

**DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR THE
ELEVENTH GRADERS OF TV PROGRAM AND BROADCAST
ENGINEERING DEPARTMENT AT VOCATIONAL HIGH SCHOOL**

A Thesis

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



by:

Gesnia Ardiyani

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

2016

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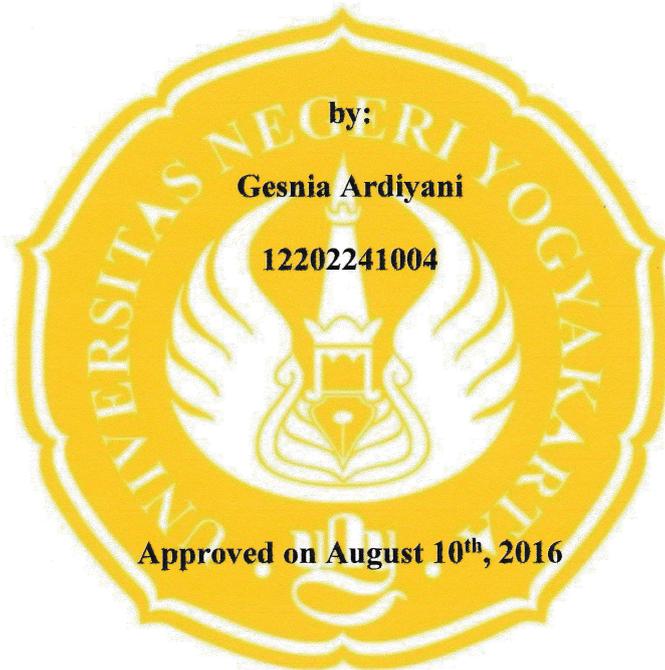
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2016

APPROVAL SHEET

**DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR THE
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ENGINEERING DEPARTMENT AT VOCATIONAL HIGH SCHOOL**

A Thesis



by:

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DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR THE ELEVENTH GRADERS OF TV PROGRAM AND BROADCAST ENGINEERING DEPARTMENT AT VOCATIONAL HIGH SCHOOL

A Thesis

Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University in August, 2016 and declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in English Education.

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MATERIALS FOR THE ELEVENTH GRADERS OF
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DEPARTMENT AT VOCATIONAL HIGH SCHOOL**

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Yogyakarta, 10 Agustus, 2016

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MOTTOS

“For I know what I have planned for you,” says the Lord. “I have plans to prosper you, not to harm you. I have plans to give you a future filled with hope.”

(Jeremiah 29:11)

“He has made everything beautiful in its own time...”

(Ecclesiastes 3:11)

“God’s plan is always the best. Sometimes the process is painful and hard. But don’t forget that when God is silent, He’s doing something for you.”

(*author unknown*)

DEDICATION

I fully dedicate this thesis to my beloved mother, father and brother.

Thank you very much for your big support, motivation, and love.

ACKNOWLEDGEMENTS

Praises be to Jesus Christ for His countless blessings, lights, and guidance with which I could finish this thesis. I would like to express my gratitude to all of those who have given me guidance and support in the process of this thesis.

My first and foremost appreciation goes to my supervisor, *Bapak* Joko Priyana, M.A., Ph.D. I thank him for all his continuous directions, guidance, suggestions, and motivation in the accomplishment of this thesis. I also would like to express my gratitude to *Ibu* Sari Hidayati, M.A. for willingness to validate the materials I have developed through the expert judgment. I do appreciate all of her suggestions to make the materials even better.

My sincere thanks may also be sent to the English teacher, *Bapak* Drs. Agung Widodo and the students of TV Program and Broadcast Engineering Department at SMK Negeri 1 Klaten who were willing to take part in this research. I would also thank to all of the lecturers in English Education Department for all I learned from them.

Next, my deepest gratitude goes to my parents. I am deeply and forever indebted to them for their endless care, love and support. Nothing can best express my gratitude towards them.

My appreciation would also go to my friends in English Education E-2012 class, Tika, Maya, Alni, Evita, Nesa, Anggi, Trisna, Estri, Maman, Amel, Azmi, Umu, Elia, Arfi, Mei, Lely, Gresthi, Wiwit, and Sudir, thank you for the gracious memories. Then, I would like to thank to the administrators of SALC (Self-Access Learning Center) FBS UNY for their support during the time I was working on this

thesis. Further, I am grateful for my big family, PMK (*Persekutuan Mahasiswa Kristen*) UNY especially *Mbak* Iin Rani Susanti for her support. Next, a big thank is also sent to PSM (*Paduan Suara Mahasiswa*) *Swara Wadhana* for the beautiful memories. The next thanks may be addressed to OSPEK (*Organisasi Pemuda Kreatif*).

I would also convey my warm thanks to the team of TEFL Practicum, Amalia, Bethsa, Dian, Erma, and Rita, for all of their support. My appreciation also goes to my supervision friends, Ester, *Mbak* Herina, Amalia, Meta, and Arum. The last but not least, my special thank also goes to my friend, Yustisia Ria Pradini. Thank you very much for the beautiful moments.

Finally, I hope that this thesis would be useful for readers. However, I realize that this thesis is far from being perfect. Therefore, any constructive suggestions for the improvement of this thesis are gratefully appreciated.

Yogyakarta, August 10th, 2016

Gesnia Ardiyani

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ABSTRACT

The objectives of this research were 1) to find out the target and learning needs of the eleventh graders of TV Program and Broadcast Engineering Department, 2) to develop the appropriate English instructional materials for the eleventh graders of TV Program and Broadcast Engineering Department based on Curriculum 2013.

This was a Research and Development (R&D) study. The subjects of this research were the eleventh graders of TV Program and Broadcast Engineering Department at SMK Negeri 1 Klaten. The procedure of the research followed the materials development process proposed by Jolly and Bolitho (1998) with some adaptation in order to make the research feasible within the setting of the research. The steps of this research were: 1) identifying the needs, 2) designing the syllabus, 3) developing instructional materials, 4) evaluating the materials, and 5) revising the materials. The questionnaires were used to collect data for the needs analysis and materials evaluation. The interview guideline was used to conduct needs analysis by interviewing the English teacher. The quantitative data from the needs analysis and materials evaluation were analyzed quantitatively. The qualitative data from the interview were analyzed qualitatively.

The target needs covered the student goals of learning, necessities, lacks and wants. The learning needs included the learning input, learning procedure, teacher's role, and setting. There were three units of English instructional materials developed. Each unit has the similar unit design that consists of three parts: introduction, main lesson and reinforcement. The main lesson of the units applied Project-based Learning adapted from Stoller (2002). The developed materials, then, were evaluated through expert judgment in terms of the appropriateness of content, language, presentation and layout. Based on the results of expert judgment, the materials were categorized appropriate for the materials had relevant topics and learning components with the students' study program. The mean score of all aspects of the three developed units is 3,94 which is in the range of "very good" category that is $3,75 < x \leq 4$.

CHAPTER I

INTRODUCTION

A. Background of the Research

English is considered as a compulsory subject in secondary schools including Vocational High School. Subsequently, based on Indonesian Law Number 20 Year 2003, the instructional process in Vocational High School is aimed to equip students with the skills and knowledge of particular fields and prepare them to be able to work in line with the fields. English is one of factors which can support Vocational High School students to do their job after graduating from the school. Hence, the English instructional process of Vocational High School should be appropriate for the particular goals, learners and learning needs of particular fields.

One of important learning needs is instructional materials. Instructional materials refer to anything which is able to provide sources of language input particularly and generally to facilitate the students and learning process to achieve the competences and learning objectives through learning activities (Tomlinson, 1998). Then, English instructional materials for Vocational High School are supposed to be in line with the students' need of particular fields.

Additionally, there are competences that should be acquired by Vocational High School students as presented in *Standar Kompetensi Kelululusan* in Curriculum 2013. The competences include attitude, knowledge and skills. Further, according to the curriculum, in the instructional process, the

competences and the material scope are carried out. Then, the instructional process can be implemented through several kinds of instructional approach including Project-based Learning. Nonetheless, up to now, English instructional materials in accordance with the curriculum particularly for Vocational High School have not been available for all study programs.

Considering that issue, therefore, developing English instructional materials based on Curriculum 2013 applying Project-based Learning for specific study programs at Vocational High School is very essential at this moment. The materials developed, then, are hopefully able to facilitate the learning.

B. Identification of the Problems

English instructional materials for Vocational High School students are necessary. The materials are able to facilitate them in acquiring learning objectives and competences in accordance with their expertise program. Subsequently, English will be used as they do their job later on.

In Vocational High School, there are many study programs such as Computer and Network Technique, Accounting, Office Administration, Marketing, Multimedia, etc. Each study program has different needs for grade X, XI and XII. In case of materials, every study program needs English instructional materials which are relevant to the study program.

One of expertise programs in Vocational High School is the department of TV Program and Broadcast Engineering. In this program, the students will learn some skills like cinematography, graphic design, multi-camera,

photography, editing, journalism, scenic art, program script, audio, lighting, and stage direction. Those are considered using English much as medium language in particular technical terms, text types, and so forth related to broadcasting.

Because of the issue, English instructional materials are necessarily needed for students of TV Program and Broadcast Engineering for grade X, XI and XII. However, based on the preliminary observation conducted in October 2015 in one of Vocational High Schools, there are some cases found.

The first case is the unsuitable English instructional materials used. Most of Vocational High School teachers employ the book published by *Kementerian Pendidikan dan Kebudayaan* by which materials presented are not suitable for TV Program and Broadcast Engineering Department. It is because the book is similar to Senior High School students through which General English is applied. Harmer (2007:9) says General English is all purpose language with no special focus on one area of human experience over another. As we shall see, general English books usually offer contents and language skills from many courses. On the contrary, Vocational High School students need English for Specific Purposes, in this case, English related to their study program.

The second case is the unavailability of English instructional materials for the study program. Since there are general books only, consequently, it is difficult for the teachers to find English instructional materials in accordance with the students' needs of TV Program and Broadcast Engineering.

Based on the background above, English instructional materials for TV Program and Broadcast Engineering Department at Vocational High School in accordance with students' needs was developed particularly for the eleventh graders. The materials, then, would be used to help students achieve competences stated in Curriculum 2013.

C. Limitation of the Problems

Dealing with the problems identified, developing English instructional materials for all study programs, grades and skills of English in Vocational High School are considered necessary. However, due to the time limitation, this research only focused on developing English instructional materials for the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School which cover all skills of English.

D. Formulation of the Problems

The problems of this research were formulated as follows:

1. What are the target needs of the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School?
2. What are the learning needs of the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School?
3. What are the appropriate English instructional materials for the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School?

E. Objectives of the Research

The objectives of this research were to:

1. find the target needs of the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School;
2. find the learning needs of the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School;
3. develop appropriate English instructional materials for the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School.

F. Significance of the Research

The research were expected to give contribution to:

1. Teachers

It is expected that the English instructional materials developed will be resource for the instructional process that provide more relevant materials to teach the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School.

2. Students

It is expected that the English instructional materials developed will be useful for the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School to get sufficient exposures or inputs to support them in doing their job thereafter.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English for Vocational High School

a. Curriculum 2013

Curriculum 2013 has been applied in Indonesia as the legal foundation of National Education. Based on the Regulation of Indonesian Minister of Education Number 60 Year 2014, Curriculum 2013 is aimed to prepare Indonesian people having the ability to live as personals and citizens who have faith, productivity, creativity, innovation, and effectiveness and capable to contribute to social life and civilization of the world. Therefore, the instructional process is aimed to develop the students' potency in order to have the ability of lives.

The goal of education, then, is described on *Standar Kompetensi Lulusan*. Then, it is used to formulate *Standar Isi*, *Standar Proses* and *Standar Penilaian*. As elaborated in *Standar Isi*, the curriculum breaks down into two competences: core and basic competences.

According to the Indonesian Minister of Education and Culture Number 21 Year 2016, core competences cover the aspects of attitude, knowledge, and skill that should be acquired by Vocational High School students for a school level, class, and subject. Moreover, core competences are used to formulate basic competences for each subject to any class. Different from core competences, basic competences only cover aspects of knowledge and skills

that should be expectedly achieved by the students in each subject in a particular level of education.

Related to the learning process, based on the Regulation of the Indonesian Minister of Education and Culture Number 22 Year 2016 about *Standar Proses*, the learning approach based on the subject matter is expectedly carried out in the instructional process at Vocational High School. One of the learning approaches that can encourage the students' skills to produce contextual product, individually or in groups, is Project-based Learning.

In terms of the learning assessment, based on the Regulation of the Indonesian Minister of Education Number 23 Year 2016 about *Standar Penilaian*, there are three kinds of assessment: assessment by the teacher, school and government. The assessment of attitude is carried out by the teacher in order to get descriptive information about the students' attitude. The students' knowledge and skills are assessed by the teacher, school and government on purpose to measure the students' knowledge and skills in applying their knowledge in a particular task.

The learning assessment conducted by the teacher aims to control and evaluate the learning process, the students' learning progress, and the improvement of the students' study results continuously. Further, the learning assessment carried out by the school aims to measure the achievement of *Standar Kompetensi Lulusan* for all subjects. Then, the learning assessment done by the government aims to assess the achievement of graduate competences nationally on a particular subject. The implementation of

Curriculum 2013 in the English language instruction specifically for Vocational High School will be discussed in the next part.

b. English Language Instruction in Vocational High School

The Regulation of Indonesian Minister of Education and Culture Number 22 Year 2016 designates English as one of compulsory subjects at Vocational High Schools. Time allocation for English instructional process is 2x45 minutes/meeting.

As mentioned in the Regulation of the Indonesian Minister of Education and Culture Number 22 Year 2016, in the English learning process, basic competences in terms of spiritual and social are not explicitly lowered from core competences instead of being developed through indirect teaching and be integrated into the instructional process. While in terms of knowledge and skills, those are developed for every subject by modelling, customization, and school culture by taking account of the subjects, needs and students characteristics.

Furthermore, core and basic competences of knowledge and skills could be acquired through applying a specific learning approach which is relevant with the particular students and learning characteristics. The learning approach is expected to be able to encourage the students to create creative and contextual products, individually and in groups. One of the learning approaches is Project-based Learning.

Based on the Regulation of the Indonesian Minister of Education and Culture Number 24 Year 2016, basic competences in terms of knowledge for the eleventh graders at Vocational High School are presented in the following table.

Meanwhile, the basic competences for skills are composing each basic competency of knowledge into practices.

Table 1: Basic Competences of English for the Eleventh Graders at Vocational High School

Basic Competences
3.1. making suggestions and offers
3.2. asking and giving opinions
3.3. invitation letters
3.4. analytical exposition texts
3.5. passive voice
3.6. personal letters
3.7. cause and effect relationship
3.8. explanation texts
3.9. song lyrics

The learning process is comprehensively directed to the development of three competences: attitude, knowledge and skills holistically. It means the development of one competency cannot be separated from the two other competences. As the result, the learning process produces comprehensively an individual with qualified attitude, knowledge and attitude.

The assessment of the instructional process employs the authentic assessment which covers the students' preparation, process and the study results comprehensively. The results of the authentic assessment are used by the teacher to plans remedial and enrichment programs.

In the English instructional process, the assessment is also carried out in the integrative way covering attitude, knowledge and skills in both spoken and written English contextually in accordance with the goal and social function. In addition, the assessment of attitude focused on the students' behavior during the English spoken and written communication process inside and outside the classroom such as honesty, discipline, responsibility, confidence, tolerance,

cooperativeness, and courteousness. Then, the area of English learned by the students of will be discussed in the next part.

c. English Learned by Students of TV Program and Broadcast Engineering Department

Curriculum 2013, particularly, basic competences stated in the previous part for the eleventh graders at Vocational High Schools will help the students of TV Program and Broadcast Engineering Department to achieve the goals of the study program. Based on the preliminary observation, the department is aimed to create students having ability to produce film in the television program including a script writer, photographer, cameraman, manager unit, director assistance, lighting director, audio technician, and editor. Those are considered much using English as medium language in the instructional process. Subsequently, English is needed by the students for spoken and written communication both actively and passively.

Students of TV Program and Broadcast Engineering Department will use English in relation to TV programs and broadcasting activities. This is called as English for Specific Purposes (ESP) in which they will use the relevant English that fits to their needs (Hutchinson and Waters, 1987:12). Then, ESP theories will be presented in the next part.

2. English for Specific Purposes for Vocational High School Students

a. Defining English for Specific Purposes

English in Vocational High School is considered as English for Specific Purposes (ESP). English here is adjusted to the specific target and learning

needs of a particular study program including TV Program and Broadcast Engineering Department.

There are many definitions of English for Specific Purposes (ESP) proposed by some experts. One is noted by Johns and Price-Machado (2001:43), ESP is a movement that all language teaching should be in relation to the specific learning, language used by students and also the sociocultural contexts in which English will be used. Further, Hutchinson and Waters (1987:19) argue that ESP is a language teaching approach in which all content and method are based on the learners need for learning.

In this way, English for Specific Purposes is a language course which is based on the specific goals as well as learner and learning needs of particular groups of student. Hence, the main characteristic of English for Specific Purposes is the process of collecting information about the students' needs called need analysis (Richards, 2001:51).

b. Characteristics of English for Specific Purposes

As stated in the previous part, needs analysis is the main characteristic of English for Specific Purposes. Richards (2006:12) stated that needs analysis is the use of language samples collected from observation, surveys, interviews, situation analysis, and analysis in different settings. It is aimed to determine the specific characteristics of language that learners would need to master when they are in specific occupational or educational roles. Meanwhile in Richards (2006:24), needs analysis is directed mainly at the goals and content of a course or particular study program in Vocational High School.

There are two types of need: target or learner needs and learning needs. The data of two needs should be collected from the group of students of a particular study program in Vocational High School including TV Program and Broadcast Engineering Department.

Target needs or learner needs focus on three areas: necessities, lacks, and wants. According to Hutchinson and Waters (1987:55), *necessities* are what the learner has to know in order to function effectively in the particular setting. Lacks are the gap between what the learners already know and what they should be acquired in the target situation. *Lacks* and necessities are called as objective needs. Initially, Nation and Macalister (2010:25) argue that *wants* fit into subjective needs since every student has their own wants in the learning process.

Thereafter, learning needs are knowledge and abilities that will be required by the learners in order to be able to perform to the required degree of competences in the target situation (Hutchinson and Waters, 1987:60). One of important learning needs needed by the students of English for Specific Purposes is instructional materials.

3. Project-based Learning for Vocational High School

a. Defining Project-based Learning

As stated in the beginning of this chapter, Project-based Learning is one of learning approaches offered by Curriculum 2013 that is expected to be carried out in the instructional process. By applying Project-based Learning, it is expected that students will acquire the competences: attitudes, knowledge

and skills needed in later lives through producing products individually or collaboratively.

Beckett (2002) defines a project as a long-term (several weeks) activity. It involves a variety of individual or cooperative tasks such as developing a research plan and questions and implementing the plan through document research that includes collecting, analyzing and reporting data orally and/or in writing.

Furthermore, Project-based Learning has been referred differently by experts. Bas (2011) states that up to this moment, there is no fixed definition of Project-based Learning among experts for it nowadays keeps developing.

Project-based Learning is an instructional model which get the students to do several activities culminating in an end product. The activities are called project work (Fried-Booth: 2002). Project-based Learning engages the students in gaining knowledge and skills through structured tasks and designing products carefully (Thomas, et al: 2002).

According to Moss and Van Duzer (1998), Project-based Learning is an instructional approach that contextualizes learning by presenting learners with products to develop. Most importantly, Stoller (2002) states that Project-based Learning is both process-oriented and product-oriented learning.

Klein (2009:8) refers Project-based Learning as the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. In addition, Stoller (2002) defines Project-based Learning as a natural

extension of fully integrated language and content learning, making it a viable option in a variety of instructional settings including English for Specific Purposes.

It can be concluded that Project-based Learning refers to a teaching method which involves students in a series of activities to make an end product individually and collaboratively through which they are given opportunities to construct their knowledge and practice their skills.

In brief, Project-based Learning is referred to an instructional learning model (Fried-Booth: 2002) or an instructional teaching approach (Moss and Van Duzer: 1998) or a teaching method (Stoller: 2002). It is sometimes referred to a teaching technique, a teaching strategy or a learning model (Bas and Beyhan: 2011).

In this research, Project-based Learning is defined as a teaching method for it contains a set of systemic procedure which are carried out through several tasks which lead to the accomplishment of the end product. Further, the instructional materials in this research followed the procedure of Project-based Learning proposed by Stoller (2002) with some adaptation. Another reason defining Project-based Learning as a teaching method is for its characteristics are relevant to Communicative Language Teaching. Then, the characteristics of Project-based Learning will be presented in the next part.

b. Characteristics of Project-based Learning

The primary characteristics of Project-based Learning are stated as follows (Stoller: 2002; Fried-Booth: 2002; Grant: 2002; Klein: 2009):

1) A student-centered teaching-learning process

It is student-centered with the teacher playing a role in offering support and guidance throughout the process. The teacher becomes a facilitator that should encourage the students to be actively involved during the instructional process. It is driven by student independent production and presentation rather than teacher delivery of information.

2) Developing students' self-motivation

The project is focused on content learning through language learning. Moreover, it involves topics that are relevant to their daily life. Further, the group work will also enhance their motivation for they can share ideas each other. Further, it is potentially stimulating, empowering, and challenging. Besides, students can build up confidence, self-esteem, and autonomy as well as improve their language skills, content learning and cognitive abilities.

3) A collaborative learning

In order to complete the project appropriately and punctually, the students should work collaboratively. As the result, it will enhance a positive cooperation and relationship among students.

4) Providing frequent feedback

Developing the project collaboratively engages the students to speak and listen to others. It gets them to share their ideas, opinions and suggestions in order to complete the end product. Further, the teacher should take responsibility for keeping them working with their project by giving feedback.

5) Employing technology and multiple learning resources

In completing the project, the students sometimes should access to the internet to collect necessary information using a computer or other electronic devices. As a result, it gets the students to be able to use the technology to support the project accomplishment.

6) Integrating language skills

It leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks.

Furthermore, according to Shin (2007), a good project should encourage learners to cooperate with each other using the target language communicatively and it should incorporate all of the language learned in the whole unit. Then, the project should also allow learners to make choices and think critically about the subject matter.

In other setting, elaborating sets of tasks establishes the process for completing the project and spans an entire instructional unit. Then, the benefits of project work are maximized for students are actively engaged in information gathering, processing, and reporting over a period of time, and the outcome is increased content knowledge and language mastery (Alan and Stoller, 2005).

c. Kinds of Project in Project-based Learning

Project breaks down into several types. Henry as noted by Stoller (2002) proposes three types of projects based on the nature and sequencing of project-related activities. First, *structured projects* are determined, specified and organized by the teacher in terms of topic, materials, methodology, and

presentation. Second, *unstructured projects* are defined largely by students themselves. Finally, *semi-structured projects* are defined and organized in part by the teacher and in part by students.

Projects may also differ in the ways that information is reported as part of a culminating activity. First, *production projects* involve the creation of bulletin-board displays, videos, radio programs, poster sessions, written reports, photo essays, letters, handbooks, brochures, banquet menus, travel itineraries, and so forth. Second, *performance projects* can take shape as staged debates, oral presentations, theatrical performances, food fairs or fashion shows. Third, *organizational projects* entail the planning and formation of a club, conversation table, or conversation-partner program.

Further, according to Fried-Booth (2002), there are two kinds of projects. First, *bridging activity project* is a small-scaled or simple project which spends only two or three meetings. It is only carried out in the classroom. Second, *full-scaled project* requires complicated activities beyond the classroom to finish the project. The time span is longer than the bridging activity project.

The instructional materials which were developed in this research consisted of several kinds of project. They were a structured project, production and performance project, and full-scaled project.

d. The Procedure of the Project Development

As other methods have, Project-based Learning has a set of procedure to carry out the project in the instructional process. The procedure helps the

teacher to guide the students develop the project. There are many procedures of the project proposed by experts such as Fried-Booth (2002), Haines (1989), Stoller (2002), Alan and Stoller (2005), etc.

In this research, the procedure of the project development proposed by Stoller (2002) was used. She proposes the ten-step sequence of activities for orchestrating project work in English for Specific Classroom. Her procedure of the project development was used for it seems comprehensive and feasible to be carried out in the instructional process. The procedure is presented as follows. Another reason is this model gives ease in developing meaningful projects that facilitate content learning and provide opportunities for explicit language instruction at critical moments in the project.

Step 1: Students and instructor agree on a theme for the project

The students and teacher make an agreement on a project theme. The teacher should identify the size of projects and the type of project will be worked on whether it is structured, semi-structured or unstructured project.

Step 2: Students and instructor determine the final outcome of the project

After deciding the topic of the project in the first stage, the students and teacher determine the objectives and the final outcome of the project. The outcome or product can be production project, performance project or organizational project. The project outcomes in Vocational High School are based on the curriculum 2013.

Step 3: Students and instructor structure the project

After the theme and final outcome of the project are determined, the students and teacher discuss the detail of project from the opening activity to the completion of the project. The detail include 1) information needed to complete the project; 2) the ways to obtain the information (e.g., a library search, interviews, the World Wide Web, field trips; 3) the ways the collected information will be compiled and analyzed; 4) the roles of each student to play in the project (job description); and 5) the time line will students follow to get from the starting point to the end point.

After negotiating a deadline for project completion, students reach a consensus on the timing for gathering, sharing, and compiling information, and then presenting their final project.

Step 4: Instructor prepares students for the demands of information gathering

At this stage, the teacher prepares students for the language, skill, and strategy demands associated with information gathering. With student ability levels in mind, the teacher prepares instructional activities for each of the information-gathering tasks. For instance, if students will be conducting interviews to gather information, the instructor may plan activities in which students have to form questions, ask follow-up questions, request clarification, and take notes. The teacher may also help students devise a grid for organized data collection.

Step 5: Students gather information

After working on several activities of the skills, strategies, and language needed for gathering information, students will collect information using

several methods such as interviewing, letter writing and library searches. Whenever possible, the teacher brings in relevant content resources to get students started on their information quests.

Step 6: Instructor prepares students to compile and analyses data

At this stage, students need to master the language, skills, and strategies needed to compile, analyze, and synthesize the information that they have collected from different sources. The teacher prepares students to do much of this on their own through tasks including categorizing, making comparisons, and using graphic organizers such as charts and time lines.

Step 7: Students compile and analyze information

Students tackle the demands of compiling and analyzing the gathered information. Working in groups, students organize information and then discuss the value of the collected data, keeping some and discarding others. The goal is to identify information that is critical for the completion of their projects.

Step 8: Instructor prepares students for the language demands of the final activity

As in Steps 4 and 6, the teacher designs language-improvement activities to help students successfully present the final outcome of the project. Those activities may focus on skills for successful oral presentations, written products, etc. along with feedback.

Step 9: Students present the final product

Students present the final product of the project as planned in Step 2.

Step 10: Students evaluate the project

In this last, often neglected stage of project work, students reflect on the language mastered, the subject matter acquired and their experience during the project. In addition, students are asked to make recommendations that can be used to enhance similar projects in the future. It is during this stage that teacher provides students with feedback on their language and content learning.

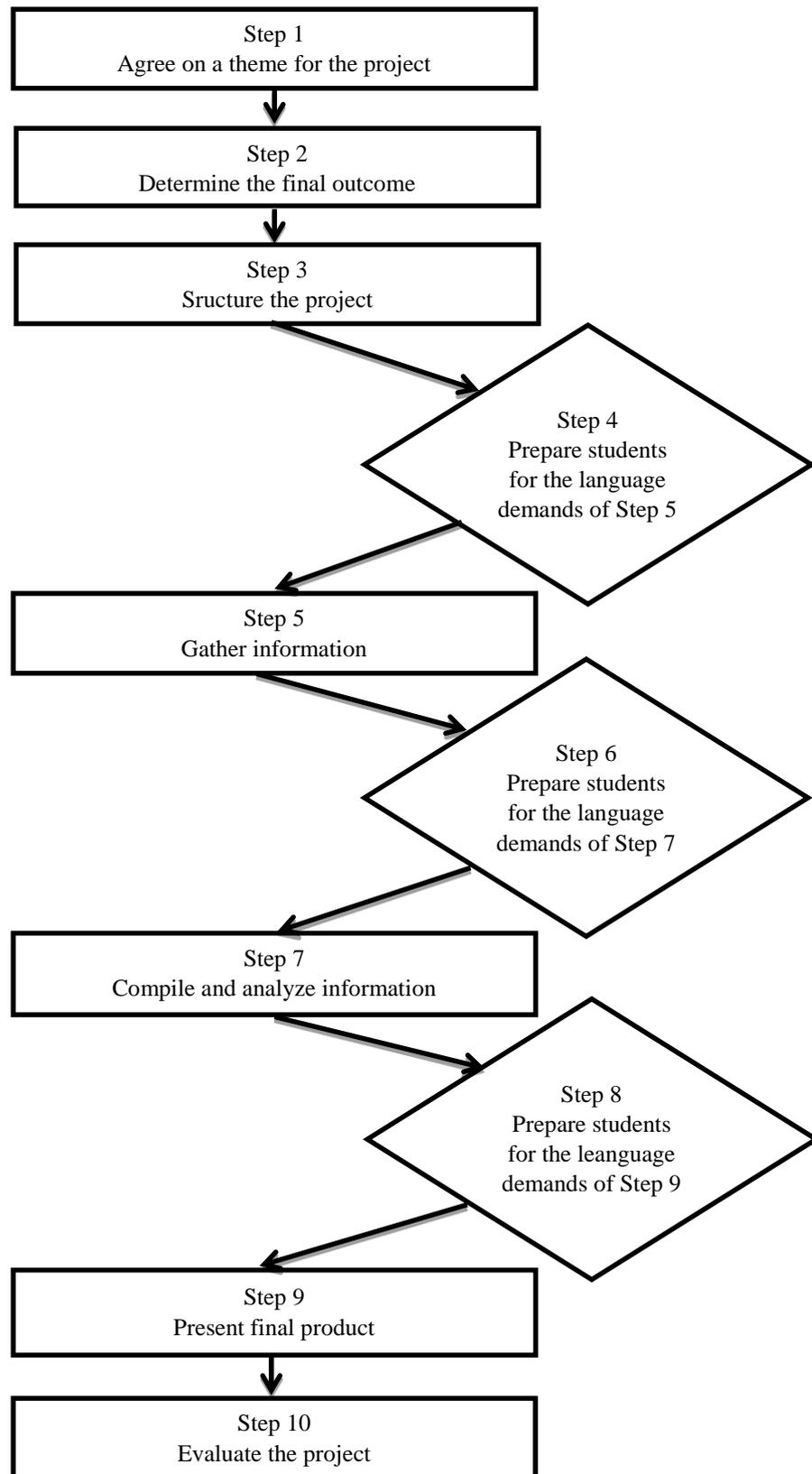


Figure 1: **Developing a Project in a Language Classroom**

e. The Roles of Learners and Teacher in Project-based Learning

In the learning process applying Project-based Learning, the learners do active learning through physical activities, as well as the activities of thinking or mentally. Project-based learning is an instructional method centered on the students. They learn best by experiencing and solving real world problems (Wachyu and Rukmini, 2015).

In project-based Instruction, teachers need to: 1) create opportunities for learning by providing access to information; 2) support learning by scaffolding instruction, modelling and guiding students to make manageable tasks; 3) encourage students to use learning and metacognitive processes; and 4) assess progress, diagnose problems, provide feedback, and evaluate overall results (Blumenfeld et al, 1991).

Meanwhile, Papandreou as cited by Tsiplakides (2009), in project work, the role of teacher is not dominant, but he/she acts as a guide, advisor, coordinator and facilitator. In addition, Ribe and Vidal (1993:9) argue that the teacher should plays several roles in Project-based Learning such as being an initiator, planner/co-planner, provider of thematic and language input, self-access materials, language explanations and correction, prompter of group co-operation and an appropriate atmosphere, helper, consultant and evaluator/co-evaluator.

Further, Haines in Supe (2011) argues that in Project-based Learning a teacher should play his/her common roles as follows: 1) the teacher should be a negotiator for deciding the topics, the sequence of activities during the

project, the group formation, the length of the project and its rules; 2) he/she should be ready to be a main resource of ideas, and advisor, and a helper of the students to solve problems that may encounter; and 3) she/he should be an organizer of the students' end products, an evaluator of the project as well as its process and a commentator of what they have achieved.

f. The Roles of Materials in Project-based Learning

The instructional materials are useful for they are forms of professional development for teacher and foster autonomous learning strategies in students (Crawford, 2002). In addition, Ellis as noted by Butler, Heslup and Kurth (2015) points out that materials can support student learning in preparation for the final test task-the final product of the project, and elicit language from students that resembles real-world use and a goal of language tasks.

4. Instructional Materials for Vocational High School

a. Defining Instructional Materials

There is no exception that language instruction except for Vocational High School has five important components: students, a teacher, materials, teaching methods, and evaluation (Kitao and Kitao, 1997). Furthermore, Richards (2001:251) states one key component in most language programs is teaching materials.

Tomlinson (1998:2) points out materials can be anything which is deliberately used to facilitate the learner's knowledge and/or experience of language. As Richards (2001:252) insists materials break down into two types:

authentic and created materials. Authentic materials refer to teaching resources that reflect the real world uses of language and are not specially prepared for pedagogical purposes. Meanwhile, created materials refer to textbooks and other specially developed instructional resources aimed for the instructional process.

In this way, instructional materials refer to anything used by teachers or learners to facilitate the language learning to achieve its objectives. Additionally, instructional materials for Vocational High School have roles in the English language instruction. The roles will be discussed in the next part.

b. Roles of Materials in the English Instruction

Kitao and Kitao (1997) define materials as the center of instruction in many cases in language learning for influencing on what goes on in the classroom. Subsequently, instructional materials generally serve as the basis of the language input for learners as well as the language practice that occurs in the classroom (Richards, 2001:251).

Materials have roles for the teacher and the learners as well. Richards (2001:252), further, states that the role of materials for teachers of which they provide: 1) the basis for the content of lessons; 2) the balance of skills taught; and 3) the kinds of language practice students take part in. In other situations, materials could be the primary supplement for the teacher's instruction. While for learners, materials may provide the major source of language apart from the teacher. Apart from the roles, materials also have criteria should be considered as being good.

As a result, in Vocational High School, instructional materials also have roles in the learning process. One is they provide relevant input for a group of students of a particular study program. Moreover, the input is based on the demand of Curriculum 2013 in the case of core and basic competences for Vocational High School.

c. Criteria of Good Materials for TV Program and Broadcast Engineering Department

Rowntree as cited by Richards (2001:263), states that good materials should: 1) arouse the learner's interest; 2) remind learners of earlier learning; 3) tell learners that they will be learning next; 4) explain new learning content; 5) relate these ideas to learners' previous learning; 6) get learners to think about new content; 7) help learners get feedback on their learning; 8) encourage learners to practice; 9) make sure learners know what they are supposed to be doing; 10) enable learners to check their progress; and 11) help learners to do better.

Meanwhile, the criteria of good instructional materials specifically for students of Vocational High School including TV Program and Broadcast Engineering Department are also determined by the government of Indonesia through *Badan Standar Nasional Pendidikan (BSNP)*. There are several aspects should be taken into consideration by materials developers to design good instructional materials such as they should have appropriate content, language, presentation and layout.

In developing instructional materials, there are several models of materials development that might be followed by materials developers in order to achieve core and basic competences stated in Curriculum 2013. Then, it will be discussed in the next part.

5. Materials Development

a. Defining Materials Development

As mentioned by Hutchinson and Waters (1987:106), a material writing is one of the most characteristics features of ESP. One factor of writing materials according to them is that publishers are naturally reluctant to produce materials for very limited markets particularly for Vocational High School where the number of user are not as much as other high schools. It is caused by every study program in Vocational High School has their own needs. The aim of materials writing, in fact, is to provide a coherent framework for the integration of the various aspects of learning and to allow creativity and variety to flourish (Hutchinson and Waters, 1987:108).

Tomlinson (1998:2) defines materials development as anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources. Meanwhile, Graves (1999:149) further defines materials development as the planning process through which a teacher creates units and lessons within those units to carry out the goals and objectives of the lesson. In developing materials, the teacher may create, choose or adapt and organize materials and activities on purpose to help the students achieve the objectives of the course (Graves, 2000:150).

b. Models of Materials Development

Materials development aims to create materials that can be resources for effective learning by developing a sequence of activities that leads the students through a learning route in line with the appropriate level of difficulty (Richards, 2001).

There are many models of materials development proposed by experts. Jolly and Bolitho in Tomlinson (1998:98) point out seven steps of materials development. The steps include 1) identification of need for materials; 2) exploration of need; 3) contextual realization of materials; 4) pedagogical realization of materials; 5) production of materials; 6) students' use of materials; and 7) evaluation of materials against agreed objectives.

Further, Masuhara in Tomlinson (1998: 247) mentions five steps of materials development. They include 1) needs analysis; 2) goals and objectives; 3) syllabus design; 4) methodology; and 5) testing and evaluation. Additionally, the model is called the linear Model X.

Then, this research followed the model of materials development proposed by Jolly and Bolitho in Tomlinson (1998:98) with some adaptation to make it feasible. It will be described in Chapter III.

6. Unit Design and Development in Project-based Learning

a. Defining Unit of Materials

A unit provides systematic learning activities leading to the learning outcome achievement of a specific study program in Vocational High School. A unit in a course or textbook refers to a teaching sequence that is normally

longer than a single lesson but shorter than a module and consists of a group of lessons planned around a single instructional focus (Richards and Schmidt, 2002:570). Further, Shin (2007) points out that a unit of instruction consists of a series of lessons that are connected to each other, possibly by a theme, grammatical point, or language function.

Thus, a unit includes as a part of instructional materials which should be developed. A unit in materials for Vocational High School, then, is entitled in line with the learner and learning needs of a specific study program. Besides, it should be developed by considering a single learning approach.

b. Model of Unit Design

In the process of materials development, the various aspects of learning in a unit should be taken into consideration by the materials developers. Hutchinson and Waters (1998: 109) describe that to start developing the materials, the materials developers should create the framework as the basis of materials development. The framework is called syllabus. According to Hutchinson and Waters (1987: 80), syllabus is defined as a document which says what will (or at least what should) be learned. It should, at least, have four elements: input, content focus, language focus and task.

- 1) *Input* can be in the form of a spoken or written text, diagram, or other forms of communication data. Input provide stimulus materials for activities, new language items, correct models of language use, and a topic for communication.

- 2) *Content focus* provides language is used as a mean of communication conveying information and feeling. Hence, non-linguistics content can be exploited to generate meaningful communication in the classroom.
- 3) *Language focus* or information related to language is given on purpose to achieve the goals of language learning which enable learners use the language appropriately.
- 4) *Task* is employed to make the learners use the content knowledge and language knowledge in the instructional process.

By considering the aspects of framework to develop materials above, then, this research employs an integrated syllabus. It contains several aspects such as 1) syllabus identity, 2) core and basic competences (the goals of learning); 3) topic/title; 4) character values; 5) indicators; 6) input; and 7) activities/tasks.

The concept of unit design proposed by Hutchinson and Waters leads to a conclusion that the primary focus of materials is the tasks or activities. In this research, the learning activities apply the steps of Project-based Learning by Stoller (2000) with some adaptation. Thus, in this research, a unit of materials has several components as presented in the following table.

Table 2. The Components of a Unit in the Instructional Materials applied Project-Based Learning

The Steps of Project-based Learning	Components
Introduction	the title of the unit
	the objectives of the learning
Main lesson	Let's select the topic
	Let's determine the final product
	Let's design the project
	Let's get ready to collect data

	Let's collect data
	Let's prepare and analyze data
	Let's get ready to present the final product
	Let's present the final product
	Let's evaluate the project
Reinforcement	enrichment
	summary

Further, the language and content are drawn from the input on purpose to make the learners able to perform the tasks. Therefore, the concept of tasks which facilitates the learning is used as the basis for developing effective learning materials.

7. Task Design and Development in Project-based Learning

a. Defining a Task

A task, in general, is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is mainly focused in meaning (Nunan, 2004:4). A task is shorter than a project for it can be completed in a minute, hour, meeting or day.

Furthermore, Nunan (2004:1) provides two types of task. First, *real-world or target tasks* which refer to the use of language in the world beyond the classroom. Second, *pedagogical tasks* are those that occur in the classroom.

In Project-based Learning, Ribe and Vidal as cited by Nunan (2004:133) use the terms 'task' and 'project' interchangeably. Additionally, the theories of task design are used for a project consists of several learning tasks that lead learners to complete the final product at the end of the project.

b. Components of a Task

Nunan (2004: 41) lists a minimum specification of task including the goals, input, procedure, teacher and learner roles and setting.

- (a) *Goals* are the vague and general intention behind any learning task. Goals also relate the project and the broader curriculum.
- (b) *Input* refer to the spoken, written and visual data which the students work on within the course of completing the project.
- (c) *Procedures* refer to what the students will actually do with the input. The procedures or learning activities follow a single learning approach.
- (d) *Teacher and learner roles* refer to the parts that learners and teachers are expected to play in the instructional process based on a single learning approach.
- (e) *Setting* refer to the classroom arrangement whether the task is carried out individually or collaboratively and outside or inside the classroom, the number of students in a group work, the setting of the chairs and tables.

c. Principles of Task Development

Arends as cited by Tessema (2005) describes the following project-work or task criteria that are essential to create motivation among students in the Project-based Learning.

- (a) Tasks are organized around socially important problems and questions that are personally important for students.
- (b) Students should conduct authentic investigations that find real solutions to real problems.

- (c) Students should investigate many subjects.
- (d) Tasks should require students to create artefacts and exhibits that represent or explain solutions to a problem.
- (e) Tasks are characterized by students collaborating with each other in pairs and small groups.

d. Task Grading and Sequencing

Nunan (2004) argues that the decisions on what to teach first, what second and what last in a book will reflect the beliefs of the book developer or syllabus designer about grading, sequencing and integrating content. The following table presents a set of procedure to create a linked instructional sequence proposed by Nunan that can be taken into consideration in carrying out Project-based Learning.

Table 3. A Pedagogical Sequence for Introducing Tasks (Nunan, 2004:31-34)

Schema building	<p>The first stage is to develop a number of schema-building tasks that lead and introduce to the topic of the project, set of context for the project, and introduce some of the key vocabulary and expressions that the students will need in order to complete the project. In Projects-based Learning adapted from Stoller (2002), schema building is applied in the following steps:</p> <ul style="list-style-type: none"> a. Step 1: Let's choose the topic b. Step 2: Let's determine the final product c. Step 3: Let's design the project
Controlled practice, authentic listening practice and focus on linguistic elements	<p>The next step is to provide students with controlled practice in using the target language vocabulary, grammar, pronunciation, structures and functions in which they are given input in the form of spoken and/or written text before. This type of controlled practice extends the scaffolded learning. In Projects-based Learning adapted from Stoller (2002), it is applied in the following steps:</p> <ul style="list-style-type: none"> a. Step 4: Let's Get Ready to Collect Data b. Step 5: Let's Collect Data c. Step 6: Let's Get Ready and Analyze Data

Provide freer practice	<p>In this step, learners are given opportunities to move beyond simple manipulation. They should be encourage to perform using whatever language and skills they have before to complete the project. In Projects-based Learning adapted from Stoller (2002), it is included in the following steps:</p> <ol style="list-style-type: none"> a. Step 7: Let's Get Ready to Present the Final Product b. Step 8: Let's Present the Final Product c. Step 9: Let's Evaluate the Project
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8. Materials Evaluation in Project-based Learning

Evaluation is needed after the instructional materials for Vocational High School have been developed. In general, evaluation as Hutchinson and Waters (1987:96) noted is a matter of judging the fitness of something for the particular purpose.

Materials evaluation, then, is the systematic appraisal of the materials value related to their objectives and to the learner objectives. It will also show whether a particular task is effective or efficient (Tomlinson, 1998).

Moreover, Tomlinson proposes kinds of materials evaluation. Firstly, pre-use evaluation which is focused on predictions of potential value. Secondly, whilst-use evaluation which is focused on awareness and description of what the learners are actually doing whilst the materials are being used. Thirdly, it is called post-use evaluation that focuses on analysis of what happened as a result of using the materials.

Thus, it can be concluded that material evaluation is a process of measuring the values and effect of developed materials towards the users that is carried out before-, while- and after-use.

As noted by Skierso in Tomlinson (1998:221) envisages a three-step procedure of materials evaluation such as follows.

1. Identification of relevant contextual information relating to the students, the teacher, the course syllabus and the institution.
2. Analysis of the features of the textbook followed by an overall rating of the text.
3. The actual judging of the acceptability of the textbook, involving both the rating and weighting of specific evaluative criteria.

In relation with materials evaluation of English instructional materials for Vocational High School students in Indonesia, *BSNP* has designed an instrument of textbook evaluation. The instrument consists of four aspects as presented in the following table.

Table 4: **Aspects of Materials Evaluation by *BSNP* (2014)**

no.	Aspects	indicators
the appropriateness of the content		
1.	the appropriateness of the materials with core and basic competences	conformity
2.	the accuracy of the materials	the social function
		generic structure
		language features
		language skills
the appropriateness of the language		
3.	being communicative	readable meaning
		the language principle
4.	cohesive and coherence ideas	the cohesiveness in the part/sub-chapter/paragraph/sentence
		the coherence in the part/sub-chapter/paragraph/sentence
the appropriateness of the presentation		
5.	the technique of the presentation	order
		the balance
6.	the learning presentation	the learning center

		the learning approach
		developing the students' initiative, creativity and critical thinking
		developing the students' learning independency
7.	the completeness of the presentation	introduction
		content
		closing
the appropriateness of the layout		
paper size, layout, illustration, variation of font, capitalization, etc.		

Materials evaluation eventually will show which components should be fixed and improved in order to achieve the goal of learning. In this research, the type of materials evaluation conducted was expert judgment through which the materials were evaluated by the experts.

B. Conceptual Framework

English is a compulsory subject for Vocational High School according to Curriculum 2013. It is the newest curriculum that most of Vocational High Schools in Indonesia at this moment has implemented as the framework of the instructional process. There are several main elements of the curriculum including the goal, learning method and learning assessment.

English instructional or learning process in Vocational High School is categorized as English for Specific Purposes. It means that the instructional process including the aspects within it supposed to be relevant to particular student needs in line with their study program in order to be able to achieve particular goals of the learning.

One carried out to meet the learner needs is by conducting need analysis. Needs analysis includes target/learner needs and learning needs. One of learning needs is materials. They are useful to facilitate the learning in order to achieve the goals of learning. However, the materials provided at this moment is not relevant to Vocational High School students since they carry out General English instead of specific English related to the students' study program. Additionally, there are unavailable materials for all study programs at Vocational High School particularly for TV Program and Broadcast Engineering Department.

Regarding the issue above, materials development is necessarily needed to be conducted in order to provide materials for particular study programs at Vocational High School. Further, in developing the materials, data collected from needs analysis are used as the base. The data will help materials developers determine the syllabus that contains the goal of learning, topics, character values, objectives of learning, input and learning activities/tasks. The syllabus designed is the integrated syllabus. In addition, the syllabus will cover and integrate the four skills of language.

To develop materials, it is needed a particular learning approach that will be the framework for materials developers in designing and organizing the learning activities/tasks in the materials. One learning approach that can be carried out is Project-based Learning. However, there is no agreement has been reached yet among experts to define Project-based Learning up to this present time. Some define Project-based Learning as an instructional learning models, instructional teaching approach, or teaching method. In this research, Project-

based Learning is defined as a teaching method for its systemic procedure and relevance to CLT approach. Moreover, a good project should be able to lead the students to a student-centered teaching and learning process; self-motivation development; creativity; a collaborative learning environment, and so forth.

The materials developed will be in the form of a student book consisting of three units. Each unit will have three parts: introduction, main lesson, and reinforcement. The introduction contains the title of the unit and learning objectives. Then, the main lesson consists of learning activities following the steps of Project-based Learning proposed by Stoller (2002) with any adaptation to make the research feasible. In addition, in the reinforcement part, there are enrichment and summary. The learning tasks will be graded and sequenced by following the pedagogical sequence to introduce tasks by Nunan.

Developed materials should be evaluated, eventually, by taking into consideration several criteria of good and relevant materials for the instructional process. In this research, materials evaluation will be carried out by the experts titled expert judgment. In this process, the criteria of English textbook evaluation designed by *Badan Standar Nasional Pendidikan (BSNP)* is used. The aspects that will be evaluated include the appropriateness of content, language, presentation and layout. Then, the results of materials evaluation will be used as the base for revising the materials developed.

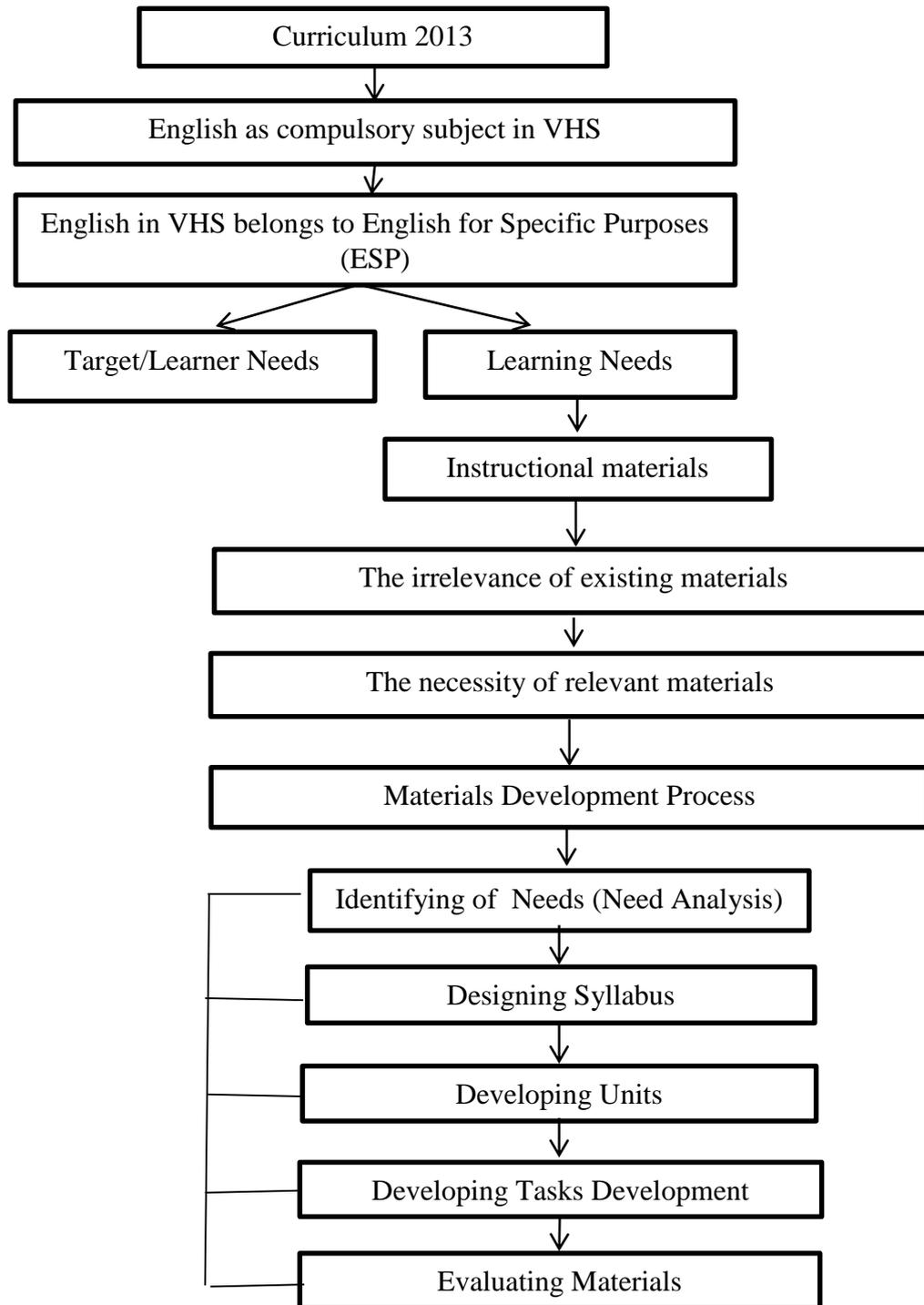


Figure 2: **Flowchart of the Conceptual Framework of the Research**

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research aimed at developing English instructional materials based on the learner and learning needs of the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School. As the result of this research which is English instructional materials, then, this research belongs to research and development. As Borg and Gall (1983:771) propose, research and development consists of a cycle in which a version of the product is developed, field-tested, and revised on the basis of field-test data. However, the research did not employ materials field-test or try out instead of the expert judgment.

B. Settings of the Research

This research was conducted at SMK Negeri 1 Klaten. This school is located in Jalan Dr. Wahidin Sudirohusodo No. 22 Klaten Utara in April 2016. It was chosen as the setting of the research for there is TV Program and Broadcast Engineering Department. In addition, this school had implemented Curriculum 2013. The research process was included collecting data (need analysis) as the base of the English instructional materials development for TV Program and Broadcast Engineering Department. Further, needs analysis was conducted by distributing questionnaires and interviewing the English teacher.

C. Participants of the Research

The participants or subjects of the research were students of grade XI and the English teacher of TV Program and Broadcast Engineering Department at SMK Negeri 1 Klaten. There were two classes in this department. The number students were 75 students. However, there were only 70 students participating in collecting the data of the needs analysis for some of them were absent. Here is the data of the respondents.

Table 5. The Number of the Students Involved in the Research

Class	Sex		Total
	Male	Female	
XI TPPPP 1	5	33	38
XI TPPPP 2	7	30	37

D. Procedure of the Research

In the previous chapter, there were mentioned several models of materials development or procedure of the research. Further, this research followed the model proposed by Jolly and Bolitho in Tomlinson (1998:98) as presented below.

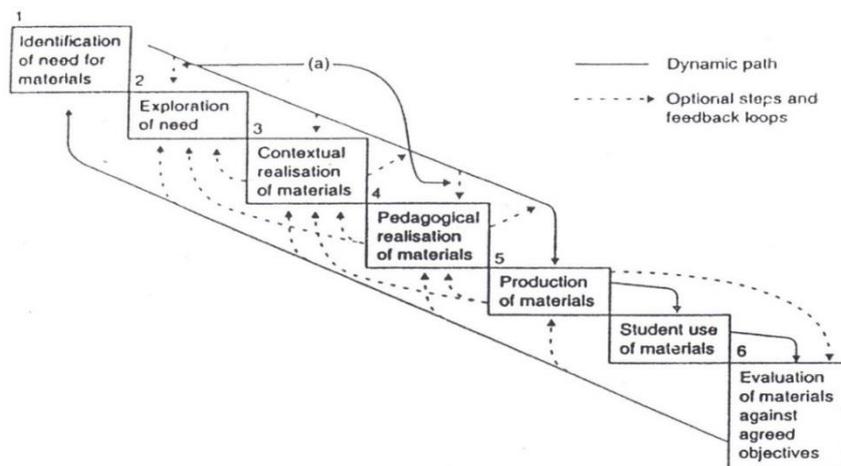


Figure 3: A Model of Materials Development (Jolly and Bolitho, 1998:98)

However, there will be adaptation for being feasible due to the time limitation. Then, the description of the research procedure is stated as follows.

1. Identifying of Needs

Identification of needs was the first step of conducting the research. This is aimed to collect data or information about the learner needs and learning needs. To identify the needs, there is a questionnaire was distributed to all students. The data, then, it were analyzed. The result, further, were used as the basis for designing syllabus.

2. Designing Syllabus

In this step, the results of need analysis, further, were used as the base for designing syllabus. It consisted of the identity of the syllabus, the Core and Basic Competences; unit title; character value; learning indicators; input i.e. grammar focus, vocabulary points, functional expressions; learning activities (including language skills); learning media, assessment technique and source. This syllabus was being the base for developing materials.

3. Developing Materials (The First Draft of Materials)

After having the syllabus, then, the next step is developing the materials. The production was in the form of first draft. In developing the materials, there are several things were taken into consideration including layout, type size, visuals, reproduction, tape lengths, etc.

Further, there were three units of materials. Each consisted of pre-project tasks, main projects, and post-project tasks. All four language skills: listening, speaking, reading and writing are covered in the main projects. In

this process, pedagogical realization of materials by the finding of appropriate exercises and activities and the writing of appropriate instructions for use is also carried out. It includes adapting and adopting the existing materials related to the topic. Above all, the first draft of materials, eventually, were evaluated.

4. Evaluating Materials (The Expert Judgment)

The evaluation step was conducted after the first draft of the materials has been developed. This is aimed to know whether or not the materials developed is in line with the learner and learning needs and has achieved the goals of learning. The technique will be used to evaluate the materials is the expert judgment. It is chosen for a particular reason which is due to time limitation and feasibility. It will be conducted by the professional colleagues or experts.

5. Revising Materials (The Final Draft of Materials)

The last step in materials development is revision. In this process, the results of the evaluation process of the first draft (expert judgment) were used as the base. The materials were revised till it would be the final materials which were appropriate with the learner needs and learning needs of the eleventh graders of TV Program and Broadcast Engineering. The final draft is also expected to fulfil the nearly expected materials in terms of physical indicators. In short, the flow chart of the materials development procedure followed is presented below.

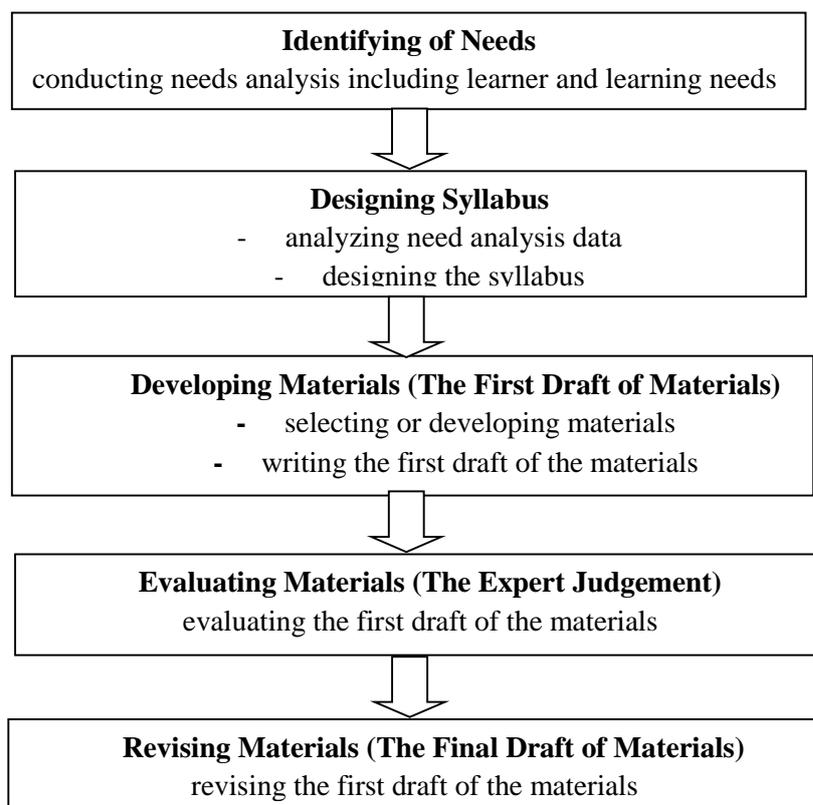


Figure 4: **The Flowchart of Materials Development Procedure**

E. Instruments and Data Collection Techniques

One needed before developing English materials is identifying the learner and learning needs through needs analysis. In conducting needs analysis to collect data, the techniques employed were through distributing questionnaires and doing interview. As the result, the instruments used are a questionnaire and the interview guideline.

