	4	3,8	0,5606119	Agree
5	4	4	4	4	4	4	2	4	4	4	2	4	5	4	4	3,8	0,7745967	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4,1333333	0,3518658	Agree
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	Agree

The Total of Unit 3																					
Statement	Respondents' Sheet Number																		Mean	Standard	Category
Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		Deviation	
1	5	5	5	5	4	4	5	4	4	5	4	5	5	4	4	4	5	5	4,5555556	0,51131	Agree
2	4	5	5	5	4	4	4	4	4	5	4	5	4	4	4	4	4	5	4,3333333	0,4850713	Agree
3	4	4	4	5	4	4	4	5	4	5	4	5	4	4	4	5	4	5	4,3333333	0,4850713	Agree
4	4	5	5	5	4	4	4	4	4	4	4	5	4	4	4	5	4	5	4,3333333	0,4850713	Agree
5	4	5	5	4	4	4	5	5	4	4	4	5	4	4	4	5	5	4	4,3888889	0,5016313	Agree
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4,0555556	0,2357023	Agree
7	4	4	4	4	4	3	5	4	4	4	4	4	5	4	4	4	4	4	4,0555556	0,4161762	Agree
8	4	4	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4	4	4	0,3429972	Agree
9	4	4	5	4	4	3	5	4	4	4	4	5	4	4	4	4	5	4	4,1666667	0,5144958	Agree
10	5	5	4	5	4	3	4	2	4	5	4	5	4	4	4	5	5	5	4,2777778	0,8264421	Agree
Task 1																					
1	4	5	5	4	4	4	5	5	4	4	4	4	4	4	4	5	2	5	4,2222222	0,7320845	Agree
2	4	4	4	2	4	4	2	4	4	4	4	4	3	4	4	5	4	5	3,8333333	0,7859052	Agree
3	4	4	2	3	4	4	4	5	4	4	4	4	3	4	4	4	4	4	3,8333333	0,6183469	Agree
4	2	4	4	2	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3,8333333	0,7071068	Agree

5	4	4	4	4	4	4	5	2	4	4	2	5	4	4	2	4	4	4	3,7777778	0,8782038	Agree
6	4	4	4	2	4	4	4	4	4	4	2	5	4	4	2	4	4	4	3,7222222	0,8264421	Agree
7	4	5	5	2	4	4	4	4	4	2	2	5	4	4	4	4	4	4	3,8333333	0,9235481	Agree
Task 2																					
1	4	5	4	2	4	4	5	4	4	2	4	4	3	4	4	4	2	4	3,7222222	0,8947925	Agree
2	4	3	3	4	4	4	5	2	4	3	4	5	3	4	4	3	4	4	3,7222222	0,7519039	Agree
3	4	4	3	4	4	4	4	4	4	4	4	5	4	4	4	3	2	4	3,8333333	0,6183469	Agree
4	4	3	4	2	4	4	4	4	4	4	4	5	4	4	4	3	2	4	3,7222222	0,7519039	Agree
5	5	4	4	5	4	4	4	2	4	4	4	5	4	4	2	4	4	5	4	0,8401681	Agree
6	5	4	4	5	4	4	4	4	4	2	2	5	4	4	2	4	2	5	3,7777778	1,060275	Agree
7	5	4	4	5	4	4	5	4	4	4	4	5	4	4	4	4	2	5	4,1666667	0,7071068	Agree

Task 3																					
1	4	4	4	4	4	3	4	4	4	4	4	5	4	4	4	4	2	5	3,9444444	0,6391375	Agree
2	4	4	2	4	4	4	5	5	4	4	4	5	4	4	4	4	2	5	4	0,8401681	Agree
3	4	4	2	4	4	4	5	4	4	3	4	5	3	4	4	4	4	4	3,8888889	0,6763995	Agree
4	4	4	4	3	4	4	5	4	4	4	4	5	3	4	4	3	2	4	3,8333333	0,7071068	Agree
5	4	2	4	3	4	4	5	5	4	4	2	5	4	4	2	3	4	5	3,7777778	1,0032627	Agree
6	3	2	4	3	4	4	5	5	4	4	2	5	4	4	2	4	4	5	3,7777778	1,0032627	Agree
7	4	4	4	4	4	4	4	4	4	2	4	5	4	4	4	4	2	4	3,8333333	0,7071068	Agree
Task 4																					
1	5	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4,1666667	0,3834825	Agree
2	5	2	4	4	4	4	4	4	4	4	2	5	4	4	4	2	4	4	3,7777778	0,8782038	Agree
3	4	2	4	4	4	4	4	4	4	4	4	5	4	4	4	4	2	4	3,8333333	0,7071068	Agree
4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	2	2	4	3,8333333	0,7071068	Agree
5	5	5	5	3	4	4	2	2	4	3	2	5	4	4	3	4	4	5	3,7777778	1,060275	Agree
6	3	4	4	3	4	4	5	5	4	3	2	5	2	4	2	4	4	5	3,7222222	1,0178152	Agree
7	3	4	4	3	4	4	4	4	4	4	4	5	4	4	4	4	2	4	3,8333333	0,6183469	Agree
Task 5																					
1	3	4	4	2	4	4	5	4	4	4	4	5	4	4	4	4	4	4	3,9444444	0,6391375	Agree