1. Questionnaire

a. Questionnaire for Needs Analysis

The questionnaire for needs analysis was used to get the quantitative data about learner and learning needs. Further, this questionnaire was used on

purpose to fit the core and basic competences in the curriculum as the main legal foundation of the instructional process. The questionnaire was in the form of the open- and close-ended questionnaire. The items of the questionnaire are presented in the following table.

Table 6. Questionnaire Items

Aspects	Item Number	The Purpose of the Questions	References
Section A			
Learners' Identity		to find out the identity of the students	
Section B			
Target/Learner Needs			
Learners' goal	1 and 2	to find out the goals of the learners	Nunan (2004:41)
Necessities	3, 4, 5	to find out what the learner has to know in order to function effectively in the target situation	Hutchinson and Waters (1987:55)
Lacks	6, 7, 8	to find out information related to the gap between what the learners already know and what they should acquire in the target situation.	- Hutchinson and Waters (1987:55) - Nation and Macalister (2010:25)
Wants	9 and 10	to find out what the learners wants in the materials	Hutchinson and Waters (1987:55)
Learning Needs			
Input	11, 12, 13, 14	to find out the characteristics of relevant materials for the learners	Nunan (2004:47)
Learning Activities	15, 17, 19, 21, 23, 25, 27, 29, 31, 33	to find out what situations of learning process relevant to the students' wants	Stoller (2002)
Teacher's Role	16, 18, 20, 22, 24, 26, 28, 30, 32	to find out the expectation of the students related to the teacher's roles in the learning process	- Ribe and Vidal (1993) - Papandreou in Tsiplakides (2009) - Haines in Supe (2011)
Setting	34, 35, 36, 37, 38, 39	to find out the setting in the learning process that the students like most	Stoller (2002)

b. Questionnaire for Evaluation (Expert Judgment)

The second questionnaire is for materials evaluation when the materials have been developed. It was carried out by the expert named expert judgment. The expert judgment was conducted using the questionnaire adapted from *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris untuk Siswa Sekolah Menengah Atas* published by *Badan Standar Nasional Pendidikan (BSNP)* (2014). There was four aspects of materials evaluation such as the appropriateness of content, language, presentation, and layout.

2. Interview Guideline

The use of interview guideline is aimed to collect qualitative data related to the English instructional process in SMK Negeri 1 Klaten. The interviewee was the English teacher of grade XI of TV Program and Broadcast Engineering.

F. Data Analysis Techniques

In this research, there were quantitative and qualitative data collected. Therefore, each of them was analyzed using different data analysis techniques.

1. Quantitative Data

a. Questionnaire for Needs Analysis

The first quantitative data was obtained through distributing questionnaires in the form of Likert-scale for needs analysis. The descriptive statistics were used to analyze the data by calculating the percentage of each answer in the questionnaire in each column. The formula of frequency was used to analyze the data. It can be presented below.

$$P = \frac{f}{N} \times 100$$

P : Percentage (%)
 f : Frequency
 N : Number of respondents
 100 : Fixed number

b. Questionnaire for Evaluation (Expert Judgment)

The next quantitative data were obtained through the use of a questionnaire for materials evaluation (expert judgment). The questionnaire was in the form of Likert-scale. The data collected, then, were analyzed using the following formula proposed by (Suharto, 2006:52-53).

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

R : Range
 Xh : the highest score
 Xl : the lowest score
 4 : Range of Likert-Scale (four-point scale)

Based on the results of expert judgment, the highest score was 4 and the lowest score was 3, then

$$R = \frac{(Xh - Xl)}{4} = \frac{4 - 3}{4} = \frac{1}{4} = 0,25$$

Based on the data above, the quantitative data conversion, which was categorized into four categories and the range of each categories was 0,25, can be described as presented in the table below.

Table 7. Quantitative Data Conversion

Scales	Interval	Categories
1	$3 < x \leq 3,25$	Poor
2	$3,25 < x \leq 3,5$	Fair
3	$3,5 < x \leq 3,75$	Good
4	$3,75 < x \leq 4$	Very Good

\bar{x} is mean of score obtained from the expert judgment. To find \bar{x} , the descriptive statistic (central tendency measures) in the form of mean was used. The formula of mean proposed by Beins and McCarthy (2012:110) is presented below.

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

Mn (\bar{x})	: Mean
\sum	: total
x	: each value in the distribution
n	: total number of scores in the distribution

2. Qualitative Data

Qualitative data is collected through the interview. Then, the interview guideline is made. The data will be analyzed by developing categories from the data by returning to the data over and over again, looking for patterns, and modifying existing categories to accommodate new insights (Borg's in McKay 2006).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Results of Needs Analysis

The data of needs analysis were obtained from distributing questionnaires and interview. The data from questionnaires were analyzed by looking for the percentage of each item. Further, the data from interview were transcribed and interpreted. Then, all the percentage for each item in the strongly agree column, the interview results and the documents of Curriculum 2013 were used in the decision making as the basis for materials development.

a. Learner Needs

1) Goals

Goal is defined as the students' intention in learning English behind the learning process. The following figure shows the short-and long-term goals of students in learning English.

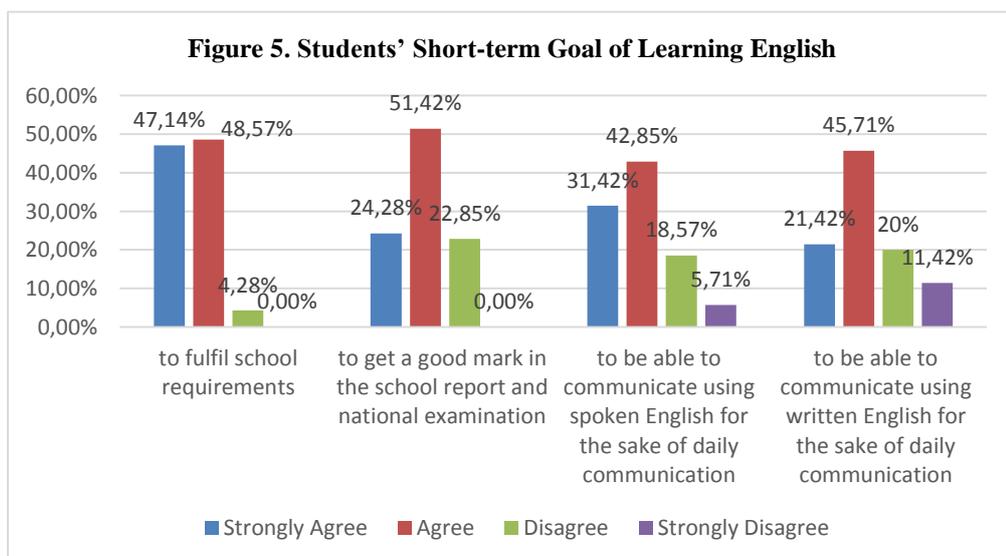


Figure 5 shows that students voted for all the items. Their short term goals of learning English are to fulfil school requirements, to get a good mark in the school report and national examination and to be able to communicate using spoken and written English for the sake of daily communication.

It indicates that their short-term goals in learning English is to support their academic and daily achievement. Then, English instructional materials were then developed in order to provide students with spoken and written input to help them prepare their national examination and support their daily communication. In addition, the materials were also developed based on Curriculum 2013 through which the competences of learning that should be acquired by students are stated.

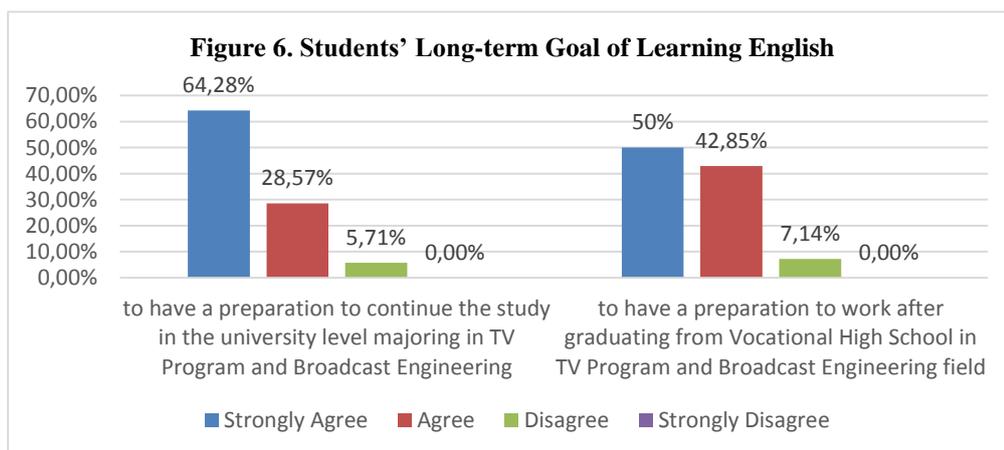


Figure 6 shows that students' long-term goals in learning English are to have preparation to continue their study in the university level and to work after graduating from Vocational High School in TV Program and Broadcast Engineering. Therefore, the materials were then developed in order to support their long-term goals.

2) Necessities

Necessities are what the learners need to know in order to be able to function effectively in the target situation. In the needs analysis questionnaire, there were three questions related to the necessities as presented in Figure 7, 8 and 9.

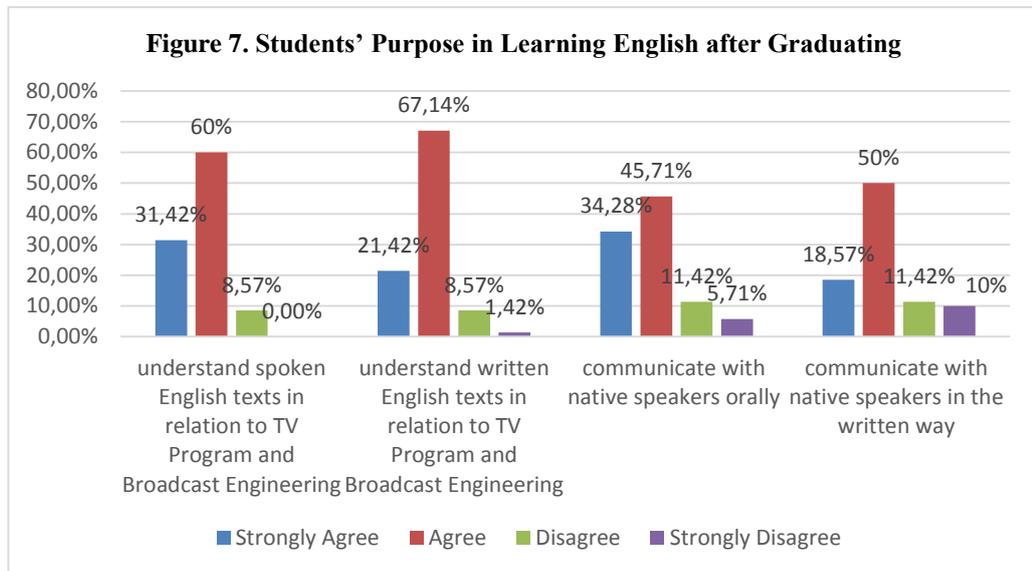


Figure 7 shows that the students need English on purpose to be able to understand both spoken and written English texts in relation to TV Program and Broadcast Engineering. Further, they also need to communicate with native speaker both in spoken and written English. It indicates that the materials were then developed in order to help students understand and enable them to communicate with native speakers in both spoken and written English.

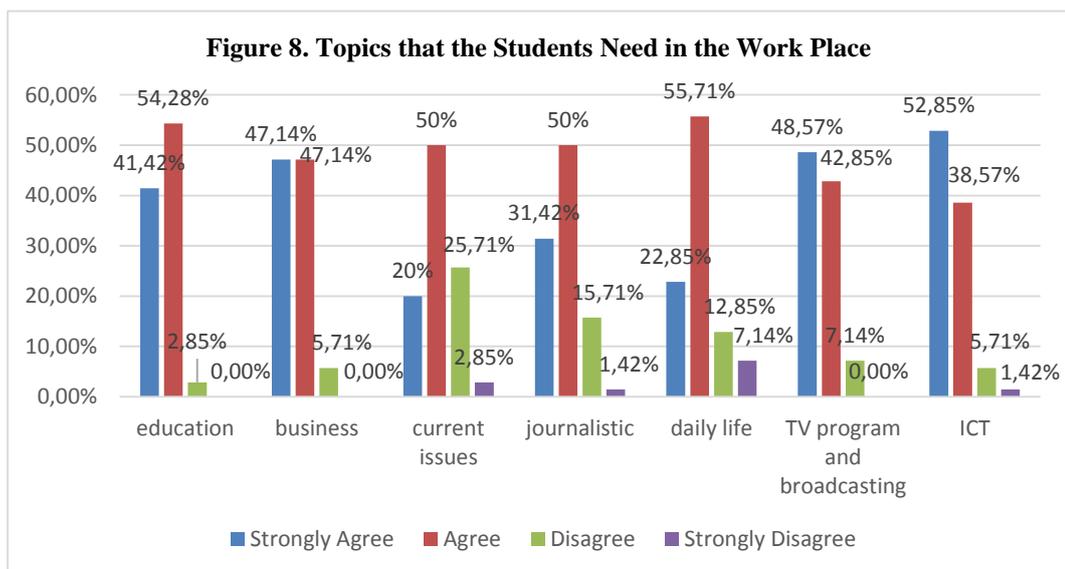


Figure 8 above shows that the topics that the students need in the work place are related to their study program i.e. TV program and broadcasting and ICT. Therefore, both topics were then involved in the instructional materials on purpose to prepare the students in their job after graduating from Vocational High School.

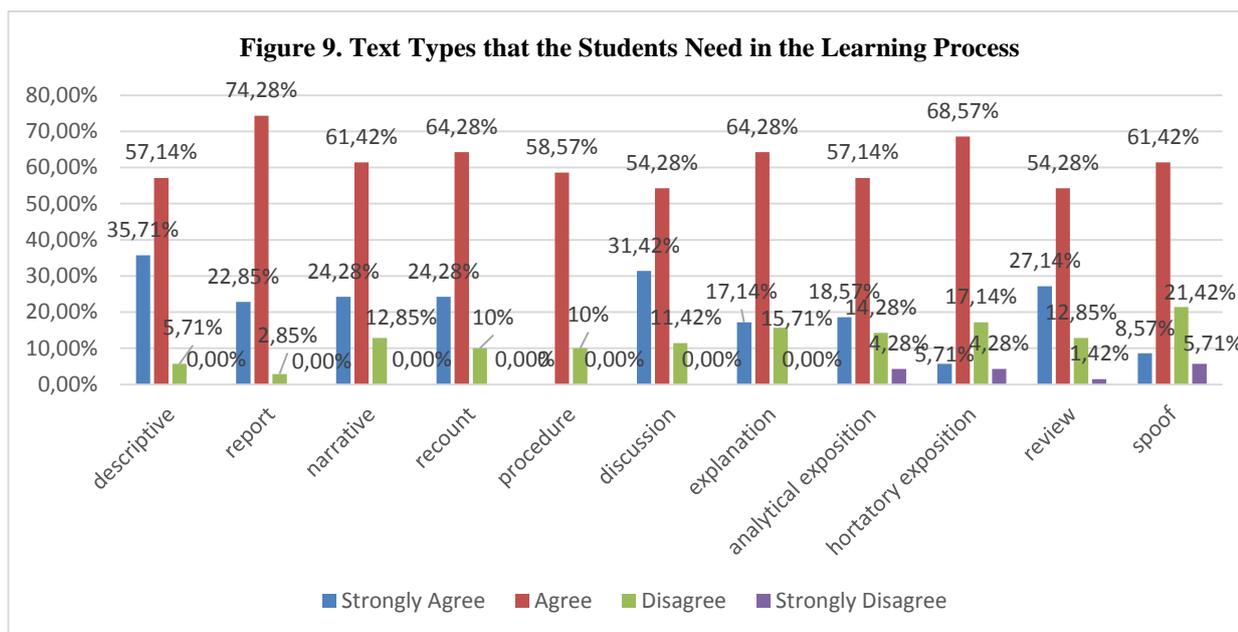


Figure 9 makes the point that all the students need all the text types to be included in the English instructional materials. However, the enclosed text types in the materials are adjusted to the Curriculum 2013 in particular the basic competences for grade XI students of Vocational High School particularly. Thus, the materials were then developed to provide students with an analytical exposition text.

Apart from the data of interview, among all text types provided in the table, procedure and analytical exposition have ever been used as topics by the English teacher in discussion activities. However, before the students produced their own text in groups, the teacher explained first what analytical exposition is, the purpose, structure of the text, and the features by getting them to look for references on the internet or books. After that, the teacher asked the students to discuss the topic they

were going to have. Then, they produced the text and finally presented in the front of class. Yet, before presenting their text, the teacher also equipped them with language functions to support their presentation.

Hence, it indicates that the English instructional materials were then developed to provide information about the text that the students are going to produce. Further, the materials have several steps that lead the students to complete the writing project in particular.

3) Lacks

Lacks are the gap between what the students need to know and what they already have to be able to function in the target situation. There were three questions to know the lacks of the students.

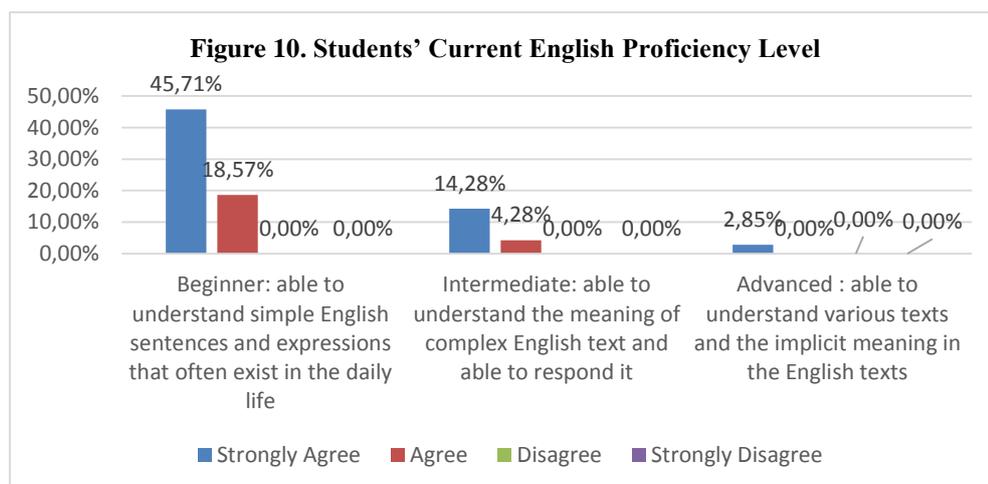
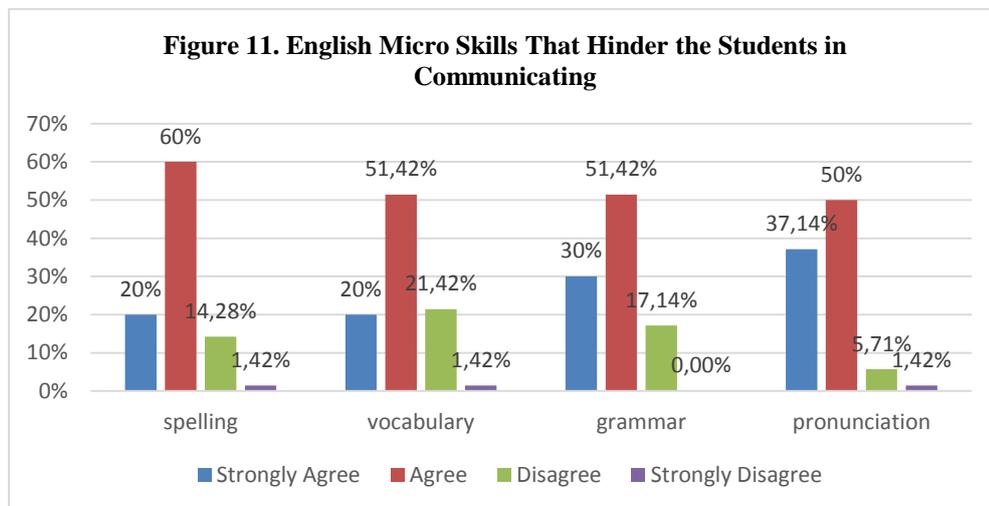


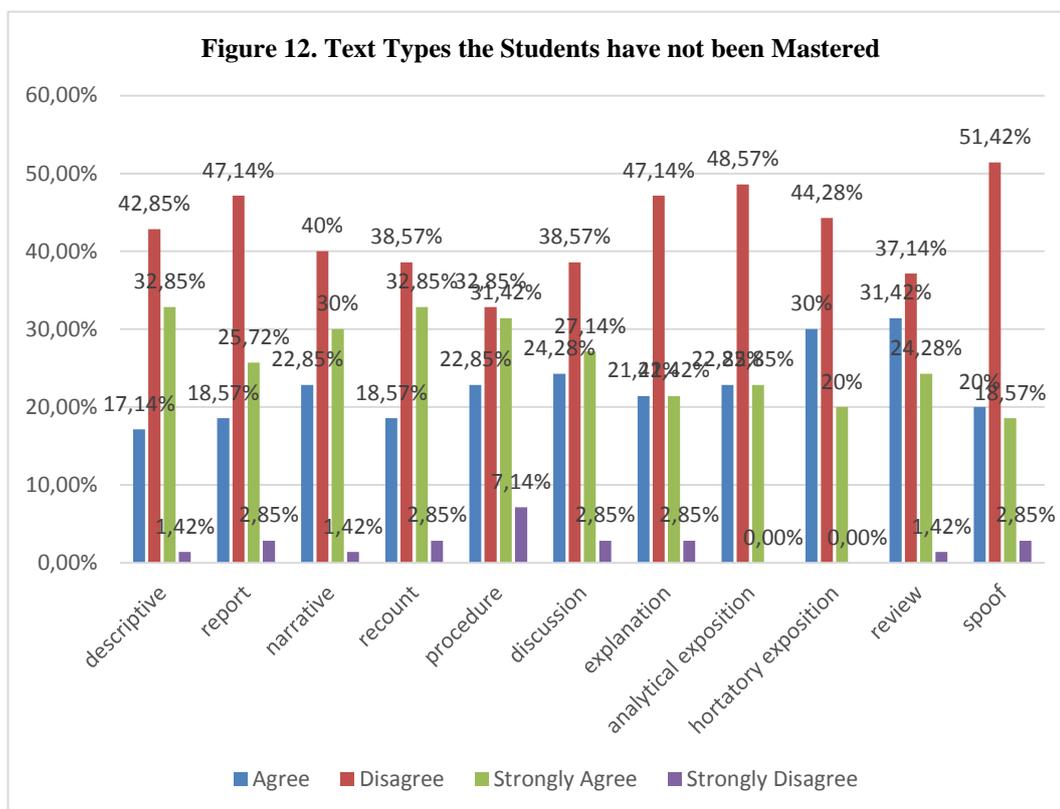
Figure 10 shows that 45,71% of total students considered themselves as beginners. It means that they are only able to understand simple English sentences and expressions that often exist in the daily life. Thus, it can be concluded that in developing English instructional materials, the students' current proficiency level was taken into account.



As presented in Figure 11, students stated that pronunciation, grammar, spelling and vocabulary have been the obstacles for them to communicate in English. In short, the students need all micro skills of English to be involved in English instructional materials.

The data obtained from interview tells that the teacher taught grammar and vocabulary along with reading and writing activities taken from the reading passage being discussed. The grammar was given before the reading activities on purpose to help the students to understand the passage. Then, apart from taking vocabulary from the passage, the teacher also developed vocabulary tasks such as synonym, antonym or word classes of the words. While, language expressions or functions were given along with listening and speaking activities. In brief, the micro skills of English were not given separately, but integrated with the relevant macro skills.

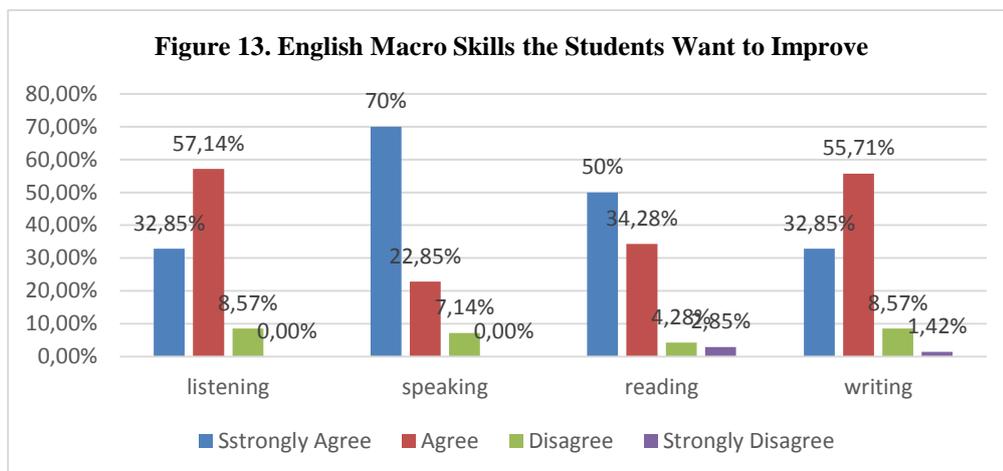
Based on the results of questionnaire and interview, it can be concluded that firstly in English learning materials, micro skills tasks of English were then provided. Secondly, the micro skills were not given in isolation but integrated with the macro skills. Thirdly, the micro skills tasks were given systematically.



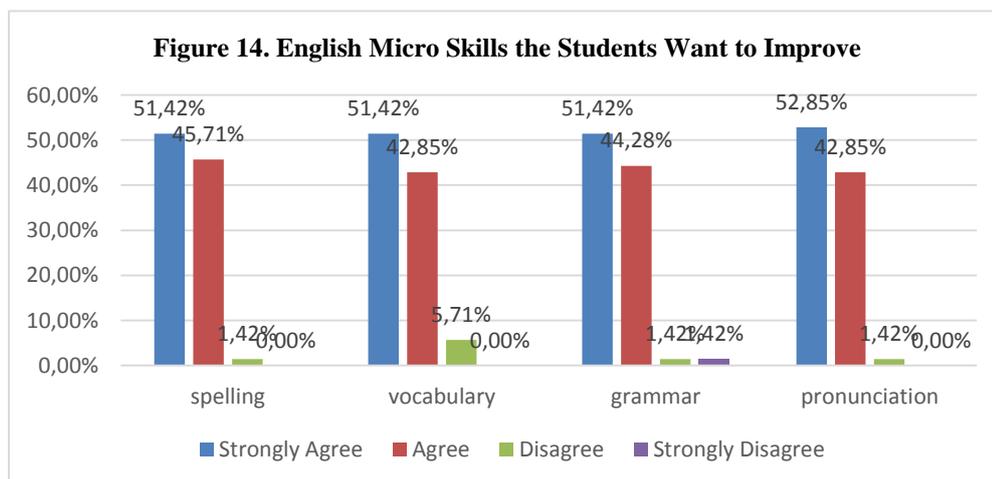
As shown in Figure 12, most students stated that they have not mastered all the text types well, further, they want to master them. Hence, they want to learn hortatory exposition much than the others. In addition, as stated in the basic competences in Curriculum 2013 for grade XI students, analytical exposition has been a demand to be mastered. Therefore, analytical exposition texts were included in English instructional materials with the tasks as follows.

4) Wants

Wants are considered as the students' wants in the learning process. Wants are subjective needs since every student has their own wants that were probably different from the others. The results of needs analysis in terms of students' wants are presented in Figure 13 and 14.



Based on Figure 13, it can be concluded that all the students want to improve all macro skills of English. Further, the data obtained from interview tells that the teacher did not implement all macro skills in one meeting, yet in about six meetings. Then, he implemented the skills in pairs: listening and speaking as well as reading and writing. Thus, English instructional materials were then developed in order to provide students with all macro skill tasks.

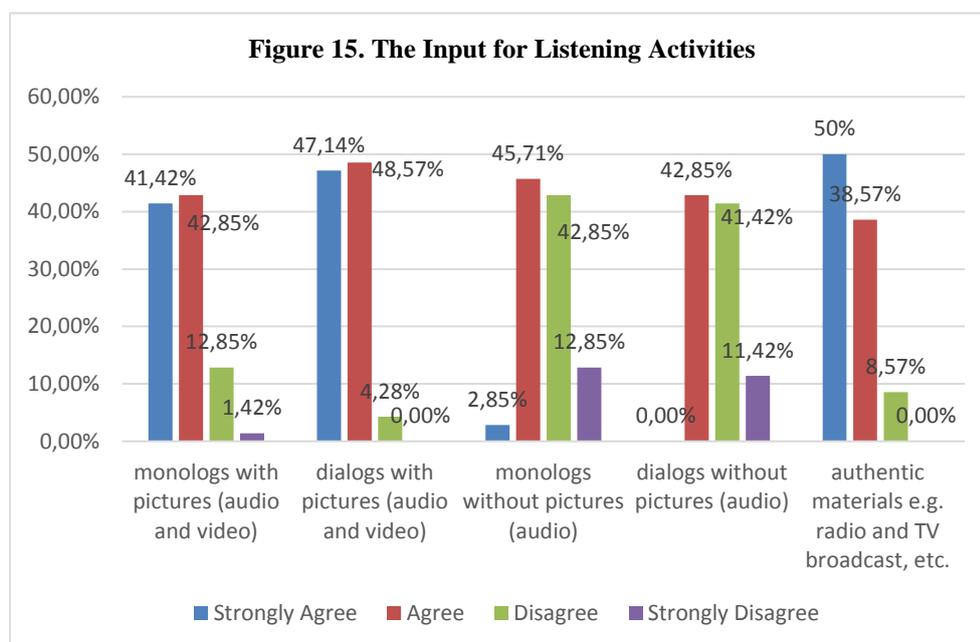


As presented in Figure 14, most of total students want to improve all the English micro skills. Therefore, English instructional materials were then developed in order to provide English micro skill tasks.

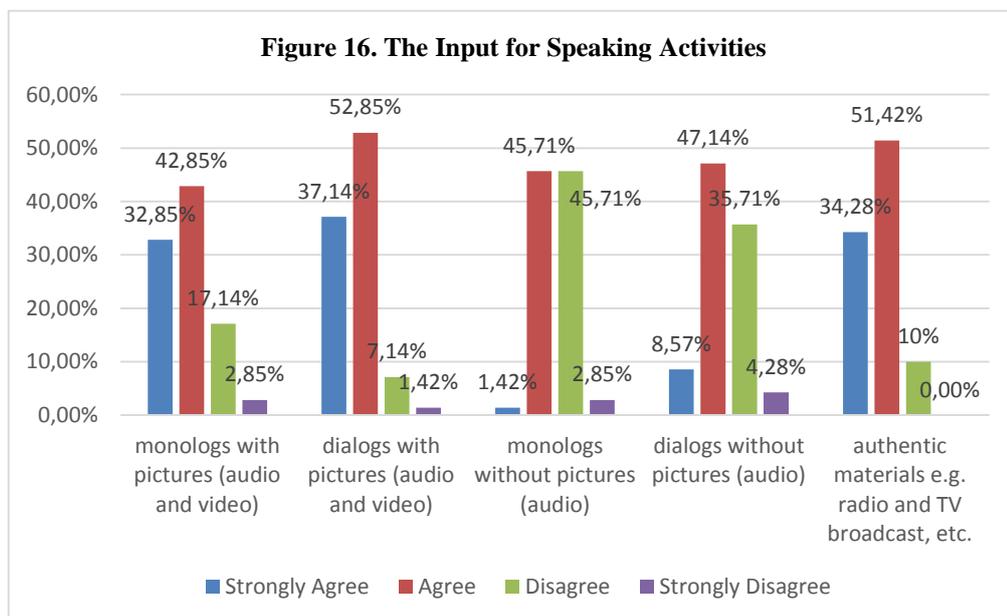
b. Learning Needs

1) Input

Input refers to the spoken, written and visual data that learners work with for the sake of completing a task (Nunan, 2004:41). In analyzing the needs of students of TV Program and Broadcast Engineering Department, input was divided into four questions based on the macro skills of English: listening, speaking, reading and writing. The results of needs analysis in terms of learning input are presented in Figure 15, 16, 17 and 18.



In terms of the input for listening activities, Figure 15 shows that 50% of total students wanted to have authentic materials like TV broadcast. While, 47,14% wanted dialogs with pictures. Then, 41,42% wanted to have monologs with pictures. It indicates that for listening activities, monologs, dialogs and authentic materials with or without pictures related to TV Program and Broadcast Engineering were then involved in the English instructional materials.



As shown in Figure 16, students preferred to have monologs and dialogs with pictures as the input for speaking activities. Furthermore, the data obtained from the interview indicate that the students were interested in discussion activities for they can overcome the problem together. As a result, there is similarity between the input for listening and speaking activities.

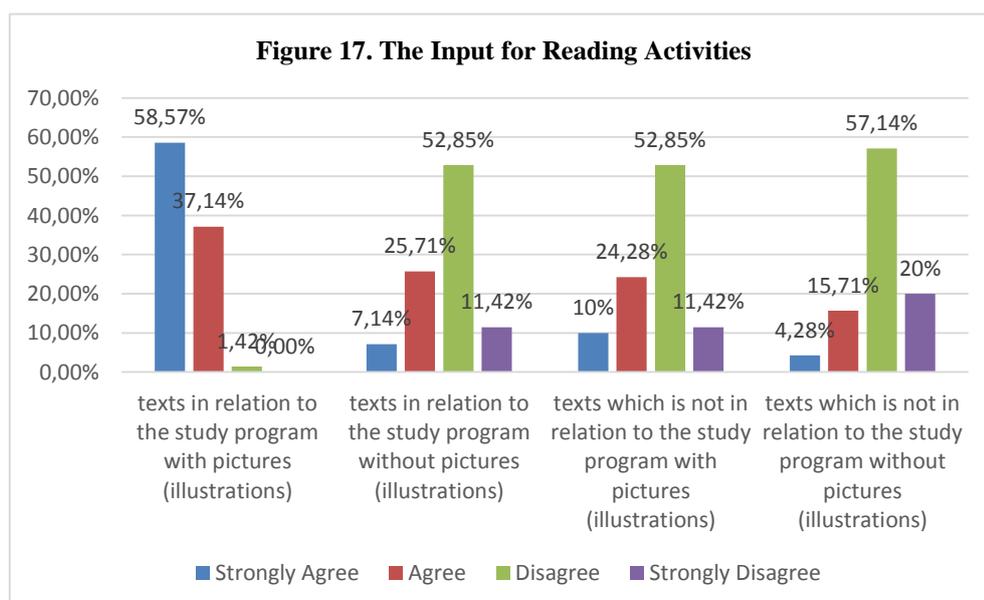
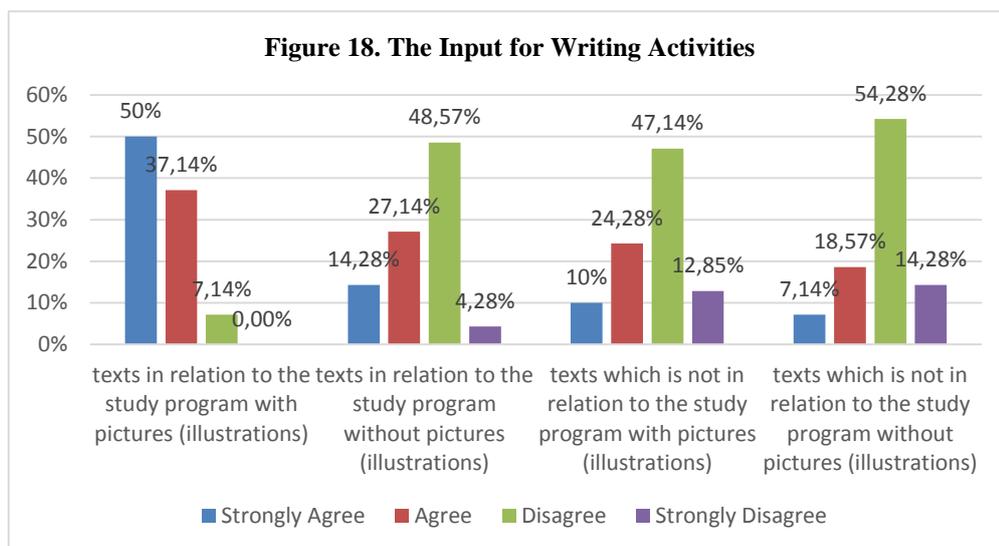


Figure 17 shows the desired input to be involved in the English instructional materials for reading activities. 58,57% of total students wanted to have texts or passages with pictures or illustrations in which the topic is in line with their study program. Therefore, English instructional materials were developed to provide reading texts related to TV Program and Broadcast Engineering field with relevant pictures on purpose to help the students understand the passages.



Whereas, in terms of writing input, 50% of total students wanted texts in relation with the study program with pictures or illustration. Then, English instructional materials were then developed to provide texts or passages as examples to help the students create their own texts.

2) Learning Activities/Procedure and Teacher's Roles

Learning activities or procedures refer to what students will actually do with the input that forms the point of departure of the learning task (Nunan, 2004:31). On purpose to meet the students' needs of learning English, the learning activities/procedures are designed by considering the students' interest.

The learning approach applied is Project-based learning adapted from Stoller (2002). Hence, through the needs analysis questionnaire, the students of TV Program and Broadcast Engineering might choose the activities they wanted in each step of Project-based Learning. Additionally, they chose the options of what the teacher should do in each step or teacher's roles.

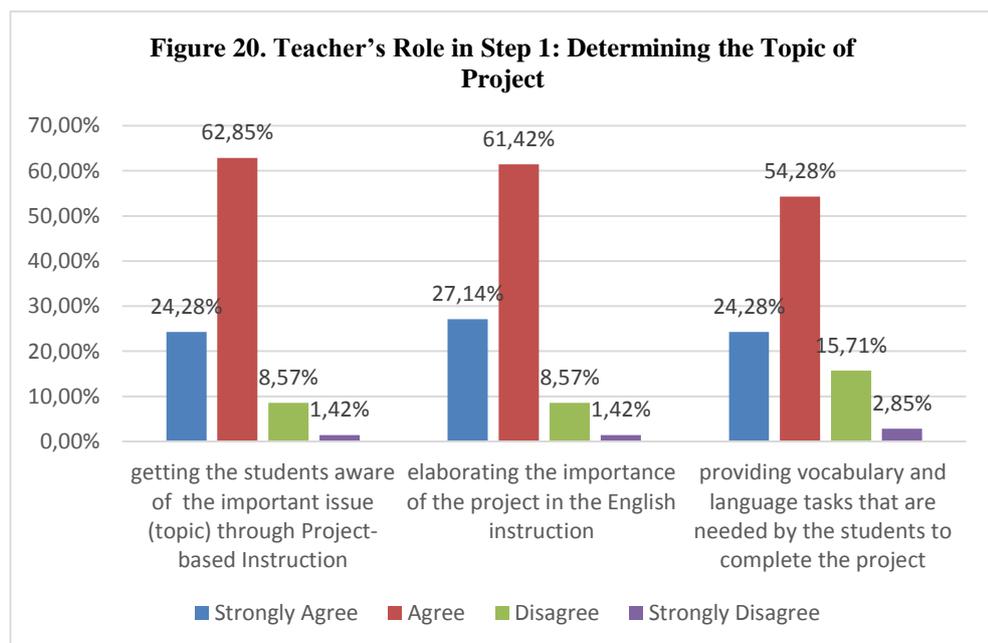
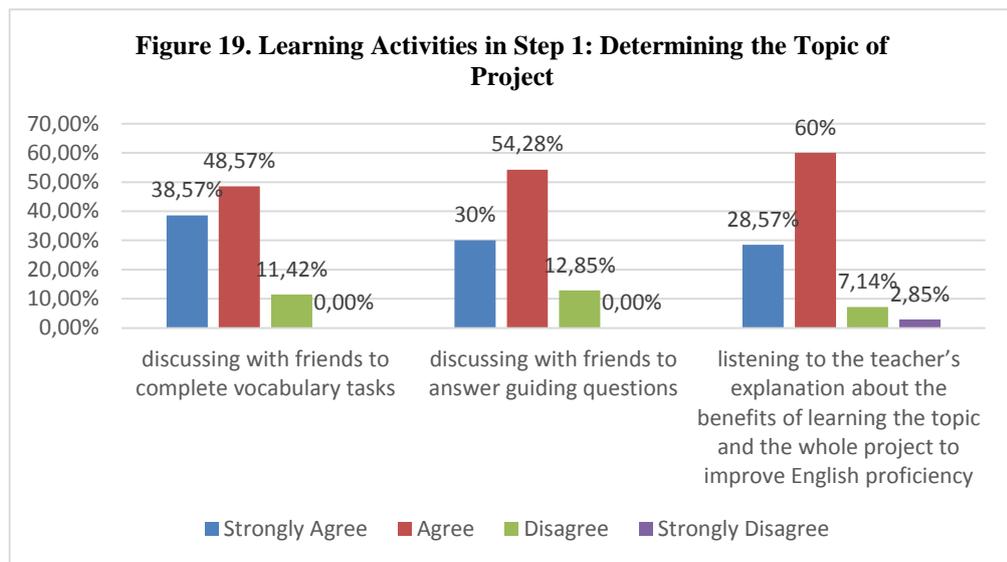
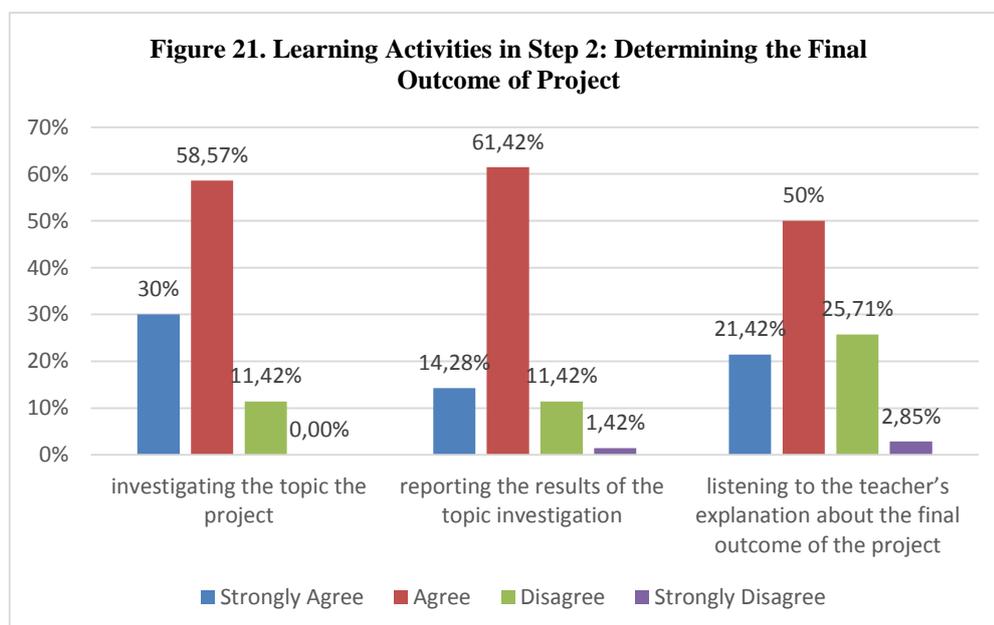
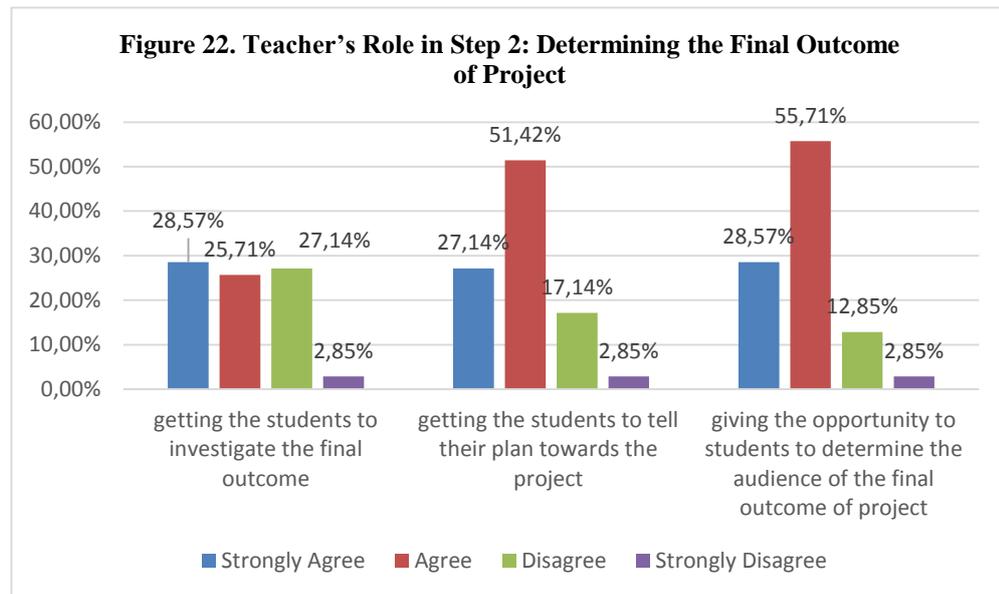


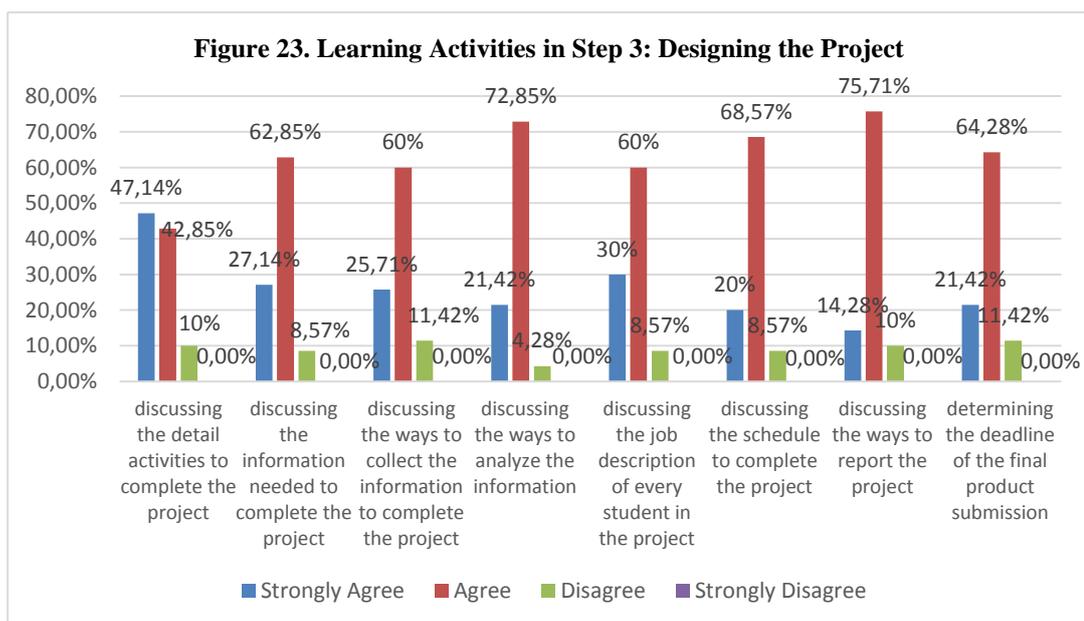
Figure 19 and 20 show the activities and the teacher's role for the first step of Project-based Learning: determining the topic of project. 38,57% of total students wanted to have a discussion with friends to complete vocabulary tasks and 30% wanted to answer guiding questions related to the topic while 28,57% wanted to listen to the teacher's explanation about the benefits of learning the topic and the whole project to improve English proficiency. On the other hand, in terms of the teacher's role, as presented in Figure 20, 27,14% of total students wanted the teacher elaborates the importance of the project in the English instruction through Project-based Learning.

As a result, English instructional materials then covered vocabulary tasks and guiding questions to be completed by students through discussion. Then, in this step, the teacher was expected to elaborate and explain the benefits of learning the topic and the whole project to improve their English proficiency.





As presented in Figure 21, 30% of total students chose to investigate the final outcome of the project. While, in terms of the teacher's role in the second step, Figure 22 shows that 28,57% wanted the teacher gets the students to investigate the final outcome or final product. For English developed materials was in the form of structured-project, hence, the final product of the project was determined by the teacher.



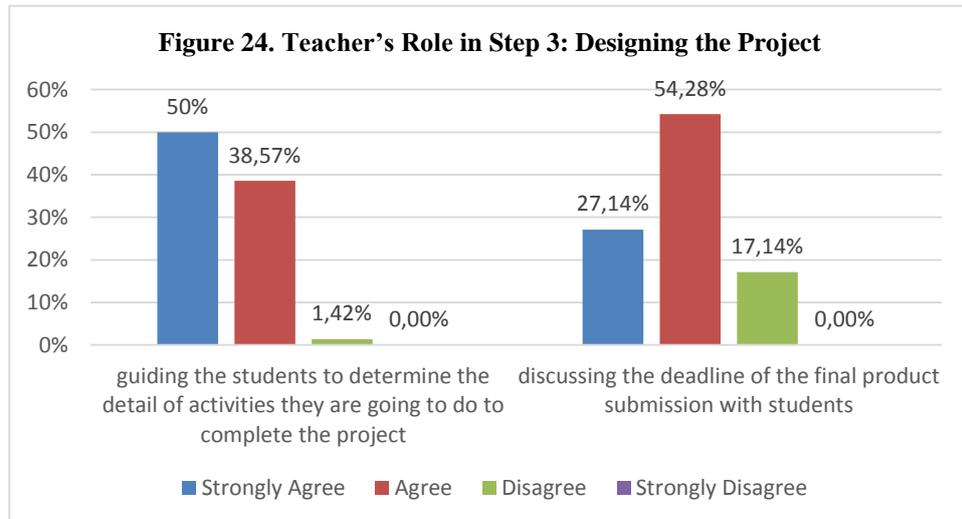
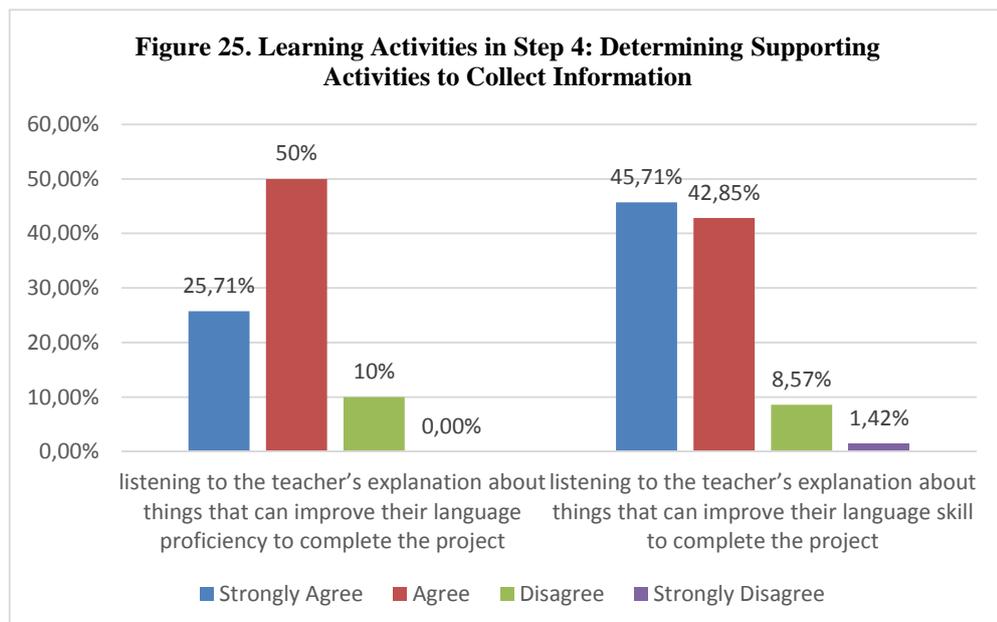
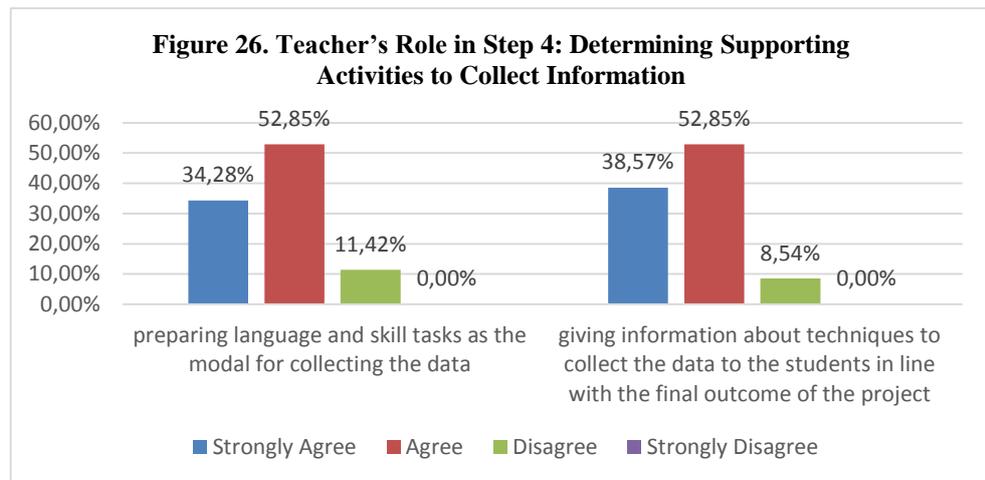


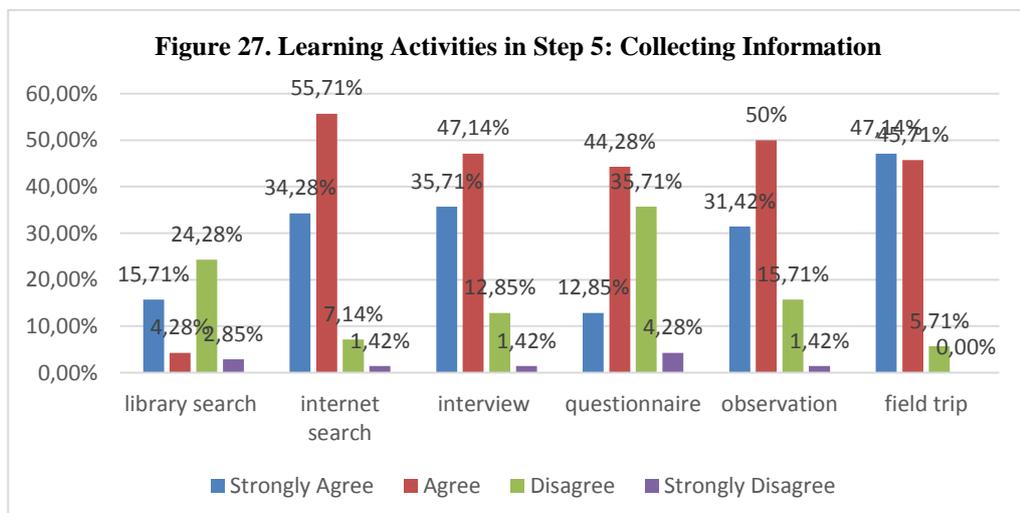
Figure 23 shows that in the third step of Project-based Learning: designing the project, 47,14% of total students chose to discuss and plan the detail activities on purpose to complete the project. Further, according to Figure 24, 50% preferred the teacher guides them to determine the detail of activities. Hence, the table of a project plan was provided in English instructional materials to help the students structure various activities they would be carried out to complete the project.

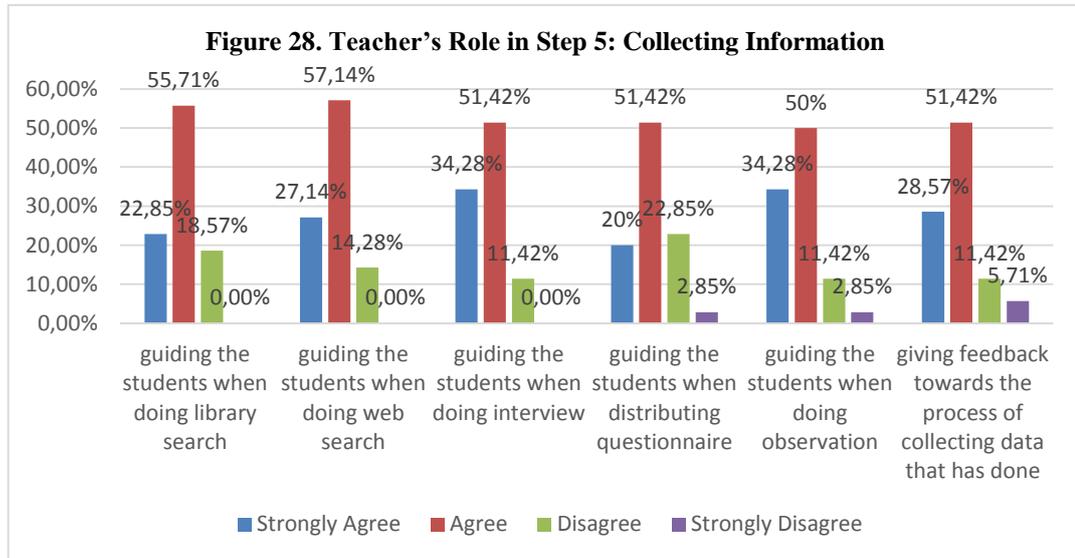




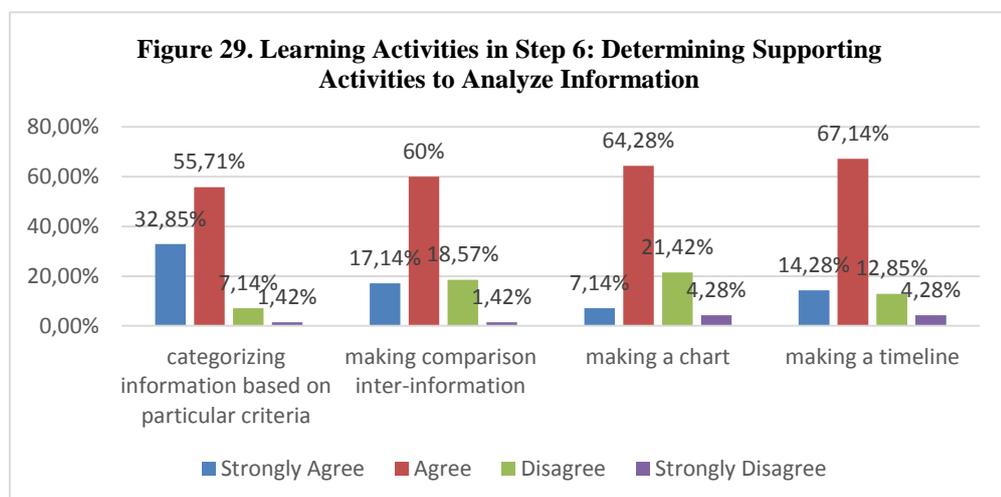
In the fourth step of Project-based Learning: determining the supporting activities to collect information, as presented in Figure 25, students wanted to listen to the teacher's explanation in relation to things that can improve the students' language proficiency and skills on purpose to complete the project followed by doing several tasks in order to prepare themselves collecting data.

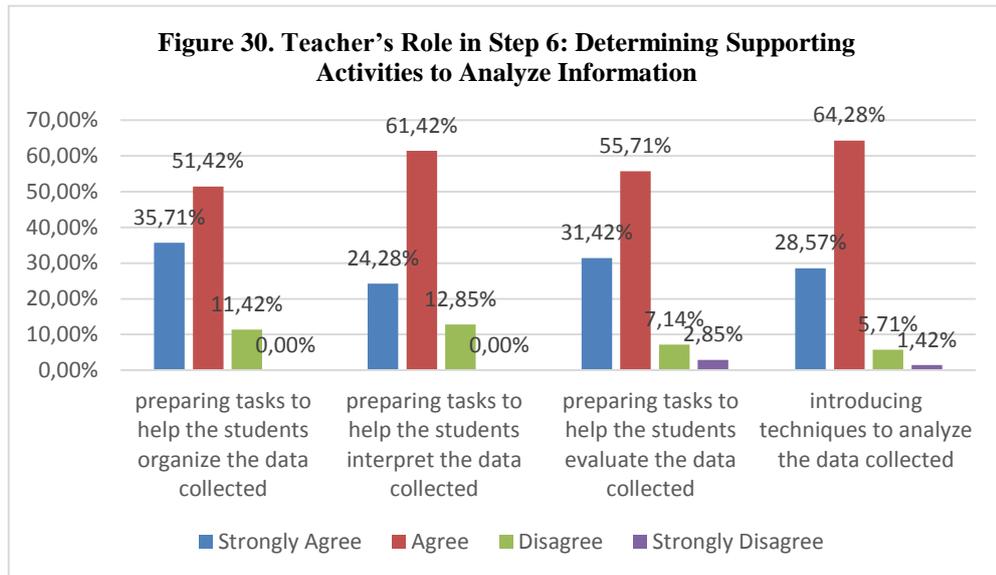
Whereas, Figure 26 shows that in this step, 38,57% of students preferred the teacher gives information about techniques to collect data in line with the topic of the project. It indicates that in this step, the students want to have language and skill tasks to help them collect data using several techniques.



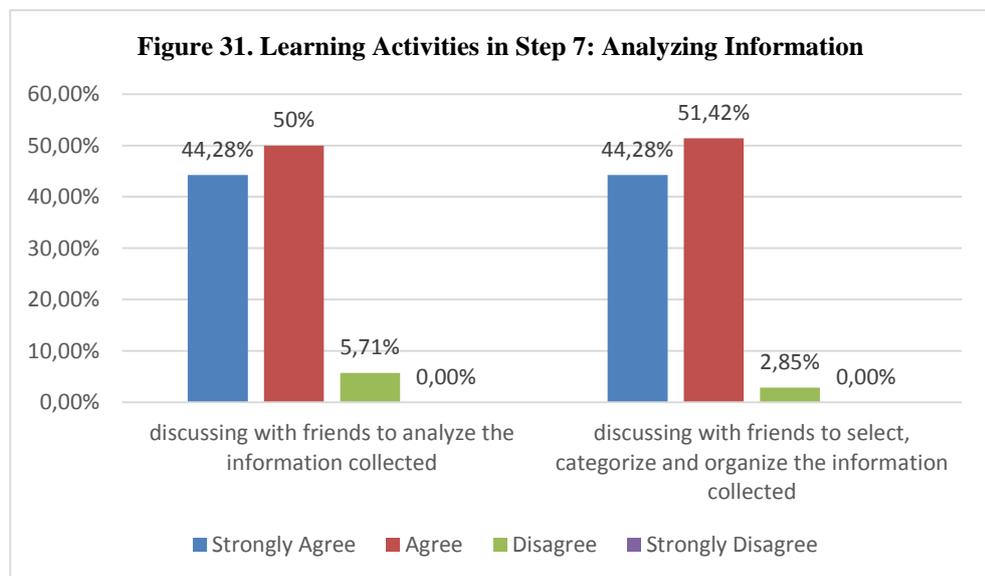


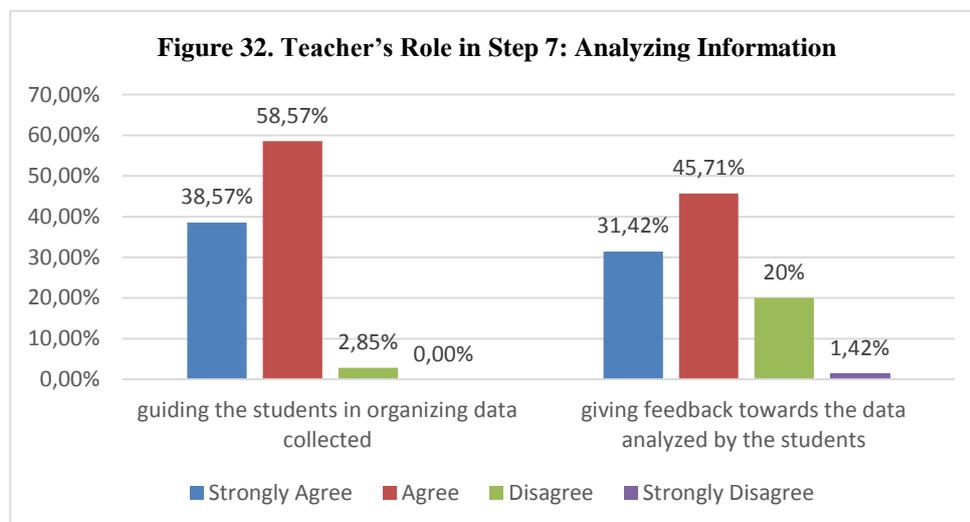
The fifth step of Project-based Learning is collecting information. As presented in Figure 27, 47,14% of total students wanted to collect information to complete the project through field trip or going to the relevant place in order to get information. In addition, 34,28% students chose to do internet search. While, in terms of the teacher's role, as presented in Figure 24, 34,28% of total students preferred the teacher guides them when doing interview and observation in order to get information. As a result, English instructional materials were developed to give opportunities to collect data through web search on the internet. In this step, the teacher should show them websites in which they can find the information related to their topic of project.





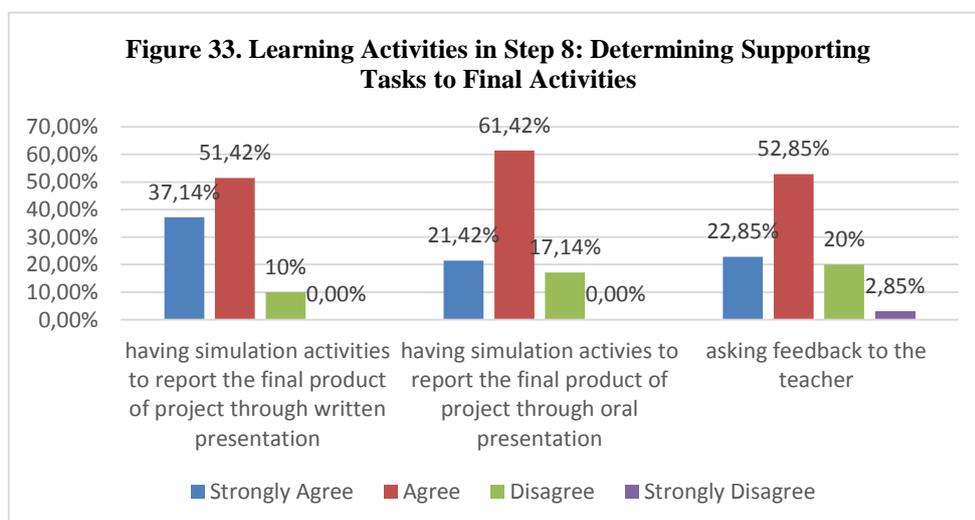
Determining supporting activities to analyze information is the sixth step of Project-based Learning. In Figure 29, 32,85% of total students chose to categorize information based on particular criteria. Besides, in this step, 35,71% of the students preferred the teacher prepares tasks to help the students organize the data collected. Thus, it indicates that English instructional materials were then developed to provide students with tasks that get them to categorize, select and organize the data collected while during this time, the teacher explains data collection techniques.

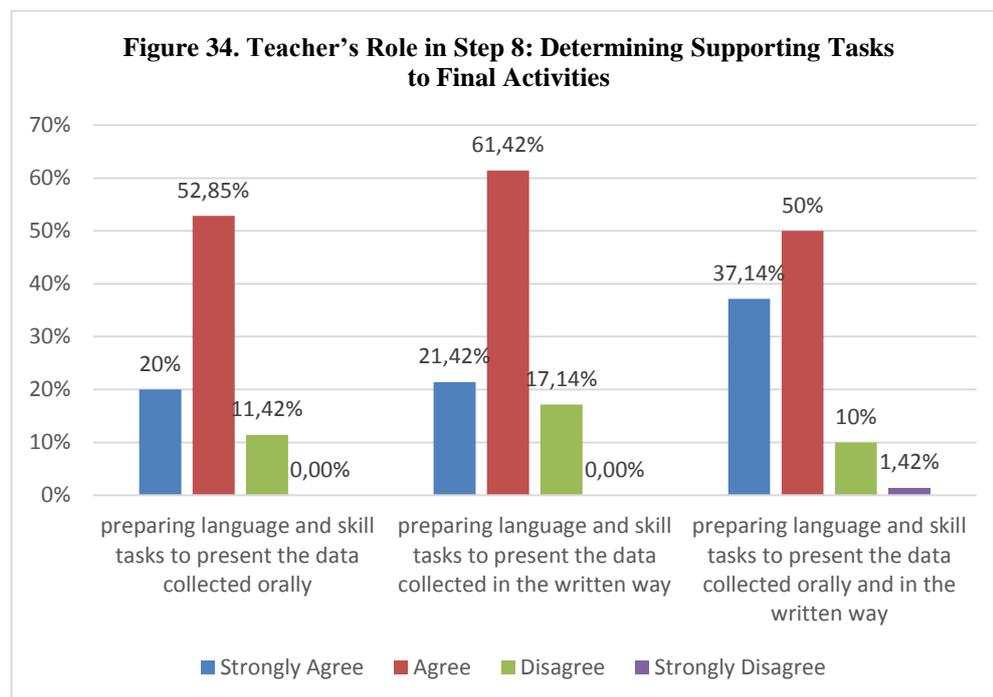




In the seventh step of Project-based English Instruction: analyzing information, as presented in Figure 31, 44,28% of total students wanted to have a discussion with their friends to analyze, select, categorize and organize the information collected. Meanwhile, 38,57% preferred the teacher guides them in organizing the data collected.

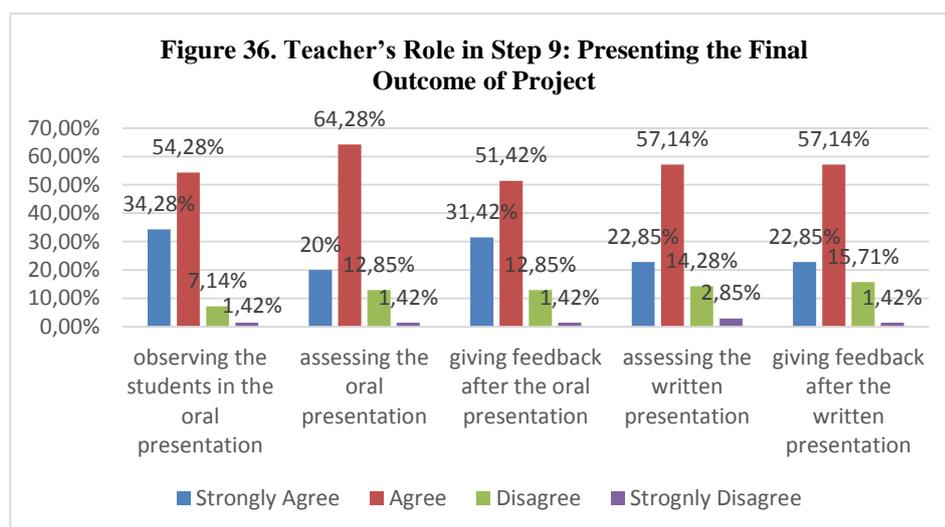
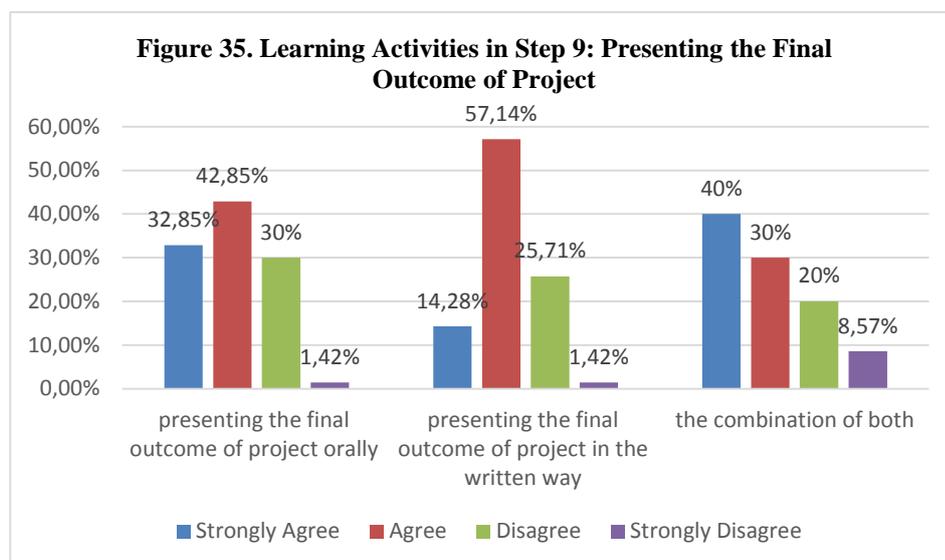
It can be concluded that the students wanted to discuss with their friends in sorting the data as well as wanted their teacher to guide them in analyzing the data. Hence, English instructional materials covered tasks that get the students to sort and organize the data collected.





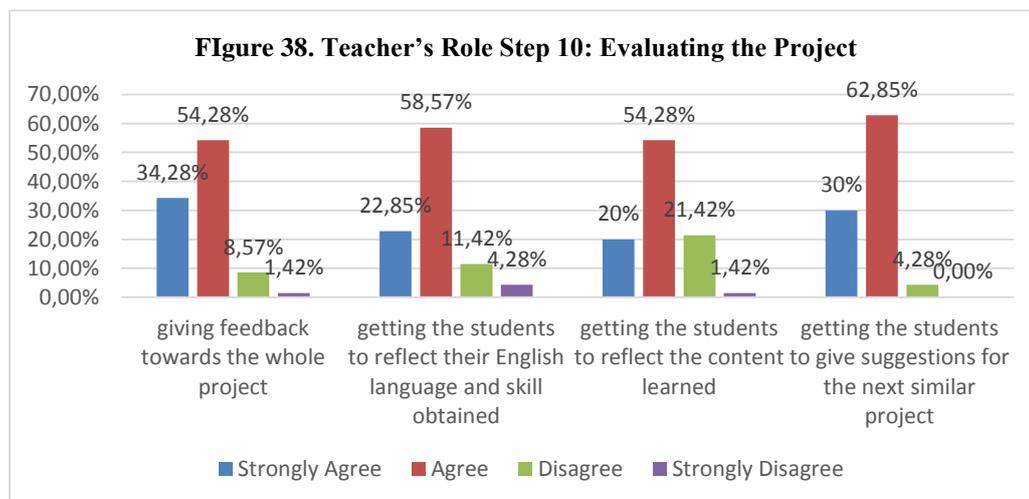
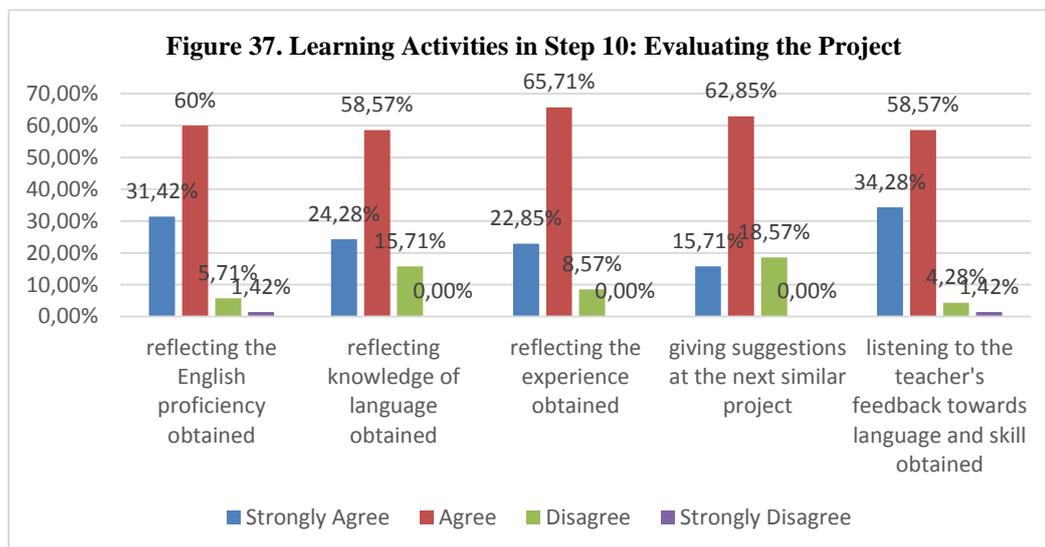
As presented in Figure 33, in the eighth step of Project-based English Instruction: determining supporting tasks for the final activities, 37,14% of total students chose to have simulation to report their final product of project in the written way. While, 21,42% wanted to present orally. However, in this step, most of the students preferred the teacher prepares language and skill tasks to present the data collected in the written way as presented in Figure 34. In short, it can be concluded that after completing language and skill tasks in the written way, they are able to present the final outcome of project in the written way as well.

Considering the results above, English instructional materials then provided simulation tasks based on the type of the final product. The practice for written presentation was provided for the written product such writing a text. Further, the oral presentation tasks were included particularly for the spoken project such as role plays and presentation.



The ninth step of Project-based Learning is presenting the final outcome of project. Figure 35 shows that 40% of total students chose to present the final product of project orally and in the written way. Moreover, in terms of the teacher's role, 34,28% of the students wanted the teacher observes the students as presenting the final product of project orally. To sum up, in this step, the students want to present their project orally and while during this time, the students want the teacher observes.

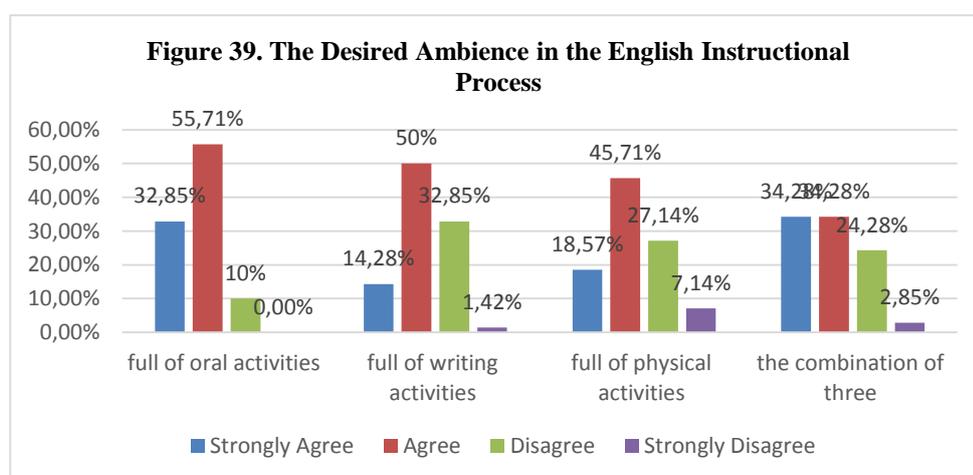
Therefore, English instructional materials included oral and written presentation tasks. During this time, the teacher should observe and assess.



In the last step of Project-based Learning: evaluating the project, 92,85% of total students chose to listen to the teacher's feedback towards language and skills obtained through the project as presented in Figure 33. Further, in the last step, 34,28% of the students also wanted the teacher gives feedback on language and skills. Therefore, English instructional materials were then developed in order to provide the evaluation tasks in the form of reflection.

3) Setting

Setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004:43). The following tables present the results of needs analysis in terms of the desired setting of the instructional process by year XI students of TV Program and Broadcast Engineering Department.



In terms of the desired ambience in the Project-based English Instruction, Figure 39 shows that 34,28% of total students wanted to have oral, writing and physical activities. Therefore, English instructional materials then covered productive tasks and physical tasks.

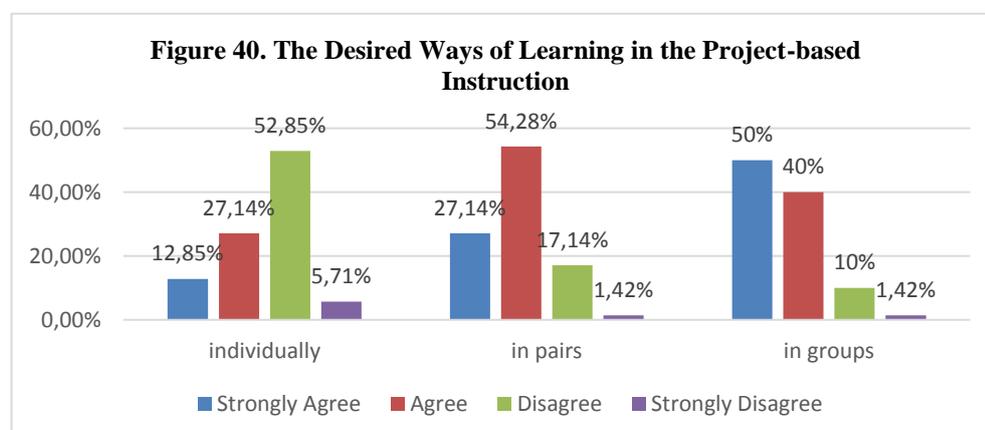


Figure 40 describes the desired ways of learning in the Project-based Learning. 50% of total students chose to have activities in groups. While, 27,14% wanted to do the tasks in pairs and only 12,85% individually. It can be inferred that English instructional materials were then developed to provide students with tasks that get the students to work in groups, in pairs and individually.

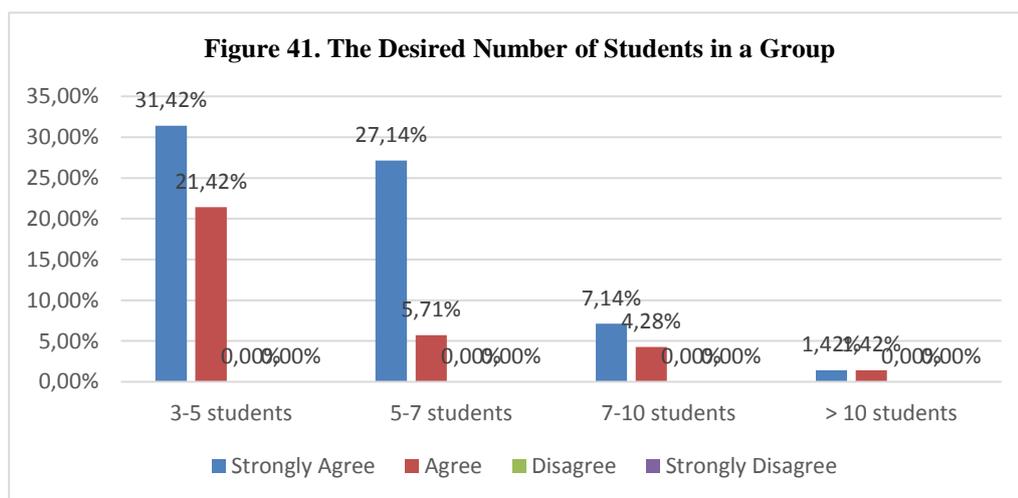
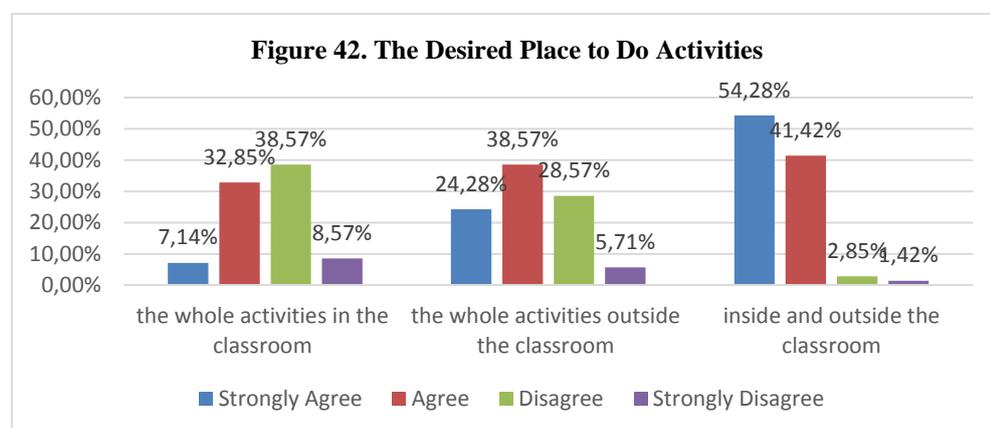
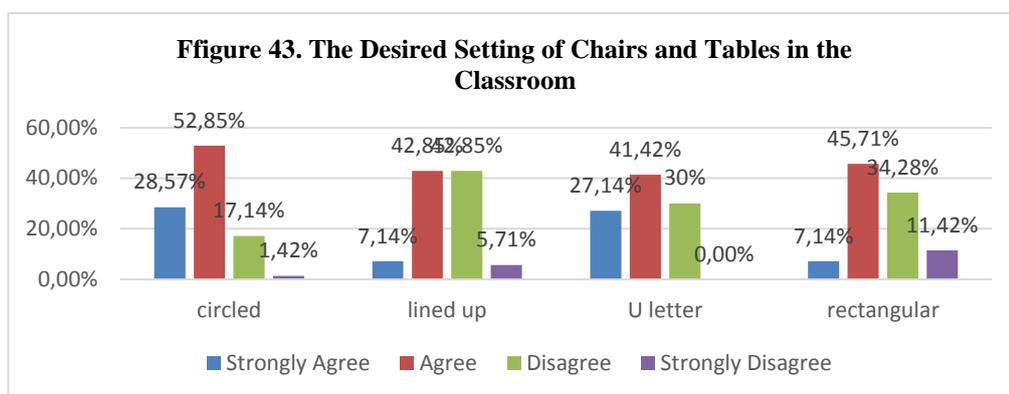


Figure 41 shows the students' desired ways of learning in the Project-based Learning. 31,42% of total students wanted each group should consist of 3-5 students. The interview results also indicate that in each group there should be at least 2 students. However, the number of students in each group was adjusted to the tasks they were going to do. Thus, the tasks in English instructional materials covered tasks that could be carried out by 2 students or 3-5 students.



As presented in Figure 42, 54,28% of total students wanted to have activities inside and outside the classroom. Further, in the interview, the teacher said that the students of TV Program and Broadcast Engineering Department were interested in inside and outside activities since it was common for them to work in a team not only inside but also outside the classroom. Therefore, English instructional materials included inside and outside activities.



In terms of the class setting in the Project-based Learning, 28,57% of total students chose to have a circled setting. The teacher, in the interview, stated that the students can set the chairs and tables in the circled form. Therefore, the developed activities in English instructional materials were designed to be able to be carried out in the circled setting.

2. The Syllabus

As the needs analysis had been conducted as well as the results had been analyzed, the next step of materials development was designing syllabus of the materials. The syllabus was aimed as the framework to develop including planning, ordering and organizing materials.

The syllabus was designed by referring to Curriculum 2013 in particular the English curriculum for grade XI students of Vocational High School. Besides, the

results of the needs analysis was also considered in designing the syllabus. The model of syllabus that used was an integrated syllabus of which it combines several types of syllabus such as topical and project-based syllabus. Further, each unit in the syllabus was planned to develop four integrated skills: listening, speaking, reading and writing.

The components of syllabus included core and basic competences, unit numbers and titles/topics, characters, indicators, input texts, and learning activities/tasks which consisted of nine steps of Project-based Learning adapted from Stoller (2002): selecting the topic, determining the final product, designing the project, preparing to collect data, collecting data, preparing and analyzing data, preparing to present data, presenting data, and evaluating data.

a. The Syllabus for Unit 1

The syllabus for Unit 1 was derived from core competencies number 1, 2, 3 and 4 and basic competencies number 3.1. and 4.1. As mentioned in the chapter two that in the newest English curriculum, core competencies number 1 and 2 do not have basic competences. The topic or title of the unit is “Suggestions at TV Programs.”

This unit focused on the teaching of making suggestions in relation to TV programs in line with the students’ study program. The suggestions, then, were followed by offering help. However, teaching offering help was not the main point of this unit because offering help will be more discussed in grade XII. Therefore, offering help here was aimed to make extended dialogs after making suggestions.

The input of this unit were in the form of spoken and written dialogs of making suggestions and offers, language features and a list of expressions of making suggestions and offers, a list of vocabulary, several websites related to the topic of the unit, and pictures or illustrations. The complete version of the syllabus for Unit 1 is available in the Appendices.

b. The Syllabus for Unit 2

The syllabus for Unit 2 was derived from core competencies number 1, 2, 3 and 4 and basic competencies 3.2. and 4.2. The topic or title of the unit is “Opinions on TV Programs.” Therefore, this unit emphasized on the teaching of asking and giving opinions in relation to TV programs related to the students’ study program.

The input of this unit were in the form of spoken and written dialogs of asking and giving opinions, language features and a list of expressions of asking and giving opinions, a list of vocabulary, several websites related to the topic of the unit, and pictures or illustrations. The complete version of the syllabus for Unit 2 is available in the Appendices.

c. The Syllabus for Unit 3

The syllabus for Unit 3 was derived from core competences number 1, 2, 3 and 4 and basic competences number 4.2., 4.4.1, and 4.4.2. The topic or title of this unit is “Television: The Good and The Bad.” This unit focused on the teaching of analytical exposition texts about television in line with the students’ study program.

The input of this unit were in the form of spoken and written texts of analytical exposition, information about the purpose, generic structure and language features of an analytical exposition text including simple present tense and conjunctions or conjunctive adverbs, a list of vocabulary, several websites related to the topic of the unit, and pictures or illustrations. The complete version of the syllabus for Unit 3 is available in the Appendices.

3. The Unit Design

After the syllabus had been designed, the next step was developing the materials including the units and the tasks. There were three units of materials. The following diagram shows the order and components of each unit of the materials.

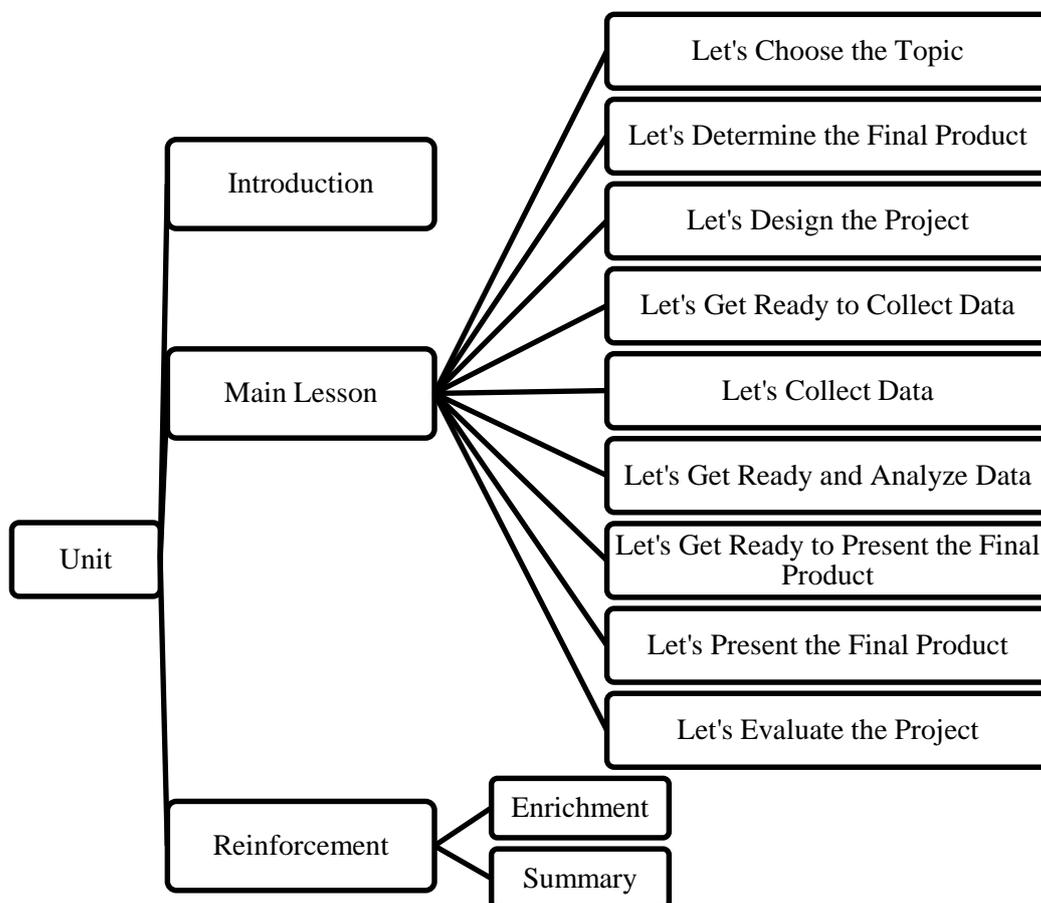


Figure 44. The Unit Design applied Project-based Learning

As presented in the diagram above, each unit of the materials has three main parts: introduction, main lesson, and reinforcement. In the introduction, there were the title of the unit and the learning objectives.

The main lesson consisted of activities or tasks that were designed to lead the students achieve the targeted competences stated in the curriculum by practicing the learning and experiencing the learning. The tasks or activities were organized based on the steps of Project-based Learning adapted from Stoller (2002). The steps include selecting the topic, determining the final product, designing the project, preparing to collect data, collecting data, preparing and analyzing data, preparing to present the

final product, presenting the final product, and evaluating the project. The sixth and seventh step (preparing to analyze data and analyzing data) are combined to make simplification of the materials.

The tasks in the first step: selecting the topic, is focused on leading and introducing the students to the topic of the unit, referring to their prior knowledge and providing several topics to be chosen for their project they are going to complete. Then, the tasks in the second step: determining the final product are aimed to present and inform the students to the final product they are going to complete in the project. The next step is designing the project. In this step, the students will plan, order, and design activities to complete the project. In the fourth step: preparing to collect data, the tasks aim to prepare the students to collect data. The tasks are in relation to the language and skills to collect data. Additionally, tasks in the fifth step: collecting data are aimed to give students opportunities to look for and collect information related to the ideas of the topic using several techniques such as web search, reading articles, interview, and so on. In collecting data, the students may use the knowledge of language they have learned in the previous step. Following is the sixth step: preparing and analyzing data. The tasks here aim to guide students to compile, categorize, select, and organize the collected data to be used to make the final product. Then, the seventh step: preparing to present the final product is aimed to guide the students to present their final product including peer-review activities. The next step is presenting data. In this step, the students will present their final product whether it is spoken or written product. The last step is evaluating the project. Here, the reflection and suggestion tasks are provided.

The reinforcement part consisted of enrichment and summary. The purpose of including the reinforcement is to give students opportunities to recall and review what

they have learned through the unit, reflect on how they have carried the project out, measure their achievement of the target competences and know what they suggest for the next project.

4. The First Draft of the Materials

The developed materials consist of three units. The design of the unit design elaborated in the Figure 46. Each unit is elaborated below.

a. Unit 1

Unit 1 was derived from core competences number 1, 2, 3, and 4 and basic competences number 3.1. and 4.1. The title of the unit is “Suggestions at TV Programs.” It was chosen as the theme of the unit instead of being stated in the curriculum, it is much related to the students’ interest and field of study.

As the basic competences set the students to be able to understand, apply and construct both spoken and written texts of making suggestions and offers as the goal of the instructional process, Unit 1 provided spoken and written learning input and tasks in which the four language skills were integrated.

Unit 1 consisted of 29 tasks. The tasks were organized by following the steps of Project-based Learning. The table below shows the number of task in each step. Then, the description of each task in the unit is available in the Appendices.

Table 8. Number of Task in Unit 1

Step	Name of the Step	Number of Task
1.	Let’s select the topic	2
2.	Let’s determine the final product	1
3.	Let’s design the project	1
4.	Let’s get ready to collect data	13
5.	Let’s collect data	1
6.	Let’s get ready and analyze data	2
7.	Let’s get ready to present the final product	2
8.	Let’s present the final product	1
9.	Let’s evaluate the project	2
10.	enrichment	3

b. Unit 2

The unit two was derived from core competences number 1, 2, 3, and 4 and basic competences number 3.2. and 4.2. The title of the unit is “Opinions on TV Programs.” It was chosen as the theme of the unit for it is very important for the students for commonly used in the daily life and field of study.

As the basic competences set the students to be able to understand, apply and construct both spoken and written texts of asking and giving opinions as the goal of the instructional process, Unit 2 provided spoken and written learning input and tasks in which the four language skills were integrated.

Unit 2 consisted of 33 tasks. The tasks were organized by following the steps of Project-based Learning. The table below shows the number of task in each step. Then, the description of each task in the unit is available in the Appendices.

Table 9. Number of Task in Unit 2

Step	Name of the Step	Number of Task
1.	Let's select the topic	5
2.	Let's determine the final product	1
3.	Let's design the project	1
4.	Let's get ready to collect data	13
5.	Let's collect data	2
6.	Let's get ready and analyze data	2
7.	Let's get ready to present the final product	2
8.	Let's present the final product	1
9.	Let's evaluate the project	2
10.	enrichment	4

c. Unit 3

Unit 3 was derived from core competences number 1, 2, 3, and 4 and basic competences number 4.2., 4.4.1., and 4.4.2. The title of the unit is “Television: The Good and The Bad.” It was chosen as the theme of the unit for it is very important for it is related to the students' interest and field of study.

As the basic competences set the students to be able to understand, apply and construct both spoken and written texts of an analytical exposition text including the language features, such as simple present tense and conjunctions, as the goal of the instructional process, Unit 3 provided spoken and written inputs and tasks in which the four language skills were integrated.

Unit 3 consisted of 32 tasks. The tasks were organized by following the steps of Project-based Learning. The table below shows the number of task in each step. Then, the description of each task in the unit is available in the Appendices.

Table 10. Number of Task in Unit 3

Step	Name of the Step	Number of Task
1.	Let's select the topic	2
2.	Let's determine the final product	1
3.	Let's design the project	1
4.	Let's get ready to collect data	14
5.	Let's collect data	2
6.	Let's get ready and analyze data	2
7.	Let's get ready to present the final product	3
8.	Let's present the final product	3
9.	Let's evaluate the project	1
10.	enrichment	3

5. The Expert Judgment and Revision

After the first draft of the materials had been developed, then, the materials were evaluated by conducting an expert judgment. It means the materials were evaluated by an expert through filling in the materials evaluation questionnaires. The expert was a M.A. holder with 15 years of working experience and a lecturer in English Education Study Program at Yogyakarta State University. The results of the questionnaires were then analyzed and became the framework to revise the materials. The following section presents the elaboration of the results of the expert judgment questionnaires, validations, reviews and the revision of the materials.

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

1) The Results of the Expert Judgment

There were four aspects of the materials that were evaluated: the appropriateness of the content, language, presentation and graphic design. Below is the elaboration of the analysis of the expert judgment results.

a) The Appropriateness of the Content

The first aspect of expert judgment is the appropriateness of the content of the developed materials. The analysis results of the appropriateness of the content is presented in the following table.

Table 11. The Appropriateness of Content of Unit 1

The Appropriateness of the Materials with Core and Basic Competences			
No.	Items	Evaluated Aspects	Score
1.	Conformity	The developed materials are in accordance with the core and basic competences stated in the Curriculum 2013 for grade XI students of Vocational High School.	4
		The developed materials meet the syllabus.	4
		The topic of the unit of the developed materials are relevant with grade XI students of TV Program and Broadcast Engineering.	4
		The texts in the developed materials are relevant with grade XI students of TV Program and Broadcast Engineering.	4
The Accuracy of the Materials			
2.	The Social Function	The developed materials involve the explanation about the social function of a particular text.	4
3.	Generic Structure	The developed materials involve the explanation about the generic structure of a particular text.	4
4.	Language Features	The develop materials involve the micro skill tasks: <i>vocabulary</i> which are relevant with students of TV Program and Broadcast Engineering.	4
		The develop materials involve the micro skill tasks: <i>grammar</i> which are relevant with students of TV Program and Broadcast Engineering.	4
		The develop materials involve the micro skill tasks: <i>language function</i> which are relevant with students of TV Program and Broadcast Engineering.	4
5.	Language Skills	The developed materials involve tasks that lead students to develop the macro skill of language:	4

		<i>listening</i> which are relevant with Curriculum 2013.	
		The developed materials involve tasks that lead students to develop the macro skill of language: <i>speaking</i> which are relevant with Curriculum 2013.	4
		The developed materials involve tasks that lead students to develop the macro skill of language: <i>reading</i> which are relevant with Curriculum 2013.	4
		The developed materials involve tasks that lead students to develop the macro skill of language: <i>writing</i> which are relevant with Curriculum 2013.	4
Mean			4

Table 11 above shows that the mean value of the appropriateness of the content of Unit 2 of the developed materials is 4. This value, based on the Table 7 in Chapter III, is in the range of $3,75 < x \leq 4$ which falls into the category of “very good”. It indicates that the developed materials have presented the appropriate content.

b) The Appropriateness of the Language

The appropriateness of the language is the second aspect in the developed materials evaluation. The results of the developed materials evaluation in terms of the language appropriateness shows in the following table.

Table 12. The Appropriateness of Language of Unit 1

Communicative			
No.	Items	Evaluated Aspects	Score
1.	Readable Meaning	The language used for the <i>instructions</i> in the developed materials is clear and understandable by the students.	4
		The language used for the <i>explanation</i> in the developed materials is clear and understandable by the students.	4
		The language used for the provided <i>texts</i> in the developed materials is unambiguous and understandable by the students.	4
2.	The Language Principle	The language used in the developed materials use the correct <i>spelling</i> .	3
		The language used in the developed materials is appropriate with the <i>punctuation</i> rules.	4
Cohesive and Coherence Ideas			

3.	The Cohesiveness in the part/sub-chapter/paragraph/sentence	The meaning or message in the developed materials in the part/sub-chapter/paragraph/sentence is presented systematically.	4
4.	The Coherence in the part/sub-chapter/paragraph/sentence	The developed materials is consistently use one of variation of English.	4
Mean			3,85

Table 12 presents that the mean value of the appropriateness of the language of Unit 2 of the developed materials is 3,85. It can be categorized as “very good” since its position is within the interval $3,75 < x \leq 4$. In general the expert stated that the developed materials have used the appropriate language, however, she also gave suggestions to improve the content in relation to the diction of vocabulary used in the explanation such in Task 7 and 16; the grammatical mistakes such in Task 10, 15, and 17; and spelling errors such in Task 19 and 29.

c) The Appropriateness of the Presentation

The third aspect of the materials evaluation is the appropriateness of the presentation. The results of the appropriateness of the presentation is presented in the following table.

Table 13. **The Appropriateness of Presentation of Unit 1**

The Technique of the Presentation			
No.	Items	Evaluated Aspects	Score
1.	Order	The developed materials are appropriate with the steps of <i>Project-based Learning</i> adapted from Stoller (2002).	4
		The learning activities are arranged systematically from the easiest to the most difficult one.	4
2.	The Balance	The number of pages in each unit or chapter is in balance, having no a big gap.	4
		The number of tasks in each unit or chapter is in balance, having no a big gap.	4
		Each unit has the similar components.	4
The Learning Presentation			

3.	The Learning Center	The developed materials present systematically from the guided to the independent learning tasks in pairs as well as in groups.	4
4.	Project-based Learning	The learning activities in the first step of <i>Project-based Learning: selecting the topic of project</i> are relevant with the referred theory.	4
		The learning activities in the second step of <i>Project-based Learning: determining the final product of project</i> are relevant with the referred theory.	4
		The learning activities in the third step of <i>Project-based Learning: designing the project</i> are relevant with the referred theory.	4
		The learning activities in the fourth step of <i>Project-based Learning: designing supporting activities to collect data</i> are relevant with the referred theory.	4
		The learning activities in the fifth step of <i>Project-based Learning: collecting data</i> are relevant with the referred theory.	4
		The learning activities in the sixth step of <i>Project-based Learning: designing supporting activities to analyze data</i> are relevant with the referred theory.	4
		The learning activities in the seventh step of <i>Project-based Learning: analyzing data</i> are relevant with the referred theory.	4
		The learning activities in the eighth step of <i>Project-based Learning: designing activities to present the final product</i> are relevant with the referred theory.	4
		The learning activities in the ninth step of <i>Project-based Learning: presenting the final product</i> are relevant with the referred theory.	4
		The learning activities in the tenth step of <i>Project-based Learning: evaluating the project</i> are relevant with the referred theory.	4
5.	Developing the Students' Initiative, Creativity, and Critical Thinking	The learning activities in the developed materials encourage the students to actively interacting in English with classmates, teachers and surrounding.	4
		The learning activities in the developed materials encourage the students to get involved in both spoken and written	4

		communicative events on their own initiative.	
		The learning activities in the developed materials encourage the students to take responsibilities for their own learning.	4
		The learning activities in the developed materials encourage the students to identify their achievements and lacks during the learning.	4
6.	Developing the Students' Learning Independency	The developed materials cover the supporting activities presented at the end of each unit after the steps of <i>Project-based Learning</i> .	4
The Completeness of the Presentation			
7.	Introduction	The units of the developed materials include the <i>preface</i> .	4
		The units of the developed materials include the <i>syllabus</i> .	4
		The units of the developed materials include the <i>table of contents</i> .	4
8.	Content	The units of the developed materials include tasks which are based on <i>Project-based Learning</i> .	4
		The units of the developed materials include the enrichment tasks.	4
		The units of the developed materials include the summary.	4
9.	Closing	The units of the developed materials include the <i>references</i> .	4
		The units of the developed materials include the appendices e.g. <i>scoring rubric</i> , <i>listening scripts</i> , and <i>answer keys</i> .	4
Mean			4

Table 13 presents the mean value of the presentation aspect of the developed materials is 4. It is categorized as “very good”. The value is within the interval the interval $3,75 < x \leq 4$. It indicates that Unit 2 of the developed materials have had appropriate presentation.

d) The Appropriateness of the Layout

The appropriateness of the layout is the fourth aspect of the materials evaluation. The following table shows the unit two of the developed materials.

Table 14. **The Appropriateness of Layout of Unit 1**

No.	Evaluated Materials	Score
1.	The developed materials are printed on ISO-standardized size paper (A4, A5, and B5).	4
2.	The layout of the developed materials is proportional.	4
3.	The illustration and graphic design in the developed materials are aesthetic and functional.	4
4.	The illustration in the developed materials help to clarify the presentation of the materials.	4
5.	The developed materials use the appropriate variation of fonts.	4
6.	The developed materials use the right number of variation (<i>bold, italic, underline, capitalization</i>).	3
7.	The overall design of the developed materials is visually interesting.	4
Mean		3,85

Table 18 presents that the mean value of the appropriateness of the layout of Unit 1 of the developed materials is 3,85. The mean is in the range of $3,75 < x \leq 4$ which falls into the category “very good”. In general the expert stated that the layout of the developed materials has been appropriate, however, she also gave suggestions in relation to the variation writing. She suggested the language phrases (grammar) used in the language functions of making suggestions and offers, should be written in bold.

To sum up, the mean of the appropriateness of content is 4, for language is 3,85, for presentation is 4, and for layout is 3,85. Thus, the mean for Unit 1 is 3,92 which is categorized as “very good”.

2) Revisions of Unit One

The revisions were conducted based on the suggestions from the expert as stated in the expert judgment questionnaire. The means value of the four aspects of the developed materials were considered “very good”, however, the expert suggested that there were several aspects needed to be revised in terms

of spelling, grammatical mistakes and layout. The following table presents the revisions of Unit 1 of the developed materials. Then, to find out the complete revision of Unit 1, see Appendix H.

Table 15. **The Revisions of Unit 1**

Parts of the Unit	Points to Revise	Revision
<i>Main Tasks</i>		
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	<ul style="list-style-type: none"> - A grammatical mistake and an inappropriate choice of word in the instruction: “<i>Suggest</i> means to mention an idea, possible plan or action for other people to consider. <i>While</i>, suggestions are ideas, plans or actions that are suggested or the act of suggesting it. - the focused structure of the language functions should be written in bold 	<ul style="list-style-type: none"> - Revising instruction: “<i>To suggest</i> means to mention an idea, possible plan or action for other people to consider. <i>Therefore</i>, suggestions are ideas, plans or actions that are suggested or the act of suggesting it.” - writing the focused structure of the language functions in bold
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	The choices of the question number 5: <ul style="list-style-type: none"> <input type="checkbox"/> <i>could buy</i> <input type="checkbox"/> <i>couldn't buy</i> <input type="checkbox"/> <i>must have bought</i> 	Revising the choices into: <ul style="list-style-type: none"> <input type="checkbox"/> <i>can buy</i> <input type="checkbox"/> <i>can't buy</i> <input type="checkbox"/> <i>must have bought</i>
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	The language functions should be written in bold.	Writing the language functions should be written in bold.
Task 15	A grammatical mistake in the instruction:	Revising the instruction into: “Listen to a conversation on the recording. Then, choose

	“Listen to a conversation on the recording. Then, choose one the best <i>answer</i> for each question below.”	one the best <i>answers</i> for each question below.”
Task 16	An inappropriate expression: “Citra: Moment. (switching the channel using the remote). If I am not mistaken the program is broadcasted on Kompas TV. <i>Nah</i> , here it is. Is that right?”	Revising the expression into: “Citra: Moment. (switching the channel using the remote). If I am not mistaken the program is broadcasted on Kompas TV. <i>There you go</i> , here it is. Is that right?”
Task 17	A grammatical mistake in the situation number 2: “Your neighbor buys a new TV and <i>need</i> help to set the order of the channel. Offer your help.”	Revising the situation into: Your neighbor buys a new TV and <i>needs</i> help to set the order of the channel. Offer your help.
Task 18	No revision	No revision
Task 19	An appropriate spelling of a word in the instruction: “In pairs, collect information by reading an article in the websites provided below. You should choose one website that <i>content</i> a list of TV programs in line with your topic. Then, put all information that will help you make suggestions and offers in your dialog in the table in the next page. Look at the example.”	Revising the instruction into: “In pairs, collect information by reading an article in the websites provided below. You should choose one website that <i>contains</i> a list of TV programs in line with your topic. Then, put all information that will help you make suggestions and offers in your dialog in the table in the next page. Look at the example.”
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	No revision	No revision
Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision
<i>Enrichment</i>		
Task 27	No revision	No revision
Task 28	No revision	No revision
Task 29	An appropriate spelling in the instruction:	Revising the instruction into:

	“With your partner, make a dialog of making suggestions and offering help at home. You both may choose one of the following topics. Then, practice it. Make sure you <i>don't</i> have the text with you while practicing. Ask someone to videotape your performance. Hand in your video in the next school day.”	“With your partner, make a dialog of making suggestions and offering help at home. You both may choose one of the following topics. Then, practice it. Make sure you <i>do not</i> have the text with you while practicing. Ask someone to videotape your performance. Hand in your video in the next school day.”
Summary		
	The language functions/expressions should be written in bold.	Writing the language functions/expressions in bold

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

1) The Results of the Expert Judgment

There were four aspects of the materials that were evaluated: the appropriateness of the content, language, presentation and graphic design. Below is the elaboration of the analysis of the expert judgment results of Unit 2.

a) The Appropriateness of the Content

The first aspect of expert judgment is the appropriateness of the content of the developed materials. The analysis results of the appropriateness of the content is presented in the table below.

Table 16. **The Appropriateness of the Content of Unit 2**

The Appropriateness of the Materials with Core and Basic Competences			
No.	Items	Evaluated Aspects	Score
1.	Conformity	The developed materials are in accordance with the core and basic competences stated in the Curriculum 2013 for grade XI students of Vocational High School.	4
		The developed materials meet the syllabus.	4
		The topic of the unit of the developed materials are relevant with grade XI	4

		students of TV Program and Broadcast Engineering.	
		The texts in the developed materials are relevant with grade XI students of TV Program and Broadcast Engineering.	4
The Accuracy of the Materials			
2.	The Social Function	The developed materials involve the explanation about the social function of a particular text.	4
3.	Generic Structure	The developed materials involve the explanation about the generic structure of a particular text.	4
4.	Language Features	The developed materials involve the micro skill tasks: <i>vocabulary</i> which are relevant with students of TV Program and Broadcast Engineering.	4
		The developed materials involve the micro skill tasks: <i>grammar</i> which are relevant with students of TV Program and Broadcast Engineering.	4
		The developed materials involve the micro skill tasks: <i>language function</i> which are relevant with students of TV Program and Broadcast Engineering.	4
5.	Language Skills	The developed materials involve tasks that lead students to develop the macro skill of language: <i>listening</i> which are relevant with Curriculum 2013.	4
		The developed materials involve tasks that lead students to develop the macro skill of language: <i>speaking</i> which are relevant with Curriculum 2013.	4
		The developed materials involve tasks that lead students to develop the macro skill of language: <i>reading</i> which are relevant with Curriculum 2013.	4
		The developed materials involve tasks that lead students to develop the macro skill of language: <i>writing</i> which are relevant with Curriculum 2013.	4
Mean			4

The table above shows that the mean value of the appropriateness of the content of Unit 2 of the developed materials is 4. This value, based on the Table 16 in the third chapter, is in the range of $3,75 < x \leq 4$ which falls into the category of “very good”. It indicates that the developed materials have presented the appropriate content.

b) The Appropriateness of the Language

The appropriateness of the language is the second aspect in the developed materials evaluation. The results of the developed materials evaluation in terms of the language appropriateness shows in the following table.

Table 17. **The Appropriateness of the Language of Unit 2**

Communicative			
No.	Items	Evaluated Aspects	Score
1.	Readable Meaning	The language used for the <i>instructions</i> in the developed materials is clear and understandable by the students.	4
		The language used for the <i>explanation</i> in the developed materials is clear and understandable by the students.	4
		The language used for the provided <i>texts</i> in the developed materials is unambiguous and understandable by the students.	4
2.	The Language Principle	The language used in the developed materials use the correct <i>spelling</i> .	3
		The language used in the developed materials is appropriate with the <i>punctuation</i> rules.	4
Cohesive and Coherence Ideas			
3.	The Cohesiveness in the part/sub-chapter/paragraph/sentence	The meaning or message in the developed materials in the part/sub-chapter/paragraph/sentence is presented systematically.	4
4.	The Coherence in the part/sub-chapter/paragraph/sentence	The developed materials is consistently use one of variation of English.	4
Mean			3,85

Table 17 shows that the mean value of the appropriateness of the language of Unit 2 of the developed materials is 3,85. It can be categorized as “very good” since its position is within the interval $3,75 < x \leq 4$. In general the expert stated that the developed materials have used the appropriate language, however, she also gave suggestions in relation to the instruction in Task 5.

Additionally, the diction of vocabulary in Task 6; the spelling in Task 12; and the grammatical errors in Task 11, 14, 13 and 31 should be corrected.

c) The Appropriateness of the Presentation

The third aspect of the materials evaluation is the appropriateness of the presentation. The results of the appropriateness of the presentation is presented in the following table.

Table 18. The Appropriateness of the Presentation of Unit 2

The Technique of the Presentation			
No.	Items	Evaluated Aspects	Score
1.	Order	The developed materials are appropriate with the steps of <i>Project-based Learning</i> adapted from Stoller (2002).	4
		The learning activities are arranged systematically from the easiest to the most difficult one.	4
2.	The Balance	The number of pages in each unit or chapter is in balance, having no a big gap.	4
		The number of tasks in each unit or chapter is in balance, having no a big gap.	4
		Each unit has the similar components.	4
The Learning Presentation			
3.	The Learning Center	The developed materials present systematically from the guided to the independent learning tasks in pairs as well as in groups.	4
4.	Project-based Learning	The learning activities in the first step of <i>Project-based Learning: selecting the topic of project</i> are relevant with the referred theory.	4
		The learning activities in the second step of <i>Project-based Learning: determining the final product of project</i> are relevant with the referred theory.	4
		The learning activities in the third step of <i>Project-based Learning: designing the project</i> are relevant with the referred theory.	4

		The learning activities in the fourth step of <i>Project-based Learning: designing supporting activities to collect data</i> are relevant with the referred theory.	4
		The learning activities in the fifth step of <i>Project-based Learning: collecting data</i> are relevant with the referred theory.	4
		The learning activities in the sixth step of <i>Project-based Learning: designing supporting activities to analyze data</i> are relevant with the referred theory.	4
		The learning activities in the seventh step of <i>Project-based Learning: analyzing data</i> are relevant with the referred theory.	4
		The learning activities in the eighth step of <i>Project-based Learning: designing activities to present the final product</i> are relevant with the referred theory.	4
		The learning activities in the ninth step of <i>Project-based Learning: presenting the final product</i> are relevant with the referred theory.	4
		The learning activities in the tenth step of <i>Project-based Learning: evaluating the project</i> are relevant with the referred theory.	4
5.	Developing the Students' Initiative, Creativity, and Critical Thinking	The learning activities in the developed materials encourage the students to actively interacting in English with classmates, teachers and surrounding.	4
		The learning activities in the developed materials encourage the students to get involved in both spoken and written communicative events on their own initiative.	4
		The learning activities in the developed materials encourage the students to take responsibilities for their own learning.	4
		The learning activities in the developed materials encourage the students to identify their achievements and lacks during the learning.	4

6.	Developing the Students' Learning Independency	The developed materials cover the supporting activities presented at the end of each unit after the steps of <i>Project-based Learning</i> .	4
The Completeness of the Presentation			
7.	Introduction	The units of the developed materials include the <i>preface</i> .	4
		The units of the developed materials include the <i>syllabus</i> .	4
		The units of the developed materials include the <i>table of contents</i> .	4
8.	Content	The units of the developed materials include tasks which are based on <i>Project-based Learning</i> .	4
		The units of the developed materials include the enrichment tasks.	4
		The units of the developed materials include the summary.	4
9.	Closing	The units of the developed materials include the <i>references</i> .	4
		The units of the developed materials include the appendices e.g. <i>scoring rubric, listening scripts, and answer keys</i> .	4
Mean			4

Table 18 presents the mean value of the presentation aspect of the developed materials is 4. It is categorized as “very good”. The value is within the interval the interval $3,75 < x \leq 4$. It is concluded that the developed materials have had appropriate presentation.

d) The Appropriateness of the Layout

The appropriateness of the layout is the fourth aspect of the materials evaluation. The following table shows the unit one of the developed materials.