2	4	4	4	2	4	4	4	4	4	2	4	5	4	4	4	2	4	4	3,7222222	0,8264421	Agree
3	4	4	4	4	4	4	4	4	4	2	4	5	4	4	4	4	4	4	3,9444444	0,5393048	Agree
4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	2	4	4	3,9444444	0,5393048	Agree
5	4	3	4	4	4	4	5	2	4	4	4	5	3	4	2	2	4	5	3,7222222	0,95828	Agree
6	5	3	4	2	4	4	5	5	4	4	2	5	4	4	4	4	2	5	3,8888889	1,02262	Agree
7	5	4	4	2	4	4	4	4	4	4	4	5	4	4	4	4	2	4	3,8888889	0,7583953	Agree
Task 6																					
1	4	4	4	2	4	4	4	4	4	4	2	4	4	4	4	4	4	4	3,7777778	0,6467617	Agree
2	4	4	4	4	4	4	5	4	4	4	2	4	4	4	4	4	4	4	3,9444444	0,5393048	Agree
3	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	2	4	3,7777778	0,6467617	Agree
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	3,8888889	0,4714045	Agree
5	5	4	3	4	4	5	2	4	4	3	2	4	4	4	4	4	3	4	3,7222222	0,8264421	Agree
6	5	4	3	4	4	4	4	5	4	3	2	4	4	4	2	2	4	5	3,7222222	0,95828	Agree
7	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree

Task 7																					
1	4	4	4	4	4	4	5	5	4	4	4	4	5	4	4	4	4	4	4,1666667	0,3834825	Agree
2	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3,8888889	0,4714045	Agree
3	4	4	4	2	4	4	4	5	4	4	4	4	4	4	4	4	4	4	3,9444444	0,5393048	Agree
4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4,1111111	0,3233808	Agree
5	5	4	3	4	4	4	5	5	4	4	4	4	4	4	4	2	2	4	3,8888889	0,8323524	Agree
6	5	3	3	3	4	4	4	5	4	3	4	4	4	4	4	2	4	5	3,8333333	0,7859052	Agree
7	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	5	3,9444444	0,5393048	Agree
Task 8																					
1	5	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	5	4	0,5940885	Agree
2	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3,9444444	0,2357023	Agree
3	5	4	4	4	2	4	2	2	4	4	4	4	4	4	3	4	4	5	3,7222222	0,8947925	Agree
4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3,9444444	0,2357023	Agree
5	5	3	3	4	4	4	4	5	4	4	2	4	4	4	4	2	4	4	3,7777778	0,8084521	Agree
6	5	4	4	2	4	4	4	5	4	3	3	4	4	4	4	2	3	4	3,7222222	0,8264421	Agree
7	4	4	4	2	4	4	4	5	4	4	2	4	4	4	4	4	4	5	3,8888889	0,7583953	Agree

Task 9																					
1	5	4	4	4	4	4	5	5	4	4	4	4	5	4	4	4	4	5	4,2777778	0,4608886	Agree
2	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4,0555556	0,2357023	Agree
3	4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4	4,1111111	0,3233808	Agree
4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4,1111111	0,3233808	Agree
5	4	3	4	4	4	4	2	5	4	4	4	4	4	4	4	2	4	4	3,7777778	0,7320845	Agree
6	5	4	4	2	4	4	4	5	4	4	2	4	4	4	4	4	2	4	3,7777778	0,8782038	Agree
7	4	4	2	4	4	4	5	5	4	4	4	4	4	4	4	2	2	5	3,8333333	0,9235481	Agree
Task 10																					
1	4	4	4	4	4	4	5	4	4	4	4	4	3	4	4	2	4	4	3,8888889	0,5829831	Agree
2	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	2	4	4	3,7777778	0,5483189	Agree
3	4	3	4	4	4	4	2	4	4	4	4	4	4	4	4	2	4	4	3,7222222	0,6691132	Agree
4	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3,8333333	0,5144958	Agree
5	4	4	2	4	4	4	5	5	4	3	4	4	4	4	4	4	2	2	3,7222222	0,8947925	Agree
6	4	4	4	2	4	4	5	5	4	2	4	4	4	4	4	4	4	2	3,7777778	0,8782038	Agree
7	4	4	2	4	4	4	5	4	4	4	4	4	3	4	4	2	4	4	3,7777778	0,7320845	Agree

## **Appendix M**

### **The Photographs**

## THE PHOTOGRAPHS DURING IMPLEMENTATION OF THE MATERIALS







## **Appendix N**

### **The Research License**



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-00  
31 Juli 2008

Nomor : 1898a/H.34.12/PP/XII/2010  
Lampiran : --  
Hal : Permohonan Izin Observasi

20 Desember 2010

Kepada Yth.

Pimpinan  
Kakiku Pusat Refleksi  
di Yogyakarta

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan observasi untuk memperoleh data guna memenuhi Tugas Mata Kuliah :

*Developing Communicative English Learning Materials for Masseurs*

Mahasiswa dimaksud adalah :

Nama : DESTININGTYAS  
NIM : 06202244008  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Lokasi Penelitian : Kakiku Pusat Refleksi Yogyakarta

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan  
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.  
NIP 19540120 197903 1 002