Table 19. **The Appropriateness of the Layout of Unit 2**

No.	Evaluated Materials	Score
1.	The developed materials are printed on ISO-standardized size paper (A4, A5, and B5).	4
2.	The layout of the developed materials is proportional.	4
3.	The illustration and graphic design in the developed materials are aesthetic and functional.	4

4.	The illustration in the developed materials help to clarify the presentation of the materials.	4
5.	The developed materials use the appropriate variation of fonts.	4
6.	The developed materials use the right number of variation (<i>bold, italic, underline, capitalization</i>).	4
7.	The overall design of the developed materials is visually interesting.	4
Mean		4

Table 19 shows that the mean value of the appropriateness of the layout of Unit 2 of the developed materials is 4. The mean is in the range of $3,75 < x \leq 4$ which falls into the category “very good”. It is concluded that the layout of the developed materials has been appropriate.

To sum up, the mean of the appropriateness of content is 4, for language is 3,85, for presentation is 4, and for layout is 4. Thus, the mean of Unit 2 is 3,96 which is categorized as “very good”.

3) Revisions of Unit Two

The revisions were carried out based on the suggestions from the expert as stated in the expert judgment questionnaire. However, the mean value of the four aspects of the developed materials were considered “very good”, the expert suggested that there were several aspects needed to be revised. The following table presents the revisions of Unit 2 of the developed materials. Then, to find out the complete revision of Unit 2, see Appendix H.

Table 20. **The Revisions of Unit 2**

Parts of the Unit	Points to Revise	Revision
<i>Main Tasks</i>		
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision

Task 5	The instruction: “In this unit, you will have a project that should be completed in pairs. Choose your partner and select one of the following topics.”	Revising the instruction into: “In this unit, you will have a <i>video recording</i> project that should be completed in pairs. Choose your partner and select one of the following topics.”
Task 6	An appropriate conjunction in the explanation: “You and your partner will make a video recording in the form of a dialog of asking and giving opinions about a topic you both have chosen in the previous task. For instance, if you choose topic number 1, <i>therefore</i> , your dialog later will include asking and giving opinions about a soap opera on TV.”	Revising the conjunction in the explanation: “You and your partner will make a video recording in the form of a dialog of asking and giving opinions about a topic you both have chosen in the previous task. For instance, if you choose topic number 1, your dialog later will include asking and giving opinions about a soap opera on TV.”
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	Several grammatical mistakes in the choices: c. The discussion is carried out <i>in</i> communicative way. d. The presenter <i>deliver</i> the program seriously.	Revising the grammatical mistakes in the choices: c. The discussion is carried out <i>on</i> communicative way d. The presenter <i>delivers</i> the program seriously.
Task 12	The spelling mistake in the point (b): “ <i>He’s</i> like to watch if he had more time.”	Revising the spelling mistake in the point (b): “ <i>He’d</i> like to watch if he had more time.”
Task 13	No revision	No revision
Task 14	A grammatical mistake in number 5 point (c): “c. It <i>does not</i> like the sitcom.”	Revising the grammatical mistake in the point (b): “c. It <i>is not</i> like the sitcom.”
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision

Task 22	No revision	No revision
Task 23	No revision	No revision
Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision
Task 27	No revision	No revision
Task 28	No revision	No revision
Task 29	No revision	No revision
<i>Enrichment</i>		
Task 30	<ul style="list-style-type: none"> - A grammatical error in the question of number 3: “<i>When the conversation between Sekar and Jenni is occur?</i>” - A grammatical mistake in the choice of number 4 point (d): “The program is good for taking a lot of <i>consideration</i> before broadcasting news.” 	<ul style="list-style-type: none"> - Revising the grammatical error in the question of number 3: “<i>When does the conversation between Sekar and Jenni occur?</i>” - Revising the grammatical mistake in the choice of number 4 point (d): “The program is good for taking a lot of <i>considerations</i> before broadcasting news.
Task 31	A grammatical mistake in the expression of number 3: “Bayu: I feel it is a great talk show. I like the way <i>of</i> the presenter present the program.”	Revising a grammatical mistake in the expression of number 3: “Bayu: I feel it is a great talk show. I like the way the presenter present the program.”
Task 32	No revision	No revision
Task 33	No revision	No revision
<i>Summary</i>		
	No revision	No revision

e. The Results of the Expert Judgment and Revision of Unit Three

1) The Results of the Expert Judgment

There were four aspects of Unit 3 of the developed materials that are evaluated: the appropriateness of the content, language, presentation and graphic design. Below is the elaboration of the analysis of the expert judgment results.

a) **The Appropriateness of the Content**

The first aspect of expert judgment is the appropriateness of the content of the developed materials. The analysis results of the appropriateness of the content is presented in the following table.

Table 21. **The Appropriateness of the Content of Unit 3**

The Appropriateness of the Materials with Core and Basic Competences			
No.	Items	Evaluated Aspects	Score
1.	Conformity	The developed materials are in accordance with the core and basic competences stated in the Curriculum 2013 for grade XI students of Vocational High School.	4
		The developed materials meet the syllabus.	4
		The topic of the unit of the developed materials are relevant with grade XI students of TV Program and Broadcast Engineering.	4
		The texts in the developed materials are relevant with grade XI students of TV Program and Broadcast Engineering.	4
The Accuracy of the Materials			
2.	The Social Function	The developed materials involve the explanation about the social function of a particular text.	4
3.	Generic Structure	The developed materials involve the explanation about the generic structure of a particular text.	4
4.	Language Features	The develop materials involve the micro skill tasks: <i>vocabulary</i> which are relevant with students of TV Program and Broadcast Engineering.	4
		The develop materials involve the micro skill tasks: <i>grammar</i> which are relevant with students of TV Program and Broadcast Engineering.	4
		The develop materials involve the micro skill tasks: <i>language function</i> which are relevant with students of TV Program and Broadcast Engineering.	4
5.	Language Skills	The developed materials involve tasks that lead students to develop the macro skill of language: <i>listening</i> which are relevant with Curriculum 2013.	4
		The developed materials involve tasks that lead students to develop the macro skill of language: <i>speaking</i> which are relevant with Curriculum 2013.	4
		The developed materials involve tasks that lead students to develop the macro skill of language:	4

		<i>reading</i> which are relevant with Curriculum 2013.	
		The developed materials involve tasks that lead students to develop the macro skill of language: <i>writing</i> which are relevant with Curriculum 2013.	4
Mean			4

Table 21 shows that the mean value of the appropriateness of the content of Unit 3 of the developed materials is 4. This value, based on the Table 7 in Chapter III, is in the range of $3,75 < x \leq 4$. It falls into the category of “very good”. It indicates that the developed materials have include the appropriate content.

b) The Appropriateness of the Language

The appropriateness of the language is the second aspect in the materials evaluation. The results of the developed materials evaluation in terms of the language appropriateness presents in the following table.

Table 22. The Appropriateness of the Language of Unit 3

Communicative			
No.	Items	Evaluated Aspects	Score
1.	Readable Meaning	The language used for the <i>instructions</i> in the developed materials is clear and understandable by the students.	4
		The language used for the <i>explanation</i> in the developed materials is clear and understandable by the students.	4
		The language used for the provided <i>texts</i> in the developed materials is unambiguous and understandable by the students.	3
2.	The Language Principle	The language used in the developed materials use the correct <i>spelling</i> .	4
		The language used in the developed materials is appropriate with the <i>punctuation</i> rules.	4
Cohesive and Coherence Ideas			
3.	The Cohesiveness in the part/sub-chapter/paragraph/sentence	The meaning or message in the developed materials in the part/sub-chapter/paragraph/sentence is presented systematically.	4
4.	The Coherence in the part/sub-	The developed materials is consistently use one of variation of English.	4

	chapter/paragraph/sentence	
Mean		3,85

Table 22 shows that the mean value of the appropriateness of the language of Unit 3 of the developed materials is 3,85. It can be categorized as “very good” since its position is within the interval $3,75 < x \leq 4$. The expert generally stated that the developed materials have used the appropriate language, however, she gave suggestions related to the language used in the analytical exposition text in Task 6. She suggested the text should be adapted. Then, she also asked to revise the spelling errors in Task 10.

c) The Appropriateness of the Presentation

The next aspect of the materials evaluation is the appropriateness of the presentation. The results of the appropriateness of the presentation is presented in the following table.

Table 23. **The Appropriateness of the Presentation of Unit 3**

The Technique of the Presentation			
No.	Items	Evaluated Aspects	Score
1.	Order	The developed materials are appropriate with the steps of <i>Project-based Learning</i> adapted from Stoller (2002).	4
		The learning activities are arranged systematically from the easiest to the most difficult one.	4
2.	The Balance	The number of pages in each unit or chapter is in balance, having no a big gap.	4
		The number of tasks in each unit or chapter is in balance, having no a big gap.	4
		Each unit has the similar components.	4
The Learning Presentation			
3.	The Learning Center	The developed materials present systematically from the guided to the independent learning tasks in pairs as well as in groups.	4

4.	Project-based Learning	The learning activities in the first step of <i>Project-based Learning: selecting the topic of project</i> are relevant with the referred theory.	4
		The learning activities in the second step of <i>Project-based Learning: determining the final product of project</i> are relevant with the referred theory.	4
		The learning activities in the third step of <i>Project-based Learning: designing the project</i> are relevant with the referred theory.	4
		The learning activities in the fourth step of <i>Project-based Learning: designing supporting activities to collect data</i> are relevant with the referred theory.	4
		The learning activities in the fifth step of <i>Project-based Learning: collecting data</i> are relevant with the referred theory.	4
		The learning activities in the sixth step of <i>Project-based Learning: designing supporting activities to analyze data</i> are relevant with the referred theory.	4
		The learning activities in the seventh step of <i>Project-based Learning: analyzing data</i> are relevant with the referred theory.	4
		The learning activities in the eighth step of <i>Project-based Learning: designing activities to present the final product</i> are relevant with the referred theory.	4
		The learning activities in the ninth step of <i>Project-based Learning: presenting the final product</i> are relevant with the referred theory.	4
		The learning activities in the tenth step of <i>Project-based Learning: evaluating the project</i> are relevant with the referred theory.	4
5.	Developing the Students' Initiative, Creativity, and Critical Thinking	The learning activities in the developed materials encourage the students to actively interacting in English with classmates, teachers and surrounding.	4
		The learning activities in the developed materials encourage the students to get involved in both spoken and written communicative events on their own initiative.	4
		The learning activities in the developed materials encourage the students to take responsibilities for their own learning.	4

		The learning activities in the developed materials encourage the students to identify their achievements and lacks during the learning.	4
6.	Developing the Students' Learning Independency	The developed materials cover the supporting activities presented at the end of each unit after the steps of <i>Project-based Learning</i> .	4
The Completeness of the Presentation			
7.	Introduction	The units of the developed materials include the <i>preface</i> .	4
		The units of the developed materials include the <i>syllabus</i> .	4
		The units of the developed materials include the <i>table of contents</i> .	4
8.	Content	The units of the developed materials include tasks which are based on <i>Project-based Learning</i> .	4
		The units of the developed materials include the enrichment tasks.	4
		The units of the developed materials include the summary.	4
9.	Closing	The units of the developed materials include the <i>references</i> .	4
		The units of the developed materials include the appendices e.g. <i>scoring rubric</i> , <i>listening scripts</i> , and <i>answer keys</i> .	4
Mean			4

Table 23 shows the mean value of the presentation aspect of the developed materials is 4. It is categorized as “very good”. The value is within the interval the interval $3,75 < x \leq 4$. It indicates that Unit 3 of the developed materials have shown appropriate presentation.

d) The Appropriateness of the Layout

The appropriateness of the layout is the fourth aspect of the materials evaluation. The following table shows of the results of Unit 3 of the developed materials.

Table 24. **The Appropriateness of the Layout of Unit 3**

No.	Evaluated Materials	Score
1.	The developed materials are printed on ISO-standardized size paper (A4, A5, and B5).	4
2.	The layout of the developed materials is proportional.	4
3.	The illustration and graphic design in the developed materials are aesthetic and functional.	4
4.	The illustration in the developed materials help to clarify the presentation of the materials.	4
5.	The developed materials use the appropriate variation of fonts.	4
6.	The developed materials use the right number of variation (<i>bold, italic, underline, capitalization</i>).	4
7.	The overall design of the developed materials is visually interesting.	4
Mean		4

Table 24 shows that the mean value of the appropriateness of the layout of Unit 3 of the developed materials is 4. The mean is in the range of $3,75 < x \leq 4$ which falls into the category “very good”. It indicates that the layout of the developed materials has been appropriate.

To sum up, the mean of the appropriateness of content is 4, for language is 3,85, for presentation is 4, and for layout is 4. Thus, the mean of Unit 3 is 3,96 which is categorized as “very good”.

2) Revisions of Unit Three

The revisions were done based on the suggestions from the expert as stated in the expert judgment questionnaire. However, the means value of the four aspects of the developed materials were considered “very good”, the expert suggested that there were several aspects needed to be revised. The following table presents the revisions of Unit 3 of the developed materials. Then, to find out the complete revision of Unit 3, see Appendix H.

Table 25. The Revisions of Unit 3

Parts of the Unit	Points to Revise	Revision
<i>Main Tasks</i>		
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	The grammatical mistakes in the analytical text should be adapted.	Revising the text into a good analytical exposition text.
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	- Spelling mistakes in the explanation: “ <i>the remainder</i> ” should be change in accordance with the context. - Then, “ <i>state</i> ” should be changed into the noun form	- Revising spelling mistake in the explanation: “the remainder” into “ <i>the reminder.</i> ” - Revising the word “state” in accordance with the context into: “ <i>the statement.</i> ”
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	No revision	No revision
Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision
<i>Enrichment</i>		
Task 27	No revision	No revision
Task 28	No revision	No revision
Task 29	No revision	No revision
<i>Summary</i>		
	No revision	No revision

B. Discussion

This research belongs to product-based research (Borg & Gall, 2003) through which the main goal of the research is to develop English instructional materials that are relevant with the needs of students of the particular study program. The product of this research is a students' book for the eleventh graders of TV Program and Broadcast Engineering Department. In attempt to develop the materials, the adapted research method i.e. the process of materials writing or development proposed by Jolly and Bolitho (1998) was applied. Some adaptation were carried out in order to make the research more feasible in accordance with the context.

The research was started by identifying the learner/target and learning needs by conducting needs analysis. It was carried out in April, 2016 by distributing questionnaires to 70 students and conducting the interview with the English teacher of grade XI of TV Program and Broadcast Engineering Department at SMK Negeri 1 Klaten. There were 39 items in the questionnaire and 15 questions addressed to the English teacher. They were addressed to the students and the English teacher on purpose to find the student needs in terms of their identity, goal in learning English, necessities, wants and lacks and the learning needs in terms of learning input, learning procedure or activities applied Project-based Learning, the teacher's role, and the setting of learning.

The short-term goal of the students in learning English was generally to fulfill the school requirements and to be able to communicate in both spoken and written English. Additionally, their long-term goal in learning English was

generally to have preparation to continue the study in the university level majoring in broadcast engineering and to have preparation to work in line with the study program after graduating from Vocational High School.

Students needed to understand both spoken and written English texts in relation to their study program and communicate both in spoken and written English. In addition, the topics that the students need in the workplace were related to TV Program and Broadcast Engineering and Information and Communication Technology (ICT).

The results of the needs analysis revealed that grade XI students of TV Program and Broadcast Engineering Department belonged to the beginner in terms of the English proficiency level of which students already may simple English sentences and expressions. In learning English, the students want to improve the micro skills of English i.e. grammar, vocabulary, pronunciation and spelling. They also want to improve their macro skills of English i.e. listening, speaking, reading and writing.

Other target needs of grade XI students of TV Program and Broadcast Engineering Department at Vocational High School are stated in the core and basic competences of Curriculum 2013 that the students have to achieve. Thus, in determining what should be covered in the materials, both the results of the needs analysis and the core and basic competences stated in Curriculum 2013 were taken into account.

The results of needs analysis in terms of learning needs can be summarized as follows. In terms of learning inputs, the students preferred to

have monologs and dialogs for listening and speaking activities and texts related to TV Program and Broadcast Engineering as the input for reading and writing activities. Then, related to the learning activities or procedures, they preferred various learning activities to be involved in the instructional process applied Project-based Learning. In terms of the teacher's role, the students preferred the teacher guide during the instructional process. They also wanted learning activities that give them opportunities to carry out them in both inside and outside the classroom individually, in pairs and in groups.

After conducting needs analysis, the next step was designing the syllabus of the materials. The syllabus was designed by referring to the results of needs analysis and taking into account core and basic competences of English in Curriculum 2013 for Vocational High School. The components of the syllabus included the core and basic competences; unit numbers and titles; indicators or learning objectives; input texts i.e. grammar, vocabulary, pronunciation, language functions and text types; and learning activities/tasks. Then, the next step was developing the materials by using the syllabus as the framework.

There were three units in the developed materials. Each unit had different numbers of tasks. It depends on the competences that the students have to reach. Further, in terms of the design, each unit had the similar design including introduction, main lesson, and reinforcement.

The introduction part covered the title of the unit and the learning objectives. It aimed to introduce the students the topic of the unit, activate their

schemata and prepare them to get ready for the main lesson. Further, the main lesson was developed on purpose to guide students to achieve the targeted competences stated in the curriculum. The main lesson consisted of nine steps of Project-based Learning adapted from Stoller (2002) of which each step consisted of several learning tasks. The reinforcement part, then, aimed to give students opportunities to recall and review what they have learned through the unit and to develop their independency in learning.

As the process of the materials writing had finished, the three units developed were considered as the first draft of the materials. Then, it was followed by materials evaluation. It was applied the expertise-based evaluation approach (Borg and Gall, 2003) by distributing questionnaires to an expert. Then, it was called expert judgment.

There were four aspects of the materials that were evaluated. They were adapted from the materials evaluation questionnaire published by *Badan Standar Nasional Pendidikan (BSNP)*. The aspects included the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the layout.

The results of the materials evaluation indicated that the developed materials were considered as “appropriate” or “very good” for the eleventh graders of TV Program and Broadcast Engineering Department at Vocational High School. However, there were several parts of the materials that needed to be revised. The expert, generally, suggested that the first draft of the materials

should be revised in terms of the language by revising several grammatical mistakes and spelling errors.

After the first draft of the materials had been revised by referring to the results of the materials evaluation, the materials were considered as the final draft. The final draft of the materials is available in the Appendices.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions of this research were drawn from the findings and discussion presented in Chapter IV on purpose to answer the research questions of the research. The conclusions covered the results of target needs, learning needs and the characteristics of the English instructional materials that are appropriate for the eleventh graders of TV Program and Broadcast Engineering at Vocational High School.

1. The Target Needs of the Eleventh Graders of TV Program and Broadcast Engineering Department

Based on the needs analysis conducted by involving 70 grade XI students of TV Program and Broadcast Engineering in SMK Negeri 1 Klaten revealed, the target needs can be concluded as follows.

- a. The short-term goal of the students in learning English is generally to fulfill the school requirements, to be able to communicate in English in both spoken and written language.
- b. The long-term goal of the students in learning English is generally to have preparation to continue the study in the university level majoring in broadcast engineering and to have preparation to work in line with the study program after graduating from Vocational High School.

- c. Students need to understand both spoken and written English texts in relation to TV Program and Broadcast Engineering and communicate both in spoken and written English.
- d. The topics that the students need in the workplace are related to TV Program and Broadcast Engineering and Information and Communication Technology (ICT).
- e. Most of the students' current English proficiency level is beginner.
- f. In learning English, the students want to improve the micro skills of English i.e. grammar, vocabulary, pronunciation and spelling as well as the macro skills of English i.e. listening, speaking, reading and writing.

2. The Learning Needs of the Eleventh Graders of TV Program and Broadcast Engineering Department

The results of the needs analysis in terms of learning needs are presented as follows.

- a. In terms of learning inputs, the students need to have monologs and dialogs for listening and speaking activities and texts related to TV Program and Broadcast Engineering as the input for reading and writing activities.
- b. Related to the learning activities or procedures, the eleventh graders of TV Program and Broadcast Engineering prefer various learning activities to be involved in the instructional process applied Project-based Learning.
- c. In terms of the teacher's role, the students prefer the teacher guide during the instructional process.

- d. They wanted learning activities that give them opportunities to carry out them in both inside and outside the classroom.
- e. In the instructional process, the students prefer to do the activities individually, in pairs and in groups.

3. The Appropriate English Instructional Materials for the Eleventh Graders of TV Program and Broadcast Engineering Department

After the materials writing had been completed, the English instructional materials, then, are evaluated through doing the expert judgment. Based on the expert judgment, the developed materials were categorized as appropriate in terms of content, language, presentation and layout. The materials, which were developed based on Curriculum 2013 and applied Project-based Learning, have the characteristics as follows.

1. The topic within the units of the developed materials were related the students' department-TV Program and Broadcast Engineering.
2. The materials consisted of three units which have the following components.

- a. Introduction

This part consisted of the unit title and learning objectives. Unit title engage the students to predict what they will learn. Then, the learning objectives told them what language functions or what texts they will learn in the unit.

- b. Main lesson

The English instructional materials were developed based on Curriculum 2013 and the results of needs analysis. Additionally, the materials applied Project-based Learning adapted from Stoller (2002) as the learning method of the materials development. Therefore, the learning activities were arranged as follows: let's select the topic, let's determine the final product, let's design the project, let's get ready to collect data, let's collect data, let's get ready and analyze data, let's get ready to present the final product, let's present the final product, and let's evaluate the project.

c. Reinforcement

This part consisted of *enrichment* and *summary*. The enrichment tasks aim to give students opportunities to recall and review what they have learned in the project through doing several tasks. Furthermore, summary presents the learning points in the project such as a list of language functions; and social functions, generic structure, and language features of a particular text.

B. Suggestions

The final product of this research is the English instructional materials for grade XI students of TV Program and Broadcast Engineering. Considering the limitation of the research, further studies are necessary to be conducted. There are several suggestions proposed to improve the relevant future research.

1. To English Teachers

The English teachers of TV Programs and Broadcast Engineering at Vocational High School are expected to take into account the results of needs analysis such as the topics, learning input, and learning activities on purpose to achieve the goal of learning. Further, as they want to use the developed materials, it is suggested that they should be well-informed about the students' characteristics in order to be able to play the right roles in the instructional process such giving right guidance as the students are working on the tasks such collecting data. It is expected that the teachers will be able to play their roles in each step of Project-based Learning. Additionally, the teachers should be able to adopt and adapt the materials for being applicable and eventually meet the students and learning needs. The teachers, eventually, are expected to be a good facilitator in the instructional process applied Project-based Learning.

2. To Other Materials Developers

For other materials developers who will conduct the similar research, there are several aspects should be taken into account. First, they should know well the target and learning needs. Second, in developing the English instructional materials, they should consider the curriculum used at the time as the legal foundation. Further, they should provide various tasks. The last one is the instruments used in the needs analysis and expert judgment should be able to measure what should be measured.

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APPENDICES

APPENDIX A.
THE NEEDS ANALYSIS
INTRUMENTS



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
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Kepada : Siswa Kelas XI Jurusan Teknik Produksi dan Penyiaran Program
Pertelevisian SMK Negeri 1 Klaten

Dalam rangka penelitian mengenai pengembangan materi pembelajaran Bahasa Inggris untuk siswa kelas XI jurusan Teknik Produksi dan Penyiaran Program Pertelevisian di SMK Negeri 1 Klaten, pada kesempatan kali ini peneliti mengharapkan kesediaan adik-adik untuk meluangkan waktu mengisi angket kebutuhan siswa. Bagian pertama angket ini bertujuan untuk mengetahui gambaran umum adik-adik sebagai siswa kelas XI jurusan Teknik Produksi dan Penyiaran Program Pertelevisian. Sedangkan bagian kedua angket ini bertujuan untuk mengetahui kebutuhan belajar menurut persepsi adik-adik yang dikaitkan dengan pembelajaran Bahasa Inggris berbasis proyek (*Project-based Learning*).

Beckett (2002) mendefinisikan proyek sebagai aktivitas dalam jangka panjang (beberapa hari/minggu) yang melibatkan seorang individu maupun sekelompok orang. Sedangkan Pembelajaran Bahasa Inggris Berbasis Proyek (*Project-based Learning*) merupakan sebuah strategi pembelajaran yang memberikan kesempatan bagi para peserta didik untuk dapat menguasai bahasa, ilmu pengetahuan sesuai dengan bidangnya dan keterampilan dan dapat mendemonstrasikan pengetahuan baru yang didapat melalui berbagai macam model presentasi serta berfungsi untuk mendorong kemandirian siswa dalam belajar (Klein, 2009:8). Di samping itu, Pembelajaran Berbasis Proyek (*Project-based Learning*) merupakan salah satu model pembelajaran yang dianjurkan oleh Kurikulum 2013 (*Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*).

Angket ini bukan dimaksudkan untuk menguji kemampuan adik-adik, melainkan untuk mengetahui kebutuhan siswa kelas XI jurusan Teknik Produksi dan Penyiaran Program Pertelevisian terkait dengan materi pembelajaran Bahasa Inggris. Jawaban adik-adik tidak akan mempengaruhi nilai. Oleh sebab itu, saya mengharapkan jawaban yang jujur dan sesuai dengan kondisi adik-adik saat ini untuk membantu kelancaran penelitian ini. Adapaun jawaban dan identitas adik-adik dalam angket ini akan dijaga kerahasiannya sesuai dengan kode etik penelitian.

Atas kerjasama yang adik-adik berikan, saya ucapkan terimakasih.

Yogyakarta, April 2016
Peneliti

Gesnia Ardiyani
NIM. 12202241004



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**ANGKET ANALISA KEBUTUHAN SISWA UNTUK PENGEMBANGAN MATERI
PEMBELAJARAN BAHASA INGGRIS UNTUK SISWA KELAS XI SEKOLAH
MENENGAH KEJURUAN PROGRAM STUDI TEKNIK PRODUKSI DAN PENYIARAN
PROGRAM PERTELEVISISAN**

A. Identitas Responden

Nama : (boleh tidak diisi)
 Jenis Kelamin : (boleh tidak diisi)
 Tempat dan Tanggal Lahir : (boleh tidak diisi)
 Alamat Tempat Tinggal : (boleh tidak diisi)

B. Berikut adalah pernyataan-pernyataan untuk mendeskripsikan kondisi adik-adik saat ini dalam pembelajaran Bahasa Inggris. Berilah tanda (√) pada kolom SS, S, TS atau STS sesuai dengan kondisi adik-adik. Apabila jawaban adik-adik tidak tersedia dalam alternatif pilihan jawaban, silakan menuliskan jawaban adik-adik pada bagian “lain-lain.”

Keterangan:

SS : Sangat Setuju
 S : Setuju
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No.	Pernyataan	SS	S	TS	STS
<i>Learner Needs</i>					
<i>Tujuan (Goals)</i>					
1.	Tujuan saya belajar Bahasa Inggris (untuk jangka pendek) adalah (Boleh memilih lebih dari satu jawaban)				
	a. untuk memenuhi syarat sekolah				
	b. untuk mendapatkan nilai bagus di rapor dan nilai Ujian Nasional (UN)				
	c. untuk dapat berkomunikasi dalam Bahasa Inggris secara lisan untuk kebutuhan komunikasi sehari-hari				
	d. untuk dapat berkomunikasi dalam Bahasa Inggris secara tertulis untuk kebutuhan komunikasi sehari-hari				
	e. lain-lain				
2.	Tujuan saya belajar Bahasa Inggris (untuk jangka panjang) adalah (Boleh memilih lebih dari satu jawaban)				
	a. untuk memiliki bekal melanjutkan pendidikan ke jenjang perguruan tinggi di program studi Teknik Produksi dan Penyiaran Program Pertelevisian (<i>TV Program and Broadcast Engineering</i>)				
	b. untuk memiliki bekal bekerja setelah lulus dari jenjang Sekolah Menengah Kejuruan di bidang Teknik Produksi dan Penyiaran Program Pertelevisian (<i>TV Program and Broadcast Engineering</i>)				
	c. lain-lain				
<i>Kebutuhan (Necessities)</i>					
3.	Setelah lulus dari Sekolah Menengah Kejuruan (SMK), saya akan membutuhkan				



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	Bahasa Inggris untuk				
	(Boleh memilih lebih dari satu jawaban)				
	a. memahami teks lisan dalam Bahasa Inggris yang berkaitan dengan bidang Teknik Produksi dan Penyiaran Program Pertelevisian (<i>TV Program and Broadcast Engineering</i>)				
	b. memahami teks tertulis dalam Bahasa Inggris yang berkaitan dengan bidang Teknik Produksi dan Penyiaran Program Pertelevisian (<i>TV Program and Broadcast Engineering</i>)				
	c. berkomunikasi dengan penutur asli (<i>native speaker</i>) Bahasa Inggris secara lisan				
	d. berkomunikasi dengan penutur asli (<i>native speaker</i>) Bahasa Inggris secara tertulis				
	e. lain-lain				
	Setelah lulus dari Sekolah Menengah Kejuruan (SMK), topik-topik yang akan saya jumpai di dunia kerja adalah				
	(Boleh memilih lebih dari satu jawaban)				
4.	a. pendidikan				
	b. bisnis				
	c. isu/berita terkini				
	d. bidang jurnalistik				
	e. kehidupan sehari-hari				
	f. bidang penyiaran (<i>TV program dan broadcasting</i>)				
	g. bidang teknologi informasi dan komunikasi				
	h. lain-lain				
	Macam teks di bawah ini yang saya butuhkan dalam pembelajaran Bahasa Inggris adalah				
	(Anda boleh memilih lebih dari satu jawaban)				
5.	a. descriptive				
	b. report				
	c. narrative				
	d. recount				
	e. procedure				
	f. discussion				
	g. report				
	h. explanation				
	i. analytical exposition				
	j. hortatory exposition				
	k. review				
	l. spoof				
	m. lain-lain				
Kekurangan (Lacks)					
6.	Kemampuan Bahasa Inggris saya saat ini berada pada level				
	(Pilih satu jawaban saja)				
	a. Pemula (<i>beginner</i>)				
	b. Menengah (<i>intermediate</i>)				
	c. Mahir (<i>advanced</i>)				



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7.	Mikro skill dalam Bahasa Inggris yang sering menghambat saya berkomunikasi dalam Bahasa Inggris adalah				
	(Boleh memilih lebih dari satu jawaban)				
	a. ejaan (<i>spelling</i>)				
	b. kosa kata (<i>vocabulary</i>)				
	c. tata bahasa (<i>grammar</i>)				
8.	d. cara pelafalan (<i>pronunciation</i>)				
	e. lain-lain				
	Macam teks di bawah ini yang belum Anda kuasai adalah.....				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. descriptive				
	b. report				
	c. narrative				
	d. recount				
	e. procedure				
	f. discussion				
	g. report				
	h. explanation				
	i. analitical exposition				
j. hortatory exposition					
k. review					
l. spoof					
m. lain-lain					

Keinginan (Wants)

9.	Sehubungan dengan program studi saya, kemampuan (<i>macro skills</i>) dalam Bahasa Inggris yang ingin saya tingkatkan adalah				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. kemampuan mendengarkan/menyimak (<i>listening</i>)				
	b. kemampuan berbicara (<i>speaking</i>)				
	c. kemampuan membaca (<i>reading</i>)				
10.	d. kemampuan menulis (<i>writing</i>)				
	Sehubungan dengan program studi saya, kemampuan (<i>micro skills</i>) dalam Bahasa Inggris yang ingin saya tingkatkan adalah				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. ejaan (<i>spelling</i>)				
	b. kosa kata (<i>vocabulary</i>)				
	c. tata bahasa (<i>grammar</i>)				
d. cara pelafalan (<i>pronunciation</i>)					
e. lain-lain					

Lerning Needs

Input

11.	Dalam pembelajaran mendengarkan/menyimak (<i>listening</i>), input yang saya inginkan adalah				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. monolog dengan gambar (audio dan video)				
b. dialog dengan gambar (audio dan video)					



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	c. monolog tanpa gambar (audio)				
	d. dialog tanpa gambar (audio)				
	e. materi autentik seperti siaran radio, televisi, dsb.				
	f. lain-lain				
12.	Dalam pembelajaran berbicara (<i>speaking</i>), input yang saya inginkan adalah				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. monolog dengan gambar (audio dan video)				
	b. dialog dengan gambar (audio dan video)				
	c. monolog tanpa gambar (audio)				
	d. dialog tanpa gambar (audio)				
	e. materi autentik seperti siaran radio, televisi, dsb.				
	f. lain-lain				
13.	Dalam pembelajaran membaca (<i>reading</i>), input yang saya inginkan adalah				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. teks yang berhubungan dengan jurnalistik dengan gambar				
	b. teks yang berkaitan dengan bidang <i>broadcasting</i> dengan gambar				
	c. teks yang berkaitan dengan bidang TIK dengan gambar				
	d. teks yang berhubungan dengan jurnalistik tanpa gambar				
	e. teks yang berkaitan dengan bidang <i>broadcasting</i> tanpa gambar				
	f. teks yang berkaitan dengan bidang TIK tanpa gambar				
	g. lain-lain				
14.	Dalam pembelajaran menulis (<i>writing</i>), input yang saya inginkan adalah				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. teks yang berhubungan dengan jurnalistik dengan gambar				
	b. teks yang berkaitan dengan bidang <i>broadcasting</i> dengan gambar/ilustrasi				
	c. teks yang berkaitan dengan bidang TIK dengan gambar				
	d. teks yang berhubungan dengan jurnalistik tanpa gambar				
	e. teks yang berkaitan dengan bidang <i>broadcasting</i> tanpa gambar				
	f. teks yang berkaitan dengan bidang TIK tanpa gambar				
	g. lain-lain				
Kegiatan Pembelajaran (Learning Activities) dan Peran Guru (Teacher's Role)					
15.	Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap pertama: Menentukan Topik Proyek , kegiatan yang ingin saya lakukan adalah				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. berdiskusi dengan teman untuk mengerjakan soal <i>vocabulary</i> yang berhubungan dengan topik				
	b. berdiskusi dengan teman untuk menjawab pertanyaan (<i>guiding questions</i>) yang berhubungan dengan topik				
	c. mendengarkan penjelasan guru mengenai manfaat mempelajari topik dan keseluruhan proyek dalam meningkatkan kemampuan Bahasa Inggris				
	d. lain-lain.....				



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<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap pertama: Menentukan Topik Proyek, saya lebih suka jika guru</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>					
16.	a.	menyadarkan siswa mengenai isu penting (topik) dalam pembelajaran bahasa inggris yang dapat diselesaikan melalui pembelajaran berbasis proyek			
	b.	mengenalkan kepada siswa sebuah proyek yang dapat membantu siswa meningkatkan kemampuan bahasa inggris			
	c.	menjelaskan pentingnya proyek tersebut dalam pembelajaran bahasa inggris			
	d.	menyediakan latihan soal vocabulary dan bahasa yang dibutuhkan siswa untuk dapat berpartisipasi atau menyelesaikan proyek			
	e.	mengajak siswa berdiskusi apakah proyek tersebut dapat membantu menyelesaikan masalah (isu/topik) siswa dalam pembelajaran Bahasa Inggris			
	f.	lain-lain.....			
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kedua: Menentukan Tujuan Akhir Proyek, kegiatan yang ingin saya lakukan adalah</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>					
17.	a.	menginvestigasi topik masalah			
	b.	melaporkan hasil investigasi awal mengenai topik masalah			
	c.	mendengarkan penjelasan guru mengenai tujuan akhir proyek			
	d.	lain-lain			
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kedua: Menentukan Tujuan Akhir Proyek, saya lebih suka jika guru.....</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>					
18.	a.	meminta siswa menginvestigasi isu dalam bahasa inggris tersebut			
	b.	meminta umpan balik atau pendapat siswa mengenai rencana awal proyek			
	c.	memberikan kesempatan kepada siswa untuk menentukan <i>audience</i> hasil akhir proyek tersebut			
	d.	lain-lain.....			
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap ketiga: Mendesain Proyek, kegiatan yang ingin saya lakukan adalah</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>					
19.	a.	mendiskusikan detail kegiatan untuk menyelesaikan proyek dari awal sampai akhir			
	b.	mendiskusikan informasi yang dibutuhkan guna menyelesaikan proyek			
	c.	mendiskusikan cara untuk memperoleh informasi guna menyelesaikan proyek			
	d.	mendiskusikan cara mengumpulkan, menyusun dan menganalisis informasi			
	e.	mendiskusikan peran setiap siswa di masing-masing			



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	kelompok (<i>job description</i>) dalam proyek				
	f. mendiskusikan jadwal kegiatan untuk menyelesaikan proyek				
	g. mendiskusikan cara-cara untuk melaporkan proyek				
	h. menentukan hari pengumpulan proyek bersama dengan guru				
	i. lain-lain.....				
	<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap ketiga: Mendesain Proyek, saya lebih suka jika guru</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>				
20.	a. membimbing siswa menentukan detail kegiatan yang akan mereka lakukan untuk menyelesaikan proyek tersebut				
	b. berdiskusi dengan siswa mengenai waktu pengumpulan hasil akhir proyek				
	c. lain-lain.....				
	<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap keempat: Menentukan Kegiatan Pendukung untuk Mengumpulkan Informasi, kegiatan yang ingin saya lakukan adalah</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>				
21.	a. mendengarkan penjelasan guru mengenai hal-hal yang dapat meningkatkan kemampuan berbahasa siswa (<i>language</i>) guna menyelesaikan proyek				
	b. mendengarkan penjelasan guru mengenai hal-hal yang dapat meningkatkan keterampilan siswa (<i>skill</i>) guna menyelesaikan proyek				
	c. lain-lain				
	<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap keempat: Menentukan Kegiatan Pendukung untuk Mengumpulkan Informasi, saya lebih suka jika guru</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>				
22.	a. menyiapkan latihan bahasa, keterampilan dan strategi sebagai bekal mengumpulkan data				
	b. melatih siswa teknik-teknik pengumpulan data sesuai dengan tujuan akhir proyek				
	c. lain-lain.....				
	<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kelima: Mengumpulkan Informasi, kegiatan yang ingin saya lakukan adalah</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>				
23.	a. mencari informasi melalui perpustakaan				
	b. mencari informasi melalui internet				
	c. mencari informasi melalui wawancara				
	d. mencari informasi melalui angket				
	e. mencari informasi melalui kunjungan ke suatu tempat berkaitan dengan topik (<i>field trip</i>)				
	f. lain-lain.....				
24.	<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kelima: Mengumpulkan Informasi, saya lebih suka jika guru</p>				



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	(Anda boleh memilih lebih dari satu jawaban)				
	a. membimbing siswa ketika mengambil data melalui teknik wawancara				
	b. membimbing siswa ketika mengambil data melalui teknik observasi				
	c. membimbing siswa ketika mengambil data melalui teknik menyebar angket				
	d. membimbing siswa ketika mengambil data melalui teknik literatur di perpustakaan (library search)				
	e. membimbing siswa ketika mengambil data melalui teknik literatur di internet (web search)				
	f. memberikan umpan balik terhadap proses pengambilan data yang telah dilakukan siswa				
	g. lain-lain.....				
	<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap keenam: Menentukan Kegiatan Pendukung untuk Menyusun dan Menganalisis Informasi, kegiatan yang ingin saya lakukan adalah</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>				
25.	a. mengkategorikan informasi berdasarkan kriteria tertentu				
	b. membuat perbandingan antarinformasi				
	c. membuat <i>chart</i>				
	d. membuat <i>time line</i>				
	e. lain-lain.....				
	<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap keenam: Menentukan Kegiatan Pendukung untuk Menyusun dan Menganalisis Informasi, saya lebih suka jika guru</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>				
26.	a. menyiapkan latihan-latihan yang membantu siswa agar dapat mengorganisasi data yang telah dikumpulkan				
	b. menyiapkan latihan-latihan yang membantu siswa agar dapat menginterpretasi data yang telah dikumpulkan				
	c. menyiapkan latihan-latihan yang membantu siswa agar dapat mengevaluasi data yang telah dikumpulkan				
	d. mengenalkan teknik-teknik untuk mengelola data yang telah dikumpulkan				
	e. lain-lain.....				
	<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap ketujuh: Mengumpulkan dan Menganalisis Informasi, kegiatan yang ingin saya lakukan adalah</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>				
27.	a. berdiskusi dengan teman untuk mengelola informasi				
	b. berdiskusi dengan teman untuk memilah informasi (mana yang akan digunakan dan mana yang harus dibuang)				
	c. lain-lain.....				
28.	<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap ketujuh: Mengumpulkan dan Menganalisis Informasi, saya lebih suka jika guru</p>				



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	(Anda boleh memilih lebih dari satu jawaban)				
	a. membimbing siswa dalam mengorganisasi data yang telah dikumpulkan				
	b. memberikan umpan balik terhadap hasil data yang telah dikelola oleh siswa				
	c. lain-lain.....				
	Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kedelapan: Menentukan Kegiatan Pendukung untuk Aktivitas Akhir , kegiatan yang ingin saya lakukan adalah				
	(Anda boleh memilih lebih dari satu jawaban)				
29.	a. berlatih (simulasi) untuk melaporkan hasil akhir proyek melalui presentasi secara tertulis				
	b. berlatih (simulasi) untuk melaporkan hasil akhir proyek melalui presentasi secara lisan				
	c. meminta umpan balik dari guru				
	d. lain-lain.....				
	Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kedelapan: Menentukan Kegiatan Pendukung untuk Aktivitas Akhir , saya lebih suka jika guru...				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. menyiapkan latihan bahasa, keterampilan dan strategi untuk mempresentasikan data yang telah diperoleh secara lisan				
	b. menyiapkan latihan bahasa, keterampilan dan strategi untuk mempresentasikan data yang telah diperoleh secara tertulis				
30.	c. menyiapkan latihan bahasa, keterampilan dan strategi untuk mempresentasikan data yang telah diperoleh secara lisan dan tertulis				
	d. meminta siswa mendiskusikan tantangan-tantangan yang dihadapi ketika mempresentasikan data secara lisan maupun tertulis				
	e. meminta siswa mendiskusikan solusi untuk menghadapi tantangan-tantangan ketika mempresentasikan data secara lisan maupun tertulis				
	f. lain-lain.....				
	Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kesembilan: Mempresentasikan Hasil Akhir Proyek , kegiatan yang ingin saya lakukan adalah.....				
	(Anda boleh memilih lebih dari satu jawaban)				
31.	a. mempresentasikan hasil akhir proyek secara tertulis				
	b. mempresentasikan hasil akhir proyek secara lisan				
	c. kombinasi keduanya				
	d. lain-lain.....				
	Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kesembilan: Mempresentasikan Hasil Akhir Proyek , saya lebih suka jika guru.....				
	(Anda boleh memilih lebih dari satu jawaban)				
32.	a. mengamati siswa ketika mempresentasikan data secara lisan				
	b. menilai atau mengevaluasi siswa ketika mempresentasikan data secara lisan				



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	c. memberikan umpan balik setelah siswa mempresentasikan data secara lisan				
	d. menilai atau mengevaluasi siswa ketika mempresentasikan data secara tertulis				
	e. memberikan umpan balik setelah siswa mempresentasikan data secara tertulis				
	f. lain-lain.....				
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kesepuluh: Mengevaluasi Proyek, kegiatan yang ingin saya lakukan adalah</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>					
33.	a. merefleksikan kemampuan bahasa inggris yang telah didapat melalui penugasan proyek				
	b. merefleksikan materi pelajaran bahasa inggris yang telah diperoleh				
	c. merefleksikan pengalaman yang didapat melalui penugasan proyek				
	d. memberikan saran dan rekomendasi untuk proyek yang sama di kemudian hari				
	e. mendengarkan umpan balik, komentar, saran dan kritik dari guru terhadap penguasaan bahasa (<i>language</i>), keterampilan (<i>skill</i>) dan strategi melalui penugasan proyek				
	f. lain-lain.....				
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kesepuluh: Mengevaluasi Proyek, saya lebih suka jika guru</p> <p>(Anda boleh memilih lebih dari satu jawaban)</p>					
34.	a. memberikan umpan balik atas keseluruhan kegiatan untuk menyelesaikan proyek dalam hal kemampuan berbahasa siswa, isi proyek, strategi, dan keterampilan yang digunakan				
	b. meminta siswa untuk merefleksikan bahasa, keterampilan dan strategi yang telah mereka kuasai dalam penyelesaian proyek				
	c. meminta siswa untuk merefleksikan isi proyek (<i>content</i>) yang telah mereka kuasai dalam penyelesaian proyek				
	d. meminta siswa mendiskusikan dampak dari proyek tersebut				
	e. meminta siswa memberikan saran guna perbaikan kegiatan/proyek yang sama di masa mendatang				
	f. lain-lain.....				
Setting					
35.	Saya ingin suasana pembelajaran Bahasa Inggris berbasis proyek nantinya <p>(Anda boleh memilih lebih dari satu jawaban)</p>				
	a. penuh dengan aktivitas berbicara (<i>oral activities</i>)				
	b. penuh dengan aktivitas menulis (<i>writing activities</i>)				
	c. penuh dengan aktivitas fisik (<i>physical activities</i>)				
	d. kombinasi ketiganya				
	e. lain-lain				



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36.	Dalam pembelajaran Bahasa Inggris berbasis proyek nantinya, saya menyukai kegiatan secara				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. individu				
	b. berpasangan				
	c. dalam kelompok				
37.	Dalam pembelajaran berbasis proyek, ketika bekerja dalam kelompok, saya lebih suka bila jumlah anggota dalam kelompok				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. 3 orang				
	b. 4 orang				
	c. 5 orang				
38.	Dalam pembelajaran Bahasa Inggris berbasis proyek, saya menyukai proses pembelajaran yang dilakukan di				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. seluruhnya di dalam kelas				
	b. seluruhnya di luar kelas				
	c. di dalam dan di luar kelas				
39.	Dalam pembelajaran Bahasa Inggris berbasis proyek di dalam kelas, saya ingin penempatan kursi dan meja mahasiswa seperti				
	(Anda boleh memilih lebih dari satu jawaban)				
	a. melingkar				
	b. berbanjar				
	c. huruf U				
	d. pesegi panjang				
e. lain-lain					

Terimakasih



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**PANDUAN WAWANCARA ANALISA KEBUTUHAN SISWA UNTUK PENGEMBANGAN
MATERI PEMBELAJARAN BAHASA INGGRIS KELAS XI SEKOLAH MENENGAH
KEJURUAN JURUSAN TEKNIK PRODUKSI DAN PENYIARAN PROGRAM
PERTELEVISIAN**

Panduan Wawancara dengan Guru Bahasa Inggris

1. Bagaimana sikap siswa terhadap proses pembelajaran Bahasa Inggris selama ini?
2. Bagaimana kemampuan Bahasa Inggris siswa secara umum?
3. Adakah kendala yang sering dihadapi dalam proses pembelajaran Bahasa Inggris?
Jika ada, mohon disebutkan.
4. Apa saja tindakan yang dilakukan untuk mengatasi kendala tersebut?
5. Apa saja aktivitas pembelajaran Bahasa Inggris yang diminati siswa?
6. Mikro skill apa saja yang Bapak aplikasikan dalam satu pertemuan?
7. Makro skill apa saja yang Bapak aplikasikan dalam satu pertemuan?
8. Apa saja materi ajar yang digunakan dalam proses pembelajaran Bahasa Inggris selama ini?
9. Apa saja kriteria yang selama ini digunakan dalam memilih materi ajar Bahasa Inggris khususya untuk kelas XI?
10. Apakah sekolah menyediakan bahan ajar tersendiri untuk pembelajaran Bahasa Inggris?
11. Apa saja sumber bahan ajar yang digunakan dalam pembelajaran Bahasa Inggris?
12. Apakah ada sumber belajar atau referensi lain untuk mendukung buku ajar yang sudah ada?

APPENDIX B.
THE NEEDS ANALYSIS
RESULTS

**HASIL ANALISA KEBUTUHAN SISWA UNTUK PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS UNTUK SISWA KELAS XI
SEKOLAH MENENGAH KEJURUAN PROGRAM STUDI TEKNIK PRODUKSI DAN PENYIARAN PROGRAM PERTELEVISISAN**

SS : Sangat Setuju
S : Setuju

TS : Tidak Setuju
STS : Sangat Tidak Setuju

No.	Pernyataan	SS			S			TS			STS		
		N	F	%	N	F	%	N	F	%	N	F	%
<i>Learner Needs</i>													
<i>Tujuan (Goals)</i>													
1.	Tujuan saya belajar Bahasa Inggris (untuk jangka pendek) adalah												
	a. untuk memenuhi syarat sekolah	70	33	47,14%	69	34	48,57%	69	3	4,28%	0	0	0,00%
	b. untuk mendapatkan nilai bagus di rapor dan nilai Ujian Nasional (UN)	70	17	24,28%	70	36	51,42%	70	16	22,85%	70	0	0,00%
	c. untuk dapat berkomunikasi dalam Bahasa Inggris secara lisan untuk kebutuhan komunikasi sehari-hari	70	22	31,42%	70	30	42,85%	70	13	18,57%	70	4	5,71%
	d. untuk dapat berkomunikasi dalam Bahasa Inggris secara tertulis untuk kebutuhan komunikasi sehari-hari	70	15	21,42%	70	32	45,71%	70	14	20%	70	8	11,42%
	e. lain-lain												
2.	Tujuan saya belajar Bahasa Inggris (untuk jangka panjang) adalah												
	a. untuk memiliki bekal melanjutkan pendidikan ke jenjang perguruan tinggi di program studi Teknik Produksi dan Penyiaran Program Pertelevisian (<i>TV Program and Broadcast Engineering</i>)	70	45	64,28%	70	20	28,57%	70	4	5,71%	70	0	0,00%
	b. untuk memiliki bekal bekerja setelah lulus dari jenjang Sekolah Menengah	70	35	50%	70	30	42,85%	70	5	7,14%	70	0	0,00%

	Kejuruan di bidang Teknik Produksi dan Penyiaran Program Pertelevisian (<i>TV Program and Broadcast Engineering</i>)												
	c. lain-lain												
Kebutuhan (Necessities)													
	Setelah lulus dari Sekolah Menengah Kejuruan (SMK), saya akan membutuhkan Bahasa Inggris untuk												
3.	a. memahami teks lisan dalam Bahasa Inggris yang berkaitan dengan bidang Teknik Produksi dan Penyiaran Program Pertelevisian (<i>TV Program and Broadcast Engineering</i>)	70	22	31,42%	70	42	60%	70	6	8,57%	70	0	0,00%
	b. memahami teks tertulis dalam Bahasa Inggris yang berkaitan dengan bidang Teknik Produksi dan Penyiaran Program Pertelevisian (<i>TV Program and Broadcast Engineering</i>)	70	15	21,42%	70	47	67,14%	70	6	8,57%	70	1	1,42%
	c. berkomunikasi dengan penutur asli (<i>native speaker</i>) Bahasa Inggris secara lisan	70	24	34,28%	70	32	45,71%	70	8	11,42%	70	4	5,71%
	d. berkomunikasi dengan penutur asli (<i>native speaker</i>) Bahasa Inggris secara tertulis	70	13	18,57%	70	35	50%	70	8	11,42%	70	7	10%
	e. lain-lain												
	Setelah lulus dari Sekolah Menengah Kejuruan (SMK), topik-topik yang akan saya jumpai di dunia kerja adalah												
4.	a. pendidikan	70	29	41,42%	70	38	54,28%	70	2	2,85%	70	0	0,00%
	b. bisnis	70	33	47,14%	70	33	47,14%	70	4	5,71%	70	0	0,00%
	c. isu/berita terkini	70	14	20%	70	35	50%	70	18	25,71%	70	2	2,85%
	d. bidang jurnalistik	70	22	31,42%	70	35	50%	70	11	15,71%	70	1	1,42%

	e. kehidupan sehari-hari	70	16	22,85%	70	39	55,71%	70	9	12,85%	70	5	7,14%
	f. bidang penyiaran (<i>TV program dan broadcasting</i>)	70	34	48,57%	70	30	42,85%	70	5	7,14%	70	0	0,00%
	g. bidang teknologi informasi dan komunikasi	70	37	52,85%	70	27	38,57%	70	4	5,71%	70	1	1,42%
	h. lain-lain												
5. Macam teks di bawah ini yang saya butuhkan dalam pembelajaran Bahasa Inggris adalah													
	a. descriptive	70	25	35,71%	70	40	57,14%	70	4	5,71%	70	0	0,00%
	b. report	70	16	22,85%	70	52	74,28%	70	2	2,85%	70	0	0,00%
	c. narrative	70	17	24,28%	70	43	61,42%	70	9	12,85%	70	0	0,00%
	d. recount	70	17	24,28%	70	45	64,28%	70	7	10%	70	0	0,00%
	e. procedure	70	22	31,42/5	70	41	58,57%	70	7	10%	70	0	0,00%
	f. discussion	70	22	31,42%	70	38	54,28%	70	8	11,42%	70	0	0,00%
	g. explanation	70	12	17,14%	70	45	64,28%	70	11	15,71%	70	0	0,00%
	h. analitical exposition	70	13	18,57%	70	40	57,14%	70	10	14,28%	70	2	4,28%
	i. hortatory exposition	70	4	5,71%	70	48	68,57%	70	12	17,14%	70	3	4,28%
	j. review	70	19	27,14%	70	38	54,28%	70	9	12,85%	70	1	1,42%
	k. spoof	70	6	8,57%	70	43	61,42%	70	15	21,42%	70	4	5,71%
	l. lain-lain												
Kekurangan (Lacks)													
Kemampuan Bahasa Inggris saya saat ini berada pada level													
(Pilih satu jawaban saja)													
6.	a. Pemula (begginer) mampu memahami kalimat dan ungkapan sederhana dalam Bahasa Inggris yang sering muncul dalam kehidupan sehari-hari	70	32	45,71%	70	3	18,57%	70	0	0,00%	70	0	0,00%

	b. Menengah (<i>intermediate</i>) mampu memahami inti atau maksud dari teks berbahasa Inggris yang rumit dan mampu memberikan tanggapan terhadap teks tersebut	70	10	14,28%	70	3	4,28%	70	0	0,00%	70	0	0,00%
	c. Mahir (<i>advanced</i>) mampu memahami berbagai macam teks dan makna tersirat dalam sebuah teks berbahasa Inggris	70	2	2,85%	70	0	0,00%	70	0	0,00%	70	0	0,00%
7. Mikro skill dalam Bahasa Inggris yang sering menghambat saya berkomunikasi dalam Bahasa Inggris adalah													
	a. ejaan (<i>spelling</i>)	70	14	20%	70	42	60%	70	10	14,28%	70	1	1,42%
	b. kosa kata (<i>vocabulary</i>)	70	14	20%	70	36	51,42%	70	15	21,42%	70	1	1,42%
	c. tata bahasa (<i>grammar</i>)	70	21	30%	70	36	51,42%	70	12	17,14%	70	0	0,00%
	d. cara pelafalan (<i>pronunciation</i>)	70	26	37,14%	70	35	50%	70	4	5,71%	70	1	1,42%
	e. lain-lain												
8. Macam teks di bawah ini yang belum saya kuasai adalah.....													
	a. descriptive	70	12	17,14%	70	30	42,85%	70	23	32,85%	70	1	1,42%
	b. report	70	13	18,57%	70	33	47,14%	70	18	25,72%	70	2	2,85%
	c. narrative	70	16	22,85%	70	28	40%	70	21	30%	70	1	1,42%
	d. recount	70	13	18,57%	70	27	38,57%	70	23	32,85%	70	2	2,85%
	e. procedure	70	16	22,85%	70	23	32,85%	70	22	31,42%	70	5	7,14%
	f. discussion	70	17	24,28%	70	27	38,57%	70	19	27,14%	70	2	2,85%
	g. report	70	15	21,42%	70	33	47,14%	70	15	21,42%	70	2	2,85%
	h. explanation	70	16	22,85%	70	34	48,57%	70	16	22,85%	70	0	0,00%
	i. analitical exposition	70	21	30%	70	31	44,28%	70	14	20%	70	0	0,00%
	j. hortatory exposition	70	22	31,42%	70	26	37,14%	70	17	24,28%	70	1	1,42%
	k. review	70	14	20%	70	36	51,42%	70	13	18,57%	70	2	2,85%

12.	Dalam pembelajaran berbicara (<i>speaking</i>), input yang saya inginkan adalah												
	a. monolog dengan gambar (audio dan video)	70	23	32,85%	70	30	42,85%	70	12	17,14%	70	2	2,85%
	b. dialog dengan gambar (audio dan video)	70	26	37,14%	70	37	52,85%	70	5	7,14%	70	1	1,42%
	c. monolog tanpa gambar (audio)	70	1	1,42%	70	32	45,71%	70	32	45,71%	70	2	2,85%
	d. dialog tanpa gambar (audio)	70	6	8,57%	70	33	47,14%	70	25	35,71%	70	3	4,28%
	e. materi autentik seperti siaran radio, TV, film, lagu, dsb.	70	24	34,28%	70	36	51,42%	70	7	10%	70	0	0,00%
	f. lain-lain												
13.	Dalam pembelajaran membaca (<i>reading</i>), input yang saya inginkan adalah												
	a. teks yang berhubungan dengan bidang studi yang disertai dengan gambar	70	41	58,57%	70	26	37,14%	70	1	1,42%	70	0	0,00%
	b. teks yang berhubungan dengan bidang studi tanpa disertai gambar	70	5	7,14%	70	18	25,71%	70	37	52,85%	70	8	11,42%
	c. teks yang tidak berhubungan dengan bidang studi yang disertai dengan gambar	70	7	10%	70	17	24,28%	70	37	52,85%	70	8	11,42%
	d. teks yang tidak berhubungan dengan bidang studi tanpa disertai gambar	70	3	4,28%	70	11	15,71%	70	40	57,14%	70	14	20%
	e. lain-lain												
14.	Dalam pembelajaran menulis (<i>writing</i>), input yang saya inginkan adalah												
	a. teks yang berhubungan dengan bidang studi yang disertai dengan gambar	70	35	50%	70	26	37,14%	70	5	7,14%	70	0	0,00%
	b. teks yang berhubungan dengan bidang studi tanpa disertai gambar	70	10	14,28%	70	19	27,14%	70	34	48,57%	70	3	4,28%
	c. teks yang tidak berhubungan dengan bidang studi yang disertai dengan gambar	70	7	10%	70	17	24,28%	70	33	47,14%	70	9	12,85%
	d. teks yang tidak berhubungan dengan bidang studi tanpa disertai gambar	70	5	7,14%	70	13	18,57%	70	38	54,28%	70	10	14,28%

	e. lain-lain												
Kegiatan Pembelajaran (Learning Activities) dan Peran Guru (Teacher's Role)													
	Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap pertama: Menentukan Topik Proyek , kegiatan yang ingin saya lakukan adalah												
15.	a. berdiskusi dengan teman untuk mengerjakan soal <i>vocabulary</i> yang berhubungan dengan topik	70	27	38,57%	70	34	48,57%	70	8	11,42%	70	0	0,00%
	b. berdiskusi dengan teman untuk menjawab pertanyaan (<i>guiding questions</i>) yang berhubungan dengan topik	70	21	30%	70	38	54,28%	70	9	12,85%	70	0	0,00%
	c. mendengarkan penjelasan guru mengenai manfaat mempelajari topik dan keseluruhan proyek dalam meningkatkan kemampuan Bahasa Inggris	70	20	28,57%	70	42	60%	70	5	7,14%	70	2	2,85%
	d. lain-lain.....												
	Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap pertama: Menentukan Topik Proyek , saya lebih suka jika guru												
16.	a. menyadarkan siswa mengenai isu penting (topik) dalam pembelajaran Bahasa Inggris yang dapat diselesaikan melalui pembelajaran berbasis proyek	70	17	24,28%	70	44	62,85%	70	6	8,57%	70	1	1,42%
	b. menjelaskan pentingnya proyek tersebut dalam pembelajaran Bahasa Inggris	70	19	27,14%	70	43	61,42%	70	6	8,57%	70	1	1,42%
	c. menyediakan latihan soal <i>vocabulary</i> dan bahasa yang dibutuhkan siswa untuk dapat menyelesaikan proyek	70	17	24,28%	70	38	54,28%	70	11	15,71%	70	2	2,85%
	d. lain-lain.....												
	Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kedua: Menentukan Tujuan Akhir Proyek , kegiatan yang ingin saya lakukan adalah												
17.	a. menginvestigasi topik masalah	70	21	30%	70	41	58,57%	70	8	11,42%	70	0	0,00%

	b. melaporkan hasil investigasi awal mengenai topik masalah	70	17	14,28%	70	43	61,42%	70	8	11,42%	70	1	1,42%
	c. mendengarkan penjelasan guru mengenai tujuan akhir proyek	70	15	21,42%	70	35	50%	70	18	25,71%	70	2	2,85%
	d. lain-lain												
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kedua: Menentukan Tujuan Akhir Proyek, saya lebih suka jika guru.....</p>													
18.	a. meminta siswa menginvestigasi topik dalam Bahasa Inggris yang telah ditentukan	70	20	28,57%	70	18	25,71%	70	19	27,14%	70	2	2,85%
	b. meminta umpan balik atau pendapat siswa mengenai rencana awal proyek	70	19	27,14%	70	36	51,42%	70	12	17,14%	70	2	2,85%
	c. memberikan kesempatan kepada siswa untuk menentukan <i>audience</i> hasil akhir proyek tersebut	70	20	28,57%	70	39	55,71%	70	9	12,85%	70	2	2,85%
	d. lain-lain.....												
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap ketiga: Mendesain Proyek, kegiatan yang ingin saya lakukan adalah</p>													
19.	a. mendiskusikan detail kegiatan untuk menyelesaikan proyek dari awal sampai akhir	70	33	47,14%	70	30	42,85%	70	7	10%	70	0	0,00%
	b. mendiskusikan informasi yang dibutuhkan guna menyelesaikan proyek	70	19	27,14%	70	44	62,85%	70	6	8,57%	70	0	0,00%
	c. mendiskusikan cara untuk memperoleh informasi guna menyelesaikan proyek	70	18	25,71%	70	42	60%	70	8	11,42%	70	0	0,00%
	d. mendiskusikan cara mengumpulkan, menyusun dan menganalisis informasi	70	15	21,42%	70	51	72,85%	70	3	4,28%	70	0	0,00%
	e. mendiskusikan peran setiap siswa di masing-masing kelompok (<i>job description</i>) dalam proyek	70	21	30%	70	42	60%	70	6	8,57%	70	0	0,00%

	a. menyiapkan latihan bahasa, keterampilan dan strategi sebagai bekal mengumpulkan data	70	24	34,28%	70	37	52,85%	70	8	11,42%	70	0	0,00%
	b. melatih siswa teknik-teknik pengumpulan data sesuai dengan tujuan akhir proyek	70	27	38,57%	70	37	52,85%	70	6	8,54%	70	0	0,00%
	c. lain-lain.....												
Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kelima: <i>Mengumpulkan Informasi</i> ., kegiatan yang ingin saya lakukan adalah													
23.	a. mencari informasi melalui perpustakaan (studi pustaka)	70	11	15,71%	70	3	4,28%	70	17	24,28%	70	2	2,85%
	b. mencari informasi melalui internet	70	24	34,28%	70	39	55,71%	70	5	7,14%	70	1	1,42%
	c. mencari informasi melalui wawancara	70	25	35,71%	70	33	47,14%	70	9	12,85%	70	1	1,42%
	d. mencari informasi melalui angket	70	9	12,85%	70	31	44,28%	70	25	35,71%	70	3	4,28%
	e. mencari informasi melalui observasi	70	22	31,42%	70	35	50%	70	11	15,71%	70	1	1,42%
	f. mencari informasi melalui kunjungan ke suatu tempat yang berkaitan dengan topik (<i>field trip</i>)	70	33	47,14%	70	32	45,71%	70	4	5,71%	70	0	0,00%
	g. lain-lain.....												
Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kelima: <i>Mengumpulkan Informasi</i> ., saya lebih suka jika guru													
24.	a. membimbing siswa ketika mengambil data melalui teknik literatur di perpustakaan (library search)	70	16	22,85%	70	39	55,71%	70	13	18,57%	70	0	0,00%
	b. membimbing siswa ketika mengambil data melalui teknik literatur di internet (web search)	70	19	27,14%	70	40	57,14%	70	10	14,28%	70	0	0,00%
	c. membimbing siswa ketika mengambil data melalui teknik wawancara	70	24	34,28%	70	36	51,42%	70	8	11,42%	70	0	0,00%
	d. membimbing siswa ketika mengambil data melalui teknik menyebar angket	70	14	20%	70	36	51,42%	70	16	22,85%	70	2	2,85%

	e. membimbing siswa ketika mengambil data melalui teknik observasi	70	24	34,28%	70	35	50%	70	8	11,42%	70	2	2,85%
	f. memberikan umpan balik terhadap proses pengambilan data yang telah dilakukan siswa	70	20	28,57%	70	36	51,42%	70	8	11,42%	70	4	5,71%
	g. lain-lain.....												
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap keenam: Menentukan Kegiatan Pendukung untuk Menyusun dan Menganalisis Informasi, kegiatan yang ingin saya lakukan adalah</p>													
25.	a. mengkategorikan informasi berdasarkan kriteria tertentu	70	23	32,85%	70	39	55,71%	70	5	7,14%	70	1	1,42%
	b. membuat perbandingan antarinformasi	70	12	17,14%	70	42	60%	70	13	18,57%	70	1	1,42%
	c. membuat <i>chart</i>	70	5	7,14%	70	45	64,28%	70	15	21,42%	70	3	4,28%
	d. membuat <i>time line</i>	70	10	14,28%	70	47	67,14%	70	9	12,85%	70	3	4,28%
	e. lain-lain.....												
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap keenam: Menentukan Kegiatan Pendukung untuk Menyusun dan Menganalisis Informasi, saya lebih suka jika guru</p>													
26.	a. menyiapkan latihan-latihan yang membantu siswa agar dapat mengorganisasi data yang telah dikumpulkan	70	25	35,71%	70	36	51,42%	70	8	11,42%	70	0	0,00%
	b. menyiapkan latihan-latihan yang membantu siswa agar dapat menginterpretasi data yang telah dikumpulkan	70	17	24,28%	70	43	61,42%	70	9	12,85%	70	0	0,00%
	c. menyiapkan latihan-latihan yang membantu siswa agar dapat mengevaluasi data yang telah dikumpulkan	70	22	31,42%	70	39	55,71%	70	5	7,14%	70	2	2,85%

Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kedelapan: <i>Menentukan Kegiatan Pendukung untuk Aktivitas Akhir</i> , saya lebih suka jika guru													
30.	a. menyiapkan latihan bahasa, keterampilan dan strategi untuk mempresentasikan data yang telah diperoleh secara lisan	70	14	20%	70	37	52,85%	70	8	11,42%	70	0	0,00%
	b. menyiapkan latihan bahasa, keterampilan dan strategi untuk mempresentasikan data yang telah diperoleh secara tertulis	70	15	21,42%	70	43	61,42%	70	12	17,14%	70	0	0,00%
	c. menyiapkan latihan bahasa, keterampilan dan strategi untuk mempresentasikan data yang telah diperoleh secara lisan dan tertulis	70	26	37,14%	70	35	50%	70	7	10%	70	1	1,42%
	d. lain-lain.....												
Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kesembilan: <i>Mempresentasikan Hasil Akhir Proyek</i> , kegiatan yang ingin saya lakukan adalah ..													
31.	a. mempresentasikan hasil akhir proyek secara lisan	70	23	32,85%	70	30	42,85%	70	21	30%	70	1	1,42%
	b. mempresentasikan hasil akhir proyek secara tertulis	70	10	14,28%	70	40	57,14%	70	18	25,71%	70	1	1,42%
	c. kombinasi keduanya	70	28	40%	70	21	30%	70	14	20%	70	6	8,57%
	d. lain-lain.....												
Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kesembilan: <i>Mempresentasikan Hasil Akhir Proyek</i> , saya lebih suka jika guru.....													
32.	a. mengamati siswa ketika mempresentasikan hasil akhir proyek secara lisan	70	24	34,28%	70	38	54,28%	70	5	7,14%	70	1	1,42%
	b. menilai atau mengevaluasi presentasi hasil akhir proyek siswa secara lisan	70	14	20%	70	45	64,28%	70	9	12,85%	70	1	1,42%

	c. memberikan umpan balik setelah siswa mempresentasikan hasil akhir proyek secara lisan	70	22	31,42%	70	36	51,42%	70	9	12,85%	70	1	1,42%
	d. menilai atau mengevaluasi presentasi hasil akhir proyek siswa secara tertulis	70	16	22,85%	70	40	57,14%	70	10	14,28%	70	2	2,85%
	e. memberikan umpan balik setelah siswa mempresentasikan hasil akhir proyek secara tertulis	70	16	22,85%	70	40	57,14%	70	11	15,71%	70	1	1,42%
	f. lain-lain.....												
<p>Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kesepuluh: <i>Mengevaluasi Proyek</i>, kegiatan yang ingin saya lakukan adalah</p>													
33.	a. merefleksikan kemampuan Bahasa Inggris yang telah didapat melalui penugasan proyek	70	22	31,42%	70	42	60%	70	4	5,71%	70	1	1,42%
	b. merefleksikan materi/pengetahuan Bahasa Inggris yang telah diperoleh melalui penugasan proyek	70	17	24,28%	70	41	58,57%	70	11	15,71%	70	0	0,00%
	c. merefleksikan pengalaman yang didapat melalui penugasan proyek	70	16	22,85%	70	46	65,71%	70	6	8,57%	70	0	0,00%
	d. memberikan saran dan rekomendasi untuk proyek yang sama di kemudian hari	70	11	15,71%	70	44	62,85%	70	13	18,57%	70	0	0,00%
	e. mendengarkan umpan balik, komentar, saran dan kritik dari guru terhadap penguasaan bahasa (<i>language</i>), keterampilan (<i>skill</i>) dan strategi melalui penugasan proyek yang telah dilakukan	70	24	34,28%	70	41	58,57%	70	3	4,28%	70	1	1,42%
	f. lain-lain.....												
<p>34. Dalam pembelajaran Bahasa Inggris berbasis proyek pada tahap kesepuluh: <i>Mengevaluasi Proyek</i>, saya lebih suka jika guru</p>													

	a. memberikan umpan balik atas keseluruhan penugasan proyek dalam hal kemampuan berbahasa, isi pembelajaran, strategi, dan keterampilan yang digunakan siswa	70	24	34,28%	70	38	54,28%	70	6	8,57%	70	1	1,42%
	b. meminta siswa untuk merefleksikan kemampuan berbahasa Inggris (<i>language</i>) yang telah mereka kuasai melalui penugasan proyek	70	16	22,85%	70	41	58,57%	70	8	11,42%	70	3	4,28%
	c. meminta siswa untuk merefleksikan isi pembelajaran (<i>content</i>) yang telah mereka kuasai melalui penugasan proyek	70	14	20%	70	38	54,28%	70	15	21,42%	70	1	1,42%
	d. meminta siswa memberikan saran guna perbaikan kegiatan/proyek yang sama di masa mendatang	70	21	30%	70	44	62,85%	70	3	4,28%	70	0	0,00%
	e. lain-lain.....												
Setting													
	Saya ingin suasana pembelajaran Bahasa Inggris berbasis proyek nantinya												
	a. penuh dengan aktivitas berbicara (<i>oral activities</i>)	70	23	32,85%	70	39	55,71%	70	7	10%	70	0	0,00%
	b. penuh dengan aktivitas menulis (<i>writing activities</i>)	70	10	14,28%	70	35	50%	70	23	32,85%	70	1	1,42%
	c. penuh dengan aktivitas fisik (<i>physical activities</i>)	70	13	18,57%	70	32	45,71%	70	19	27,14%	70	5	7,14%
	d. kombinasi ketiganya	70	24	34,28%	70	24	34,28%	70	17	24,28%	70	2	2,85%
	e. lain-lain												
	Dalam pembelajaran Bahasa Inggris berbasis proyek nantinya, saya menyukai kegiatan secara												
36.	a. individu	70	9	12,85%	70	19	27,14%	70	37	52,85%	70	4	5,71%

THE INTERVIEW TRANSCRIPT

- Interviewer : Bagaimana sikap siswa terhadap proses pembelajaran Bahasa Inggris selama ini khususnya kelas XI TP4?
- Interviewee : Untuk kelas XI, terutama mengenai sikap. TP4 itu dalam hal menyikapi itu kurang baik. Kurang baiknya itu saya kira karena terbawa oleh kemampuan dasar dari mereka itu ternyata untuk penguasaan Bahasa Inggris dasar itu masih sangat minim. Masih minim itu, contohnya saja pemakaian *to be simple present* "I" anak langsung ditanya seperti itu susah menjawabnya, tapi kalau dipancing misalkan dengan kalau "he" "is" kemudian "it" "is" kalau "she" apa baru bisa. Pertama, biasanya untuk brainstorming mereka untuk itu kurang cepat. Padahal itu dasar sekali, paling nggak mereka sudah mendapatkannya pada jenjang SLTP. Kalau sekolah maju, SD pun sudah dapat. Yang berikutnya, mengenai input. Kebanyakan input yang terbaik itu mengarah ke jurusan akuntansi dan dipastikan nilai mereka lebih baik. Tapi kalau TP4 itu mungkin mirip seperti multimedia. Apalagi kalau yang pemasaran itu paling bawah. Dan itu sebenarnya merupakan tantangan, tapi dalam hal pelaksanaan Kurikulum 2013 di sini, kalau misalkan langsung pengamatan, kebanyakan mereka akan gagal misalkan untuk mengkorelasikan suatu dialog karena basic mereka yang dasar kebanyakan masih lemah. Otomatis sikap mereka itu kebanyakan ya lemah apalagi ada yang mengatakan susah. Sampai ada yang bilang, sampai kapanpun pak saya diajar Bahasa Inggris saya tidak akan sanggup. Itu kan mereka sudah padam untuk meningkatkan kemampuan Bahasa Inggris.
- Interviewer : Bagaimana kemampuan Bahasa Inggris siswa kelas XI TP4 secara umum saat ini?
- Interviewee : Kalau secara umum bisa dikatakan kemampuannya masih di bawah rata-rata. Meskipun ada juga yang sudah lebih dari rata-rata. Dan di sini cenderung untuk proses belajar mengajarnya, kami mengikuti yang rata-rata ke bawah itu. Karena yang menengah ke bawah itu perlu penggalian yang lebih dalam mengenai pemahaman mereka terhadap sesuatu permasalahan yang dihadapi pada masing-masing KD itu. Nah, di sini

akan bermasalah pada anak-anak yang sudah menengah ke atas. Otomatis dalam hati mereka akan mengatakan, *koyo ngene aku wis isoh* masih dibolan baleni padahal udah lama. Nah, mereka belum sadarnya di situ. Dan untuk anak-anak seperti itu kami memeberi tugas untuk semacam pengayaan dalam bentuk terstruktur maupun yang tidak terstruktur.

Interviewer : Tadi Bapak sudah menjelaskan mengenai kendala-kendala yang dihadapi dalam proses pembelajaran khususnya dari segi siswa, nah adakah kendala lain yang sering dihadapi dalam proses pembelajaran Bahasa Inggris? Jika ada, mohon disebutkan.

Interviewee : Kendala yang lain untuk kelas TP 4 itu seperti sarana dan prasarana, seperti media pemebelajaran, LCD itu ada yang mati belum ada perbaikan maupun penggantian. Kemudian yang berikutnya itu seperti genting bocor. Otomatis PBM itu akan terganggu. Yang selanjutnya, kalau Bahasa Inggris ditempatkan di jam-jam awal, 3, 4, 5, 6, saya kira akan lebih efektif tapi kalau Bahasa Inggris ditempatkan di jam 10, 11, di mana nantinya akan berakhir pada 4.45, anak sudah capek lelah. Tapi karena kebersamaan kami, okelah itu nggak masalah, karena menata jadwal itu juga nggak mudah, kelasnya banyak, gurunya banyak.

Interviewer : Ketika terdapat kendala-kendala semacam itu, apa saja tindakan yang telah Bapak lakukan untuk mengatasi masalah tersebut?

Interviewee : Pertama, untuk meningkatkan kemampuan pengembangan yang berkelanjutan, setiap guru mendapatkan peluang diberi suatu pelatihan. Misalkan saja administrasi perangkat pembelajaran. Yang kedua, awal adanya kurikulum ada sosialisasi dan pelatihan rentang waktu sekian hari sekian minggu di tempat P4TK. Yang berikutnya, pemantauan secara berkala oleh wali kelas, termasuk oleh ketua jurusan, guru-guru produktif. Yang berikutnya, pemantauan terhadap guru-guru produktif maupun guru-guru pada kelompok A dan B. Dengan seperti itu kelemahan guru bisa diketahui dan kemudian bisa ditingkatkan. Sedangkan untuk fasilitas, secara umum sudah baik, namun kelemahannya kurang cepatnya dalam perbaikan ataupun penggantian.

- Interviewer : Selama ini, apa saja aktivitas pembelajaran yang diminati siswa kelas XI TP4?
- Interviewee : Kalau seperti diskusi, sebenarnya bagi mereka itu menarik. Tapi menariknya di sini karena mereka memecahkan permasalahan bersama, mendiskusikan, tapi seringkali hasilnya itu kurang memuaskan. Misalkan saja untuk melaporkan hasil diskusi itu terkendala, bagaimana saya harus melaporkannya, dan di sini sudah saya bantu. Di sini ada salah satu kelompok yang akan mempresentasikan, setelah saya mencontohkan, ungkapan yang digunakan untuk mempresentasikan sesuatu atau caranya untuk mempresentasikan, memperkenalkan diri kemudian memperkenalkan topiknya, kemudian dijelaskan permasalahannya apa, kemudian hasilnya bagaimana. Kesulitan terutama pada bahasa. Bagaimana pak kalau pakai bahasa Indonesia. Boleh pakai Bahasa Inggris gado-gado tapi jangan semua Bahasa Indonesia, nanti jadi mata pelajaran Bahasa Indonesia.
- Interviewer : Apabila aktivitasnya dilakukan secara berpasangan dengan partner mereka, apakah mereka juga berminat, pak?
- Interviewee : Ya. Sebenarnya kalau cara-cara seperti itu mereka bagus artinya responnya bagus, apalagi kalau pembelajaran di luar kelas, mereka akan lebih bagus. Cuma nantinya yang dilihat hasilnya yang nampaknya persis kelompok yang satu dengan yang satunya. Jadi kesimpulannya, hanya ada beberapa kelompok yang aktif dalam hal diskusi atau mempersiapkan untuk role play. Jadi hanya ada beberapa kelompok yang kerja, tapi oke lah cara seperti ini kalian sudah kenal. Dan bagi mereka yang aktif akan mendapat nilai yang lebih.
- Interviewer : Apakah semua skill berbahasa yang meliputi listening, speaking, reading dan writing, Bapak aplikasikan dalam setiap kali pertemuan?
- Interviewee : Nah ini, untuk mengarah ke situ cukup kesulitan. Pertama, untuk membahas suatu KD itu saja misalkan alokasinya 2-3 pertemuan, tapi dalam fakta implementasinya itu melebihi itu karena saat penilaian ketika proses itu mereka selalu gagal. Jadi otomatis butuh waktu ekstra. Yang kedua, di kurikulum saat ini, Bahas Inggris hanya 2 jam. Kalau yang

kurikulum 2006 itu 5 jam, 3 jam itu teori sisanya di lab bisa speaking bisa listening karena medianya ada di sana. Kalau di kelas paling-paling cuma classroom language untuk persiapan nanti di lab. Jadi mengaturnya kalau sekarang sangat susah. Jadi setiap pertemuan tidak bisa 4 skill mungkin hanya 2 skill. Cuma kalau di RPP secara teoritis bisa menempatkannya tapi implementasinya yang molor.

Interviewer : Apakah di setiap pertemuan, Bapak mengajarkan vocabulary, grammar dan language expressions?

Interviewee : Nah untuk itu, kami secara bersamaan kami mengefektifkan pembelajaran vocabulary pada waktu bersamaan dengan reading. Vocabulary apa saja yang ada dalam bacaan itu, kemudian kita tambah dengan materi seperti sinonim atau antonim dari kata-kata tersebut dalam penggunaan tertentu. Contohnya, kata store, ada store yang menyimpan, kemudian dikembangkan lagi storage, kemudian storing room. Sehingga muncul vocab yang tidak ada di situ yang sebenarnya itu word class. Untuk grammar, juga diberikan bersamaan dengan reading juga. Misalkan sebelumnya saya memberikan materi mengenai grapheme. Tapi writingnya itu bisa saya tempatkan sebelum saya mengajarkan grammar atau setelah saya mengajarkan grammar, tergantung nanti yang lebih efektif yang mana. Kalau sebelum reading dan writing, bisa saya berikan pembelajaran grammar, seperti past tense. Baru setelah itu buka materi yang berkaitan misalnya teks biografi. Biografi itu apa. Biografi itu riwayat hidup seseorang yang sudah terkenal. Terjadinya kapan? Waktu lampau pak. Nah berarti menggunakan past tense yang sudah saya jelaskan. Sekarang tugas kalian adalah membuat teks biografi tentang orang tua mu atau kamu sendiri. Kalau untuk language expressions nya lebih ke speaking. Di sini hanya beberapa perwakilan saja dari anak-anak yang sudah berani yang kita ambil dari anak-anak yang gradenya dari menengah ke atas sebagai sample. Kalau kita ambil dari fgrade menengah ke bawah, tidak akan jalan. Bagi grade menengah ke atas misalkan membuat teks prosedur, mereka bisa browsing kemudian ada perbaikan perbaikan dan perbaikan, kemudian saya berikan language

function untuk presentasi. Sedangkan yang lainnya sudah saya teliti teksnya tapi untuk maju ke depan kelas mereka belum berani.

Interviewer : Apa saja materi ajar yang Bapak gunakan dalam proses pembelajaran?
Apakah buku dari Kemendikbud atau ada materi ajar yang lain?

Interviewee : Sebenarnya untuk buku dari Kemdikbud itu susah untuk anak-anak. Sehingga materi yang cocok bagi anak-anak adalah yang sudah disimplifikasi atau disederhanakan. Tapi ya itu tadi tergantung dari input siswanya tadi. Kalau saya lihat latihannya itu kurang. Padahal bagi anak-anak butuh latihan yang banyak seperti yang kami gunakan dari salah satu penerbit di Jogja. Tapi kita kan punya yang dari Kemendikbud, kenapa kita harus pakai yang lainnya.

Interviewer : Apakah Bapak juga menggunakan LKS?

Interviewee : Kalau LKS, kami tidak pakai. Kami mensiasatinya dengan memberikan handouts. Anak tanpa biaya paling hanya fotokopi dan bisa diberikan sebelum pertemuan materi tersebut.

Interviewer : Berkaitan dengan handout tadi Pak, apakah bapak mengembangkan sendiri atau download dari internet atau seperti apa pak?

Interviewee : Itu gabungan keduanya. Jadi untuk handout yang terdahulu bisa kita perbaiki disesuaikan dengan kurikulum saat ini. Atau bisa mendownload dan disesuaikan lagi, adaptasi dan simplifikasi, lebih membuat sederhana dan mudah dipelajari oleh anak termasuk untuk soal-soalnya. Dan di sini kebijakan sekolah untuk LKS ada aturan permennya. Jadi kita susah untuk mengadakan sendiri handout nya, walaupun ada kita harus kerja keras untuk mengembangkannya dan disesuaikan dengan kemampuan anak.

Interviewer : Kurikulum 2013 saat ini menggunakan scientific approach sebagai pendekatannya. Nah, scientific approach tersebut bisa dicapai melalui penggunaan model pembelajaran seperti discovery learning, problem-based learning dan *Project-based Learning*. Nah, materi ajar yang nantinya akan saya kembangkan adalah berbasis proyek. Apakah Bapak

sudah pernah mengimplementasikan *Project-based Learning* dalam pembelajaran Bahasa Inggris untuk kelas XI TP4?

Interviewee : Nah *Project-based Learning* itu kan suatu penugasan yang nantinya ada hasilnya dan membutuhkan waktu misalnya satu KD dalam rentang 6 kali pertemuan dan di dalam rentang itu ada proyek yang nantinya harus jadi pada akhir. Di sini kendalanya yang juga dialami oleh guru-guru yang lain adalah mereka berat ke satu sisi. Artinya untuk menjadi produktif itu membutuhkan waktu yang banyak dan sehingga melupakan yang lain. Misalkan guru memberikan proyek yang harus diselesaikan, nah siswa jadi mengalahkan mata pelajaran yang lain demi penyelesaian proyek tersebut. Artinya pembelajaran Bahasa Inggris berbasis proyek itu susah untuk dilaksanakan paling-paling dalam bentuk tugas, misalkan mendalami kata kerja past tense dalam bentuk reguler dan irregular, dari tugas itu kalian hapalkan kemudian maju ke depan saya tes.

Interviewer : Tadi Bapak juga menyebutkan bahwa salah satu aktivitas yang pernah bapak berikan adalah berdiskusi. Nah, waktu itu apa topiknya pak?

Interviewee : Waktu itu topiknya prosedur teks untuk mengoperasikan kamera. Saya bagi kelompoknya, kemudian saya bagi kelompoknya, kemudian masing-masing kelompok berdiskusi, kemudian dari hasil akhir diskusi tersebut adalah teks prosedur di mana sebelumnya saya kasih materi mengenai prosedur teks dulu, kemudian siswa membuat teks prosedur, dan kemudian mempresentasikan. Bisa juga browsing melalui internet tapi jangan diambil mentah tapi harus dipahami benar sehingga kalian bisa memperbaiki teks tersebut.

Interviewer : Jadi apakah di setiap pertemuan bapak selalu memberikan penugasan untuk berdiskusi memecahkan masalah?

Interviewee : Tidak juga, karena saya juga harus memberikan materi dasar yang belum mereka kuasai. Misalkan past continuous tense. Mereka masih merasa kesulitan padahal di SMP mereka sudah dapat. Jadi saya jelaskan pada mereka bahwa semua tenses tidak bisa kita hapalkan. Tapi bisa saja dilihat dari namanya. Past itu kejadian lampau continuous itu sedang

berlangsung, berarti past continuous adalah peristiwa yang sedang berlangsung di waktu lampau, begitu.

- Interviewer : Bagaimana dengan materi text types Pak, apakah proses pembelajarannya juga dilakukan dengan berdiskusi?
- Interviewee : Kalau teks seperti recount teks itu saya percaya sudah banyak sekali. Tapi kalau seperti analytical exposition itu, saya ajarkan dulu apa itu analytical exposition apa saja bagian-bagiannya. Kan analytical exposition itu teks di mana topik yang penulis tulis itu dianggap penting. Jadi saya beri contoh baru mereka membuat sendiri teks tersebut.
- Interviewer : Jadi dari awal bapak membimbing siswa dulu sebelum mereka memproduksi teks sendiri ya? Jadi kalau misalnya untuk diskusi seperti itu selain prosedur itu apakah ada penugasan lain yang mana siswa harus menyelesaikannya dengan berdiskusi?
- Interviewee : Bisa juga kalau waktunya mepet. Saya minta mereka mengerjakan di rumah selama satu minggu dengan suatu topik misalkan tiga paragraf saja, pendahuluan, inti, dan penutup. Dan harusnya sesampainya di rumah siswa sudah bisa mendapatkan referensi seperti dari internet atau dari orang lain kemudian pada pertemuan berikutnya mestinya mereka sudah siap untuk mempresentasikan di depan kelas. Dan yang ke depan itu juga hanya sample karena kalau untuk individual akan memakan waktu lama, jadi presentasinya dilakukan secara kelompok.
- Interviewer : Salah satu kelemahan *Project-based Learning* adalah cara menilainya. Nah selama ini apa cara penilaian yang bapak lakukan misalnya untuk menilai teks yang sudah siswa buat secara berdiskusi kelompok?
- Interviewee : Secara ideal guru harus mengamati di setiap proses yang siswa lakukan dalam berdiskusi dan memproduksi teks. Tapi dalam praktiknya polanya pasti sama, siapa yang aktif dalam diskusi, siapa yang kurang aktif. Artinya ketika kita sudah tahu polanya kita bisa lebih cepat untuk menilainya. Keaktifannya sama, perilakunya juga sama, untuk setiap anak dalam satu kelompok.

Interviewer : Jadi pak, kalau boleh disimpulkan, pembelajaran bahasa inggris berbasis proyek *Project-based Learning* termasuk berdiskusi dan kerja kelompok itu apakah sesuai jika diaplikasikan untuk siswa kelas XI jurusan TP4?

Interviewee : Sebenarnya kalau untuk pembelajaran Bahasa Inggris itu cocok juga, dalam hal kerja sama itu juga sangat mendukung sekali, karena jurusan TP4 itu bukan jurusan yang bukan personal atau individual tapi team. Contohnya saja untuk memproduksi film saja harus ada produser, harus ada sutradara penata suara harus bisa kerja sama bisa berdiskusi untuk menuju kesepakatan bersama. Dalam pembelajaran bahasa inggris itu juga bisa dilakukan dan pernah terbukti tapi di sini dalam hal keaktifan anak belum merata. Keaktifan anak baru bisa dinyatakan pada beberapa anak yang grade nya mengeah ke atas. Tapi kerja kelompoknya juga harus diacak kalau tidak akan kasihan. Satu kelompok harusnya 6 atau 7 padahal idealnya satu kelompok harus ada anak-nak yang kemmeuannya lebih tapi yang seperti itu tidak banyak. Kalau setiap kelompok ada minimal satu orang yang bisa menjadi trigger atau motornya, itu akan bagus.

Interviewer : Dalam pembelajaran Bahasa Inggris ketika berdiskusi atau kerja kelompok, berapa banyak anggota atau siswa dalam setiap kelompok?

Interviewee : Minimal 2 anak tergantung materinya bisa juga 4 nanti meja depan dan belakang gabung tinggal membalik kursi artinya paling simpel untuk dilaksanakan. Kalau untuk speaking saya mengambil anak-anak yang lebih, misal kelompok satu mempresentasikan di depan kelas, misla menggunakan power point dan kemudian dijelaskan. Dan itu untuk beberapa kelompok bisa berjalan.

APPENDIX C.
THE SYLLABUSES

SYLLABUS

ENGLISH INSTRUCTIONAL MATERIALS FOR THE ELEVENTH GRADERS OF TV PROGRAM AND BROADCAST ENGINEERING DEPARTMENT AT VOCATIONAL HIGH SCHOOL

UNIT 1

Grade/Semester : XI/1
Study Program : TV Program and Broadcast Engineering
Core and Basic Competences :

Core Competences	Basic Competences
1. Menghargai dan menghayati ajaran agama yang dianutnya.	
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

unit/topic	characters	indicators	input	activities
Unit 1: <i>Suggestions at TV Programs</i>	a. honest b. responsible c. cooperative d. tolerant e. polite	Students are able to: 1. identify the purpose of giving suggestions and offers 2. identify expressions of giving suggestions and offers as well as the expressions to accept and refuse 3. use expressions of giving suggestions and offers as well as the expressions to accept and refuse in the dialogs	a. spoken dialogs of giving suggestions and offers b. written dialogs of giving suggestions and offers c. language features and structure of expressions of giving suggestions and offers d. list of vocabulary related to the topic e. several websites related to the topic to help students make suggestions and offers f. pictures	<p>Let's Select the Topic</p> <ul style="list-style-type: none"> • Students answer questions leading to the topic of the unit based on their personal experience. • Students decide their partner to complete the project and choose one of topics provided. <p>Let's Determine the Final Product</p> <ul style="list-style-type: none"> • Students read the information related to the final product they should complete in the project i.e. making a video recording in the form of a dialog of making suggestions and offers about the topic they have chosen in the previous task. <p>Let's Design the Project</p> <ul style="list-style-type: none"> • Students work in pairs and complete the table provided to structure their project. <p>Let's Get Ready to Collect Data</p> <ul style="list-style-type: none"> • With their partner, students listen to a conversation on the recording and answer the true-false questions as follows. • Students study how the words, they have heard on the recording, are pronounced by repeating the teacher. • Students study the information about expressions of making suggestions and the structure to make suggestions. • Students change each sentence provided into the positive, negative and/or question form. • With their partner, students listen to a conversation of making suggestions on the recording and answer the comprehension questions as follows. • Students answer the multiple choice questions by ticking (√).

			<ul style="list-style-type: none">• Students listen to several talks about making suggestions on the recording and answer the multiple choice questions as follows.• Work in pairs, students listen to a talk about making suggestions, complete the dialog provided with appropriate expressions based on the recording and act it out in front of the classroom.• Students work in pairs and give their suggestions to each situation provided.• Students study the information about expressions of making offers and the structure to make offers.• Students listen to a conversation of making offers on the recording and answer the multiple choice questions as follows.• Students listen to the recording and complete the dialog provided with appropriate expressions of making offers based on the recording.• Students propose expressions of making offers for each situation provided and read it aloud in front of the classroom.• With their partner, students complete the dialog provided with appropriate expressions of making suggestions or offers through listening to the recording. As they finish, they act the dialog out in front of the classroom. <p>Let's Collect Data</p> <ul style="list-style-type: none">• With their partner, students collect information by going to several websites provided on the internet, choose one website in line with their topic and read it. Then, they put information that they are going to use in their dialog in the table provided.
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				<p>Let's Get Ready and Analyze Data</p> <ul style="list-style-type: none">• In pairs, students select information they have collected in the previous task that will be used to make suggestions and offers for their dialog. Then, they put the information in the box provided.• With their partner, students make the outline of their dialog by following the diagram provided. Then, they put the outline in the table. <p>Let's Get Ready to Present the Final Product</p> <ul style="list-style-type: none">• With their partner, students make the dialog of taking turns making suggestions and offers about the topic they have chosen in the beginning of the unit using the outline they have made.• Students try to practice their dialog in front of the classroom for having feedback from the teacher and friends. They will also give score on the performance on several aspects using the speaking scoring rubric provided. <p>Let's Present the Final Product</p> <ul style="list-style-type: none">• Students practice the dialog they have made in the previous task with their partner at home and videotape the performance. Then, they hand in the video to the teacher in the next school day. <p>Let's Evaluate the Project</p> <ul style="list-style-type: none">• Students reflect what they have learned from the project by answering the questions provided.• Students make suggestions for the similar project in the future in the box available.
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SYLLABUS

ENGLISH INSTRUCTIONAL MATERIALS FOR THE ELEVENTH GRADERS OF TV PROGRAM AND BROADCAST ENGINEERING DEPARTMENT AT VOCATIONAL HIGH SCHOOL

UNIT 2

Grade/Semester : XI/1
Study Program : TV Program and Broadcast Engineering
Core and Basic Competences :

Core Competences	Basic Competences
1. Menghargai dan menghayati ajaran agama yang dianutnya.	
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

topic/title	characters	indicators	input	activities
Unit 2: <i>Opinions on TV Programs</i>	a. honest b. responsible c. tolerant d. cooperative e. polite	Students are able to: 1. identify the purpose of asking and giving opinions 2. identify expressions of asking and giving opinions 3. use expressions of asking and giving opinions in the conversation	a. spoken dialogs of asking and giving opinions b. written dialogs of asking and giving opinions c. language features and structure of expressions of asking and giving opinions d. list of vocabulary related to the topic e. opinion articles from the internet f. pictures	<p>Let's Select the Topic</p> <ul style="list-style-type: none"> • Students answer questions leading them to the topic of the unit based on their personal experience. • Students choose TV programs they like most from the list provided by giving ticks (√). • Students match each type of TV program with the appropriate definitions by drawing a line. • In pairs, students mention local or international TV programs based on the categories in the table provided. • Students decide their partner to complete the project and choose one of topics provided. <p>Let's Determine the Final Product</p> <ul style="list-style-type: none"> • Students read information about the final product they should make in the project i.e. making a video recording in the form of a dialog of asking and giving opinions about the topic they have chosen in the previous task. <p>Let's Design the Project</p> <ul style="list-style-type: none"> • Students work in pairs and complete the table provided to structure their project. <p>Let's Get Ready to Collect Data</p> <ul style="list-style-type: none"> • Work in pairs, students listen to a conversation on the recording and answer the true-false questions as follows. • Students study how the words, they have heard on the recording, are pronounced by repeating the teacher. • Students pay attention on information about expressions of asking and giving opinions. • Students listen to a conversation on the recording and answer the multiple choice questions as follows in pairs.

				<ul style="list-style-type: none"> • In pairs, students listen to a conversation on the recording and answer the multiple choice questions as follows. • Students study how the words and phrases, they have heard on the recording, are pronounced by repeating the teacher and then look for the meanings in Indonesian. • Students listen to several talks on the recording and answer the multiple choice questions as follows. • Before students listen to the dialog in the next task, they study how several words, that will appear on the dialog, are pronounced by repeating the teacher and look for the meanings in Indonesian. • Students listen to a conversation and complete the dialog provided with expressions based on the recording. As they finish, they act the dialog out in front of the classroom. • In pairs, students rearrange the jumbled expressions into a good dialog by numbering each expression. Then, they act the dialog out in front of the classroom. • Before listening to the recording in the next task, students study how several words, which will appear on the recording, are pronounced by repeating the teacher. Then, they should look for the meaning of each word in Indonesian. • With their partner, students complete the dialog with appropriate expressions based on the recording. • Students give their personal opinions on several TV programs provided with the pictures. Then, they read aloud their opinions in front of the classroom. <p>Let's Collect Data</p> <ul style="list-style-type: none"> • With their partner, students collect information by reading an opinion article in the websites provided. They should choose one website in line with their topic.
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				<p>Then, they put the information that they will use to make opinions in their dialog.</p> <ul style="list-style-type: none">• In pairs, students collect information by reading another opinion article on the internet related to their topic to make opinions in their dialog. <p>Let's Get Ready and Analyze Data</p> <ul style="list-style-type: none">• In pairs, students select information they have collected in the previous tasks that will be used to make opinions in their dialog.• With their partner, students make the outline of their dialog by following the diagram provided. <p>Let's Get Ready to Present the Final Product</p> <ul style="list-style-type: none">• With their partner, students make the dialog taking turns asking and giving opinions about the topic they have chosen in the beginning of the unit using the outline they have designed.• Students try to practice their dialog in front of the classroom while the teacher and friends will give score on several aspects using the speaking scoring rubric provided. <p>Let's Present the Final Product</p> <ul style="list-style-type: none">• Students practice the dialog they have made in the previous task with their partner at home and videotape the performance. Then, they will hand in the video to the teacher in the next school day. <p>Let's Evaluate the Project</p> <ul style="list-style-type: none">• Students reflect what they have learned from the project by answering the questions provided.• Students make suggestions for the similar project in the future in the box available.
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SYLLABUS

ENGLISH INSTRUCTIONAL MATERIALS FOR THE ELEVENTH GRADERS OF TV PROGRAM AND BROADCAST ENGINEERING DEPARTMENT AT VOCATIONAL HIGH SCHOOL

UNIT 3

Grade/Semester : XI/1
Study Program : TV Program and Broadcast Engineering
Core and Basic Competences :

Core Competences	Basic Competences
1. Menghargai dan menghayati ajaran agama yang dianutnya.	
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.2. Teks Eksposisi Analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

topic/title	characters	indicators	input	activities
Unit 3: <i>Television: The Good and The Bad</i>	a. honest b. responsible c. polite	Students are able to: 1. identify the purpose of an analytical exposition text 2. identify the generic structure of an analytical exposition text 3. use the simple present tense to persuade readers by arguing one side of issue and then form arguments 4. use conjunctions or conjunctive adverbs appropriately	a. spoken analytical exposition texts about the topic b. written analytical exposition texts about the topic c. information of the purpose, generic structure and language features of an analytical exposition text d. information of the simple present tense e. information of conjunctions or conjunctive adverbs f. list of vocabulary related to the topic g. several websites related to the topic h. pictures	<p>Let's Select the Topic</p> <ul style="list-style-type: none"> Students answer several questions leading them to the topic of the unit based on their personal experience. Students decide their partner to complete the project and choose one of topics provided. <p>Let's Determine the Final Product</p> <ul style="list-style-type: none"> Students read information about the final product they should complete in the project i.e. making an analytical exposition text related to the topic, presenting the text orally in front of the classroom and attaching their texts on the wall board for an exhibition. <p>Let's Design the Project</p> <ul style="list-style-type: none"> Students complete the table provided to structure their project. <p>Let's Get Ready to Collect Data</p> <ul style="list-style-type: none"> With their partner, students listen to a talk on the recording and answer the true-false questions as follows. Students study how several words, they have heard on the recording, are pronounced by repeating the teacher. Students read an analytical exposition text entitled "Is Watching TV Good or Bad?" and try to get the points. After reading the analytical exposition text, with their partner, students answer the questions provided. Students study how several words, they have encountered in the analytical exposition text, are pronounced by repeating the teacher and look for the meanings in Indonesian. Students study information related to an analytical exposition text including the social function, generic structure and language features.

				<ul style="list-style-type: none">• Students study information about conjunctions or conjunctive adverbs.• Students study information about the simple present tense.• Students read an analytical exposition text entitled “TV is Bad for Children” and pay attention on the generic structure and conjunctions used.• Students rearrange the jumbled paragraphs into a good analytical exposition text by labeling each paragraph which one belongs to thesis, arguments and conclusion.• In pairs, students identify main ideas of each paragraph of the analytical exposition text entitled “Does Television Have Negative Effects on the Society?” in the previous task.• Students make sentences using the conjunctions available in the table.• Students change the verbs in the brackets with the correct forms of the simple present tense.• In pairs, students correct the mistakes in each sentences provided. <p>Let’s Collect Data</p> <ul style="list-style-type: none">• Students collect information by reading an article in the websites provided. They should choose one website in line with their topic. Then, they put the information that will be used to make arguments for their analytical exposition text.• Students collect information by reading another article on the internet related to their topic on purpose to make arguments for their analytical exposition text. <p>Let’s Get Ready and Analyze Data</p> <ul style="list-style-type: none">• Students select information in the form of arguments they have collected in the previous tasks to make their analytical exposition text later.
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				<ul style="list-style-type: none">• Students make the outline of their analytical exposition text by using the information they have collected in the previous tasks. <p>Let's Get Ready to Present the Final Product</p> <ul style="list-style-type: none">• Students write down their analytical exposition text based on the topic they have chosen in the beginning of the unit by using the outline they have designed.• Students review their friend's analytical exposition text and give score on several aspects using the assessment sheet and the writing scoring rubric provided. Then, after having feedback, they revise their text. <p>Let's Present the Final Product</p> <ul style="list-style-type: none">• Students practice reading aloud their revised analytical exposition text in front of the classroom while others will give score on their performance using the assessment sheet provided.• After reading aloud their analytical exposition text, they decorate and submit their text to the teacher in the next school day for feedback and then revise it again till they have their final analytical exposition text.• All students in the classroom work together to make a wall board and attach their own analytical exposition texts on it. Then, in the exhibition day, they should explain their text to people who see and read their text. <p>Let's Evaluate the Project</p> <ul style="list-style-type: none">• Students reflect what they have learned from the project by answering the questions provided.• Students make suggestions for the similar project in the future in the box available.
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APPENDIX D.

**THE DESCRIPTION OF THE
DEVELOPED MATERIALS**

Task Description of Unit 1
“Suggestions at TV Programs”

Learning focus: This unit focused on teaching expressions of making suggestions and offers about TV programs.	
Let’s Select the Topic	
Task 1	<p>Instruction: <i>Answer the following questions based on your personal experience. Then, share it with your partner.</i></p> <p>Description: This task is designed on purpose to look for student’s prior knowledge related to the topic. By answering the questions provided based on their personal experience, it is expected that they will have a general view about what they are going to learn in the unit.</p>
Task 2	<p>Instruction: <i>In this unit, you will have a video recording project that should be completed in pairs. Choose your partner and select one of the following topics.</i></p> <p>Description: This task is aimed to inform students that in this unit they will have a video recording project that should be completed in pairs. By deciding their partner and selecting one of the project topics provided, it is expected that they will be able to understand and investigate the topic for their final product that they will make at the end of the project.</p>
Let’s Determine the Final Product	
Task 3	<p>Instruction: <i>At the end of your project, you will make a final product. Read the following information related to your final product.</i></p> <p>Description: This task provides students with the information related to the final product that they will make at the end of the project.</p>
Let’s Design the Project	
Task 4	<p>Instruction: <i>To complete the project, you have to plan activities you are going to carry out. In pairs, complete the table below to structure your project.</i></p> <p>Description: This task aims to guide the students to plan and structure activities they are going to carry out in order to complete the project based on the topic they have selected in the previous task.</p>
Let’s Get Ready to Collect Data	
Task 5	<p>Instruction: <i>Work in pairs. Listen to a conversation between Lisa and Alan on the recording. Then, read the following statement about the conversation. Write</i></p>

	<p><i>C for true and write X for false statement. Make correction for each false statement. The listening script is in the Appendix.</i></p> <p>Description: This task aims to introduce students with expressions of making suggestion. Then, it asks students to listen to a conversation on the recording. They should decide which statement is correct and incorrect by writing down C for the correct statement and X for the incorrect statement. They are also asked to make correction for incorrect statements. By doing this task, it is expected that the students will be able to identify the topic, vocabulary and expressions of making suggestions stated on the recording.</p>
Task 6	<p>Instruction: <i>On the recording in the previous task, you heard the following words. Now, study how the words are pronounced by repeating your teacher.</i></p> <p>Description: This task is a follow up of Task 6. It aims to give students information about how several words they heard and identified on the recording are pronounced by repeating the teacher.</p>
Task 7	<p>Instruction: <i>On the recording in Task 6, you heard several expressions used by the speakers to make suggestions. Now, study the following information about other expressions of making suggestions and how to respond them.</i></p> <p>Description: This task provides students with information related to expressions of making suggestions as well as expressions to accept and refuse it as they heard on the recording in Task 6. Besides, this task gives students information about the use of the verb <i>suggest</i> that can be followed by that+clause or only clause and modal auxiliary <i>should</i>. By studying the information, it is expected that students will be able to use the expressions, the verb <i>suggest</i> and the modal <i>should</i> in the dialog or sentences.</p>
Task 8	<p>Instruction: <i>Change each sentence below into the positive, negative and/or question form. See the following example.</i></p> <p>Description: After studying information about the use of <i>should</i> in the previous task, students do Task 8 which expects students to be able to use the verb <i>should</i> in the positive, negative and question form.</p>
Task 9	<p>Instruction: <i>Work in pairs. Listen to the conversation between Dita and Dinda on the recording to find the answers to these questions. The listening script is in the Appendix.</i></p> <p>Description: This task aims to give students an opportunity to identify and understand the use of expressions of making suggestions through listening to a conversation on the recording and answer the questions provided in pairs.</p>

<p>Task 10</p>	<p>Instruction: <i>Choose the correct answer by putting a tick (✓) in the box.</i></p> <p>Description: This multiple-choice task asks students to choose the correct answer by putting a tick (✓) in the box. This task aims to give students an opportunity to use several expressions of making suggestions by focusing on the form of the expressions.</p>
<p>Task 11</p>	<p>Instruction: <i>Listen to several talks on the recording. Then, answer the following questions based on the recording. The listening script is in the Appendix.</i></p> <p>Description: This task aims to explore students' understanding of the expressions of making suggestions through listening to several tasks on the recording and answering the multiple-choice questions provided by choosing the correct answer. The multiple-choice task is designed such in the National Examination of which the questions are stated on the recording.</p>
<p>Task 12</p>	<p>Instruction: <i>Listen to a talk on the recording. Then, work in group of three and complete the dialog below with appropriate expressions as you heard. The listening script is in the Appendix. As you finish, act the dialog out in front of the classroom.</i></p> <p>Description: In this task, students are asked to listen to a talk and fill in the blanks on the dialog provided with expressions based on the recording. After that, they should act the dialog out in front of the classroom. This task aims to give students more opportunities to identify expressions of making suggestions through a listening activity and train them to speak up with good pronunciation.</p>
<p>Task 13</p>	<p>Instruction: <i>The following situations need solutions. Work in pairs to make suggestions for each situation.</i></p> <p>Description: This task gives students an opportunity to give suggestions for several situations provided. By doing this task, it is expected that the students will be able to use expressions of making suggestions based on different situations given.</p>
<p>Task 14</p>	<p>Instruction: <i>Giving suggestions is usually followed by offering something. Now, study several expressions used to offer something as well as expressions to respond them.</i></p> <p>Description: This task provides students with information about expressions of making offers as well as expressions to accept and refuse them. Further, the use of the modal <i>can</i> and other modal auxiliaries are also provided. By studying</p>

	the information, it is expected that students will be able to use the expressions, the and the modal <i>can</i> in the dialog or sentences.
Task 15	<p>Instruction: <i>Listen to a conversation on the recording. Then, choose one the best answers for each question below. The listening script is in the Appendix.</i></p> <p>Description: This task gets students to listen to a conversation on the recording and choose the best answer of the multiple-choice questions provided. This task aims to give students input and introduce them expressions of making offers through a listening activity.</p>
Task 16	<p>Instruction: <i>Listen to the recording. Then, in pairs, complete the dialog below with expressions as you heard. The listening script is in the Appendix. As you finish, act it out with your partner in front of the classroom.</i></p> <p>Description: In this task, students are asked to listen to the recording and complete the dialog provided with appropriate expressions as they heard. After that, they should act the dialog out in front of the classroom. This task aims to train students identifying expressions of making offers and speaking up with good pronunciation.</p>
Task 17	<p>Instruction: <i>Offer your help for each situation below. Then, read it aloud in front of the classroom.</i></p> <p>Description: This task aims to give students an opportunity to make offers for situations provided. After that, they should read it aloud in front of the classroom. This task gets students to practice using the expressions of making offers as well as reading aloud with good pronunciation.</p>
Task 18	<p>Instruction: <i>While listening to the recording, complete the dialog below with appropriate expressions in pairs. The listening script is in the Appendix. As you finish, act the dialog out in front of the classroom.</i></p> <p>Description: This task gets students to work in pairs and complete the dialog provided with appropriate expressions they have heard on the recording. After that, they should act the dialog out in front of the classroom. By doing this task, it is expected that the students will be able to identify and understand expressions of making suggestions and offers. Further, it is expected to get students speak up with good pronunciation.</p>
Let's Collect Data	
Task 19	<p>Instruction: <i>In pairs, collect information by reading an article in the websites provided below. You should choose one website that contains a list of TV programs in</i></p>

	<p><i>line with your topic. Then, put all information that will help you make suggestions and offers in your dialog in the table below. Look at the example.</i></p> <p>Description: This task is designed to guide students in collecting data related to their topic for completing the project. The students should choose one of the websites provided related to their topic and put information that will help them make a dialog of making suggestions and offers. By giving students opportunities through this task, it is expected that they will be able to look for the information they need to make the final product of the project. Further, this task is expected to be able to develop students' independency in learning.</p>
<p>Let's Get Ready to Prepare and Analyze Data</p>	
Task 20	<p>Instruction: <i>Work in pairs. Then, select TV programs from the previous task that you will use to create a dialog of making suggestions and offers. Put the information in the box below. Look at the example.</i></p> <p>Description: This task is designed to guide students to select TV programs in relation to their topic to be used as the idea in making a dialog of making suggestions and offers. By doing this task, it is expected that the students will be able to use the information in their dialog appropriately.</p>
Task 21	<p>Instruction: <i>Work in pairs. After selecting TV programs you will use to create a dialog of making suggestions and offers, design the outline of your dialog by following the diagram below. Then, put your outline in the table on the next page.</i></p> <p>Description: This task aims to engage the students to work in pairs and make the outline for their dialog by following the diagram provided. In this task, they should use the information selected from the previous task.</p>
<p>Let's Get Ready to Present the Final Product</p>	
Task 22	<p>Instruction: <i>In pairs, create a dialog and take turns making suggestions and offers related to the topic you have chosen in the beginning of this unit. Use the outline you have designed in the previous task.</i></p> <p>Description: This task gets students to work in pairs and make a dialog of making suggestions and offers in relation to their topic. They may use the outline they have designed in the previous task. By doing this task, it is expected that the students will be able to elaborate the outline to be a complete dialog.</p>
Task 23	<p>Instruction: <i>Try to practice your dialog in front of the classroom for having feedback from your teacher and friends before you both video tape it at home. They</i></p>

	<p><i>will give score on your performance using the speaking scoring rubric in the Appendix as the guideline.</i></p> <p>Description: In this task, students are asked to practice their dialog in front of the classroom before they video tape it at home. Further, other pairs will give score on each performance using the assessment guideline provided (peer assessment). Besides, the teacher will give feedback. By doing this task, it is expected that the students will take account the feedback for their better performance.</p>
Let's Present the Final Product	
Task 24	<p>Instruction: <i>Practice the dialog of making suggestions and offers you have made in the previous task with your partner at home. Ask someone to videotape your practice. Make sure you do not bring your text while practicing. You may design the setting. Hand in your video to your teacher in the next school day.</i></p> <p>Description: After having feedback from their friends and the teacher and have revised probably their dialog, students are asked to practice and video tape the dialog at home. They may not bring the text. Then, they should submit the video in the next school day. This task aims to give students opportunities to practice their dialog as natural as possible by paying attention on the pronunciation, vocabulary, accuracy, fluency and expression.</p>
Let's Evaluate the Project	
Task 25	<p>Instruction: <i>Reflect on what you have learned from the project by answering the following questions.</i></p> <p>Description: This task is designed to give students opportunities to reflect what they have learned from the project by answering questions provided. By doing this task, it is expected that they will be able to do self-assessment on several aspects such as language focus, language skills, the content or subject matter, and so forth for the improvement in the future.</p>
Task 26	<p>Instruction: <i>Make suggestions for the similar project in the future in the box below.</i></p> <p>Description: Students are given opportunities to propose suggestions for the improvement of similar project in the future.</p>

Task Description of Unit 2
“Opinions on TV Programs”

Learning focus: This unit focused on teaching expressions of asking and giving opinions on TV programs.	
Let's Select the Topic	
Task 1	<p>Instruction: <i>Answer the following questions based on your personal experience. Then, share it with your partner.</i></p> <p>Description: This task is designed on purpose to look for student's prior knowledge related to the topic. By answering the questions provided based on their personal experience, it is expected that they will have a general view about what they are going to learn in the unit.</p>
Task 2	<p>Instruction: <i>Look at the list of TV programs below. Which programs interest you most? Put ticks (✓) on them.</i></p> <p>Description: This task is aimed to give students opportunities to select kinds of TV programs they like most by putting ticks on them. By doing this task, it is expected that the students will get prior knowledge related to kinds of TV programs to prepare them in the next step i.e. selecting the topic of the project.</p>
Task 3	<p>Instruction: <i>Match each type of the following TV programs with appropriate definitions by drawing a line. Number one has been done for you.</i></p> <p>Description: This task is designed to provide students with information of the definition of several TV programs through a matching activity. It is expected that the students will be able to understand the definition of several TV programs for completing the project.</p>
Task 4	<p>Instruction: <i>In pairs, mention several TV programs based on the categories in the table below. You may mention local or international TV programs.</i></p> <p>Description: Students are asked to work in pairs and mention several local or international TV programs based on the categories in the table provided. By doing this task, it is expected that the students will be able to identify TV programs they know best based on the categories. Further, this task will help them select the topic of the project.</p>
Task 5	<p>Instruction:</p>

	<p><i>n this unit, you will have a video recording project that should be completed in pairs. Choose your partner and select one of the following topics.</i></p> <p>Description: This task is designed to provide students with several topics of the final product for completing the project. The students should decide their partner and select one of the topics provided.</p>
Let's Determine the Final Product	
Task 6	<p>Instruction: <i>At the end of your project, you will make a final product in pairs. Read the following information related to the final product.</i></p> <p>Description: This task provides students with the information related to the final product that they will make in pairs at the end of the project.</p>
Let's Design the Project	
Task 7	<p>Instruction: <i>To complete the project, you have to plan activities you are going to carry out. In pairs, complete the table below to structure your project.</i></p> <p>Description: This task aims to guide the students to plan and structure activities they are going to carry out in order to complete the project based on the topic they have selected in the previous task.</p>
Let's Get Ready to Collect Data	
Task 8	<p>Instruction: <i>Work in pairs. Listen to the conversation on the recording. Then, state if the following statements are true or false based on the recording. Make correction for each false statement. The listening script is in the Appendix.</i></p> <p>Description: This task aims to introduce students with expressions of asking and giving opinions on TV programs. Then, it asks students to listen to a conversation on the recording. They should decide which statement is true and false by writing down T for the true statement and F for the false statement. They are also asked to make correction for each false statement. By doing this task, it is expected that the students will be able to identify the topic, vocabulary and expressions of asking and giving opinions stated on the recording.</p>
Task 9	<p>Instruction: <i>On the recording in the previous task, you heard these following words. Now, study how the words are pronounced by repeating your teacher.</i></p> <p>Description: This task is a follow up of Task 8. It aims to give students information about how several words they heard and identified on the recording are pronounced by repeating the teacher.</p>
Task 10	<p>Instruction:</p>

	<p><i>On the recording in Task 8, you heard several expressions used by the speakers to ask and give opinions. Now, study the following information about other expressions of asking and giving opinions.</i></p> <p>Description: This task provides students with information related to expressions of asking opinions as they heard on the recording in Task 8. Besides, this task gives students information about several phrases to give opinions such as <i>I think, in my opinion, etc.</i> By studying the information, it is expected that students will be able to use the expressions in the spoken (dialog) or sentences (written) for completing the project. This task also presents several phrases to give general point of view.</p>
Task 11	<p>Instruction: <i>Listen to a conversation on the recording. Then, answer the questions below in pairs. The listening script is in the Appendix.</i></p> <p>Description: After studying information about expressions of asking and giving opinions in the previous task, students then do Task 11 i.e. multiple-choice questions. Through this task, it is expected that students will be able to identify the expressions on the recording through a listening activity.</p>
Task 12	<p>Instruction: <i>In pairs, listen to a conversation on the recording and answer the following questions based on the information you have heard. The listening script is in the Appendix.</i></p> <p>Description: This task aims to give students an opportunity to identify and understand the expressions of asking and giving opinions through listening to a conversation on the recording and answer the multiple-choice questions provided in pairs.</p>
Task 13	<p>Instruction: <i>The following words and phrases are mentioned on the recording in the previous task. Now, look for the meanings in Indonesian. You may use your dictionary or ask your teacher for help.</i></p> <p>Description: This is a follow up task of Task 12. This task gets students to study how several words and phrases stated on the conversation are pronounced by repeating the teacher. After that, they should look for the meanings in Indonesian using their dictionaries. By doing this task, it is expected that the students will be able to understand the correct pronunciation of several words. This task becomes a drilling task as well.</p>
Task 14	<p>Instruction: <i>Listen to several talks on the recording. Then, answer the following questions based on the recording. The listening script is in the Appendix.</i></p> <p>Description:</p>

	<p>This task aims to explore students' understanding of the expressions of asking and giving opinions through listening to several tasks on the recording and answering the multiple-choice questions provided by choosing the correct answer. The multiple-choice task is designed such in the National Examination of which the questions are stated on the recording.</p>
Task 15	<p>Instruction: <i>Before you listen to the dialog in the next task, study how the following words, which will appear on the recording, are pronounced by repeating your teacher. Then, look for the meanings in Indonesian. You may use your dictionary.</i></p> <p>Description: In this task, students are asked to study how several words are pronounced by repeating the teacher. This task aims to drill students' pronunciation and prepare them for the next task: a listening activity.</p>
Task 16	<p>Instruction: <i>Listen to a conversation on the recording. Then, in pairs, complete the dialog below with expressions as you heard. The listening script is in the Appendix As you finish, act the dialog out in front of the classroom.</i></p> <p>Description: This task gets students to listen to a talk on the recording and in pairs complete the dialog provided with appropriate expressions based on the recording. After that, they should act it out in front of the classroom. By doing this task, it is expected that students will be able to identify expressions of asking and giving opinions through listening followed up by a speaking activity.</p>
Task 17	<p>Instruction: <i>Work in pairs. Rearrange the following jumbled expressions into a good dialog by giving numbers in each circle. Number one has been done for you. As you finish, act it out in front of the classroom.</i></p> <p>Description: This task is designed to engage students work in pairs and rearrange the jumbled expressions into a good dialog by numbering. Then, they should act it out in front of the classroom. It is expected that students will be able to understand the structure of the dialog on purpose they can make their own dialog systematically. Besides, this task aims to drill students with a speaking activity.</p>
Task 18	<p>Instruction: <i>Before listening to the dialog in Task 19, study how the following words are pronounced by repeating you teacher in order to prepare yourself doing the next task. Then, look for the meanings in Indonesian.</i></p> <p>Description: In this task, students are asked to study how the words are pronounced by repeating the teacher. Then, they should look for the meanings in Indonesian.</p>

	This task aims to prepare students for the next task which is a listening activity.
Task 19	<p>Instruction: <i>Work in pairs and complete the following dialog with appropriate expressions as you listen to the recording. The listening script is in the Appendix. Once you finish, act it out in front of the classroom.</i></p> <p>Description: In this task, students are asked to listen to the recording and complete the dialog provided with appropriate expressions as they heard. After that, they should act the dialog out in front of the classroom. This task aims to train students identifying expressions of asking and giving opinions then followed up by a speaking activity to train their pronunciation.</p>
Task 20	<p>Instruction: <i>Give your personal opinions on TV programs below. You may use expressions to give opinions on page 28. Then, read aloud your opinions in front of the classroom.</i></p> <p>Description: This task aims to give students an opportunity to give opinions on each TV program provided. Then, they should read aloud their opinions in front of the classroom. By doing this task, it is expected that students will be able to propose their opinions with good structure and read aloud with good pronunciation.</p>
Let's Collect Data	
Task 21	<p>Instruction: <i>In pairs, collect information by reading an opinion article in the websites provided below. You should choose one website in line with your topic. After reading it, put all information in the following table that you will use to make opinions in your dialog. Look at the example.</i></p> <p>Description: This task is designed to guide students in collecting data related to their topic for completing the project. The students should choose one of the websites provided related to their topic and put information that will help them make a dialog of asking and giving opinions. By giving students opportunities through this task, it is expected that they will be able to look for the information they need to make the final product of the project. Further, this task is expected to be able to develop students' independency and responsibility in learning.</p>
Task 22	<p>Instruction: <i>Work in pairs. Collect information by reading another opinion article on the internet related to your topic in order to help you make opinions for your dialog.</i></p> <p>Description:</p>

	<p>Students are given opportunities to work in pairs and collect information by reading another opinion article in line with their topic on the internet for completing the project. This task aims to build students' independency and responsibility in learning.</p>
<p>Let's Get Ready to Prepare and Analyze Data</p>	
<p>Task 23</p>	<p>Instruction: <i>Work in pairs. Then, select several opinions you have collected in the previous tasks that you will include in your dialog. Put the selected opinions in the box below. See the exmple.</i></p> <p>Description: This task is designed to guide students to select information they have collected in the two previous tasks to make a dialog of asking and giving opinions. By doing this task, it is expected that the students will be able to select and analyze which information they need for their dialog.</p>
<p>Task 24</p>	<p>Instruction: <i>Work in pairs. After selecting the opinions you will include in your dialog, make the outline of your dialog by following the diagram below. Then, put your outline in the table in the next page.</i></p> <p>Description: Students are asked to work in pairs and design the outline for their dialog by following the diagram provided. This task aims to give students opportunities to create their own dialog using the outline they have designed and to build students' creativity.</p>
<p>Let's Get Ready to Present the Final Product</p>	
<p>Task 25</p>	<p>Instruction: <i>With your partner, create your dialog and take turns asking and giving opinions related to the topic you both have chosen in the beginning of this unit.</i></p> <p>Description: This task gets students to work in pairs and make a dialog of asking and giving opinions in relation to their topic. They may use the outline they have designed in the previous task. By doing this task, it is expected that the students will be able to elaborate the outline to be a complete dialog. Further, this task aims to build students' creativity and responsibility.</p>
<p>Task 26</p>	<p>Instruction: <i>Try to practice your dialog in front of the classroom for having feedback from your teacher and friends before you both video tape it at home. They will give score on your performance using the speaking scoring rubric in the Appendix as the guideline.</i></p> <p>Description: In this task, students are asked to practice their dialog in front of the classroom before they video tape it at home. Further, other pairs will give score on each performance using the assessment guideline provided (peer</p>

	assessment). Besides, the teacher will give feedback. By doing this task, it is expected that the students will take account the feedback for their better performance.
Let's Present the Final Product	
Task 27	<p>Instruction: <i>Practice the dialog you have made in the previous task with your partner at home. Ask someone to videotape your practice. Make sure you do not bring your text while practicing. You may design the setting. Hand in your video to your teacher in the next school day.</i></p> <p>Description: After having feedback from their friends and the teacher and have revised probably their dialog, students are asked to practice and video tape the dialog at home. They may not bring the text. Then, they should submit the video in the next school day. This task aims to give students opportunities to practice their dialog as natural as possible by paying attention on the pronunciation, vocabulary, accuracy, fluency and expression.</p>
Let's Evaluate the Project	
Task 28	<p>Instruction: <i>Reflect on what you have learned from the project by answering the following questions.</i></p> <p>Description: This task is designed to give students opportunities to reflect what they have learned from the project by answering questions provided. By doing this task, it is expected that they will be able to do self-assessment on several aspects such as language focus, language skills, the content or subject matter, and so forth for the improvement in the future.</p>
Task 29	<p>Instruction: <i>Make suggestions for the similar project in the future in the box below.</i></p> <p>Description: Students are given opportunities to propose suggestions for the improvement of similar project in the future.</p>

Task Description of Unit 3
“Television: The Good and The Bad”

Learning focus: This unit focused on teaching an analytical exposition text including the language features: simple present tense and conjunctions in relation to the good and the bad of television.	
Let’s Select the Topic	
Task 1	<p>Instruction: <i>Answer the following questions based on your personal experience. Then, share it with your partner.</i></p> <p>Description: This task is designed on purpose to look for student’s prior knowledge related to the topic. By answering the questions provided based on their personal experience, it is expected that they will have a general view about what they are going to learn in the unit.</p>
Task 2	<p>Instruction: <i>At the end of this unit, you will have a project. Choose one of the following topics.</i></p> <p>Description: This task is designed to provide students with several topics of the final product for completing the project. The students should select one of the topics provided.</p>
Let’s Determine the Final Product	
Task 3	<p>Instruction: <i>At the end of the project, you will make or complete the following final products.</i></p> <p>Description: This task provides students with the information related to the final products that they will make at the end of the project. This unit has three final outcomes: an analytical exposition text (individual project), an oral presentation of the text (individual project) and a wall board contains all the analytical exposition texts of all students in the classroom of which they will exhibit the texts.</p>
Let’s Design the Project	
Task 4	<p>Instruction: <i>To complete the project, you have to plan activities you are going to carry out. Complete the table below to structure your project.</i></p> <p>Description: This task aims to guide the students to plan and structure activities they are going to carry out in order to complete the project based on the topic they have chosen in the previous task.</p>

Let's Get Ready to Collect Data

Task 5	<p>Instruction: <i>Work in pairs. Listen to the monolog on the recording. Then, decide whether the following statements are true or false. The listening script is in the Appendix.</i></p> <p>Description: This task aims to introduce students with several arguments about the good and the bad of television through a dialog on the recording. They should decide which statement is true and false by writing down T for the true statement and F for the false statement. They are also asked to make correction for each false statement. By doing this task, it is expected that the students will be able to identify the topic, vocabulary and arguments stated on the recording.</p>
Task 6	<p>Instruction: <i>On the recording in the previous task, you heard these following words. Now, study how the words are pronounced by repeating your teacher</i></p> <p>Description: This task is a follow up of Task 5. It aims to give students information about how several words they heard and identified on the recording are pronounced by repeating the teacher.</p>
Task 7	<p>Instruction: <i>Read the following text and try to get the points.</i></p> <p>Description: This task provides students with an analytical exposition text that students should read and try to get the points. By reading this text, it is expected that students will be able to get general view of an analytical exposition text including the language features and subject matter.</p>
Task 8	<p>Instruction: <i>After reading the text in Task 7, answer these following questions and discuss it with your partner.</i></p> <p>Description: This task is a follow up task of Task 7. After reading the text, students are asked to work in pairs and answer the questions provided. The questions do not cover things in the text instead of asking the students' opinions after reading it. The text plays as an input for a reading activity. Through this task, it is expected that students will be able to understand an analytical exposition text.</p>
Task 9	<p>Instruction: <i>In the previous text, you found these following words. Now, study how the following words are pronounced by repeating your teacher. Then, look for the meanings in Indonesian. See the example.</i></p> <p>Description:</p>

	<p>This task is a follow up task of Task 7. After reading the text, students identify and study how several words are pronounced by repeating the teacher. Then, they should look for the meanings in Indonesian. By doing this task, it is expected that the students will be able to pronounce the words correctly and know the Indonesian equivalent of the words.</p>
Task 10	<p>Instruction: <i>The text in Task 7 is called an analytical exposition text. Now, study the following information dealing with analytical exposition text.</i></p> <p>Description: This is a follow up task of Task 7. This task provides students with information related to the social function, generic structure and language features of an analytical exposition text. Through this task, it is expected that students will be able to understand the components of an analytical exposition text.</p>
Task 11	<p>Instruction: <i>An analytical exposition text uses simple present tense. Study the explanation below dealing with simple present tense.</i></p> <p>Description: This task aims to provide students with information about simple present tense for this kind of tenses is used in the analytical exposition text. By studying the explanation, it is expected that students will be able to understand the function of simple present tense, the positive, negative and question form, and adverb of time used in order to prepare them for completing the project.</p>
Task 12	<p>Instruction: <i>In the previous analytical text, you found words such as first of all, second of all, third of all, etc. Those words are called as conjunctions or conjunctive adverbs. Now, study the information about conjunctions below.</i></p> <p>Description: This task is designed to provide students with information related to conjunctions or conjunctive adverbs commonly used in an analytical exposition text. It gets students to identify the use of each conjunction in a sentence. It is expected that students will be able to use the conjunctions appropriately when they create their own analytical exposition text to complete the project.</p>
Task 13	<p>Instruction: <i>Read the following analytical exposition text. Pay attention on the generic structure and the use of conjunctions.</i></p> <p>Description: Students look at and identify the generic structure and the use of conjunctions in the analytical exposition text provided. By identifying the model, it is expected that students will be able to create their own analytical exposition text by paying attention on the generic structure and conjunctions.</p>

<p>Task 14</p>	<p>Instruction: <i>Rearrange the following jumbled paragraphs into a good analytical exposition text by labeling each paragraph which one is thesis, arguments and conclusion. Look at the example.</i></p> <p>Description: This task is designed to engage students rearrange the jumbled paragraphs provided into a good analytical exposition text. They should identify which paragraph is considered as thesis, arguments and conclusion. This task aims to train students about the generic structure of an analytical exposition text. It is expected that they will be able to create their own text systematically.</p>
<p>Task 15</p>	<p>Instruction: <i>In pairs, identify main ideas of each paragraph of the analytical exposition text in Task 14. Then, share it with another group.</i></p> <p>Description: In this task, students are asked to work in pairs and identify main ideas of each paragraph in the previous text in Task 14. By doing this task, it is expected that students will be able to create main ideas as designing the outline for their own text and able to elaborate the main ideas in the form of supporting sentences.</p>
<p>Task 16</p>	<p>Instruction: <i>Make sentences using these following conjunctions. You may use your dictionary. Then, show your sentences to your teacher to have feedback.</i></p> <p>Description: This task gets students to make sentences using several determined conjunction. After that, they should show the sentences to the teacher to get feedback on the grammar and vocabulary used. This task aims to prepare students create arguments for their own text.</p>
<p>Task 17</p>	<p>Instruction: <i>Change the verbs in the brackets with the correct forms of simple present tense. See the example below.</i></p> <p>Description: Students should change the verbs in the brackets in each sentence with the correct forms of simple present tense. By doing this task, it is expected that students will be able to identify and use simple present tense appropriately as they create an analytical exposition text.</p>
<p>Task 18</p>	<p>Instruction: <i>Find the mistakes in each sentence below. Then, correct them. Write down your answer on the board.</i></p> <p>Description: This task gets students work in pairs and correct the mistakes in each sentence provided. This task is dealing with simple present tense. It is expected that students will be able to identify the form of simple present tense so that when they create their own text, they are able to identify their sentences whether correct or not.</p>

Let's Collect Data	
Task 19	<p>Instruction: <i>Collect information by reading an article in the websites provided below. You should choose one website in line with your topic. After reading it, put all information that you will use to make arguments for your analytical exposition text in the table provided. Look at the example.</i></p> <p>Description: This task is designed to give students opportunities to collect information by reading an article in the websites provided. They should choose one website that is in line with their topic. By doing this task, it is expected that students will be able to collect arguments to help them create their analytical exposition text.</p>
Task 20	<p>Instruction: <i>Collect information by reading another article on the internet related to your topic in order to help you make arguments for your analytical exposition text.</i></p> <p>Description: Students are given opportunities to read another article on the internet that will help them make arguments for their analytical exposition text. It is expected that students will get a lot information in the form of arguments for their text.</p>
Let's Get Ready to Prepare and Analyze Data	
Task 21	<p>Instruction: <i>Select the arguments you have collected in Task 19 and 20 that you will include in your analytical exposition text. Put the arguments in the box below.</i></p> <p>Description: This task is designed to guide students to select information they have collected in the two previous tasks to be used in their analytical exposition text. By doing this task, it is expected that the students will be able to select and analyze which information they need to support their arguments.</p>
Task 22	<p>Instruction: <i>Make the outline of your analytical exposition text by designing main ideas of thesis, arguments and conclusion. Use the selected arguments in the previous task to elaborate your main ideas. You may consult your teacher as you find difficulties.</i></p> <p>Description: This task gets students to make an outline for their analytical exposition text using selected arguments in the previous task. They should make main ideas for each paragraph: thesis, arguments and conclusion.</p>
Let's Get Ready to Present the Final Product	
Task 23	<p>Instruction:</p>

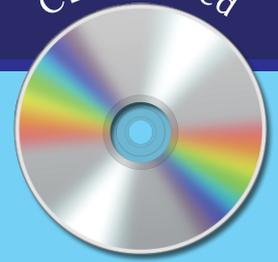
	<p><i>Write down your analytical exposition text based on the topic you have chosen. Use the outline you have designed in the previous task. Remember, you should use simple present tense and conjunctions.</i></p> <p>Description: This task gets students to write down their analytical exposition text based on the topic they have chosen in the beginning of the unit. They should use the outline they have designed in the previous task. By doing this task, it is expected that students will be able to elaborate the main ideas and to use simple present tense and conjunctions appropriately.</p>
Task 24	<p>Instruction: <i>In pairs, review your partner's analytical exposition text. Use the following guideline and answer the questions either Yes or No by giving a circle.</i></p> <p>Description: In this task, students are asked to do peer assessment. They should work in pairs and review their partner's analytical exposition text using the assessment guideline provided. By doing this task, it is expected that they will be able to identify the text and able to assess on several aspects. Further, this task engages students to develop their critical thinking.</p>
Task 25	<p>Instruction: <i>Give score on several aspects below and comments on your partner's text. Use the writing scoring rubric in the Appendix to guide you. After having feedback, revise your own analytical exposition text before reading it aloud in front of the classroom.</i></p> <p>Description: In this task students are given opportunities to give score and comments on several aspects on their partner's text before they read it aloud in front of the classroom.</p>
Let's Present the Final Product	
Task 26	<p>Instruction: <i>Practice reading your revised analytical exposition text in front of the classroom. While, your partner will give score on your performance in the table provided below.</i> <i>1 = very good, 2 = good, 3 = fair, 4 = poor and 5 = very poor</i></p> <p>Description: After having feedback from their friends and the teacher and have revised their text, students are asked to practice reading their analytical exposition text in front of the classroom, while their partner will give score on the performance using the guideline provided. This task aims to engage students to speak up with good pronunciation.</p>
Task 27	<p>Instruction: <i>After reading aloud the text, decorate and submit your analytical exposition text to your teacher in the next day for having feedback. After that, revise your text again till it gets ready to be exhibited.</i></p>

	<p>Description: After reading aloud their text, students are permitted to decorate the text and submit it to the teacher in the next school day for having feedback from the teacher and score probably. Then, they should revise it again before they exhibit the text. This task is designed to develop students' creativity and critical thinking.</p>
Task 28	<p>Instruction: <i>Work with all students in your classroom. Make a wall board and attach your analytical exposition texts on it. Then, in the exhibition day, you should explain your text to people who see and read your text.</i></p> <p>Description: This task gets all students in the classroom to work together. They should make a wall board and attach their analytical exposition text on it. Then, in the exhibition day they should explain their text to people who see and read their text. This project aims to develop cooperation among students and build self-esteem when they present their project.</p>
Let's Evaluate the Project	
Task 29	<p>Instruction: <i>Reflect on what you have learned from the project by answering the following questions.</i></p> <p>Description: This task is designed to give students opportunities to reflect what they have learned from the project by answering questions provided. By doing this task, it is expected that they will be able to do self-assessment on several aspects such as language focus, language skills, the content or subject matter, and so forth for the improvement in the future.</p>
Task 30	<p>Instruction: <i>Read the following text and try to get the points. Then, answer the comprehension questions as follows.</i></p> <p>Description: Students are given opportunities to propose suggestions for the improvement of similar project in the future.</p>

APPENDIX E.
THE FIRST DRAFT OF THE
MATERIALS

Based on Curriculum 2013

CD included



SCREEN

English for TV Program and Broadcast Engineering Students

for Vocational High School Grade XI
Semester I

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ENGLISH EDUCATION STUDY PROGRAM
YOGYAKARTA STATE UNIVERSITY
2016

PREFACE



SCREEN—English for TV Program and Broadcast Engineering Department—has been specifically developed to provide opportunities for students of TV Program and Broadcast Engineering Department at Vocational High School to study English. It is expected that this book can be one of instructional materials that the students can use to study English in TV Program and Broadcast Engineering context.

SCREEN consists of three units with different topics in reference to the Curriculum 2013 that is mainly used as the framework of the English instructional process today. Each unit of this book is organized based on the stages of Project-based approach adapted from Stoller (2002). The units cover integrated skills i.e. listening, speaking, reading and writing and provide the students with sufficient and meaningful language practice. Each unit has:



Let's Select the Topic consists of several tasks that function to lead the students to the topic of the project through guiding questions, vocabulary tasks and several topics of the project that should be selected.



Let's Determine the Final Product provides the students with information about the final product of the project that the students should complete in the English instructional process.



Let's Design the Project provides the students with a table through which the students have to plan and design activities that the students are going to carry out to complete the project.



Let's Get Ready to Collect Data consists of several tasks focused on language i.e. grammar, language function, text types, etc. The tasks will help the students to collect data in the next step.



Let's Collect Data will guide the students to collect data or information related to the topic of project particularly the students have chosen in the beginning of the unit. The tasks get the students to collect information from any sources.





Let's Get Ready and Analyze Data gets the students to analyze, select and organize information collected in order to complete the final product of project.



Let's Get Ready to Present the Final Product provides the students with several tasks that will help the students to prepare the final product presentation.



Let's Present the Final Product consists of several tasks which give the students opportunities to present the final product whether it is oral or written product.



Let's Evaluate the Project will help the students to know how far the students have learned in each unit. In this part, the students will make reflection on and make suggestions at the project.

Further, there are **Enrichment** and **Summary**. Enrichment gets the students to review what they have learned in the project through doing several tasks provided. Summary will provide the students with the short clear description about the main points of the project.

This student book is also completed by scoring rubric and listening transcript in the appendix. Then, an audio CD containing the recordings from every unit for listening practice is also included.

It is believed that the students will enjoy to use this book as well as become better English learners. Good luck!

Author





MAP OF THE BOOK

units/titles	basic competences	indicators	materials
<p>Unit 1</p> <p>Suggestions at TV Programs</p> <p>Page 1-22</p>	<p>3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>By the end of this lesson, students are able to:</p> <ol style="list-style-type: none"> 1. identify the purpose of making suggestions and offers 2. identify expressions of making suggestions in the conversation as well as the expressions to respond 3. use expressions of making offers in the conversation as well as the expressions to respond 	<p>Language Function</p> <ol style="list-style-type: none"> 1. making suggestions 2. making offers <p>Grammar</p> <ol style="list-style-type: none"> 1. the use of <i>should</i> 2. the use of <i>can</i> <p>Pronunciation</p> <p>Pronouncing words related to making suggestions and offers at TV programs</p> <p>Vocabulary</p> <p>Words related to making suggestions and offers at TV programs such as <i>should, can, may, shall, would, matter, idea, pleasure, etc.</i></p>



units/titles	basic competences	indicators	materials
<p>Unit 2</p> <p>Opinions on TV Programs</p> <p>Page 23-44</p>	<p>3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>By the end of this lesson, students are able to:</p> <ol style="list-style-type: none"> 1. identify the purpose of asking and giving opinions 2. identify expressions of asking and giving opinions in the conversation 3. use expressions of asking and giving opinions in the conversation 	<p>Language Function</p> <ol style="list-style-type: none"> 1. asking opinions 2. giving opinions <p>Grammar</p> <p>phrases to give opinions such as <i>of I think, I suppose, in my opinion..., what I mean is..., etc.</i></p> <p>Pronunciation</p> <p>Pronouncing words related to ask and give opinions related to TV programs</p> <p>Vocabulary</p> <p>Words related to asking and giving opinions TV programs such as <i>opinion, think, concerned, reckon, compelled, humble, etc.</i></p>



units/titles	basic competences	indicators	materials
<p>Unit 3</p> <p>Television: The Good and The Bad</p> <p>Page 45-68</p>	<p>3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>3.2. Teks Eksposisi Analisis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>By the end of this lesson, students are able to:</p> <ol style="list-style-type: none"> 1. identify the purpose of an analytical exposition text 2. identify the generic structure of an analytical exposition text 3. use the simple present tense to persuade readers by arguing one side of issue and form arguments using conjunctions or conjunctive adverbs appropriately 	<p>Text Types Analytical Exposition Text</p> <p>Grammar</p> <ol style="list-style-type: none"> 1. simple present tense 2. conjunctions <p>Pronunciation Pronouncing words related to the good and the bad of television</p> <p>Vocabulary Words related to the good and the bad of television such as <i>watch</i>, <i>impact</i>, <i>switch</i>, <i>broadcast</i>, <i>interfere</i>, etc.</p>



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UNIT 1

SUGGESTIONS AT TV PROGRAMS



In our daily life, we always need someone else's suggestions and offers in the form of ideas, solutions, advice, help, and so forth. Do you think making suggestions and offers are important? At the end of this unit, you are expected to be able to make suggestions and offers in relation to TV programs.

Picture 1. www.emmagem.com

Picture 2. www.wnglishwifi.com

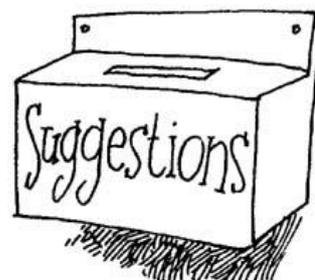
Picture 3. Belajaringgris.net



Task 1

Answer the following questions based on your personal experience. Then, share it with your partner.

1. Have you ever made suggestions to someone? If so, what did you suggest?
2. What were expressions you used to make suggestions to someone?
3. Have you ever made offers to someone? If so, what did you offer?
4. What were expressions you used to make offers to someone?
5. Do you think that making suggestions and offers have benefits? If so, mention three of them and if possible give several examples in the daily life.



www.clipartpanda.com



Task 2

In this unit, you will have a video recording project that should be completed in pairs. Choose your partner and select one of the following topics.

No.	making suggestions	making offers
1.	making suggestions to watch news programs on TV	offering help to look for the channel for news programs on TV
2.	making suggestions to watch talk shows on TV	offering help to look for the channel for talk shows on TV
3.	making suggestions to watch documentary programs on TV	offering help to look for the channel for documentary programs on TV



Task 3

At the end of your project, you will make a final product. Read the following information related to your final product.

You and your partner will make a video recording in the form of a dialog about making suggestions and offers related to the topic you both have chosen in the previous task. For instance, you choose topic number 1, then, your dialog later will be about making suggestions to watch news programs on TV and offering help to look for the channel.

www.projectsart.co.uk





Let's Design the Project



To complete the project, you have to plan activities you are going to carry out. In pairs, complete the table below to structure your project.

Steps	What information will you need to complete the project?	How will you get the information?	When will you collect the information?
preparing to collect data		1. doing language tasks in this unit 2. 3.	
collecting data		1. going to several websites in relation to the topic and reading the articles there 2. 3.	
preparing and analyzing data		1. going to several websites in relation to the topic 2. 3.	
preparing to present data		1. doing the tasks in this unit 2. 3.	
presenting data		1. doing the tasks in this unit 2. 3.	
evaluating data		1. doing the tasks in this unit 2. 3.	





Work in pairs. Listen to a conversation between Lisa and Alan on the recording. Then, read the following statement about the conversation. Write C for true and write X for false statement. Make correction for each false statement. The listening script is in the Appendix.

statements	C/X	corrections
1. Alan asks Lisa to watch Civil Wars in the cinema.		
2. Lisa refuses Alan's suggestion to watch Civil Wars.		
3. Habibie from Mataram River is a reality show on TV.		
4. Lisa knows the program from a magazine.		
5. Lisa accepts Alan's suggestions to ask Brian to join.		



On the recording in the previous task, you heard the following words. Now, study how the words are pronounced by repeating your teacher.

words	pronunciation
cousin (noun)	/ˈkʌz. ə n/
department (noun)	/dɪˈpɑ:t.mənt/
documentary (noun)	/ˌdɒk.jʊˈmen.t ə r.i/
matter (noun)	/ˈmæt.ə r/
schedule (noun)	/ˈʃed.ju:l/



On the recording in Task 6, you heard several expressions used by the speakers to make suggestions. Now, study the following information about other expressions of making suggestions and how to respond them.

Giving Suggestions

Suggest means to mention an idea, possible plan or action for other people to consider. While, suggestions are ideas, plans or actions that are suggested or the act of suggesting it. Suggestions can be in the form of solutions, advice, plans and ideas. The common expressions to make suggestions is using "should." Here are the examples and things to remember about making suggestions.

- They **should show** a documentary on the desert in front of their teacher.
- The documentary **should present** the real situation happened in the savannah.



Things to remember about making suggestions:

1. The verb "suggest" can be followed by either:

- should + verb : I suggest (that) *we should go* to the theater.
- a verb (in the subjunctive form) : I suggest (that) *we go* to the movies.

2. "That" is optional:

- "I suggest **that** we should watch the breaking news." OR
- "I suggest we should watch the breking news."

3. The use of "should"

a. Positive and Negative Statement

Subject + Should/Should not + Base form of verb + O

Examples:

- You **should ask** yourself exactly what you want from a job as a producer.
- You **should not watch** TV programs that provide violence.

b. Yes/No Questions

Should + Subject + Base form of verb + O?

Examples:

- Should I change the TV channel?
- Should we take the video here?

Other expressions to make suggestions:

- Let's try to make docudrama at home.
- What about going to the film festival tonight?
- How about compiling some facts for a documentary?
- Why don't we take the portable broadcast camera?
- Couldn't we invite your uncle to our exhibition?
- Shall we have a walk along the river to haunt the location?
- What would you say to a cup of coffee?
- Don't you think it is a good idea to watch TV?
- Does it matter if we use Ana's camera?



www.myenglishpages.com

Accepting suggestions:

- Ok. Yes, let's do that.
- Yes, I'd like to.
- What a good idea!
- Why not?
- Yes, with pleasure.
- Yes, I feel like taking a walk.
- That sounds like a good idea.

Refusing suggestions:

- No, let's not.
- No, I'd rather not.
- I don't feel like it.
- I dislike going for a walk.
- What an awful/bad idea!





Change each sentence below into the positive, negative and/or question form. See the following example.

- (+) **They should submit** the documentary project at the end of this month.
- (-) **They should not submit** the documentary project at the end of this month.
- (?) **Should they submit** the documentary project at the end of this month?

1. (+) We should watch the talk show because the topic is relevant to our homework.
(?)
2. (-) You should not watch the movie for it contains violence.
(?)
3. (-)
(?) Should I turn the television down and look for another program?
4. (+) We should finish our homework before watching the reality show on TV.
(?)
5. (+)
(?) Should they show more documentaries on TV instead of all the reality shows?



Work in pairs. Listen to the conversation between Dita and Dinda on the recording to find the answers to these questions. The listening script is in the Appendix.

1. Who looks so sad? Why?
Answer :
2. What did Dita suggest to Dinda?
Answer :
3. How is the program according to Dita?
Answer :
4. Where and what time will the program be on?
Answer :
5. Did Dinda accept Dita's suggestions?
Answer :





Choose the correct answer by putting a tick (✓) in the box.

1. Why _____ go to the documentary film festival tonight?
 - don't we
 - don't we to
 - don't
2. Let's _____ for a meal before watching the talk show at JEC.
 - to go out
 - going out
 - go out
3. How about _____ at Old Trafford Stadium this weekend?
 - to watch Manchester United vs Chelsea
 - watch Manchester United vs Chelsea
 - watching Manchester United vs Chelsea
4. Why _____ breaking news about the train accident on TV?
 - don't watch
 - don't you watch
 - not you watch
5. We _____ the ticket of the talk show while you buy popcorn.
 - could buy
 - couldn't buy
 - must have bought
6. _____ to the agent this afternoon to book our ticket for the documentary film festival.
 - Let's going
 - Let's to go
 - Let's go
7. What _____ your brother to join us watching the talk show at JCC?
 - about asking
 - about to ask
 - about ask
8. How _____ to Yogyakarta for our news report?
 - about going
 - about to go
 - about you going
9. I _____ all the factors into consideration to be a good news anchor.
 - suggest you taking
 - suggest you to take
 - suggest you take
10. Let's _____ soon to do our English project.
 - getting together
 - to get together
 - get together





Listen to several talks on the recording. Then, answer the following questions based on the recording. The listening script is in the Appendix.

- | | |
|----|---|
| 1. | a. watch football match in the stadium
b. play football in the field
c. watch football match on TV
d. do nothing at home |
| 2. | a. buy a new camera
b. talk to his teacher
c. talk to the seller
d. borrow a camera from his friend |
| 3. | a. The man knows where the comedy program will be on.
b. The man gets bored with the TV program he is watching.
c. The man refused the suggestion to watch a comedy program on TV.
d. The man accepted the suggestion to watch a comedy program on TV. |
| 4. | a. go to the cinema alone
b. write the school news report
c. watch another movie at the cinema
d. pick up the woman to watch a new movie at the cinema |
| 5. | a. to avoid Mr. Ludwiki
b. to finish the documentary film
c. to tell Mr. Ludwiki about the documentary film
d. to help Mr. Ludwiki finishing the documentary film |



Listen to a talk on the recording. Then, work in group of three and complete the dialog below with appropriate expressions as you heard. The listening script is in the Appendix. As you finish, act the dialog out in front of the classroom.

- Emma : Ria, Arum, I have found an English program on TV for our assignment.
Arum : Really? What is that?
Emma : 1) _____ you watch Indonesia Now.
Ria : What kind of program is that?
Emma : It is a news program.
Arum : 2) _____
Ria : When and where will the program be broadcasted?
Emma : Sunday morning at 9 a.m. on Metro TV.
Arum : Great. 3) _____ it together at my house.
Ria : 4) _____ We need to bring our observation sheet as well.
Emma : 5) _____ We can also discuss the program.
Ria : 6) _____
Arum : Sorry, 7) _____
I will prepare birthday party for my brother. Will you join?
Emma : 8) _____ What about you Ria?
Ria : Okay. 9) _____
Arum : Okay. See you on Sunday morning, girls.





The following situations need solutions. Work in pairs to make suggestions for each situation.

Situation : Your friend wants to watch a documentary program on TV. Make your suggestion.

Your suggestion:

.....

.....

Situation : Your brother is bored. Make suggestion to join watching football match on TV.

Your suggestion:

.....

.....

Situation : Your sister has nothing to do. You suggest her a good news program to watch.

Your suggestion:

.....

.....

Situation : Your father likes English talk shows so much. Suggest the talk show to your father.

Your suggestion:

.....

.....

Situation : Your sister is looking for a music program on the international TV channel. Make your suggestion.

Your suggestion:

.....

.....





Giving suggestions is usually followed by offering something. Now, study several expressions used to offer something as well as expressions to respond them.

Making Offers

To offer means when someone asks you if you would like to have something or if you would like them to do something. To offer means to give help, food or money. It can be taken or refused.

Making offers:

- Can I help you?
- May I give you a hand?
- Can I edit the video for you?
- Would you like another camera?
- Shall I help you with your final project?
- How about I help you with your homework?
- Shall I bring you some coffee and piece of cake?

Accepting offers:

- Yes, please. I really appreciate it.
- Thank you, it is very kind of you.
- Thank you, I appreciate your help.
- Yes, please, that would be very kind of you.

Refusing offers:

- It is okay, I can do it myself.
- No, thank you.
- No, thanks. I don't want another helping.
- Don't worry, I will do it myself.
- That's alright, I will manage on my own.

Things to remember about offers:

Can /Will/Shall+ Subject + Base form of verb + O ?

Examples:

- Can I help you with your project?
- Will you compile the videos for the documentary?
- Shall we take you to the documentary film festival?



Listen to a conversation on the recording. Then, choose one the best answer for each question below. The listening script is in the Appendix.

1. What is Ida doing?
 - a. She is watching a movie.
 - b. She is making a short movie.
 - c. She is doing her homework
 - d. She is editing a short movie

2. What is Udin going to do?
 - a. He is going to do his homework.
 - b. He is going to walk to his house.
 - c. He is going to leave Ida alone.
 - d. He is going to help Ida.
3. What is the problem that Ida encounters?
 - a. The computer is broken.
 - b. She forgets where she puts the video.
 - c. Her brother does not have another program.
 - d. The editing program makes the computer run slower.
4. What is offered by Ida?
 - a. a cup of tea and a cake
 - b. a glass of water and an orange
 - c. a bottle of cola and a cake
 - d. a cup of coffee and an orange
5. What is he going to do next?
 - a. accepting the coffee and the orange
 - b. refusing a coffee and accepting the cake
 - c. accepting the tea and refusing the cake
 - d. refusing the tea and accepting the orange



Listen to the recording. Then, in pairs, complete the dialog below with expressions as you heard. The listening script is in the Appendix. As you finish, act it out with your partner in front of the classroom.

- Citra : What are you doing, mom?
 Mom : Watching TV, dear.
 Citra : What are you going to watch?
 Mom : Stand Up Comedy Indonesia. Do you know that?
 Citra : Yes. It is a famous reality show coming up.
 Mom : Yeahh. But, I can't find the channel.
 Citra : 1) _____ to look for the channel, mom?
 Mom : 2) _____, dear.
 Citra : Moment. (switching the channel using the remote).
 If I am not mistaken the program is broadcasted on Kompas TV.
 Nah, here it is. Is that right?
 Mom : Yes. Definitely. Thank you so much, dear. Will you join to watch?
 Citra : Yes. But, 3) _____ for you and me?
 Mom : Yes, please, 4) _____.
 Citra : Shall I bring you a cake from auntie as well?
 Mom : 5) _____, dear. It is on the dining table.
 I'll take it by myself.



Offer your help for each situation below. Then, read it aloud in front of the classroom.

1. Situation: Your father cannot find the channel for his favorite talk show.
Offer your help to find the channel.
You say :

2. Situation : Your neighbor buys a new TV and need help to set the order of the channel. Offer your help.
You say :

3. Situation : Your friend gets confused where the documentary film is broadcasted. Offer your help to find the channel.
You say :

4. Situation : Your brother cannot find the channel for football match between Chelsea and Arsenal. Offer your help to him.
You say :

5. Situation : Your mother cannot find the channel for a cooking program on TV. Offer your help to her.
You say :



While listening to the recording, complete the dialog below with appropriate expressions in pairs. The listening script is in the Appendix. As you finish, act the dialog out in front of the classroom.

- Rudi : What are you doing, dad?
Mr. Anton : Well, I am watching TV, dear. But it seems there is no interesting program.
Rudi : I see. 1) _____ English Premier League? If I am not mistaken, there will be a big match between Manchester United vs Manchester City.
Mr. Anton : Really? 2) _____. What football club will you support?
Rudi : Of course, Manchester United. How about you, dad?
Mr. Anton : Well, I like blue, then I will support Manchester City. We're in the opposite side.
Rudi : No problem. Let's see who will win this match.
Mr. Anton : Anyway, how can I always update the news of football?
Rudi : Well, I think 3) _____ One Stop Football Program on Trans 7.
Mr. Anton : What is it like?
Rudi : It is a football news program. There will be a preview, review and other news of football in the world. It broadcasted every Saturday and Sunday at 2 p.m.
Mr. Anton : 4) _____ Alright. Anyway, when and where will the big match be on?
Rudi : It is on SCTV at 8 p.m. which means...five minutes left. 5) _____
Mr. Anton : Yes, please. That would be very kind of you.





In pairs, collect information by reading an article in the websites provided below. You should choose one website that content a list of TV programs in line with your topic. Then, put all information that will help you make suggestions and offers in your dialog in the table below. Look at the example.

1. News program:

<http://www.tv.com/shows/category/news/>

2. Talk show:

<http://www.tentik.com/top-10-talkshow-sumber-inspirasi-di-televisi-Indonesia/>

3. Documentary program:

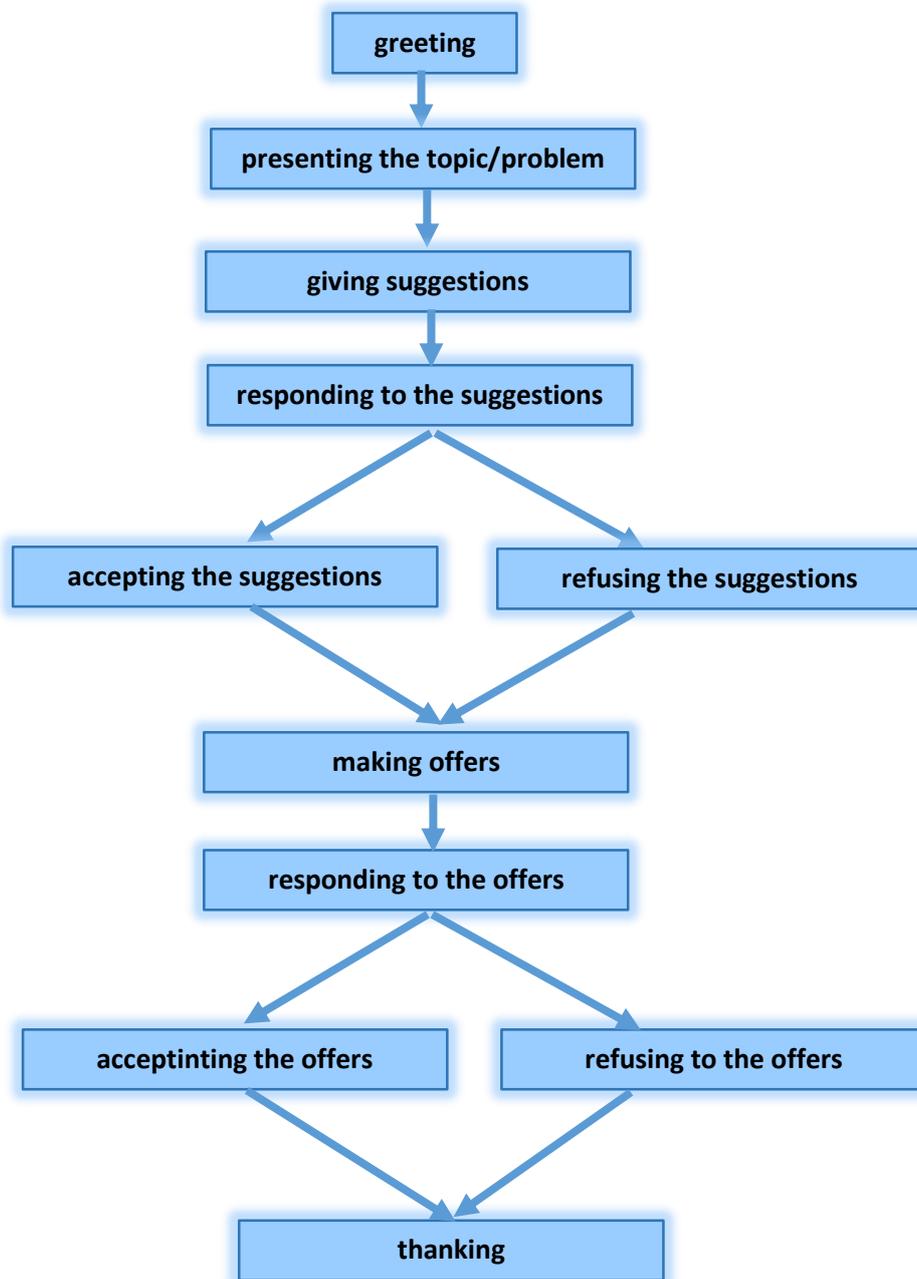
<http://www.goethe.de/ins/id/lp/prj/dns/dfm/ind/enindex.htm>

the list of TV programs that you may recommend					
No.	Topics	What are the names of the TV programs	Where will the TV programs be on?	What time will the TV programs be on?	Why do you suggest the TV programs?
1.	News Programs	CBS Evening	News BBC Channel	7 p.m.	This program covers both international and domestic news.
2.	Talk Shows				
3.	Documentary Programs				





Work in pairs. After selecting TV programs you will use to create a dialog of making suggestions and offers, design the outline of your dialog by following the diagram below. Then, put your outline in the table on the next page.



parts	your expressions	your response
opening	1. greeting: 2. presenting the topic/problem:	1. responding to greeting: 2. responding to the topic/problem:
giving suggestions	expression 1: expression 2: expression 3:	responding to expression 1: responding to expression 2: responding to expression 3:
making offers	expression 1: expression 2: expression 3:	responding to expression 1: responding to expression 2: responding to expression 3:
closing	thanking:	responding to thanking:





Let's Get Ready to Present the Final Product



In pairs, create a dialog and take turns making suggestions and offers related to the topic you have chosen in the beginning of this unit. Use the outline you have designed in the previous task.

A large rectangular area enclosed by a dashed red border, intended for students to write their dialog.





Try to practice your dialog in front of the classroom for having feedback from your teacher and friends before you both video tape it at home. They will give score on your performance using the speaking scoring rubric in the Appendix as the guideline.

student's name	fluency	accuracy	vocabulary	pronunciation	expression
general comments:					



Let's Present the Final Product



Practice the dialog of making suggestions and offers you have made in the previous task with your partner at home. Ask someone to videotape your practice. Make sure you do not bring your text while practicing. You may design the setting. Hand in your video to your teacher in the next school day.



Let's Evaluate the Project



Reflect on what you have learned from the project by answering the following questions.

1. What have you learned from the project in terms of language?

.....

2. What skills have you learned from the project?

.....



3. What have you learned from the topic (subject matter) you have chosen?

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

4. What do you like the most from the project in this unit?

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

5. How do you feel after completing the project in this unit?

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



Make suggestions for the similar project in the future in the box below.

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





Listen to the conversation between Mr. Andre and Joni on the recording. Then, tick (✓) on each statement you consider it correct based on the recording you have heard. The listening script is in the Appendix.

- Joni offers help to Mr. Andre to edit the opening part of the video.
- Mr. Andre offers help to Joni to edit the opening part of the video.

- It is a video of the school talk show.
- It is a video of department profile.

- Mr. Andre is in hurry to go to a class for teaching.
- Mr. Andre is in hurry to go to a meeting.

- The video is in Joni's computer.
- The video is in Mr. Andre's computer.

- Mr. Andre suggests they should watch Mata Najwa talk show.
- Joni suggests they should watch Mata Najwa talk show.

- Joni accepts Mr. Andre's suggestion.
- Joni refuses Mr. Andre's suggestion.



Make suggestions or offer your help to each situation below. Then, share it with your classmates in front of the classroom.

1. Your sister is looking for a news program on TV. Make a suggestion at a news program which is on.
You say:

2. Make a suggestion to Mr. Basuki who wants to watch a documentary film in the cinema.
You say:

3. Dina likes a sitcom so much. Make a suggestion at the best sitcom on TV.
You say:

4. Rico wants to watch a cartoon program which is on. Offer your help to find the channel.
You say:

5. Your mother wants to watch a cooking program on TV. Offer your help to find the channel.
You say:





With your partner, make a dialog of making suggestions and offering help at home. You both may choose one of the following topics. Then, practice it. Make sure you don't have the text with you while practicing. Ask someone to videotape your performance. Hand in your video in the next school day.

1. make a suggestion at a nature program and help your partner to find the channel on TV
2. make a suggestion at a cooking program and help your partner to find the channel on TV
3. make a suggestion at a sport program (a football match) and help your partner to find the channel on TV



Summary

Giving Suggestions

To suggest means to mention an idea, possible plan or action for other people to consider. Therefore, suggestion is an idea, plan or action that is suggested or the act of suggesting it. Suggestions can be in the form of solutions, advice, plan and idea.

Making suggestions:

- Let's try to make docudrama at home.
- What about going to the film festival tonight?
- How about compiling some facts for a documentary?
- Why don't we take the portable broadcast camera?
- Couldn't we invite your uncle to our exhibition?
- Shall we have a walk along the river to haunt the location?
- What would you say to a cup of coffee?
- Don't you think it is a good idea to watch TV?
- Does it matter if we use Ana's camera?

Responding to Suggestions

Accepting suggestions:

- Ok. Yes, let's do that.
- Yes, I'd like to.
- What a good idea!
- Why not?
- Yes, with pleasure.
- Yes, I feel like taking a walk.
- That sounds like a good idea.

Refusing suggestions:

- No, let's not.
- No, I'd rather not.
- I don't feel like it.
- I dislike going for a walk.
- What an awful / bad idea



Making Offers

Offers mean when someone asks you if you would like to have something or if you would like them to do something. Offers mean to give help, food or money. It can be taken or refused.

Making offers:

- Can I help you?
- May I give you a hand?
- Can I edit the video for you?
- Would you like another camera?
- Shall I help you with your final project?
- How about I help you with your homework?
- Shall I bring you some coffee and piece of cake?

Responding to Offers

Accepting offers:

- Yes, please. I really appreciate it.
- Thank you, it is very kind of you.
- Thank you, I appreciate your help.
- Yes, please, that would be very kind of you.

Refusing offers:

- It is okay, I can do it myself.
- No, thank you.
- No, thanks. I don't want another helping.
- Don't worry, I will do it myself.
- That's alright, I will manage on my own.

Did You Know

The most watched TV broadcasts are typically global events such as the Olympics and Football World Cup.

Source: www.sciencekids.co.nz



UNIT 2

OPINIONS ON TV PROGRAMS



Picture 1. www.gettyimages.com

Picture 2. www.joshbenson.com

There are many TV programs. They can be in news, documentary, reality show, cartoon, series, talk show, comedy, sitcom, etc. What is your opinion about TV programs at this moment? Are they good or bad? At the end of this unit, you are expected to be able to ask and give opinions particularly about TV programs.



Answer the following questions based on your personal experience. Then, share it with your partner.

1. Have you ever asked and/or given opinions orally?
2. Have you ever asked and/or given written opinions?
3. Do you think that asking and giving opinions have benefits? If so, please explain.
4. Have you ever asked and/or given opinions about TV programs?
5. What is your opinion about TV programs in Indonesia right now?



Look at the list of TV programs below. Which programs interest you most? Put ticks (✓) on them.

- | | |
|---|--|
| <input type="checkbox"/> nature | <input type="checkbox"/> fitness or exercise |
| <input type="checkbox"/> documentary | <input type="checkbox"/> soap opera |
| <input type="checkbox"/> news | <input type="checkbox"/> talk show |
| <input type="checkbox"/> game | <input type="checkbox"/> sitcom |
| <input type="checkbox"/> home improvement | <input type="checkbox"/> comedy |
| <input type="checkbox"/> reality show | <input type="checkbox"/> cooking |
| <input type="checkbox"/> cartoon | <input type="checkbox"/> sports |



Match each type of the following TV programs with appropriate definitions by drawing a line. Number one has been done for you.

TALK SHOW	It gives you the latest information about current event.
NEWS	People talk about very personal and private things in their lives.
DOCUMENTARY	It is a television program about ordinary people who are filmed in real situations.
SITCOM	It tells you about life in our planet, history, and geography.
REALITY SHOW	A number of programs about the same situations or the same characters in different situations.





In pairs, mention several TV programs based on the categories in the table below. You may mention local or international TV programs.

news	talk show	documentary	sitcom	soap opera



In this unit, you will have a project that should be completed in pairs. Choose your partner and select one of the following topics.

1. soap operas on TV
2. reality shows on TV
3. documentary programs on TV
4. talk shows on TV



Let's Determine the Final Product



At the end of your project, you will make a final product in pairs. Read the following information related to the final product.

You and your partner will make a video recording in the form of a dialog of asking and giving opinions about a topic you both have chosen in the previous task. For instance, if you choose topic number 1, therefore, your dialog later will include asking and giving opinions about a soap opera on TV.





Let's Design the Project



To complete the project, you have to plan activities you are going to carry out. In pairs, complete the table below to structure your project.

Steps	What information will you need to complete the project?	How will you get the information?	When will you collect the information?
preparing to collect data		1. doing language tasks in this unit 2. 3.	
collecting data		1. going to several websites in relation to the topic and reading the opinion articles there 2. 3.	
preparing and analyzing data		1. going to several websites in relation to the topic 2. 3.	
preparing to present data		1. doing the tasks in this unit 2. 3.	
presenting data		1. doing the tasks in this unit 2. 3.	
evaluating data		1. doing the tasks in this unit 2. 3.	





Work in pairs. Listen to the conversation on the recording. Then, state if the following statements are true or false based on the recording. Make correction for each false statement. The listening script is in the Appendix.

statements	T/F	corrections
1. Rio is late to come to the music studio.		
2. CID is Rio's favorite TV program.		
3. CID is broadcasted on Sony channel.		
4. Rio thinks that CID is very thrilling.		
5. Rio also likes Science of Stupid.		



On the recording in the previous task, you heard these following words. Now, study how the words are pronounced by repeating your teacher.

words	pronunciation
curious (adj)	/ˈkjʊə.ri.əs/
detective (noun)	/dɪˈtektɪv/
favorite (adj)	/ˈfeɪ.v ə r.ɪt/
investigation (noun)	/ɪnˌves.tɪˈgeɪ.ʃ ə n/
thrilling (adj)	/ˈθrɪl.ɪŋ/



On the recording in Task 8, you heard several expressions used by the speakers to ask and give opinions. Now, study the following information about other expressions of asking and giving opinions.

Asking someone's Opinions

- What is your opinion about....?
- What is your idea about...?
- What do you think about....?
- What is impression by looking at....?
- How do you feel about....?
- Do you think...?
- How do you like....?
- How about/ what about....?



www.linkedin.com



Giving Opinions

Personal Point of View

- In my opinion ...
- What I mean is....
- I think ...
- Personally, I think ...
- In my experience ...
- According to me ...
- I strongly believe that ...
- As far as I am concerned ...
- From my point of view ...
- As I understand ...
- As I see it ...
- I reckon ...
- I am compelled to say ...
- By this I mean ...
- To my mind ...
- In my humble opinion ...
- I would like to point out that ...

General Point of View

These expressions are used to show general point of view aimed to create of a balance in writing and helps to avoid absolute statements.

- Most people do not agree....
- Almost everyone ...
- Some people say that....
- Some people believe ...
- Of course, many argue ...
- Generally it is accepted ...
- Majority disagree with ...
- It is sometimes argued ...
- It is considered....
- While some people believe...



Task 11

Listen to a conversation on the recording. Then, answer the questions below in pairs. The listening script is in the Appendix.

1. What is the kind of TV program which Bella likes most?
 - a. documentary
 - b. news report
 - c. soap opera
 - d. talk show
2. What is the name of the program?
 - a. Indonesia Now
 - b. Talk Indonesia
 - c. Hot Indonesia
 - d. Indonesia Insight
3. Which one is **NOT** Bella's opinion?
 - a. The program is useful for someone because it is delivered in English.
 - b. The issues talked about enable the listeners to explore their insight.
 - c. The discussion is carried out in communicative way.
 - d. The presenter deliver the program seriously.



ielts-upc.com



4. Who is the presenter of the program?
 - a. Darren Tanaka
 - b. Darren Tanonaka
 - c. Dalton Tanonaka
 - d. Dalton Tanaka
5. When is the program broadcasted?
 - a. in the morning
 - b. in the afternoon
 - c. in the evening
 - d. at night



mrswarnerarlington.weebly.com



In pairs, listen to a conversation on the recording and answer the following questions based on the information you have heard. The listening script is in the Appendix.

1. When is the reality showing on TV? What channel is showing the program?
 - a. at 7.00 on channel 5
 - b. at 7.30 on channel 7
 - c. at 8.00 on channel 11
2. Why does the man not want to watch the reality show?
 - a. He watched the same program last week.
 - b. He isn't interested in show's theme.
 - c. He wants to go swimming instead.
3. How does the man feel about watching Star Wars on TV?
 - a. He wouldn't mind seeing it again.
 - b. He's like to watch if he had more time.
 - c. He'd prefer to watch something else.
4. Which statement best describes the man's feeling about watching the home improvement show?
 - a. He doesn't want to watch because his wife will expect him to fix things around the house.
 - b. He thinks that he will be able to a get a better job by learning from the show.
 - c. He thinks it is easier to get someone else to repair their problems around the house.
5. What do Paul and Brenda decide to watch?
 - a. a TV drama
 - b. a sport event
 - c. a talk show

All television is educational television. The question is: what is it teaching? ~ Nicholas Johnson





The following words and phrases are mentioned on the recording in the previous task. Now, look for the meanings in Indonesian. You may use your dictionary or ask your teacher for help.

words and phrases	meanings in Indonesian
beat (<i>adj</i>)	
get into something (<i>phrase</i>)	
hit the sack (<i>phrase</i>)	
rerun (<i>noun</i>)	
suspense (<i>noun</i>)	
zillion (<i>noun</i>)	



Listen to several talks on the recording. Then, answer the following questions based on the recording. The listening script is in the Appendix.

- It will end in New Year.
 - It will be broadcasted after New Year.
 - It will end at the last day of the year.
 - It will be broadcasted at the beginning of the year.
- The talk show is good for teachers.
 - The talk show is not good as other talk shows.
 - The talk show is good for listening input
 - The talk show is not good for students.
- because the reality show helps rich people to rent their apartment
 - because the reality show makes poor people having a new house
 - because the reality show gives rich people a new apartment
 - because the reality show helps poor people to renovate their house
- It is boring.
 - It is wonderful.
 - It is disgusting.
 - It is invisible.
- It is the best sitcom she has ever watched.
 - It is the worst sitcom ever in Indonesia.
 - It does not like the sitcom.
 - It contains of violence.





Before you listen to the dialog in the next task, study how the following words, which will appear on the recording, are pronounced by repeating your teacher. Then, look for the meanings in Indonesian. You may use your dictionary.

words	pronunciation	meanings in Indonesia
benefit (<i>verb</i>)	/ˈben.ɪ.fɪt/	
convey (<i>verb</i>)	/kənˈveɪ/	
develop (<i>verb</i>)	/dɪˈvel.əp/	
encouraging (<i>adj</i>)	/ɪnˈkʌr.ɪ.dʒɪŋ/	
enough (<i>adv</i>)	/ɪˈnʌf/	
entertainment (<i>noun</i>)	/en.təˈteɪn.mənt/	
waste (<i>verb</i>)	/weɪst/	



Listen to a conversation on the recording. Then, in pairs, complete the dialog below with expressions as you heard. The listening script is in the Appendix As you finish, act the dialog out in front of the classroom.

- Bobby : For how many hours do you watch TV everyday?
 Alvin : Mostly for one hour. On holidays I may watch for even two hours or more.
 Bobby : 1) _____?
 Alvin : I watch it for information and entertainment.
 Bobby : Do you watch movies too?
 Alvin : I don't have enough time to watch movies. I hardly watch one movie a month.
 Bobby : 2) _____ about movies? Are they good for our society?
 Alvin : 3) _____ most of them are not good. They waste our time and energy.
 People don't learn anything good from them.
 Bobby : Which is your favorite TV channel?
 Alvin : ESPN since I am very interested in sports.
 Bobby : 4) _____, what do you expect from TV programs?
 Alvin : Personally, I think a TV program should be informative and encouraging. It should help us develop our personality. 5) _____? What is your favorite TV channel?
 Bobby : I like Discovery, History and some news channels.
 Alvin : I see. 6) _____ TV really benefits our society?
 Bobby : 7) _____, TV is both beneficial and harmful. Good programs help us to live a better life.
 Bad and vulgar programs have negative effect on us.
 Alvin : Is TV changing our kids too?
 Bobby : 8) _____ that is changing. It is improving their brain power.
 But some programs may have a very bad impact on their psychology.
 Alvin : Well. 9) _____? Are they good for kids?
 Bobby : 10) _____ most of the cartoon movies can refresh their mind.
 Such films can convey a powerful message in very simple way.





Work in pairs. Rearrange the following jumbled expressions into a good dialog by giving numbers in each circle. Number one has been done for you. As you finish, act it out in front of the classroom.

Harry: I'm afraid I already have plans. Mata Najwa has an interesting topic to talk about with two outstanding guests tonight. I don't want to miss today's episode.



Rudi: Hi, Harry. Are you free tonight? Let's go to the launching of Midnight Cafe next to our school.

1

Harry: It's about education. Study at the university. The guests are the minister of Primary and Secondary Education, Mr. Anies Baswedan and Maudy Ayunda. Do you know her?



Rudi: Hmm...I see. Okay, then. Why are you so interested in? What is the topic tonight? Who are the guests?



Harry: Yes, you're right. She is gorgeous and smart. Personally, I think she is an successful artist in the academic and carrier.



Rudi: Yes, sure. She is a students of Oxford University and also an indonesian singer. right?



Harry: Absolutely. As I see it, the talk show is very educated. The topic discussed is always something coming up. The host and the guests do not only talk about the topic and the problems within, but also discuss the way to overcome.



Rudi: Sounds great. Hmm...I think I want to join with you to watch that talk show since the discussion will be very useful for us to give insight about studying at the university.



Harry: Yes, sure. Just come to my house. The talk show will be on at 8 p.m. See you later.



Rudi: Hmm...I do believe that the talk show will be very interesting. Anyway, what do you think about the talk show? It is very famous, right?





Before listening to the dialog in Task 19, study how the following words are pronounced by repeating you teacher in order to prepare yourself doing the next task. Then, look for the meanings in Indonesian.

words	pronunciation	meanings in Indonesian
appeal (<i>verb</i>)	/ə'pi:l/	
attract (<i>verb</i>)	/ə'trækt/	
distinctive (<i>adj</i>)	/dɪ'stɪŋk.tɪv/	
notable (<i>adj</i>)	/'nəʊ.tə.bl/	
packaging (<i>noun</i>)	/'pæk.ɪ.dʒɪŋ/	



Work in pairs and complete the following dialog with appropriate expressions as you listen to the recording. The listening script is in the Appendix. Once you finish, act it out in front of the classroom.

- David : Hey Wina! How are you?
 Wina : Hey David. I'm good and you?
 David : I'm fine too. Hey, listen. Did you watch Mata Najwa last night? Two days ago you suggested I should watch your favorite talk show, right? You know, it was my first time watching it since I came back to Indonesia.
 Wina : Yes, I did. I never miss it. So, 1) _____?
 David : 2) _____ the talk show has become one of the most popular talk show in Indonesia. Is that right?
 Wina : Yes, you are absolutely right. What makes you say like that?
 David : Well, 3) _____, the talk show was very unique and distinctive in comparison with other similar programs that I have ever watched here.
 Wina : Hmm..I ever read an article on the internet about this talk show. It told me that the show's success in continuously attracting audiences cannot be separated from some notable points. One is the host of the talk show. Do you know her?
 David : Yes. Najwa Shihab, right? 4) _____, she has strong character that makes the show appealing and more dynamic to the audiences.
 Wina : Yes, I totally agree with you. Then, the next important aspect of the show is its consistency in discussing hot issues with high-profile and famous guest speakers. The article stated that the last important aspect is that the packaging of the program in each episode is titled uniquely to represent the hot issue that is being discussed.
 David : 5) _____. I do believe that all of those aspects make Mata Najwa becomes one of the most inspiring television program up until now.



Task 20

Give your personal opinions on TV programs below. You may use expressions to give opinions on page 28. Then, read aloud your opinions in front of the classroom.

No.	TV programs	your opinions
1.	 <p>Source: tvguide.co.id</p>	
2.	 <p>Source: plus.google.com</p>	
3.	 <p>Source: tvguide.co.id</p>	
4.	 <p>Source: twitter.com</p>	
5.	 <p>Source: hendrinova.wordpress.com</p>	





Work in pairs. Then, select several opinions you have collected in the previous tasks that you will include in your dialog. Put the selected opinions in the box below. See the example.

selected opinions

✓ Reality shows offer unreal situation since the cameras and producers may affect what happen to attract viewers.
.....

✓
.....

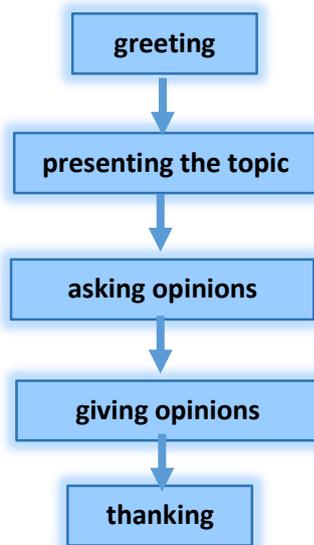
✓
.....

✓
.....

✓
.....



Work in pairs. After selecting the opinions you will include in your dialog, make the outline of your dialog by following the diagram below. Then, put your outline in the table in the next page.



parts	your expressions	your responses
opening	1. greeting: 2. presenting the topic	1. responding of greeting: 2. responding to the topic
asking and giving opinions	question 1: question 2: question 3: question 4: question 5:	responding of question 1: responding of question 2: responding of question 3: responding of question 4: responding of question 5:
closing	thanking:	responding of thanking:





Let's Get Ready to Present the Final Product



With your partner, create your dialog and take turns asking and giving opinions related to the topic you both have chosen in the beginning of this unit.

A large rectangular area enclosed by a dashed red border, intended for students to write their dialog.





Try to practice your dialog in front of the classroom for having feedback from your teacher and friends before you both video tape it at home. They will give score on your performance using the speaking scoring rubric in the Appendix as the guideline.

students' name	fluency	accuracy	vocabulary	pronunciation	expression
general comments:					



Let's Present the Final Product



Practice the dialog you have made in the previous task with your partner at home. Ask someone to videotape your practice. Make sure you do not bring your text while practicing. You may design the setting. Hand in your video to your teacher in the next school day.



Let's Evaluate the Project



Reflect on what you have learned from the project by answering the following questions.

1. What have you learned from the project in terms of language?

.....

2. What skills have you learned from the project?

.....



**Task 30**

Listen to the conversation on the recording. Then, choose the best answer based on the recording you have heard. The listening script is in the Appendix.

1. What TV program is Sekar watching?
 - a. Kompas Siang
 - b. Liputan 6
 - c. Kabar Siang
 - d. Seputar Indonesia
2. Where is the program broadcasted?
 - a. RCTI
 - b. TV One
 - c. Kompas TV
 - d. SCTV
3. When the conversation between Sekar and Jenni is occur?
 - a. in the morning
 - b. in the afternoon
 - c. in the evening
 - d. at night
4. What is Jenni's opinion about the program?
 - a. The program is good for broadcasting Panasonic Global Award.
 - b. The program is good for having culinary segment.
 - c. The program is good for showing news about violence.
 - d. The program is good for taking a lot of consideration before broadcasting news.
5. What does Sekar like from this program?
 - a. the main news segment
 - b. the entertainment segment
 - c. the Indonesian culinary segment
 - d. the sport news segment



ieltsintaiwan.wordpress.com

**Task 31**

Listen and complete each dialog below with appropriate expressions based on the recording. The listening script is in the Appendix.

1. Lia : Do you know Jejak Petualang on Trans 7?

Donna : From my point of view, it is such a good nature program. It helps us explore our knowledge about Indonesian nature.



2. Santi : _____ that Opera van Java is a great comedy program?
 Leo : Definitely. By this I mean that this program can make the viewers laugh. It's very entertaining.
3. Rani : _____ about Mata Najwa on Metro TV?
 Bayu : I feel it is a great talk show. I like the way of the presenter present the program.
4. Petra : _____ by looking at Master Chef?
 Langen : As I see it, it is the best cooking ever on TV. The competition among the participants is very sportive.
5. Citra : _____ Bedah Rumah Show?
 Rendi : In my humble opinion, the program is very helpful.



Put your favorite TV programs based on the categories below. Then, give your opinions. Once you finish, share your opinions to your classmates in front of the classroom.

No.	types of TV program	your favorite	your opinions
1.	nature program		
2.	talk show		
3.	documentary		
4.	comedy		
5.	cartoon		



With a partner, choose one of the following topics and create a role play of asking and giving opinions between a reporter and an informant. Then, present your role play in front of the classroom in the next school day.

1. comedy programs
2. nature programs
3. cooking programs



Asking Someone's Opinions

- What is your opinion about?
- What is your idea about ...?
- What do you think about?
- What is impression by looking at?
- How do you feel about?
- Do you think ...?
- How do you like?
- How about/ what about?

Giving Opinions

- From my point of view ...
- As I understand ...
- As I see it ...
- I reckon ...
- I am compelled to say ...
- By this I mean ...
- To my mind ...
- In my humble opinion ...
- I would ...
- I like to point out that ...

General Point of View

These expressions are used to show general point of view aimed to creates of a balance in writing and helps to avoid absolute statements.

- Most people do not agree
- Almost everyone ...
- Some people say that
- Some people believe ...
- Of course, many argue ...
- Generally it is accepted ...
- Majority disagree with ...
- It is sometimes argued ...
- It is considered
- While some people believe ...



UNIT 3

TELEVISION: THE GOOD AND THE BAD



Many people like watching TV. Nowadays, TV has important roles in our life. Can you imagine how if we live without TV? Do you know the advantages and disadvantages offered by TV in our life? At the end of this unit, you are expected to be able to write an analytical exposition text in relation to television.

Picture 1. shutterstock.com

Picture 2. lifestyle-rbu-family-watching-tv-photo-large

Picture 3. himym.aarongoldsmann.com



Let's Select the Topic



Answer the following questions based on your personal experience. Then, share it with your partner.

1. How many hours do you spend to watch TV everyday?
2. What is a TV program you like most?
3. Do you think watching TV has advantages? If so, mention three of them.
4. Do you think watching TV has disadvantages? If so, mention three of them.
5. Could you be happy without having a TV at home?



At the end of this unit, you will have a project. Choose one of the following topics.

1. Television and children
2. Doing homework while watching TV
3. Controlling children watching TV



www.clipartkid.com



Let's Determine the Final Product



At the end of the project, you will make or complete the following final products.

1. a written report in the form of an analytical exposition text (individual project)
2. an oral presentation of the analytical exposition text you have made (individual project)
3. a wall board contains all the exposition texts made by all students in the classroom (a classroom project)



Did You Know

The average person in the UK watches just over four hours' television a day.

Source: www.express.co.uk





To complete the project, you have to plan activities you are going to carry out. Complete the table below to structure your project.

Steps	What information will you need to complete the project?	How will you get the information?	When will you collect the information?
preparing to collect data		1. doing language tasks in this unit 2. 3.	
collecting data		1. going to several websites in relation to the topic and reading the articles there 2. 3.	
preparing and analyzing data		1. going to several websites in relation to the topic 2. 3.	
preparing to present data		1. doing the tasks in this unit 2. 3.	
presenting data		1. doing the tasks in this unit 2. 3.	
evaluating data		1. doing the tasks in this unit 2. 3.	





Work in pairs. Listen to the monolog on the recording. Then, decide whether the following statements are true or false. The listening script is in the Appendix.

statements	T/F
1. The monolog tells us about the advantages of TV only.	
2. TV promotes sports and art.	
3. It makes us aware of the global situation.	
4. TV makes us lazy.	
5. It promotes consumptive behavior.	



On the recording in the previous task, you heard these following words. Now, study how the words are pronounced by repeating your teacher.

words	pronunciation
advantage (<i>noun</i>)	/əd'vɑ:n.tɪdʒ/
aware (<i>adj</i>)	/ə'weə r /
billion (<i>noun</i>)	/'bɪl.jən/
collect (<i>verb</i>)	/kə'lekt/
concert (<i>noun</i>)	/'kɒn.sət/
encourage (<i>verb</i>)	/ɪn'kʌr.ɪdʒ/



Read the following text and try to get the points.

Is Watching TV Good or Bad?

You know when you are at home or in school then suddenly you read how watching TV is bad I mean is watching TV really bad or good? Think about it. Which side are you going on? People are always saying the bad side of watching TV there is a bad and a good side. There are plenty of good and bad things about watching TV. I'm not here to tell you that TV is good and not bad or TV is bad not good. I'm here to show you both sides of watching TV.



www.economist.com



Who among us has not spent time watching a show we do not like or knew nothing about, or flipping through the channels waiting for something to pop up after you look a couple times knowing there is nothing to watch on TV but still flipping through? According to the website Salon.com, “Sociologist Robert Putnam in *Bowling Alone* (2000) reported that in 1950, about 10 percent of American homes had television sets, but this had grown to more than 99 percent. Putnam also reported that the number of TVs in the average U.S. household had grown to 2.24 sets, with 66 percent of households



www.mamarazziknowsbest.com

having three or more sets; the TV set is turned on in the average U.S. home for seven hours a day; two-thirds of Americans regularly watch TV during dinner; and about 40 percent of Americans’ leisure time is spent on television.”

There is absolutely no doubt that TV can be educational, but one of the consequences of watching TV is reducing how much parents talk with their children. Parent’s child interaction can have a huge negative effect on a child life.

Now, there are plenty of reasons why TV can be good. First of all, it is simply entertaining. It can make you laugh, it makes you see things that you might never see in

person, and you can watch sports game and so much more. Second of all, we all need downtime in our life, we all need the time of the day were its time to relax and just watch some TV. It means switching off from your work whether that is paid work, housework or volunteering and letting your thoughts focus on something else. Personally, I think TV is great for this. Books are great too but it can take a bit more effort to get into a good book. You can switch on the TV, kick back and relax with a favorite show and return to your work, feeling refreshed. Third of all is TV can change your life. Have you ever watch a show and it really gets to? You can watch a show and it might get you

thinking about your own life or someone else’s life. Fourth of all, TV is good because of the news. News helps you know what is going around your area and the world, it can help you to see what you can do, and help your family.

My opinion is that watching TV is good, however, there should be less time watching TV because according to the statistics the TV rating has been going up and time with parents should increase more to help the child out. I also think that parents should take more control of watching TV.

Adapted from:
http://www.teenink.com/opinion/movies_music_tv/article/522588/Is-watching-TV-good-or-bad/





After reading the text in Task 7, answer these following questions and discuss it with your partner.

1. Do you think watching TV is good or bad? Give reasons to support your opinion.
2. Did the text raise or change your awareness about watching TV? Please explain.
3. Do you think it is necessary to educate people on issue of watching TV? Why?
4. Discuss the article on watching TV in pairs. Does it change your perspective on watching TV or not? Give reasons to support your answers.
5. What can young people like you do to control watching TV? List at least three things you and your friends can do to control your TV watching.



In the previous text, you found these following words. Now, study how the following words are pronounced by repeating your teacher. Then, look for the meanings in Indonesian. See the example.

words	pronunciation	meanings in Indonesian
downtown (<i>noun</i>)	/ˌdaʊnˈtaʊn/	pusat keramaian di sebuah kota
flip (<i>verb</i>)	/flɪp/	
household (<i>noun</i>)	/ˈhaʊs.həʊld/	
huge (<i>adjective</i>)	/hjuːdʒ/	
increase (<i>verb</i>)	/ɪnˈkriːs/	
leisure (<i>noun</i>)	/ˈleɪ.ʒə r /	
pop up (<i>verb</i>)	/ˈpɒp.ʌp/	
reduce (<i>verb</i>)	/rɪˈdjuːs/	
switch (<i>noun</i>)	/swɪtʃ/	
volunteer (<i>verb</i>)	/ˌvɒl.ənˈtɪə r /	

Did You Know

Until 1987, there were no television broadcasts in Iceland on Thursdays.

Source: www.express.co.uk





The text in Task 7 is called an analytical exposition text.
Now, study the following information dealing with analytical exposition text.

Analytical Exposition Text

A. Social function

Analytical exposition texts are commonly used to persuade by arguing one side of an issue and then form an opinion based on the evaluation of the arguments presented.

B. Generic Structure

1. *Thesis (statement of position)*

This section of the text states the author's position on the issue to be argued and previews the arguments that will follow. This information which previews is known as a text preview.

2. *Arguments*

This section states the arguments to be presented. An argument is comprised of a series of points and elaborations. Each paragraph usually contains a sentence which previews the remainder of the paragraph. Sometimes there is a sentence which has the function of previewing a section of text which may include a number of paragraphs. A sentence which previews a section of text is known as a section preview. Each argument consists of a point and elaboration. In the elaboration the argument is supported by evidence.

3. *Conclusion (reinforcement of position statement)*

The final state restates the author's position and sums up the arguments.

C. Language Features

- ✓ using simple present tense
- ✓ using conjunctions

TV. If kids are entertained by two letters, imagine the fun they'll have with twenty-six. Open your child's imagination. Open a book. ~Author Unknown





An analytical exposition text uses simple present tense. Study the explanation below dealing with simple present tense.

Simple Present Tense

1. Form

Subject (I, You, They, We) + V1

Subject (She, He, It) + V1 s/es

2. Examples of Present Tense

- ✓ A square has four equal sides.
- ✓ The earth revolves around the sun.
- ✓ She likes watching music programs on TV.
- ✓ Ann watches TV about five hours every day.
- ✓ I usually spend an hour every morning to watch a news program.

3. Negative Forms

Subject (I, You, They, We) + do not + V1

Subject (She, He, It) + does not + V1

- a. They do not like to spend a lot of time to watch TV.
- b. It does not give advantages for us.
- c. I do not turn on my TV while doing my homework.
- d. She does not report the news on TV.
- e. Andy does not watch the breaking news on TV.

4. Interrogative Forms

Do + subject (I, You, They, We) + V1

Does + subject (She, He, It) + V1

- a. Do they like to spend a lot of time to watch TV?
- b. Does it give advantages for us?
- c. Do I turn on my TV while doing my homework?
- d. Does she report the news on TV?
- e. Does Andy watch the breaking news on TV?

5. Adverb of Time

every day, every week, every month, at night, today, tonight, once a week, in the morning, generally, usually, seldom, sometimes, occasionally, nowadays, habitually, frequently





In the previous analytical text, you found words such as *first of all*, *second of all*, *third of all*, etc. Those words are called as conjunctions or conjunctive adverbs. Now, study the information about conjunctions below.

Conjunctions

Conjunctions or conjunctive adverbs are words that connects words, phrases or clauses in a sentence. Conjunctions can appear in the beginning, in the middle, or at the end of one independent clause. Here is the list of conjunctions commonly used in an analytical exposition text.

- another point
- as a result
- consequently
- first, second, etc.
- firstly, secondly, etc.
- finally
- hence
- in contrast
- last of all
- nevertheless
- nonetheless
- on the contrary
- on the other hand
- therefore
- thus
- based on the arguments

Examples:

- ✓ However, is it important to know what your kids are watching?
- ✓ TV, on the contrary, also gives advantages to people in this globalization era.
- ✓ Fourthly, TV destroys our health especially our eyes. It happens if you watch TV too near.

Did You Know

The word "television" entered the language in 1907. The abbreviation TV was first used in 1948.

Source: www.express.co.uk





Read the following analytical exposition text. Pay attention on the generic structure and the use of conjunctions.

TV is Bad for Children

Television plays a very important role in our lives and it is also a main source of entertainment. We watch TV whenever we are free, or sometimes while working, and learn many things from it. As TV is used in our daily life, it broadcasts many live events and news which educate us in many ways. On the other hand, as far as I am concerned, sometimes children watch those programs on TV which should not be meant to be viewed by child's age group and have many negative impacts on their lives.

Coniunction

Statement of position

Thesis

The American Academy of Pediatrics (AAP) recommends that kids under 2 years old do not watch any TV and that those older than 2 watch no more than 1 to 2 hours a day. The first 2 years of life are considered a critical time for brain development. TV and other electronic media can get in the way of exploring, playing, and interacting with parents and others, which encourages learning and healthy physical and social development. As kids get older, too much screen time can interfere with activities such as being physically active, reading, doing homework, playing with friends, and spending time with family.

Argument 1

I believe that many children who watch TV for long hours, have many negative impacts on their health such as they may weak their eye-sight at young age. In fact, these children should spend most of their time playing and studying, which would give them better results later and keep them healthy as well. If these children keep wasting their precious time watching TV for long hours instead of studying, it may affect their school result.

Argument 2

Many children tend to follow their favorite actors or actress and imitate them by wearing same cloths, following same attitude and try to speak same languages. This becomes worse when they watch any action movies and perform same actions at home, which might injure them or change their behavior toward other people.

Argument 3

Television indeed can be a media to entertain and to teach children something. However, programs on TV are not designed for children only; they also include some programs for adult. Watching TV too much could make children following some clothes, attitudes, and language which may be bad for them. Too much watching TV also will weaken children eyes. Thus, watching TV too much is bad for children.

Coniunction

Reinforce-ment of position statement

Conclusion

Adapted from:

<http://www.belajarbahasainggris.us/2016/02/contoh-analytical-exposition-text-tv-is.html>





Rearrange the following jumbled paragraphs into a good analytical exposition text by labeling each paragraph which one is *thesis*, *arguments* and *conclusion*. Look at the example.

Does Television Have Negative Effects on the Society?

<p>Above all, television has a bad impact on human health, especially for children. According to the American Medical Association, children who watch too much television are usually overweight that can lead to diabetes. Children often snack on junk food while watching television because of the commercial effects to eat unhealthy food. Besides that, they just sit down and watch the television, not running, jumping, or doing other activity that will burn calories and increase metabolism. Moreover, too much watching television is not good for our eyes' health, especially if we are too near with the television.</p>
<p>Firstly, television is greatly abused for commercial purposes which the audience constantly sold to. Through some advertisements, the advertisers try to make the audience interested in their products. They try to convince that we can more enjoy our life by buying their products. It encourages people to be spendthrift and consumptive as some people even buy something that they do not need.</p>	Argument
<p>Nowadays, television is a device that cannot be separated from everyday life. Almost every family has a television set in their house. It cannot be imagined that we live without television in a modern life because television has significant roles in our life that it is not only as a tool to get information about social, politic, economic, etc., but also as a source of entertainment. Unfortunately, watching television is also giving us negative effects. We can see it through some reasons that I am going to present here.</p>
<p>Secondly, watching television can also cause such a psychological problem in the modern society or a depression. Violence, aggression, crime, and war that shown in television program can encourage psychological tension, pessimism, and negative emotions. Besides, such television program that only focuses on beauty discriminates women in the society, such as beauty pageant. Only beautiful women can join. This condition can make the handicap women feel psychologically depressed watching that program.</p>
<p>From the reason above, we can conclude that actually television which is already common in our everyday life is giving us some negative impacts that we must be aware of.</p>

Taken from:

<http://myforeverwriting.blogspot.co.id/2014/07/analytical-exposition-text-does.html>





In pairs, identify main ideas of each paragraph of the analytical exposition text in Task 14. Then, share it with another group.

thesis (statement of your position)	
arguments	argument 1:
	argument 2:
	argument 3:
conclusion (reinforcement of position statement)	



Make sentences using these following conjunctions. You may use your dictionary. Then, show your sentences to your teacher to have feedback.

No.	conjunctions	sentences
1.	as a result	
2.	consequently	
3.	hence	
4.	on the other hand	
5.	therefore	





Change the verbs in the brackets with the correct forms of simple present tense. See the example below.

Example : TV **(offer)** information and violence.
 Answer : TV offers information and violence.

1. My brother **(watch)** television for long hours.
 Answer:
2. The addiction to television **(deprive)** them of children's time to play.
 Answer:
3. Some researchers **(not/claim)** that the attention deficit disorders in children are a result of watching television.
 Answer:
4. Television **(become)** one of the effective media which are used to propagate all types of products.
 Answer:
5. Nowadays every person **(keep)** TV at home to entertain himself and his family.
 Answer:
6. He **(not/state)** that numerous studies indicate that TV violence can lead to increased aggression in children and teens.
 Answer:
7. Many parents **(consider)** that through various TV programs, it is possible to educate and expose the children to various aspects.
 Answer:
8. Americans **(spend)** approximately 20 million years of their human life watching television.
 Answer:
9. The study also **(show)** that there was more touching between parents and children while they watched television than during the child's playtime.
 Answer:
10. TV heavy viewers **(put)** less effort into their school work and **(not/participate)** in other physical activities.
 Answer:



Find the mistakes in each sentence below. Then, correct them. Write down your answer on the board.

1. We realizes that TV play a very important part in our daily life.
 Answer :
2. Television also give disadvantages.
 Answer :
3. TV is the window into the world which give us an opportunity to travel all over the world.
 Answer :



4. It make us to be able to meet different people and learn about their customs and traditions.
Answer :
5. The researcher say that TV broaden our minds and have the power to educate.
Answer :
6. A great variety of programs on TV includes news and sport programs, talk shows, and documentary and feature films, reality shows and so on.
Answer :
7. Some people argues that TV is a terrible waste of time.
Answer :
8. Violence on TV worry many people.
Answer :
9. My sister spend 3 hours to watch TV every day, while my brother watch TV about 2 hours only.
Answer :
10. The study suggest parents should control what their children are watching on TV.
Answer :



Let's Collect Data



Task 19

Collect information by reading an article in the websites provided below. You should choose one website in line with your topic. After reading it, put all information that you will use to make arguments for your analytical exposition text in the table provided. Look at the example.

1. **Television and Children :**
childdevelopmentinfo.com/family-living/kids-media-safety/television/
2. **Doing homework while watching TV:**
www.washingtonpost.com/wpdyn/content/article/2006/09/03/AR2006090300592_2.html
3. **Controlling children watching TV:**
www.med.umich.edu/yourchild/topics/tv.htm

information that you will use to make arguments for your analytical exposition text

Television and Children:

According to Kyla Boyse, to control of the television viewing of preschool children, here are things that parents can do.

- ✓ Parents should make weekly plan as to what programs will be permitted and how much time overall may be spent in viewing.
- ✓ If the child is still very young, parents can literally point children in the direction of informative and educational programs.
- ✓ Parents should accompany and control what their children are watching on TV.





Make the outline of your analytical exposition text by designing main ideas of *thesis*, *arguments* and *conclusion*. Use the selected arguments in the previous task to elaborate your main ideas. You may consult your teacher as you find difficulties.

generic structure	Main idea
thesis (statement of your position)	
arguments	Main idea of paragraph 1: Main idea of paragraph 2: Main Idea of paragraph 3: Main idea of paragraph 4: Main idea of paragraph 5:
conclusion (reinforcement of position statement)	Main idea:





Let's Get Ready to Present the Final Product



Write down your analytical exposition text based on the topic you have chosen. Use the outline you have designed in the previous task. Remember, you should use simple present tense and conjunctions.

A large rectangular area enclosed by a dashed red border, intended for writing the analytical exposition text.





Practice reading your revised analytical exposition text in front of the classroom. While, your partner will give score on your performance in the table provided below. 1 = very good, 2 = good, 3 = fair, 4 = poor and 5 = very poor

no.	aspects	grade					score
		1	2	3	4	5	
Content							
1.	<i>Thesis</i> The statement of the writer's position is clear.						
2.	<i>Arguments</i> There is a clear series of points and elaboration.						
3.	<i>Conclusion</i> There is clear restatement of the writer's position and summary of the arguments raise.						
Delivery							
4.	<i>Volume of the voice</i> The speaker's volume of speech was appropriate.						
5.	<i>Rate of speech</i> The speaker's rate of speech was appropriate.						
TOTAL SCORE							



After reading aloud the text, decorate and submit your analytical exposition text to your teacher in the next day for having feedback. After that, revise your text again till it gets ready to be exhibited.



Work with all students in your classroom. Make a wall board and attach your analytical exposition texts on it. Then, in the exhibition day, you should explain your text to people who see and read your text.





Reflect on what you have learned from the project by answering the following questions.

<p>1. What have you learned from the topic (subject matter) you have chosen?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2. What do you like the most from the project in this unit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3. How do you feel after completing the project in this unit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>4. What do you like the most from the project in this unit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>5. How do you feel after completing the project in this unit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>





Read the following text and try to get the points. Then, answer the comprehension questions as follows.

Abnormalities of TV Programs

TV is one of the considerable innovation on the planet. Yet, of late TV program in Indonesia is a long way from instruction viewpoint. We must contemplate the advantage of Television events for us, particularly for our youngsters' advancement. This ought to be the principle center of KPI to assess the Broadcast slots. The KPI ought to make the strict tenets for the Television slots, not simply gives a notice letter just.

The quantity of inconsistencies of Channels is the effect of the absence of footing from KPI in giving the strict guidelines and discipline against the Television slots. Many individuals have given the feedback and challenges over Broadcast events that are a long way from the way of our nation. Numerous private television telecast the system which ought not be demonstrated, for example, reality show, infotainment about superstar, unseemly news, poop cleanser musical drama which does not teach by any means, until the business breaks amid network shows. The Broadcasted programs excitement, for example, cleanser musical show, reality show can help the TV appraisals than telecast news. The proprietors couldn't care less about the effect of awful Broadcasted programs the length of they increase much from it. Excitement shows appear to have busted various social decides that apply to our Eastern social orders. Not minimum, the story now and again shows sentiment story that does not teach. The account of a pregnant lady before marriage, a kid resulting from marriage is still viewed as a disfavor conduct.

Likewise, a great deal of law violations that emerge because of the impact of the Television event. I.e the family issues, for example, undertakings, family brutality, battles between schools or gatherings, even to lewd behavior and death. It all begins from a Television program that has strayed a long way from the standards of religion and state.

Taking into account the reason over, the administration (KPI) ought to make the strict tenets and discipline against the abnormalities of Television events.

Taken from:

<http://www.kuliahbahasainggris.com/contoh-text-analytical-exposition-bahasa-inggris-dan-artinya-terlengkap/>



1. Who has to take responsibility on TV programs in Indonesia?
Answer:
2. What should KPI do to control TV programs in Indonesia?
Answer:
3. Mention several private television telecast that ought not to be demonstrated?
Answer:
4. Based on the text, who have busted Eastern social orders?
Answer:
5. In your opinion, why is TV programs in Indonesia a long way from instruction viewpoint?
Answer:



Write down the main idea of each paragraph in Task 30. Then, share your answer with your partner.

paragraph	main ideas
1	
2	
3	
4	



Create another exposition text by choosing one of topics below. Once you finish, ask your friend to review your text, then revise it. Hand in your text in the next school day.

1. teenagers and TV dramas
2. physical and mental health caused by TV
3. the positive impacts of watching TV for teenagers



Analytical Exposition Text

1. Social Function and Generic Structure

An analytical text has a purpose i.e. to state a writer's position and arguments with respect to an issue. In brief, this text aims to persuade listeners or readers to agree with the writer's arguments on an issue. An analytical exposition text has several parts:

- a. Thesis (statement of writer's position)
- b. Arguments (series of points and elaborations)
- c. Conclusion (reinforcement of the writer's position)

2. Conjunctions

In the analytical exposition text, we often find out several conjunctions. Conjunctions or conjunctive adverbs are a word that connects words, phrases or clauses in a sentence. They can come in the beginning, middle, or at the end of two independent clauses. In the analytical exposition text, conjunctions often appear in arguments.

3. Simple Present Tense

An analytical exposition text is delivered by using simple present tense. It has four functions:

- a. to state general truth
- b. to state habit
- c. to state actual condition
- d. to state future activities

Simple present tense usually uses several specific adverbs of time such as every day, every week, every month, at night, today, tonight, once a week, in the morning, generally, usually, seldom, sometimes, occasionally, nowadays, habitually, frequently.



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Box (Did You Know) : mehmetemredagli.com
Broadcasting (Footer) : noticias.unisanta.br
Television (Footer) : freelook.info



APPENDIX



SPEAKING SCORING RUBRIC

score		vocabulary
1	poor	using incorrect spelling, using incorrect verb conjunction using inappropriate diction
2	fair	using incorrect spelling using correct verb conjunction using several inappropriate diction
3	good	using correct spelling using verb conjunction using several inappropriate diction
4	excellent	using correct spelling using verb conjunction using appropriate diction

score		pronunciation
1	poor	having serious problems in pronunciation and what is said cannot be understood
2	fair	difficult to be understood for any pronunciation problems and often asked to repeat what is said
3	good	having any problems in pronunciation that make listeners have to concentrate and sometimes misunderstanding happened
4	excellent	easy to be understood even a little incorrect pronunciation happened

score		fluency
1	poor	having many intervals or fillers when speaking so that the conversation cannot be happened
2	fair	often being uncertain and stop to speak for limited language
3	good	the fluency is rather disturbed by language problem
4	excellent	the fluency is a bit disturbed by language problem



score		accuracy
1	poor	using unsuitable expressions, missing verb, unclear meaning
2	fair	using unsuitable expressions, no missing verb, unclear meaning
3	good	using suitable expressions, missing verb, clear meaning
4	excellent	using suitable expressions, no missing verb, clear meaning

score		expression
1	poor	having flat expressions while speaking, no gesture and eye contact
2	fair	using a bit gesture and eye contact while speaking
3	good	often using gesture and eye contact while speaking
4	excellent	using gesture and eye contact while speaking, very expressive while speaking



WRITING SCORING RUBRIC

score		content
1	poor	<ul style="list-style-type: none"> - having somewhat unrelated content to the assigned topic - insufficient length of content - unclear description out of many missing points
2	fair	<ul style="list-style-type: none"> - good relation between the content and the assigned topic - insufficient general description - insufficient specific description
3	good	<ul style="list-style-type: none"> - good relation between the content and the assigned topic - sufficient general description but less clear out of missing points - sufficient specific descriptions but less clear out of missing points - having personal useful additional information
4	excellent	<ul style="list-style-type: none"> - good relation between the content and the assigned topic - clear and sufficient general description - clear and sufficient specific descriptions - having personal comment or any useful additional information

score		text organization
1	poor	<ul style="list-style-type: none"> - having only one paragraph - unwell-organized content of the paragraphs - not indented paragraphs - messed up writing
2	fair	<ul style="list-style-type: none"> - consisting of two paragraphs - unclear correspondence between the contents and the generic structure - indented paragraphs - somewhat neat writing
3	good	<ul style="list-style-type: none"> - consisting of two paragraphs - first paragraph containing general description - second paragraph containing specific descriptions - indented paragraphs - neat writing
4	excellent	<ul style="list-style-type: none"> - consisting of two paragraphs - first paragraph containing general description - second paragraph containing specific descriptions - indented paragraphs - neat writing



score		grammar
1	poor	numerous grammar mistakes which rather interfere with the readers' comprehension
2	fair	- having several mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - occasionally producing fragmented sentences
3	good	- having occasional mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - no fragmented sentences
4	excellent	- correct use of prepositions - agreement between subject and verb in each sentence - correct use of articles - correct arrangement of noun phrases - no fragmented sentence

score		vocabulary
1	poor	- insufficient usage of vocabulary - many incorrect usage of vocabulary - failed to produce sufficient numbers of vocabulary in describing the object
2	fair	- sufficient usage of adjectives but somewhat monotonous - sufficient usage of nouns but somewhat monotonous - several misused vocabulary
3	good	- sufficient usage of adjectives - sufficient usage of nouns - having occasional misused vocabulary
4	excellent	- rich and various usage of adjectives - correct vocabulary use - rich and various usage of vocabulary

score		punctuation
1	poor	- many mistakes in English writing conventions which distract the readers' comprehension - many misspelled words
2	fair	having several mistakes on capitalization, the use of the full stop and comma, and spelling
3	good	- occasionally misspelling words - occasionally misusing capitalization/full stop/commas
4	excellent	- capitalizing the first letter of every sentence - capitalizing the first letter of every proper noun - ending each sentence with a full stop - correct use of commas - no misspelling words

*Adapted from brown and bailey (1984) and hyland (2003)



LISTENING SCRIPT

UNIT 1

Task 1

- Alan : Hi, Lisa. Do you have something to do this afternoon?
Lisa : Hmm..no. Why?
Alan : **Why don't we go to the cinema to watch Civil Wars?**
Lisa : **No, let's not.** I have watched the movie with my classmates.
What about watching TV?
Alan : **That sounds like a good idea.** Well, what do we want to watch?
Lisa : **Let's watch Habibie from Mataram River.**
Alan : What kind of TV program is that?
Lisa : It is a documentary program. It tells us about Mr. Toha who works at the book printing office. He is well-known for his ability in aeromodelling and robotic. His community designed a plane with navigation system.
Alan : Great. How do you know about that?
Lisa : From the TV schedule on the newspaper. There is a synopsis of the program as well.
Alan : Okay. Anyway, **does it matter if I ask my cousin, Brian, to join?** I think this program is good for him as a student of production and broadcasting technique of television program department.
Lisa : **What a good idea.** He can learn more about documentary film.
Alan : Alright. See you later. Thanks.
Lisa : Okay.

Task 9

- Dita : Dinda, why do you look so sad? What's going on?
Dinda : Well, I have an assignment to watch an English talk show on TV. But, I don't get it yet. Do you think that there is any English news program on our channel?
Dita : Yes, absolutely. **Why don't you watch Talk Indonesia?**
Dinda : Talk Indonesia? Well, I never hear that.
Dita : It is a good talk show in English.
Dinda : How come you say that?
Dita : Besides broadcasted in English, to my knowledge, Talk Indonesia always discuss issues coming up with several competent guest speakers. So, **I suggest you should watch that program.**
Dinda : **What a great idea.** Okay. What time and what channel will the program be on?
Dita : at 7 p.m. on Metro TV.
Dinda : Okay. Thanks, Dita.

Task 11

1. Dialog 1

Woman : What shall we do tonight?
Man : Why don't we watch football match on TV?
Woman : With pleasure.
Narrator : What will they probably do?

2. Dialog 2

Man : Mrs. Laura asked me to video tape the talk show in our school next week.
Woman : Great. So, what's the matter?
Man : I haven't found the best camera to video tape it?
Woman : I think you should talk to her first. I believe she will show you the way.
Narrator : What will the man probably do?

3. Dialog 3

Woman : What's going on?
Man : I am so bored. I have nothing to do right now.
Woman : I see. How about watching a comedy program on TV?
Man : Where is it on?
Narrator : What can we infer from the dialog?

4. Dialog 4

Man : How about going to the cinema to watch a new movie, Jason Bourne?
Woman : I don't feel like it. Besides, I have to write the school news for our school board magazine.
Man : I see. It is better for you to finish it first.
Woman : Yes, you're right.
Narrator : What will the man probably do?

5. Dialog 5

Woman : Brian, Prof. Ludwigi looked for you this morning.
Man : What's going on?
Woman : He wants to look at your documentary film for the competition next month in Japan.
Man : Oh my God. It is not done yet. What should I do then?
Woman : If I were you, I will see him first and tell the truth.
Narrator : What does the woman suggest to the man should do?



Task 12

- Arum : Ria, Emma, have you finished our English assignment?
Ria : Do you mean our assignment to watch and observe an English TV program? Well, not yet.
Emma : Don;t worry girls. I have found the program.
Arum : Really? What program is that?
Emma : **I suggest you watch Indonesia Now.**
Ria : What kind of program is that?
Emma : It is a news program.
Arum : **What a good idea!**
Ria : When and where is the program broadcasted?
Emma : Sunday morning at 9 a.m. on Metro TV.
Arum : Great. **Let's watch it together at my house.**
Ria : **I'd love to. We need to bring our observation sheet as well.**
Emma : **With pleasure.** We can also discuss the program.
Ria : **How about eating outside after that?**
Arum : **Sorry, I don't feel like it.** I will make a birthday cake for my cousin. Will you join?
Emma : **I'd like it.** What about you Ria?
Ria : Okay. **Why not?**
Arum : Okay. See you on Sunday morning, girls.

Task 15

- Udin : Hi, Ida. What are you doing?
Ida : Hi, Udin. Well, I am editing my brother's short movie. But, I guess I have a problem with the editing program.
Udin : I see. **Shall I help you with that?**
Ida : **Thank you, it is very kind of you.**
Udin : Hmm...I think you have a problem with the editing program. It makes your computer run slower for its big size. Do you have another program?
Ida : I guess so. Moment. Here it is.
Udin : Okay. I'll edit it for you.
Ida : Thank you so much, Udin. **Shall I bring you a cup of tea?**
Udin : **Yes, please.**
Ida : **Would you like a cake as well?**
Udin : **No, thank you.**



Task 16

- Citra : What are you doing, mom?
Mom : Watching TV, dear.
Citra : What are you going to watch?
Mom : Stand Up Comedy Indonesia. Do you know that?
Citra : Yes. It is a famous reality show coming up.
Mom : Yeahh. But, I can't find the channel.
Citra : **May I give you a hand to look for the channel, mom?**
Mom : **Yes, please, that would be lovely, dear.**
Citra : Moment. (switching the channel using the remote).
If I am not mistaken the program is broadcasted on Kompas TV. Nah, here it is. Is that right?
Mom : Yes. Definetely. Thank you so much, dear. Will you join to watch?
Citra : Yes. But, **how about I bring two cups of tea for you and me?**
Mom : **Yes, please, that would be very kind of you.**
Citra : **Shall I bring you a cake from auntie as well?**
Mom : **No, thank you , dear.** It is on the dining table. I'll take it by myself.
Citra : Okay, mom.

Task 18

- Rudi : What are you doing, dad?
Mr.Anton : Well, I am watching TV, dear. But it seems there is no interesting program.
Rudi : I see. **How about watching English Premier Leauge?** If I am not mistaken, there will be a big match between Manchester United vs Manchester City.
Mr.Anton : Really? **What a good idea, then.** What football club will you support?
Rudi : Of course, Manchester United. How about you, sir?
Mr.Anton : Well, I like blue, then I will support Manchester City. We're in the opposite side.
Rudi : No problem. Let's see who will win this match.
Mr.Anton : Anyway, **how can I always update the news of football?**
Rudi : Well, **I think you should watch One Stop Football program, sir.**
Mr.Anton : What is it like?
Rudi : It is a football news program. There will be a preview, review and other news of football in the world.
Mr.Anton : **That sounds like a good idea.** Alright. Anyway, when and where will the big match be on?



Rudi : It is on SCTV at 8 p.m. which means...five minutes left. **Can I help you to look for the channel, sir?**
Mr.Anton : **Yes, please, that would be very kind of you.**

Enrichment

Task 27

Joni : **May I give you a hand, sir?**
Mr.Andre : **Yes, sure. I really appreciate it** since I am in hurry to go to a meeting now.
Joni : I see. What should I do, sir?
Mr.Andre : Could you please help me to edit the video of the talk show? You have to just give the titile in the beginning of the video.
Joni : With pleasure. Where is it?
Mr.Andre : Here, in my computer. You can edit it with video editing programs I have. **Shall I show the program in my computer?**
Joni : **Yes, please, that would be very kind of you.**
Mr.Andre : Okay. Hold on. Nah, here it is. Choose the programs you want. **Anyway, shall we go to Mata Najwa on stage tomorrow?** I have two tickets.
Joni : **Yes, with pleasure, sir.** I like the talk show so much.
Mr.Andre : Alright. Oh sorry, I have to leave you now here, Joni. Is that okay? I'll be back right away after the meeting. Thank you.
Joni : Don't mention it, sir.



LISTENING SCRIPT UNIT 2

Task 8

- Rio : Hello, John. How is life?
John : I am very well. Thank you, Rio. And you?
Rio : Fine. Why are you late? What were you doing?
John : I am sorry. I was watching my favorite TV program.
Rio : What is your favorite TV program?
John : CID.
Rio : CID on Sony channel?
John : Yes, you are right.
Rio : I also like CID very much.
John : That is great. **What is your idea about that?**
Rio : **To my mind, the program is very thrilling and it makes us curious to know what happens next.**
John : **We can also learn many things about detective investigation.**
Rio : You're right. Do you like any other program?
John : Yes. I also like Science of Stupid.
Rio : I see. Alright. Let's come into the studio. Dion and Jojo have been waiting for you.
John : OK. Move fast.

Adapted from: www.tcl-edu.com

Task 11

- Fajar : Bella, what is your favorite TV program?
Bella : Oh, I like Talk Indonesia. Do you know that program?
Fajar : No. What kind of TV program is that?
Bella : Indonesia Now is kind of talk show in English.
Fajar : I see. **Do you think that this program is useful?**
Bella : **Yes, sure. From my point of view, there are three benefits of watching this program. Firstly, this program is delivered in English that can be input for students to improve their listening skill. Secondly, there are three hot issues are talked about and discussed by the presenter and usually two guests that can explore the viewers' insight. Thirdly, the discussion is carried out in communicative way.**
Fajar : Moment. Do you mean that the presenter asks the guests' opinions related to the issues?
Bella : Yes. That is totally right.
Fajar : Anyway, who is the presenter?



Bella : Dalton Tanonaka. Do you know him?
Fajar : Hmm...It seems I ever hear that name. Is he a news anchor?
Bella : Exactly. **I think he is a good news anchor. He is good in making the discussion alive, making follow questions and his English is super.**
Fajar : Great. When the program is broadcasted?
Bella : It is broadcasted in every Sunday morning at 6.30 a.m. on Metro TV.
Fajar : Well, I will watch that then. Thanks, Bella for your information.
Bella : Don't mention it, Fajar.

Task 12

Paul : So, what do you want to watch on TV tonight?
Brenda: Well, what's on?
Brenda: Well, hmm. There is reality show on at 7.00 on channel 5.
Paul : Nah, you know I don't like reality shows. **I mean, they usually show people doing crazy things like, you know, eating live fish or swimming in a pool full of snakes. I don't get into that.**
Brenda: Okay. Well, **how about watching a documentary on the life of panda bears in the wild?**
Paul : **Personally, I'd rather watch something with a little bit more action and suspense.**
Brenda: Well, then. Ah, here's something. Do you want to watch a rerun of Star Wars?
Paul : Nah, I've seen it a zillion times. I'd like to see something different.
Brenda: Okay, let's see here. Oh, **how about this?** On channel 2 at 9.00, there's a home improvement show about fixing anything around the house. We do have a few things that you could repair in the bathroom.
Paul : Fixing things? Uh, boy, I'm beat. **I think I'm going to hit the sack.**
Brenda: You're going to bed?
Paul : Yeah. I have to get up early tomorrow.
Brenda: and then you're going to fix the bathroom?
Paul : Good night.
Brenda: Okay. Too bad, though. There's a basketball game on right now, but ... but I guess you can catch the score in tomorrow's newspaper.
Paul : Oh, okay. I'll stay up and keep you company while I ... I mean, you ...I mean we watch the game.
Brenda: I thought you'd change your mind. I'll get the popcorn.

Taken from: www.esl-lab.com/tvguide/tvguiderd1.htm



Task 14

1. Man : When do you think the series will end?
Woman : You can always watch the program till the end of this year.
Narrator : What does the woman imply about the series?

2. Woman : Do you know news report named Indonesia Now?
Man : Sure. It is broadcasted on Metro TV, right?
Woman : Yes. What is your idea about the program?
Man : It is such appropriate listening input for students.
Narrator : What does the man imply about the talk show?

3. Man : How do you like this reality show?
Woman : It seems to me that it's useful for helping poor people to renovate their house.
Narrator : What is the woman's reason that the reality show is useful?

4. Woman : How do you feel about this documentary?
Man : In my view, it is amazing because it explores Indonesian scenery.
Narrator : What does the man imply about the documentary?

5. Man : What is your impression by looking at Extravaganza?
Woman : For me, it is really the best sitcom ever in Indonesia.
Narrator : What does the woman imply?

Task 16

- Bobby : For how many hours do you watch TV everyday?
Alvin : Mostly for one hour. On holidays I may watch for even two hours or more.
Bobby : Why do you watch TV?
Alvin : I watch it for information and entertainment.
Bobby : Do you watch movies too?
Alvin : I don't have enough time to watch movies. I hardly watch one movie a month.
Bobby : **What do you think about movies?** Are they good for our society?
Alvin : **From my standpoint, most of them are not good. They waste our time and energy. People don't learn anything good from them.**
Bobby : Which is your favorite TV channel?
Alvin : ESPN since I am very interested in sports.
Bobby : **In your opinion, what do you expect from TV program?**



Alvin : **Personally, I think a TV program should be informative and encouraging. It should help us develop our personality. How about you?** What is your favorite TV channel?

Bobby : I like Discovery, History and some news channels.

Alvin : I see. **Do you think TV really benefits our society?**

Bobby : **As I see TV is both beneficial and harmful. Good programs help us to live a better life. Bad and vulgar programs have negative effect on us.**

Alvin : Is TV changing our kids too?

Bobby : **I strongly believe that is changing. It is improving their brain power. But some programs may have a very bad impact on their psychology.**

Alvin : Well. **How about cartoon films?** Are they good for kids?

Bobby : **As I understand most of the cartoon movies can refresh their mind. Such films can convey a powerful message in very simple way.**

Adapted from: wabstalk.com

Task 19

David : Hey Wina! How are you?

Wina : Hey David. I'm good and you?

David : I'm fine too. Hey, listen. Did you watch Mata Najwa last night? Two days ago you suggested I should watch your favourite talk show, right? You know, it was my first time watching it since I came back to Indonesia.

Wina : Yes, I did. I never miss it. So, **what is your idea about it?**

David : **I strongly believe that the talk show has become one of the most popular talk show in Indonesia.** Is that right?

Wina : Yes, you are absolutely right. What makes you say like that?

David : **Well, as I see it, the talk show was very unique and distinctive in comparison with other similar programs that I have ever watched here.**

Wina : Hmm..I ever read an article on the internet about this talk show. It told me that the show's success in continuously attracting audiences cannot be separated from some notable points. One is the host of the talk show. Do you know her?

David : Yes. Najwa Shihab, right? **To my mind, she has strong character that makes the show appealing and more dynamic to the audiences.**

Wina : Yes, I totally agree with you. Then, the next important aspect of the show is its consistency in discussing hot issues with high-profile and famous guest speakers. The article stated that the last important aspect is that the packaging of the program in each episode is titled uniquely to represent the hot issue that is being discussed.

David : **I think so too. I do believe that all of those aspects make Mata Najwa becomes one of the most inspiring television program up until now.**



Enrichment

Task 30

Jenni : Hi, Sekar. What are you watching?

Sekar : Hi, Jenni. I am watching a news program, Liputan 6 on SCTV. Do you know it?

Jenni : Absolutely. It got Panasonic Award for the best news program in this year, right?

Sekar : Yes, you're right. **What is your idea about that program?**

Jenni : Well, **from my standpoint, this program is very good. I mean besides it can explore the viewers' insight on the issues, this program also takes a lot of consideration to broadcast news about violence. In other words, the program broadcast the news very well. That's why this program deserved to get the award. What about you? What do you like from this program?**

Sekar : I like the last segment of this program.

Jenni : What is that?

Sekar : Culinary of several parts of Indonesia. **To my mind, this segment enables us to explore our knowledge about special food of several parts of Indonesia.**

Jenni : Sounds great. Hmm...talking about food, how if we have lunch at the new restaurant in the downtown after this program?

Sekar : What a good idea! Okay.

Task 31

1. Lia : **Do you know Jejak Petualang on Trans 7? What do you think about that?**

Donna : From my point of view, it is such a good nature program. It helps us explore our knowledge about Indonesian nature.

2. Santi : **Do you think that Opera Van Java is a great comedy program?**

Leo : Definitely. By this I mean that this program can make the viewers laugh. It's very entertaining.

3. Rani : **How do you feel about Mata Najwa on Metro TV?**

Bayu : I feel it is a great talk show. I like the way of the presenter present the program.

4. Petra : **What is impression by looking at Master Chef?**

Langen: As I see it, it is the best cooking ever on TV. The competition among the participants is very sportive.

5. Citra : **How about Bedah Rumah show?**

Rendi : In my humble opinion, the program is very helpful.

LISTENING SCRIPT

UNIT 3

Task 5

Watching television gives advantages and disadvantages. The advantages include it helps us to learn more about the world and to know many new things. It has also increased the popularity of sports and arts. Then, watching TV is an enjoyable way to relax. In addition, the most important one is it has made us aware of our global responsibilities. In 1985, for example, 1.5 billion people in 147 countries watched TV pop concert and helped to collect more than \$100 million for people in Africa.

However, watching TV also gives disadvantages. Television can make us passive. We don't have to think and our brains become lazy. It takes time away from activities such as reading and conversation. Additionally, it encourages us to buy things that we don't need, and can make us unhappy with our own lives.

APPENDIX F.

**THE EXPERT JUDGMENT
QUESTIONNAIRE**

Nota Dinas

Dari : Ketua Jurusan PBI
Kepada Yth : Bpk/Ibu Sari Hidayati, M.A
Hal : Evaluasi Materi

Dengan hormat:

Mohon kesediaannya untuk menjadi **Evaluator Materi** untuk mahasiswa

Nama : GESNIA ARDIYANI.....
NIM : 12202241004

Dengan bidang kajian:

- | | |
|---|-------------------------------|
| 1. TEFL Methods | 5. Course-book Evaluation |
| ② Instructional Material Development | 6. EFL Teaching/Learning Aids |
| 3. EFL/ESP Program Development/Evaluation | 7. Translation |
| 4. TEYL | 8. Linguistics |

Terima kasih.

Yogyakarta, 30 Juni 2016.....

Ketua Jurusan PBI


Sukarno, M.Hum.

NIP. 19760502 200501 1 001

SURAT PERMOHONAN *EXPERT JUDGEMENT*

Hal : Permohonan Kesediaan *Expert Judgment*
Lampiran : 1 bendel

Yth. Sari Hidayati, M.A.
Dosen Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni UNY
di tempat

Dengan hormat,

Sebagai salah satu syarat penyusunan Tugas Akhir Skripsi, pada kesempatan ini saya:

Nama : Gesnia Ardiyani
NIM : 12202241004
Judul Penelitian : *Developing English Instructional Materials for the Eleventh Graders of TV Program and Broadcast Engineering Department at Vocational High School*

memohon kesediaan Ibu untuk memberikan *Expert Judgment* pada produk yang telah saya susun berupa tiga unit materi Bahasa Inggris sebagai bahan ajar bagi siswa kelas XI SMK program studi Teknik Produksi dan Penyiaran Program Pertelevisian berdasarkan Kurikulum 2013.

Demikian permohonan ini saya sampaikan. Atas perhatian dan kesediaan Ibu, saya ucapkan terima kasih.

Yogyakarta, 1 Juli 2016
Pemohon

Gesnia Ardiyani
NIM. 12202241004



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Jalan Colombo No.1 Yogyakarta 55281 Telp. (0274) 550843, 548207
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Yth. Dosen *Expert Judgement*

Dalam rangka penelitian mengenai pengembangan materi pembelajaran Bahasa Inggris untuk siswa kelas XI jurusan Teknik Produksi dan Penyiaran Program Pertelevisian, pada kesempatan kali ini peneliti memohon kesediaan Bapak/Ibu untuk mengisi angket evaluasi materi. Angket ini merupakan instrumen penilaian atas materi pembelajaran yang telah dikembangkan. Adapaun data yang diperoleh dari angket ini akan digunakan sebagai landasan untuk memperbaiki kualitas materi yang telah dikembangkan demi kelancaran penelitian. Atas kesediaan dan kerja sama Bapak/Ibu, peneliti mengucapkan terimakasih.

Yogyakarta, 1 Juli 2016
Peneliti,

Gesnia Ardiyani
NIM. 12202241004



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
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Yogyakarta, 1 Juli 2016
Peneliti,

Gesnia Ardiyani
NIM. 12202241004

UNIT 1
SUGGESTIONS AT TV PROGRAMS

A. KELAYAKAN ISI

No.	Butir	Deskripsi	1	2	3	4
Kesesuaian Uraian Materi dengan KI dan KD						
1.	Kesesuaian	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				
		Materi yang dikembangkan sesuai dengan silabus.				
		Topik unit materi pembelajaran relevan dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				
		Teks dalam materi pembelajaran sesuai dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				
Keakuratan Materi						
2.	Fungsi Sosial	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai fungsi sosial sebuah teks.				
3.	Unsur dan Struktur Makna	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai struktur (<i>generic structure</i>) sebuah teks.				
4.	Fitur Linguistik	Materi pembelajaran mencakup keterampilan mikro: <i>vocabulary</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				
		Materi pembelajaran mencakup keterampilan mikro: <i>grammar</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				
		Materi pembelajaran mencakup keterampilan mikro: <i>language function</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				

5.	Keterampilan Berbahasa	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>mendengarkan</i> yang sesuai dengan tuntutan kurikulum.				
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>berbicara</i> yang sesuai dengan tuntutan kurikulum.				
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>membaca</i> yang sesuai dengan tuntutan kurikulum.				
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>menulis</i> yang sesuai dengan tuntutan kurikulum.				

B. KELAYAKAN BAHASA

No.	Butir	Deskripsi	1	2	3	4
Komunikatif						
6.	Keterbacaan Pesan	Bahasa yang digunakan untuk instruksi dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
		Bahasa yang digunakan untuk penjelasan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
		Bahasa yang digunakan untuk teks yang disediakan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
7.	Ketepatan Kaidah Bahasa	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan ejaan (<i>spelling</i>) yang tepat.				
		Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan tanda baca (<i>punctuation</i>) yang tepat.				

Keruntutan dan Kesatuan Gagasan						
8.	Keruntutan makna dalam bagian/bab/sub-bab/paragraf/ kalimat	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf/kalimat runtut.				
9.	Ketertautan makna antarbagian/bab/ sub-bab/paragraf/ kalimat	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi (<i>dialect</i>) Bahasa Inggris.				

C. KELAYAKAN PENYAJIAN

No.	Butir	Deskripsi	1	2	3	4
Teknik Penyajian						
10.	Sistematika	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis proyek (<i>Project-based Learning</i>) yang diadaptasi dari Stoller (2002).				
		Kegiatan pembelajaran disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
11.	Keseimbangan antarbab	Jumlah halaman dalam setiap unit atau bab seimbang, tidak terlampau jauh.				
		Jumlah kegiatan (<i>task</i>) dalam setiap unit atau bab seimbang, tidak terlampau jauh.				
		Setiap unit memiliki komponen-komponen yang sama.				
Penyajian Pembelajaran						
12.	Keterpusatan pada Peserta Didik	Aktivitas pembelajaran dalam materi yang dikembangkan disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri, secara berpasangan maupun berkelompok.				

13.	Pembelajaran <i>Project-based Learning</i>	Aktivitas pembelajaran dalam tahap pertama <i>Project-based Learning</i> : <i>selecting the topic of project</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kedua <i>Project-based Learning</i> : <i>determining the final product of project</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap ketiga <i>Project-based Learning</i> : <i>designing the project</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap keempat <i>Project-based Learning</i> : <i>designing supporting activities to collect data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kelima <i>Project-based Learning</i> : <i>collecting data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap keenam <i>Project-based Learning</i> : <i>designing supporting activities to analyze data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap ketujuh <i>Project-based Learning</i> : <i>analyzing data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kedelapan <i>Project-based Learning</i> : <i>designing activities to present the final product</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kesembilan <i>Project-based Learning</i> : <i>presenting the final product</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kesepuluh <i>Project-based Learning</i> : <i>evaluating the project</i> sesuai dengan teori yang dirujuk.				
14.	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik	Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				

		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk bertanggung-jawab atas proses belajarnya sendiri.				
		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk mengenali keberhasilan dan kekurangan siswa dalam melaksanakan kegiatan belajar dan berkomunikasi.				
15.	Mengembangkan kemandirian belajar peserta didik	Materi pembelajaran dilengkapi dengan kegiatan penunjang yang disajikan di akhir setiap unit setelah langkah-langkah <i>Project-based Learning</i> .				
Kelengkapan Penyajian						
16.	Bagian Pendahuluan	Unit materi pembelajaran dilengkapi dengan prakata (<i>preface</i>).				
		Unit materi pembelajaran dilengkapi dengan tujuan pembelajaran (<i>syllabus</i>).				
		Unit materi pembelajaran dilengkapi dengan daftar isi (<i>table of contents</i>).				
17.	Bagian Isi	Unit materi pembelajaran mencakup kegiatan-kegiatan (<i>task</i>) berdasarkan <i>Project-based Learning</i> .				
		Unit materi pembelajaran mencakup kegiatan pengayaan (<i>enrichment</i>).				
		Unit materi pembelajaran mencakup kegiatan ringkasan (<i>summary</i>).				
18.	Bagian Penyudah	Unit materi pembelajaran dilengkapi dengan daftar pustaka (<i>references</i>).				
		Unit materi pembelajaran dilengkapi dengan appendix meliputi <i>scoring rubric</i> , <i>listening scripts</i> , dan <i>answer keys</i> .				

D. KELAYAKAN GRAFIK

No.	Butir	Deskripsi	1	2	3	4
19.	Ukuran Kertas	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4 atau A5 atau B5).				
20.	Tata Letak	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) pada bidang cetak proporsional.				
21.	Ilustrasi	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
22.	Jenis Huruf	Materi pembelajaran tidak menggunakan banyak variasi jenis huruf.				
23.	Penggunaan Variasi Peneulisan	Penggunaan variasi (<i>bold, italic, underline, dan capitalization</i>) tidak berlebihan dan sesuai dengan kaidah yang berlaku.				
24.	Desain Visual	Keseluruhan desain visual materi menarik.				

E. Tanggapan umum terhadap materi:

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah disusun?

2. Menurut Bapak/Ibu, apa saja kekurangan dari materi yang telah disusun?

3. Apa saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI Jurusan Teknik Produksi dan Penyiaran Program Pertelevisian Unit 1 dengan judul “Suggestions at TV Programs” dinyatakan*:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut:

No.	Task	Revisi

*Beri tanda centang (√) pada pilihan yang menurut Bapak/Ibu sesuai

Yogyakarta, 2016

Evaluator Materi,

NIP.

UNIT 2
OPINIONS ON TV PROGRAMS

A. KELAYAKAN ISI

No.	Butir	Deskripsi	1	2	3	4
Kesesuaian Uraian Materi dengan KI dan KD						
1.	Kesesuaian	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				
		Materi yang dikembangkan sesuai dengan silabus.				
		Topik unit materi pembelajaran relevan dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisionian.				
		Teks dalam materi pembelajaran sesuai dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisionian.				
Keakuratan Materi						
2.	Fungsi Sosial	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai fungsi sosial sebuah teks.				
3.	Unsur dan Struktur Makna	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai struktur (<i>generic structure</i>) sebuah teks.				
4.	Fitur Linguistik	Materi pembelajaran mencakup keterampilan mikro: <i>vocabulary</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisionian.				
		Materi pembelajaran mencakup keterampilan mikro: <i>grammar</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisionian.				
		Materi pembelajaran mencakup keterampilan mikro: <i>language function</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisionian.				

5.	Keterampilan Berbahasa	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>mendengarkan</i> yang sesuai dengan tuntutan kurikulum.				
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>berbicara</i> yang sesuai dengan tuntutan kurikulum.				
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>membaca</i> yang sesuai dengan tuntutan kurikulum.				
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>menulis</i> yang sesuai dengan tuntutan kurikulum.				

B. KELAYAKAN BAHASA

No.	Butir	Deskripsi	1	2	3	4
Komunikatif						
6.	Keterbacaan Pesan	Bahasa yang digunakan untuk instruksi dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
		Bahasa yang digunakan untuk penjelasan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
		Bahasa yang digunakan untuk teks yang disediakan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
7.	Ketepatan Kaidah Bahasa	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan ejaan (<i>spelling</i>) yang tepat.				
		Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan tanda baca (<i>punctuation</i>) yang tepat.				

Keruntutan dan Kesatuan Gagasan						
8.	Keruntutan makna dalam bagian/bab/sub-bab/paragraf/ kalimat	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf/kalimat runtut.				
9.	Ketertautan makna antarbagian/bab/ sub-bab/paragraf/ kalimat	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi (<i>dialect</i>) Bahasa Inggris.				

C. KELAYAKAN PENYAJIAN

No.	Butir	Deskripsi	1	2	3	4
Teknik Penyajian						
10.	Sistematika	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis proyek (<i>Project-based Learning</i>) yang diadaptasi dari Stoller (2002).				
		Kegiatan pembelajaran disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
11.	Keseimbangan antarbab	Jumlah halaman dalam setiap unit atau bab seimbang, tidak terlampau jauh.				
		Jumlah kegiatan (<i>task</i>) dalam setiap unit atau bab seimbang, tidak terlampau jauh.				
		Setiap unit memiliki komponen-komponen yang sama.				
Penyajian Pembelajaran						
12.	Keterpusatan pada Peserta Didik	Aktivitas pembelajaran dalam materi yang dikembangkan disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri, secara berpasangan maupun berkelompok.				

13.	Pembelajaran <i>Project-based Learning</i>	Aktivitas pembelajaran dalam tahap pertama <i>Project-based Learning</i> : <i>selecting the topic of project</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kedua <i>Project-based Learning</i> : <i>determining the final product of project</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap ketiga <i>Project-based Learning</i> : <i>designing the project</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap keempat <i>Project-based Learning</i> : <i>designing supporting activities to collect data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kelima <i>Project-based Learning</i> : <i>collecting data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap keenam <i>Project-based Learning</i> : <i>designing supporting activities to analyze data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap ketujuh <i>Project-based Learning</i> : <i>analyzing data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kedelapan <i>Project-based Learning</i> : <i>designing activities to present the final product</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kesembilan <i>Project-based Learning</i> : <i>presenting the final product</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kesepuluh <i>Project-based Learning</i> : <i>evaluating the project</i> sesuai dengan teori yang dirujuk.				
14.	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik	Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				

		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk bertanggung-jawab atas proses belajarnya sendiri.				
		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk mengenali keberhasilan dan kekurangan siswa dalam melaksanakan kegiatan belajar dan berkomunikasi.				
15.	Mengembangkan kemandirian belajar peserta didik	Materi pembelajaran dilengkapi dengan kegiatan penunjang yang disajikan di akhir setiap unit setelah langkah-langkah <i>Project-based Learning</i> .				
Kelengkapan Penyajian						
16.	Bagian Pendahuluan	Unit materi pembelajaran dilengkapi dengan prakata (<i>preface</i>).				
		Unit materi pembelajaran dilengkapi dengan tujuan pembelajaran (<i>syllabus</i>).				
		Unit materi pembelajaran dilengkapi dengan daftar isi (<i>table of contents</i>).				
17.	Bagian Isi	Unit materi pembelajaran mencakup kegiatan-kegiatan (<i>task</i>) berdasarkan <i>Project-based Learning</i> .				
		Unit materi pembelajaran mencakup kegiatan pengayaan (<i>enrichment</i>).				
		Unit materi pembelajaran mencakup kegiatan ringkasan (<i>summary</i>).				
18.	Bagian Penyudah	Unit materi pembelajaran dilengkapi dengan daftar pustaka (<i>references</i>).				
		Unit materi pembelajaran dilengkapi dengan appendix meliputi <i>scoring rubric</i> , <i>listening scripts</i> , dan <i>answer keys</i> .				

D. KELAYAKAN GRAFIK

No.	Butir	Deskripsi	1	2	3	4
19.	Ukuran Kertas	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4 atau A5 atau B5).				
20.	Tata Letak	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) pada bidang cetak proporsional.				
21.	Ilustrasi	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
22.	Jenis Huruf	Materi pembelajaran tidak menggunakan banyak variasi jenis huruf.				
23.	Penggunaan Variasi Peneulisan	Penggunaan variasi (<i>bold, italic, underline, dan capitalization</i>) tidak berlebihan dan sesuai dengan kaidah yang berlaku.				
24.	Desain Visual	Keseluruhan desain visual materi menarik.				

E. Tanggapan umum terhadap materi:

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah disusun?

2. Menurut Bapak/Ibu, apa saja kekurangan dari materi yang telah disusun?

3. Apa saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI Jurusan Teknik Produksi dan Penyiaran Program Pertelevisian Unit 2 dengan judul “Opinions on TV Programs” dinyatakan*:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut:

No.	Task	Revisi

*Beri tanda centang (√) pada pilihan yang menurut Bapak/Ibu sesuai

Yogyakarta, 2016

Evaluator Materi,

NIP.

UNIT 3
TELEVISION: THE GOOD AND THE BAD

A. KELAYAKAN ISI

No.	Butir	Deskripsi	1	2	3	4
Kesesuaian Uraian Materi dengan KI dan KD						
1.	Kesesuaian	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				
		Materi yang dikembangkan sesuai dengan silabus.				
		Topik unit materi pembelajaran relevan dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				
		Teks dalam materi pembelajaran sesuai dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				
Keakuratan Materi						
2.	Fungsi Sosial	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai fungsi sosial sebuah teks.				
3.	Unsur dan Struktur Makna	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai struktur (<i>generic structure</i>) sebuah teks.				
4.	Fitur Linguistik	Materi pembelajaran mencakup keterampilan mikro: <i>vocabulary</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				
		Materi pembelajaran mencakup keterampilan mikro: <i>grammar</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				
		Materi pembelajaran mencakup keterampilan mikro: <i>language function</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				

5.	Keterampilan Berbahasa	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>mendengarkan</i> yang sesuai dengan tuntutan kurikulum.				
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>berbicara</i> yang sesuai dengan tuntutan kurikulum.				
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>membaca</i> yang sesuai dengan tuntutan kurikulum.				
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>menulis</i> yang sesuai dengan tuntutan kurikulum.				

B. KELAYAKAN BAHASA

No.	Butir	Deskripsi	1	2	3	4
Komunikatif						
6.	Keterbacaan Pesan	Bahasa yang digunakan untuk instruksi dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
		Bahasa yang digunakan untuk penjelasan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
		Bahasa yang digunakan untuk teks yang disediakan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
7.	Ketepatan Kaidah Bahasa	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan ejaan (<i>spelling</i>) yang tepat.				
		Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan tanda baca (<i>punctuation</i>) yang tepat.				

Keruntutan dan Kesatuan Gagasan						
8.	Keruntutan makna dalam bagian/bab/sub-bab/paragraf/ kalimat	Pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf/kalimat runtut.				
9.	Ketertautan makna antarbagian/bab/ sub-bab/paragraf/ kalimat	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi (<i>dialect</i>) Bahasa Inggris.				

C. KELAYAKAN PENYAJIAN

No.	Butir	Deskripsi	1	2	3	4
Teknik Penyajian						
10.	Sistematika	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis proyek (<i>Project-based Learning</i>) yang diadaptasi dari Stoller (2002).				
		Kegiatan pembelajaran disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
11.	Keseimbangan antarbab	Jumlah halaman dalam setiap unit atau bab seimbang, tidak terlampau jauh.				
		Jumlah kegiatan (<i>task</i>) dalam setiap unit atau bab seimbang, tidak terlampau jauh.				
		Setiap unit memiliki komponen-komponen yang sama.				
Penyajian Pembelajaran						
12.	Keterpusatan pada Peserta Didik	Aktivitas pembelajaran dalam materi yang dikembangkan disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri, secara berpasangan maupun berkelompok.				

13.	Pembelajaran <i>Project-based Learning</i>	Aktivitas pembelajaran dalam tahap pertama <i>Project-based Learning</i> : <i>selecting the topic of project</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kedua <i>Project-based Learning</i> : <i>determining the final product of project</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap ketiga <i>Project-based Learning</i> : <i>designing the project</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap keempat <i>Project-based Learning</i> : <i>designing supporting activities to collect data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kelima <i>Project-based Learning</i> : <i>collecting data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap keenam <i>Project-based Learning</i> : <i>designing supporting activities to analyze data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap ketujuh <i>Project-based Learning</i> : <i>analyzing data</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kedelapan <i>Project-based Learning</i> : <i>designing activities to present the final product</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kesembilan <i>Project-based Learning</i> : <i>presenting the final product</i> sesuai dengan teori yang dirujuk.				
		Aktivitas pembelajaran dalam tahap kesepuluh <i>Project-based Learning</i> : <i>evaluating the project</i> sesuai dengan teori yang dirujuk.				
14.	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik	Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				

		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk bertanggung-jawab atas proses belajarnya sendiri.				
		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk mengenali keberhasilan dan kekurangan siswa dalam melaksanakan kegiatan belajar dan berkomunikasi.				
15.	Mengembangkan kemandirian belajar peserta didik	Materi pembelajaran dilengkapi dengan kegiatan penunjang yang disajikan di akhir setiap unit setelah langkah-langkah <i>Project-based Learning</i> .				
Kelengkapan Penyajian						
16.	Bagian Pendahuluan	Unit materi pembelajaran dilengkapi dengan prakata (<i>preface</i>).				
		Unit materi pembelajaran dilengkapi dengan tujuan pembelajaran (<i>syllabus</i>).				
		Unit materi pembelajaran dilengkapi dengan daftar isi (<i>table of contents</i>).				
17.	Bagian Isi	Unit materi pembelajaran mencakup kegiatan-kegiatan (<i>task</i>) berdasarkan <i>Project-based Learning</i> .				
		Unit materi pembelajaran mencakup kegiatan pengayaan (<i>enrichment</i>).				
		Unit materi pembelajaran mencakup kegiatan ringkasan (<i>summary</i>).				
18.	Bagian Penyudah	Unit materi pembelajaran dilengkapi dengan daftar pustaka (<i>references</i>).				
		Unit materi pembelajaran dilengkapi dengan appendix meliputi <i>scoring rubric</i> , <i>listening scripts</i> , dan <i>answer keys</i> .				

D. KELAYAKAN GRAFIK

No.	Butir	Deskripsi	1	2	3	4
19.	Ukuran Kertas	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4 atau A5 atau B5).				
20.	Tata Letak	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) pada bidang cetak proporsional.				
21.	Ilustrasi	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
22.	Jenis Huruf	Materi pembelajaran tidak menggunakan banyak variasi jenis huruf.				
23.	Penggunaan Variasi Peneulisan	Penggunaan variasi (<i>bold, italic, underline, dan capitalization</i>) tidak berlebihan dan sesuai dengan kaidah yang berlaku.				
24.	Desain Visual	Keseluruhan desain visual materi menarik.				

E. Tanggapan umum terhadap materi:

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah disusun?

2. Menurut Bapak/Ibu, apa saja kekurangan dari materi yang telah disusun?

3. Apa saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI Jurusan Teknik Produksi dan Penyiaran Program Pertelevisian Unit 3 dengan judul “Television: The Good and The Bad” dinyatakan*:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut:

No.	Task	Revisi

*Beri tanda centang (√) pada pilihan yang menurut Bapak/Ibu sesuai

Yogyakarta, 2016

Evaluator Materi,

NIP.

APPENDIX H.
THE EXPERT JUDGMENT
RESULTS



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Jalan Colombo No.1 Yogyakarta 55281 Telp. (0274) 550843, 548207
Fax. (0274) 548207 Laman: fbs.uny.ac.id E-mail: fbs@uny.ac.id

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK SISWA SMK KELAS XI JURUSAN TEKNIK PRODUKSI DAN
PENYIARAN PROGRAM PERTELEVISIAN**

(Diadaptasi dari Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMK oleh BSNP tahun 2014)

I. Identitas Responden

Nama : SARI HIDAYATI, M.A.

Jenis Kelamin : ~~X~~ / P (coret yang tidak perlu)

Pekerjaan : DOSEN

Pendidikan : () D3 () S1 () S2 () S3

Lama Bekerja : 15 tahun

II. Evaluasi Materi Pembelajaran

Diharapkan kepada Bapak/Ibu untuk memberikan tanda centang (✓) pada salah satu kolom 1, 2, 3 dan 4 pada setiap pernyataan yang ada pada tabel yang tersedia, memberikan tanggapan umum terhadap materi pembelajaran dan mengisi halaman rekomendasi.

Keterangan:

- 1 : Sangat Tidak Setuju
- 2 : Tidak Setuju
- 3 : Setuju
- 4 : Sangat Setuju

UNIT 1
SUGGESTIONS AT TV PROGRAMS

A. KELAYAKAN ISI

No.	Butir	Deskripsi	1	2	3	4
Kesesuaian Uraian Materi dengan KI dan KD						
1.	Kesesuaian	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				✓
		Materi yang dikembangkan sesuai dengan silabus.				✓
		Topik unit materi pembelajaran relevan dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				✓
		Teks dalam materi pembelajaran sesuai dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				✓
Keakuratan Materi						
2.	Fungsi Sosial	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai fungsi sosial sebuah teks.				✓
3.	Unsur dan Struktur Makna	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai struktur (<i>generic structure</i>) sebuah teks.				✓
4.	Fitur Linguistik	Materi pembelajaran mencakup keterampilan mikro: <i>vocabulary</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				✓
		Materi pembelajaran mencakup keterampilan mikro: <i>grammar</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				✓

		Materi pembelajaran mencakup keterampilan mikro: <i>language function</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				✓
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>mendengarkan</i> yang sesuai dengan tuntutan kurikulum.				✓
5.	Keterampilan Berbahasa	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>berbicara</i> yang sesuai dengan tuntutan kurikulum.				✓
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>membaca</i> yang sesuai dengan tuntutan kurikulum.				✓
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>menulis</i> yang sesuai dengan tuntutan kurikulum.				✓

B. KELAYAKAN BAHASA

No.	Butir	Deskripsi	1	2	3	4
Komunikatif						
6.	Keterbacaan Pesan	Bahasa yang digunakan untuk instruksi dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				✓
		Bahasa yang digunakan untuk penjelasan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				✓
		Bahasa yang digunakan untuk teks yang disediakan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				✓

7.	Ketepatan Kaidah Bahasa	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan ejaan (<i>spelling</i>) yang tepat. Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan tanda baca (<i>punctuation</i>) yang tepat.				✓	
Keruntutan dan Kesatuan Gagasan							
8.	Keruntutan makna dalam bagian/bab/sub-bab/paragraf/ kalimat	Pesan atau materi yang disajikan dalam satu bagian/bab/subab/paragraf/kalimat runtut.					✓
9.	Ketertautan makna antarbagian/bab/ sub-bab/paragraf/ kalimat	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi (<i>dialect</i>) Bahasa Inggris.					✓

C. KELAYAKAN PENYAJIAN

No.	Butir	Deskripsi	1	2	3	4
Teknik Penyajian						
10.	Sistematika	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis proyek (<i>Project-based Learning</i>) yang diadaptasi dari Stoller (2002). Kegiatan pembelajaran disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				✓
11.	Keseimbangan antarbab	Jumlah halaman dalam setiap unit atau bab seimbang, tidak terlampau jauh.				✓
		Jumlah kegiatan (<i>task</i>) dalam setiap unit atau bab seimbang, tidak terlampau jauh.				✓

		Setiap unit memiliki komponen-komponen yang sama.					✓
Penyajian Pembelajaran							
12.	Keterpusatan pada Peserta Didik	Aktivitas pembelajaran dalam materi yang dikembangkan disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri, secara berpasangan maupun berkelompok. Aktivitas pembelajaran dalam tahap pertama <i>Project-based Learning: selecting the topic of project</i> sesuai dengan teori yang dirujuk. Aktivitas pembelajaran dalam tahap kedua <i>Project-based Learning: determining the final product of project</i> sesuai dengan teori yang dirujuk. Aktivitas pembelajaran dalam tahap ketiga <i>Project-based Learning: designing the project</i> sesuai dengan teori yang dirujuk. Aktivitas pembelajaran dalam tahap keempat <i>Project-based Learning: designing supporting activities to collect data</i> sesuai dengan teori yang dirujuk.					✓
13.	Pembelajaran Project-based Learning	Aktivitas pembelajaran dalam tahap kelima <i>Project-based Learning: collecting data</i> sesuai dengan teori yang dirujuk. Aktivitas pembelajaran dalam tahap keenam <i>Project-based Learning: designing supporting activities to analyze data</i> sesuai dengan teori yang dirujuk. Aktivitas pembelajaran dalam tahap ketujuh <i>Project-based Learning: analyzing data</i> sesuai dengan teori yang dirujuk. Aktivitas pembelajaran dalam tahap kedelapan <i>Project-based Learning: designing activities to present the final product</i> sesuai dengan teori yang dirujuk. Aktivitas pembelajaran dalam tahap kesembilan <i>Project-based Learning: presenting the final product</i> sesuai dengan teori yang dirujuk.					✓

									✓
									✓
14.	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik								✓
15.	Mengembangkan kemandirian belajar peserta didik								✓
Kelengkapan Penyajian									
16.	Bagian Pendahuluan								✓
17.	Bagian Isi								✓

Aktivitas pembelajaran dalam tahap kesepuluh *Project-based Learning: evaluating the project* sesuai dengan teori yang dirujuk.

Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.

Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.

Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk bertanggung-jawab atas proses belajarnya sendiri.

Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk mengenali keberhasilan dan kekurangan siswa dalam melaksanakan kegiatan belajar dan berkomunikasi.

Materi pembelajaran dilengkapi dengan kegiatan penunjang yang disajikan di akhir setiap unit setelah langkah-langkah *Project-based Learning*.

Unit materi pembelajaran dilengkapi dengan prakata (*preface*).

Unit materi pembelajaran dilengkapi dengan tujuan pembelajaran (*syllabus*).

Unit materi pembelajaran dilengkapi dengan daftar isi (*table of contents*).

Unit materi pembelajaran mencakup kegiatan-kegiatan (*task*) berdasarkan *Project-based Learning*.

Unit materi pembelajaran mencakup kegiatan pengayaan (*enrichment*).

		Unit materi pembelajaran mencakup kegiatan ringkasan (<i>summary</i>).					✓
18.	Bagian Penyudah	Unit materi pembelajaran dilengkapi dengan daftar pustaka (<i>references</i>). Unit materi pembelajaran dilengkapi dengan appendix meliputi <i>scoring rubric, listening scripts, dan answer keys</i> .					✓

D. KELAYAKAN GRAFIK

No.	Butir	Deskripsi	1	2	3	4
19.	Ukuran Kertas	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4 atau A5 atau B5).				✓
20.	Tata Letak	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) pada bidang cetak proporsional.				✓
21.	Ilustrasi	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				✓
22.	Jenis Huruf	Materi pembelajaran tidak menggunakan banyak variasi jenis huruf.				✓
23.	Penggunaan Variasi Peneulisan	Penggunaan variasi (<i>bold, italic, underline, dan capitalization</i>) tidak berlebihan dan sesuai dengan kaidah yang berlaku.				✓
24.	Desain Visual	Keseluruhan desain visual materi menarik.				✓

E. Tanggapan umum terhadap materi:

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah disusun?

Sudah baik dan
berterima .

2. Menurut Bapak/Ibu, apa saja kekurangan dari materi yang telah disusun?

Beberapa kesalahan spelling
saja yang perlu diperbaiki .

3. Apa saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

Sudah baik

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI Jurusan Teknik Produksi dan Penyiaran Program Pertelevisian Unit 1 dengan judul "Suggestions at TV Programs" dinyatakan*:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut:

No.	Task	Revisi
		Beberapa kesalahan spelling.

*Beri tanda centang (✓) pada pilihan yang menurut Bapak/Ibu sesuai

Yogyakarta, 1 Agustus 2016

Evaluatur Materi,


SARI HIDAYATI, M.A.

NIP. 19770205 201012 2001.

UNIT 2
OPINIONS ON TV PROGRAMS

A. KELAYAKAN ISI

No.	Butir	Deskripsi	1	2	3	4
Kesesuaian Uraian Materi dengan KI dan KD						
1.	Kesesuaian	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				✓
		Materi yang dikembangkan sesuai dengan silabus.				✓
		Topik unit materi pembelajaran relevan dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				✓
		Teks dalam materi pembelajaran sesuai dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				✓
Keakuratan Materi						
2.	Fungsi Sosial	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai fungsi sosial sebuah teks.				✓
3.	Unsur dan Struktur Makna	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai struktur (<i>generic structure</i>) sebuah teks.				✓
4.	Fitur Linguistik	Materi pembelajaran mencakup keterampilan mikro: <i>vocabulary</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				✓
		Materi pembelajaran mencakup keterampilan mikro: <i>grammar</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevision.				✓

		Materi pembelajaran mencakup keterampilan mikro: <i>language function</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisionian.				✓
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>mendengarkan</i> yang sesuai dengan tuntutan kurikulum.				✓
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>berbicara</i> yang sesuai dengan tuntutan kurikulum.				✓
5.	Keterampilan Berbahasa	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>membaca</i> yang sesuai dengan tuntutan kurikulum.				✓
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>menulis</i> yang sesuai dengan tuntutan kurikulum.				✓

B. KELAYAKAN BAHASA

No.	Butir	Deskripsi	1	2	3	4
Komunikatif						
6.	Keterbacaan Pesan	Bahasa yang digunakan untuk instruksi dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				✓
		Bahasa yang digunakan untuk penjelasan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				✓
		Bahasa yang digunakan untuk teks yang disediakan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				✓

7.	Ketepatan Kaidah Bahasa	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan ejaan (<i>spelling</i>) yang tepat. Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan tanda baca (<i>punctuation</i>) yang tepat.					✓		
Keruntutan dan Kesatuan Gagasan									
8.	Keruntutan makna dalam bagian/bab/sub-bab/paragraf/ kalimat	Pesan atau materi yang disajikan dalam satu bagian/bab/subab/paragraf/kalimat runtut.							✓
9.	Keterkaitan makna antarbagian/bab/ sub-bab/paragraf/ kalimat	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi (<i>dialect</i>) Bahasa Inggris.							✓

C. KELAYAKAN PENYAJIAN

No.	Butir	Deskripsi	1	2	3	4
Teknik Penyajian						
10.	Sistematika	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis proyek (<i>Project-based Learning</i>) yang diadaptasi dari Stoller (2002). Kegiatan pembelajaran disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				✓
11.	Keseimbangan antarbab	Jumlah halaman dalam setiap unit atau bab seimbang, tidak terlampau jauh. Jumlah kegiatan (<i>task</i>) dalam setiap unit atau bab seimbang, tidak terlampau jauh.				✓

	Setiap unit memiliki komponen-komponen yang sama.						✓
Penyajian Pembelajaran							
12.	Keterpusatan pada Peserta Didik	Aktivitas pembelajaran dalam materi yang dikembangkan disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri, secara berpasangan maupun berkelompok.					✓
		Aktivitas pembelajaran dalam tahap pertama <i>Project-based Learning: selecting the topic of project</i> sesuai dengan teori yang dirujuk.					✓
		Aktivitas pembelajaran dalam tahap kedua <i>Project-based Learning: determining the final product of project</i> sesuai dengan teori yang dirujuk.					✓
		Aktivitas pembelajaran dalam tahap ketiga <i>Project-based Learning: designing the project</i> sesuai dengan teori yang dirujuk.					✓
		Aktivitas pembelajaran dalam tahap keempat <i>Project-based Learning: designing supporting activities to collect data</i> sesuai dengan teori yang dirujuk.					✓
13.	Pembelajaran Project-based Learning	Aktivitas pembelajaran dalam tahap kelima <i>Project-based Learning: collecting data</i> sesuai dengan teori yang dirujuk.					✓
		Aktivitas pembelajaran dalam tahap keenam <i>Project-based Learning: designing supporting activities to analyze data</i> sesuai dengan teori yang dirujuk.					✓
		Aktivitas pembelajaran dalam tahap ketujuh <i>Project-based Learning: analyzing data</i> sesuai dengan teori yang dirujuk.					✓
		Aktivitas pembelajaran dalam tahap kedelapan <i>Project-based Learning: designing activities to present the final product</i> sesuai dengan teori yang dirujuk.					✓
		Aktivitas pembelajaran dalam tahap kesembilan <i>Project-based Learning: presenting the final product</i> sesuai dengan teori yang dirujuk.					✓

		Aktivitas pembelajaran dalam tahap keseluruhan <i>Project-based Learning: evaluating the project</i> sesuai dengan teori yang dirujuk.				✓
		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				✓
14.	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik	Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				✓
		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk bertanggung-jawab atas proses belajarnya sendiri.				✓
		Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk mengenali keberhasilan dan kekurangan siswa dalam melaksanakan kegiatan belajar dan berkomunikasi.				✓
15.	Mengembangkan kemandirian belajar peserta didik	Materi pembelajaran dilengkapi dengan kegiatan penunjang yang disajikan di akhir setiap unit setelah langkah-langkah <i>Project-based Learning</i> .				✓
Kelengkapan Penyajian						
16.	Bagian Pendahuluan	Unit materi pembelajaran dilengkapi dengan prakata (<i>preface</i>).				✓
		Unit materi pembelajaran dilengkapi dengan tujuan pembelajaran (<i>syllabus</i>).				✓
		Unit materi pembelajaran dilengkapi dengan daftar isi (<i>table of contents</i>).				✓
17.	Bagian Isi	Unit materi pembelajaran mencakup kegiatan-kegiatan (<i>task</i>) berdasarkan <i>Project-based Learning</i> .				✓
		Unit materi pembelajaran mencakup kegiatan pengayaan (<i>enrichment</i>).				✓

		Unit materi pembelajaran mencakup kegiatan ringkasan (<i>summary</i>).					✓
18.	Bagian Penyudah	Unit materi pembelajaran dilengkapi dengan daftar pustaka (<i>references</i>). Unit materi pembelajaran dilengkapi dengan appendix meliputi <i>scoring rubric, listening scripts, dan answer keys</i> ..					✓

D. KELAYAKAN GRAFIK

No.	Butir	Deskripsi	1	2	3	4
19.	Ukuran Kertas	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4 atau A5 atau B5).				✓
20.	Tata Letak	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) pada bidang cetak proporsional.				✓
21.	Ilustrasi	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				✓
22.	Jenis Huruf	Materi pembelajaran tidak menggunakan banyak variasi jenis huruf.				✓
23.	Penggunaan Variasi Peneulisan	Penggunaan variasi (<i>bold, italic, underline, dan capitalization</i>) tidak berlebihan dan sesuai dengan kaidah yang berlaku.			✓	
24.	Desain Visual	Keseluruhan desain visual materi menarik.				✓

E. Tanggapan umum terhadap materi:

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah disusun?

Sudah baik dan berterima.

2. Menurut Bapak/Ibu, apa saja kekurangan dari materi yang telah disusun?

Beberapa kesalahan spelling dan usulan untuk membenarkan bold pada beberapa ekspresi.

3. Apa saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

Mengoreksi kesalahan spelling dan membenarkan bold pada ekspresi - ekspresi penting.

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI Jurusan Teknik Produksi dan Penyiaran Program Pertelevisian Unit 2 dengan judul "Opinions on TV Programs" dinyatakan*:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut:

No.	Task	Revisi
		Spelling Bold

*Beri tanda centang (✓) pada pilihan yang menurut Bapak/Ibu sesuai

Yogyakarta, 1 Agustus 2016

Evaluatur Materi,



SARI HIDAYATI, M.A.

NIP. 19770205 201012 2001.

UNIT 3
TELEVISION: THE GOOD AND THE BAD

A. KELAYAKAN ISI

No.	Butir	Deskripsi	1	2	3	4
Kesesuaian Uraian Materi dengan KI dan KD						
1.	Kesesuaian	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				✓
		Materi yang dikembangkan sesuai dengan silabus.				✓
		Topik unit materi pembelajaran relevan dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				✓
		Teks dalam materi pembelajaran sesuai dengan konteks siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				✓
Keakuratan Materi						
2.	Fungsi Sosial	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai fungsi sosial sebuah teks.				✓
3.	Unsur dan Struktur Makna	Materi pembelajaran yang dikembangkan mencakup pembelajaran mengenai struktur (<i>generic structure</i>) sebuah teks.				✓
4.	Fitur Linguistik	Materi pembelajaran mencakup keterampilan mikro: <i>vocabulary</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				✓
		Materi pembelajaran mencakup keterampilan mikro: <i>grammar</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				✓

		Materi pembelajaran mencakup keterampilan mikro: <i>language function</i> yang sesuai dengan kebutuhan siswa jurusan Teknik Produksi dan Penyiaran Program Pertelevisian.				✓
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>mendengarkan</i> yang sesuai dengan tuntutan kurikulum.				✓
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>berbicara</i> yang sesuai dengan tuntutan kurikulum.				✓
5.	Keterampilan Berbahasa	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>membaca</i> yang sesuai dengan tuntutan kurikulum.				✓
		Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi keterampilan makro: <i>menulis</i> yang sesuai dengan tuntutan kurikulum.				✓

B. KELAYAKAN BAHASA

No.	Butir	Deskripsi	1	2	3	4
Komunikatif						
6.	Keterbacaan Pesan	Bahasa yang digunakan untuk instruksi dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				✓
		Bahasa yang digunakan untuk penjelasan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				✓
		Bahasa yang digunakan untuk teks yang disediakan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.			✓	

7.	Ketepatan Kaidah Bahasa	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan ejaan (<i>spelling</i>) yang tepat. Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan tanda baca (<i>punctuation</i>) yang tepat.						✓	✓
Keruntutan dan Kesatuan Gagasan									
8.	Keruntutan makna dalam bagian/bab/sub-bab/paragraf/ kalimat	Pesan atau materi yang disajikan dalam satu bagian/bab/subab/paragraf/kalimat runtut.						✓	
9.	Keterkaitan makna antarbagian/bab/ sub-bab/paragraf/ kalimat	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi (<i>dialect</i>) Bahasa Inggris.						✓	

C. KELAYAKAN PENYAJIAN

No.	Butir	Deskripsi	1	2	3	4
Teknik Penyajian						
10.	Sistematika	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis proyek (<i>Project-based Learning</i>) yang diadaptasi dari Stoller (2002). Kegiatan pembelajaran disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				✓
11.	Keseimbangan antarbab	Jumlah halaman dalam setiap unit atau bab seimbang, tidak terlampau jauh. Jumlah kegiatan (<i>task</i>) dalam setiap unit atau bab seimbang, tidak terlampau jauh.				✓

		Setiap unit memiliki komponen-komponen yang sama.							✓
Penyajian Pembelajaran									
12.	Keterpusatan pada Peserta Didik	Aktivitas pembelajaran dalam materi yang dikembangkan disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri, secara berpasangan maupun berkelompok.							✓
		Aktivitas pembelajaran dalam tahap pertama <i>Project-based Learning: selecting the topic of project</i> sesuai dengan teori yang dirujuk.							✓
		Aktivitas pembelajaran dalam tahap kedua <i>Project-based Learning: determining the final product of project</i> sesuai dengan teori yang dirujuk.							✓
		Aktivitas pembelajaran dalam tahap ketiga <i>Project-based Learning: designing the project</i> sesuai dengan teori yang dirujuk.							✓
		Aktivitas pembelajaran dalam tahap keempat <i>Project-based Learning: designing supporting activities to collect data</i> sesuai dengan teori yang dirujuk.							✓
13.	Pembelajaran <i>Project-based Learning</i>	Aktivitas pembelajaran dalam tahap kelima <i>Project-based Learning: collecting data</i> sesuai dengan teori yang dirujuk.							✓
		Aktivitas pembelajaran dalam tahap keenam <i>Project-based Learning: designing supporting activities to analyze data</i> sesuai dengan teori yang dirujuk.							✓
		Aktivitas pembelajaran dalam tahap ketujuh <i>Project-based Learning: analyzing data</i> sesuai dengan teori yang dirujuk.							✓
		Aktivitas pembelajaran dalam tahap kedelapan <i>Project-based Learning: designing activities to present the final product</i> sesuai dengan teori yang dirujuk.							✓
		Aktivitas pembelajaran dalam tahap kesembilan <i>Project-based Learning: presenting the final product</i> sesuai dengan teori yang dirujuk.							✓

									✓
									✓
14.	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik								✓
15.	Mengembangkan kemandirian belajar peserta didik								✓
Kelengkapan Penyajian									
16.	Bagian Pendahuluan								✓
17.	Bagian Isi								✓

Aktivitas pembelajaran dalam tahap keseluruhan *Project-based Learning*:
evaluating the project sesuai dengan teori yang dirujuk.

Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.

Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.

Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk bertanggung-jawab atas proses belajarnya sendiri.

Aktivitas pembelajaran pada materi yang dikembangkan mendorong siswa untuk mengenali keberhasilan dan kekurangan siswa dalam melaksanakan kegiatan belajar dan berkomunikasi.

Materi pembelajaran dilengkapi dengan kegiatan penunjang yang disajikan di akhir setiap unit setelah langkah-langkah *Project-based Learning*.

Unit materi pembelajaran dilengkapi dengan prakata (*preface*).

Unit materi pembelajaran dilengkapi dengan tujuan pembelajaran (*syllabus*).

Unit materi pembelajaran dilengkapi dengan daftar isi (*table of contents*).

Unit materi pembelajaran mencakup kegiatan-kegiatan (*task*) berdasarkan *Project-based Learning*.

Unit materi pembelajaran mencakup kegiatan pengayaan (*enrichment*).

		Unit materi pembelajaran mencakup kegiatan ringkasan (<i>summary</i>).					✓
18.	Bagian Penyudah	Unit materi pembelajaran dilengkapi dengan daftar pustaka (<i>references</i>).					✓
		Unit materi pembelajaran dilengkapi dengan appendix meliputi <i>scoring rubric, listening scripts, dan answer keys</i> .					✓

D. KELAYAKAN GRAFIK

No.	Butir	Deskripsi	1	2	3	4
19.	Ukuran Kertas	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4 atau A5 atau B5).				✓
20.	Tata Letak	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) pada bidang cetak proporsional.				✓
21.	Ilustrasi	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				✓
22.	Jenis Huruf	Materi pembelajaran tidak menggunakan banyak variasi jenis huruf.				✓
23.	Penggunaan Variasi Peneulisan	Penggunaan variasi (<i>bold, italic, underline, dan capitalization</i>) tidak berlebihan dan sesuai dengan kaidah yang berlaku.				✓
24.	Desain Visual	Keseluruhan desain visual materi menarik.				✓

E. Tanggapan umum terhadap materi:

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah disusun?

Sudah baik dan berterima.

2. Menurut Bapak/Ibu, apa saja kekurangan dari materi yang telah disusun?

Ada satu teks adaptasi yang masih perlu dikoreksi grammarnya.

3. Apa saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

Koreksi teks tsb diatas.

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI Jurusan Teknik Produksi dan Penyiaran Program Pertelevisian Unit 3 dengan judul "Television: The Good and The Bad" dinyatakan*:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut:

No.	Task	Revisi
		Grammar pada satu teks.

*Beri tanda centang (✓) pada pilihan yang menurut Bapak/Ibu sesuai

Yogyakarta, 1 Agustus 2016

Evaluatur Materi,



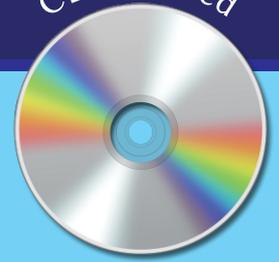
SARI HIDAYATI, M.A.

NIP. 19770205 201012 2001.

APPENDIX H.
THE FINAL DRAFT OF THE
MATERIALS

Based on Curriculum 2013

CD included



SCREEN

English for TV Program and Broadcast Engineering Students

for Vocational High School Grade XI
Semester I

By:

Gesnia Ardiyani

Consultant:

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ENGLISH EDUCATION STUDY PROGRAM
YOGYAKARTA STATE UNIVERSITY
2016

PREFACE



SCREEN—English for TV Program and Broadcast Engineering Department—has been specifically developed to provide opportunities for students of TV Program and Broadcast Engineering Department at Vocational High School to study English. It is expected that this book can be one of instructional materials that the students can use to study English in TV Program and Broadcast Engineering context.

SCREEN consists of three units with different topics in reference to the Curriculum 2013 that is mainly used as the framework of the English instructional process today. Each unit of this book is organized based on the stages of Project-based approach adapted from Stoller (2002). The units cover integrated skills i.e. listening, speaking, reading and writing and provide the students with sufficient and meaningful language practice. Each unit has:



Let's Select the Topic consists of several tasks that function to lead the students to the topic of the project through guiding questions, vocabulary tasks and several topics of the project that should be selected.



Let's Determine the Final Product provides the students with information about the final product of the project that the students should complete in the English instructional process.



Let's Design the Project provides the students with a table through which the students have to plan and design activities that the students are going to carry out to complete the project.



Let's Get Ready to Collect Data consists of several tasks focused on language i.e. grammar, language function, text types, etc. The tasks will help the students to collect data in the next step.



Let's Collect Data will guide the students to collect data or information related to the topic of project particularly the students have chosen in the beginning of the unit. The tasks get the students to collect information from any sources.





Let's Get Ready and Analyze Data gets the students to analyze, select and organize information collected in order to complete the final product of project.



Let's Get Ready to Present the Final Product provides the students with several tasks that will help the students to prepare the final product presentation.



Let's Present the Final Product consists of several tasks which give the students opportunities to present the final product whether it is oral or written product.



Let's Evaluate the Project will help the students to know how far the students have learned in each unit. In this part, the students will make reflection on and make suggestions at the project.

Further, there are **Enrichment** and **Summary**. Enrichment gets the students to review what they have learned in the project through doing several tasks provided. Summary will provide the students with the short clear description about the main points of the project.

This student book is also completed by scoring rubric and listening transcript in the appendix. Then, an audio CD containing the recordings from every unit for listening practice is also included.

It is believed that the students will enjoy to use this book as well as become better English learners. Good luck!

Author





MAP OF THE BOOK

units/titles	basic competences	indicators	materials
<p>Unit 1</p> <p>Suggestions at TV Programs</p> <p>Page 1-22</p>	<p>3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>By the end of this lesson, students are able to:</p> <ol style="list-style-type: none"> 1. identify the purpose of making suggestions and offers 2. identify expressions of making suggestions in the conversation as well as the expressions to respond 3. use expressions of making offers in the conversation as well as the expressions to respond 	<p>Language Function</p> <ol style="list-style-type: none"> 1. making suggestions 2. making offers <p>Grammar</p> <ol style="list-style-type: none"> 1. the use of <i>should</i> 2. the use of <i>can</i> <p>Pronunciation</p> <p>Pronouncing words related to making suggestions and offers at TV programs</p> <p>Vocabulary</p> <p>Words related to making suggestions and offers at TV programs such as <i>should, can, may, shall, would, matter, idea, pleasure, etc.</i></p>



units/titles	basic competences	indicators	materials
<p>Unit 2</p> <p>Opinions on TV Programs</p> <p>Page 23-44</p>	<p>3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>4.2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>By the end of this lesson, students are able to:</p> <ol style="list-style-type: none"> 1. identify the purpose of asking and giving opinions 2. identify expressions of asking and giving opinions in the conversation 3. use expressions of asking and giving opinions in the conversation 	<p>Language Function</p> <ol style="list-style-type: none"> 1. asking opinions 2. giving opinions <p>Grammar</p> <p>phrases to give opinions such as <i>of I think, I suppose, in my opinion..., what I mean is..., etc.</i></p> <p>Pronunciation</p> <p>Pronouncing words related to ask and give opinions related to TV programs</p> <p>Vocabulary</p> <p>Words related to asking and giving opinions TV programs such as <i>opinion, think, concerned, reckon, compelled, humble, etc.</i></p>



units/titles	basic competences	indicators	materials
<p>Unit 3</p> <p>Television: The Good and The Bad</p> <p>Page 45-68</p>	<p>3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>3.2. Teks Eksposisi Analisis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>By the end of this lesson, students are able to:</p> <ol style="list-style-type: none"> 1. identify the purpose of an analytical exposition text 2. identify the generic structure of an analytical exposition text 3. use the simple present tense to persuade readers by arguing one side of issue and form arguments using conjunctions or conjunctive adverbs appropriately 	<p>Text Types Analytical Exposition Text</p> <p>Grammar</p> <ol style="list-style-type: none"> 1. simple present tense 2. conjunctions <p>Pronunciation Pronouncing words related to the good and the bad of television</p> <p>Vocabulary Words related to the good and the bad of television such as <i>watch</i>, <i>impact</i>, <i>switch</i>, <i>broadcast</i>, <i>interfere</i>, <i>etc.</i></p>



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UNIT 1

SUGGESTIONS AT TV PROGRAMS



Source: www.wnglishwifi.com

In our daily life, we always need someone else's suggestions and offers in the form of ideas, solutions, advice, help, and so forth. Do you think making suggestions and offers are important? At the end of this unit, you are expected to be able to make suggestions and offers in relation to TV programs.



Let's Select the Topic



Task 1

Answer the following questions based on your personal experience. Then, share it with your partner.

1. Have you ever made suggestions to someone? If so, what did you suggest?
2. What were expressions you used to make suggestions to someone?
3. Have you ever made offers to someone? If so, what did you offer?
4. What were expressions you used to make offers to someone?
5. Do you think that making suggestions and offers have benefits? If so, mention three of them and if possible give several examples in the daily life.



www.clipartpanda.com



Task 2

In this unit, you will have a video recording project that should be completed in pairs. Choose your partner and select one of the following topics.

No.	making suggestions	making offers
1.	making suggestions to watch news programs on TV	offering help to look for the channel for news programs on TV
2.	making suggestions to watch talk shows on TV	offering help to look for the channel for talk shows on TV
3.	making suggestions to watch documentary programs on TV	offering help to look for the channel for documentary programs on TV



Let's Determine the Final Product



Task 3

At the end of your project, you will make a final product. Read the following information related to your final product.

You and your partner will make a video recording in the form of a dialog about making suggestions and offers related to the topic you both have chosen in the previous task. For instance, you choose topic number 1, then, your dialog later will be about making suggestions to watch news programs on TV and offering help to look for the channel.

www.projectsart.co.uk





To complete the project, you have to plan activities you are going to carry out. In pairs, complete the table below to structure your project.

Steps	What information will you need to complete the project?	How will you get the information?	When will you collect the information?
preparing to collect data		1. doing language tasks in this unit 2. 3.	
collecting data		1. going to several websites in relation to the topic and reading the articles there 2. 3.	
preparing and analyzing data		1. going to several websites in relation to the topic 2. 3.	
preparing to present data		1. doing the tasks in this unit 2. 3.	
presenting data		1. doing the tasks in this unit 2. 3.	
evaluating data		1. doing the tasks in this unit 2. 3.	





Work in pairs. Listen to a conversation between Lisa and Alan on the recording. Then, read the following statement about the conversation. Write C for true and write X for false statement. Make correction for each false statement. The listening script is in the Appendix.

statements	C/X	corrections
1. Alan asks Lisa to watch Civil Wars in the cinema.		
2. Lisa refuses Alan's suggestion to watch Civil Wars.		
3. Habibie from Mataram River is a reality show on TV.		
4. Lisa knows the program from a magazine.		
5. Lisa accepts Alan's suggestions to ask Brian to join.		



On the recording in the previous task, you heard the following words. Now, study how the words are pronounced by repeating your teacher.

words	pronunciation
cousin (noun)	/ˈkʌz. ə n/
department (noun)	/dɪˈpɑ:t.mənt/
documentary (noun)	/ˌdɒk.jʊˈmen.t ə r.i/
matter (noun)	/ˈmæt.ə r/
schedule (noun)	/ˈʃed.ju:l/



On the recording in Task 6, you heard several expressions used by the speakers to make suggestions. Now, study the following information about other expressions of making suggestions and how to respond them.

Giving Suggestions

To suggest means to mention an idea, possible plan or action for other people to consider. Therefore, suggestions are ideas, plans or actions that are suggested or the act of suggesting it. Suggestions can be in the form of solutions, advice, plans and ideas. The common expressions to make suggestions is using "should." Here are the examples and things to remember about making suggestions.

- They **should show** a documentary on the desert in front of their teacher.
 - The documentary **should present** the real situation happened in the savannah.



Things to remember about making suggestions:

1. The verb "suggest" can be followed by either:

- should + verb : I suggest (that) *we should go* to the theater.
- a verb (in the subjunctive form) : I suggest (that) *we go* to the movies.

2. "That" is optional:

- "I suggest **that** we should watch the breaking news." OR
- "I **suggest** we should watch the breking news."

3. The use of "should"

a. Positive and Negative Statement

Subject + Should/Should not + Base form of verb + O

Examples:

- You **should ask** yourself exactly what you want from a job as a producer.
- You **should not watch** TV programs that provide violence.

b. Yes/No Questions

Should + Subject + Base form of verb + O?

Examples:

- Should I change the TV channel?
- Should we take the video here?

Other expressions to make suggestions:

- **Let's try** to make docudrama at home.
- **What about going** to the film festival tonight?
- **How about compiling** some facts for a documentary?
- **Why don't we** take the portable broadcast camera?
- **Couldn't we invite** your uncle to our exhibition?
- **Shall we have** a walk along the river to haunt the location?
- **What would you** say to a cup of coffee?
- **Don't you think** it is a good idea to watch TV?
- **Does it matter if** we use Ana's camera?



www.myenglishpages.com

Accepting suggestions:

- Ok. Yes, let's do that.
- Yes, I'd like to.
- What a good idea!
- Why not?
- Yes, with pleasure.
- Yes, I feel like taking a walk.
- That sounds like a good idea.

Refusing suggestions:

- No, let's not.
- No, I'd rather not.
- I don't feel like it.
- I dislike going for a walk.
- What an awful/bad idea!





Change each sentence below into the positive, negative and/or question form. See the following example.

- (+) **They should submit** the documentary project at the end of this month.
- (-) **They should not submit** the documentary project at the end of this month.
- (?) **Should they submit** the documentary project at the end of this month?

1. (+) We should watch the talk show because the topic is relevant to our homework.
(?)
2. (-) You should not watch the movie for it contains violence.
(?)
3. (-)
(?) Should I turn the television down and look for another program?
4. (+) We should finish our homework before watching the reality show on TV.
(?)
5. (+)
(?) Should they show more documentaries on TV instead of all the reality shows?



Work in pairs. Listen to the conversation between Dita and Dinda on the recording to find the answers to these questions. The listening script is in the Appendix.

1. Who looks so sad? Why?
Answer :
2. What did Dita suggest to Dinda?
Answer :
3. How is the program according to Dita?
Answer :
4. Where and what time will the program be on?
Answer :
5. Did Dinda accept Dita's suggestions?
Answer :





Choose the correct answer by putting a tick (✓) in the box.

1. Why _____ go to the documentary film festival tonight?
 - don't we
 - don't we to
 - don't
2. Let's _____ for a meal before watching the talk show at JEC.
 - to go out
 - going out
 - go out
3. How about _____ at Old Trafford Stadium this weekend?
 - to watch Manchester United vs Chelsea
 - watch Manchester United vs Chelsea
 - watching Manchester United vs Chelsea
4. Why _____ breaking news about the train accident on TV?
 - don't watch
 - don't you watch
 - not you watch
5. We _____ the ticket of the talk show while you buy popcorn.
 - can buy
 - can't buy
 - must have bought
6. _____ to the agent this afternoon to book our ticket for the documentary film festival.
 - Let's going
 - Let's to go
 - Let's go
7. What _____ your brother to join us watching the talk show at JCC?
 - about asking
 - about to ask
 - about ask
8. How _____ to Yogyakarta for our news report?
 - about going
 - about to go
 - about you going
9. I _____ all the factors into consideration to be a good news anchor.
 - suggest you taking
 - suggest you to take
 - suggest you take
10. Let's _____ soon to do our English project.
 - getting together
 - to get together
 - get together





Listen to several talks on the recording. Then, answer the following questions based on the recording. The listening script is in the Appendix.

- | | |
|----|---|
| 1. | a. watch football match in the stadium
b. play football in the field
c. watch football match on TV
d. do nothing at home |
| 2. | a. buy a new camera
b. talk to his teacher
c. talk to the seller
d. borrow a camera from his friend |
| 3. | a. The man knows where the comedy program will be on.
b. The man gets bored with the TV program he is watching.
c. The man refused the suggestion to watch a comedy program on TV.
d. The man accepted the suggestion to watch a comedy program on TV. |
| 4. | a. go to the cinema alone
b. write the school news report
c. watch another movie at the cinema
d. pick up the woman to watch a new movie at the cinema |
| 5. | a. to avoid Mr. Ludwiki
b. to finish the documentary film
c. to tell Mr. Ludwiki about the documentary film
d. to help Mr. Ludwiki finishing the documentary film |



Listen to a talk on the recording. Then, work in group of three and complete the dialog below with appropriate expressions as you heard. The listening script is in the Appendix. As you finish, act the dialog out in front of the classroom.

- Emma : Ria, Arum, I have found an English program on TV for our assignment.
Arum : Really? What is that?
Emma : 1) _____ you watch Indonesia Now.
Ria : What kind of program is that?
Emma : It is a news program.
Arum : 2) _____
Ria : When and where will the program be broadcasted?
Emma : Sunday morning at 9 a.m. on Metro TV.
Arum : Great. 3) _____ it together at my house.
Ria : 4) _____ We need to bring our observation sheet as well.
Emma : 5) _____ We can also discuss the program.
Ria : 6) _____
Arum : Sorry, 7) _____
I will prepare birthday party for my brother. Will you join?
Emma : 8) _____ What about you Ria?
Ria : Okay. 9) _____
Arum : Okay. See you on Sunday morning, girls.





The following situations need solutions. Work in pairs to make suggestions for each situation.

Situation : Your friend wants to watch a documentary program on TV. Make your suggestion.

Your suggestion:

.....

.....

Situation : Your brother is bored. Make suggestion to join watching football match on TV.

Your suggestion:

.....

.....

Situation : Your sister has nothing to do. You suggest her a good news program to watch.

Your suggestion:

.....

.....

Situation : Your father likes English talk shows so much. Suggest the talk show to your father.

Your suggestion:

.....

.....

Situation : Your sister is looking for a music program on the international TV channel. Make your suggestion.

Your suggestion:

.....

.....





Giving suggestions is usually followed by offering something. Now, study several expressions used to offer something as well as expressions to respond them.

Making Offers

To offer means when someone asks you if you would like to have something or if you would like them to do something. To offer means to give help, food or money. It can be taken or refused.

Making offers:

- **Can I help** you?
- **May I give** you a hand?
- **Can I edit** the video for you?
- **Would you like** another camera?
- **Shall I help** you with your final project?
- **How about I help** you with your homework?
- **Shall I bring you** some coffee and piece of cake?

Accepting offers:

- Yes, please. I really appreciate it.
- Thank you, it is very kind of you.
- Thank you, I appreciate your help.
- Yes, please, that would be very kind of you.

Refusing offers:

- It is okay, I can do it myself.
- No, thank you.
- No, thanks. I don't want another helping.
- Don't worry, I will do it myself.
- That's alright, I will manage on my own.

Things to remember about offers:

Can /Will/Shall+ Subject + Base form of verb + O ?

Examples:

- Can I help you with your project?
- Will you compile the videos for the documentary?
- Shall we take you to the documentary film festival?



Listen to a conversation on the recording. Then, choose one the best answers for each question below. The listening script is in the Appendix.

1. What is Ida doing?
 - a. She is watching a movie.
 - b. She is making a short movie.
 - c. She is doing her homework
 - d. She is editing a short movie

2. What is Udin going to do?
 - a. He is going to do his homework.
 - b. He is going to walk to his house.
 - c. He is going to leave Ida alone.
 - d. He is going to help Ida.
3. What is the problem that Ida encounters?
 - a. The computer is broken.
 - b. She forgets where she puts the video.
 - c. Her brother does not have another program.
 - d. The editing program makes the computer run slower.
4. What is offered by Ida?
 - a. a cup of tea and a cake
 - b. a glass of water and an orange
 - c. a bottle of cola and a cake
 - d. a cup of coffee and an orange
5. What is he going to do next?
 - a. accepting the coffee and the orange
 - b. refusing a coffee and accepting the cake
 - c. accepting the tea and refusing the cake
 - d. refusing the tea and accepting the orange



Listen to the recording. Then, in pairs, complete the dialog below with expressions as you heard. The listening script is in the Appendix. As you finish, act it out with your partner in front of the classroom.

- Citra : What are you doing, mom?
 Mom : Watching TV, dear.
 Citra : What are you going to watch?
 Mom : Stand Up Comedy Indonesia. Do you know that?
 Citra : Yes. It is a famous reality show coming up.
 Mom : Yeahh. But, I can't find the channel.
 Citra : 1) _____ to look for the channel, mom?
 Mom : 2) _____, dear.
 Citra : Moment. (switching the channel using the remote).
 If I am not mistaken the program is broadcasted on Kompas TV.
 There you go, here it is. Is that right?
 Mom : Yes. Definitely. Thank you so much, dear. Will you join to watch?
 Citra : Yes. But, 3) _____ for you and me?
 Mom : Yes, please, 4) _____.
 Citra : Shall I bring you a cake from auntie as well?
 Mom : 5) _____, dear. It is on the dining table.
 I'll take it by myself.



Offer your help for each situation below. Then, read it aloud in front of the classroom.

1. Situation: Your father cannot find the channel for his favorite talk show.
Offer your help to find the channel.
You say :

2. Situation : Your neighbor buys a new TV and needs help to set the order of the channel. Offer your help.
You say :

3. Situation : Your friend gets confused where the documentary film is broadcasted. Offer your help to find the channel.
You say :

4. Situation : Your brother cannot find the channel for football match between Chelsea and Arsenal. Offer your help to him.
You say :

5. Situation : Your mother cannot find the channel for a cooking program on TV. Offer your help to her.
You say :



While listening to the recording, complete the dialog below with appropriate expressions in pairs. The listening script is in the Appendix. As you finish, act the dialog out in front of the classroom.

- Rudi : What are you doing, dad?
Mr. Anton : Well, I am watching TV, dear. But it seems there is no interesting program.
Rudi : I see. 1) _____ English Premier League? If I am not mistaken, there will be a big match between Manchester United vs Manchester City.
Mr. Anton : Really? 2) _____. What football club will you support?
Rudi : Of course, Manchester United. How about you, dad?
Mr. Anton : Well, I like blue, then I will support Manchester City. We're in the opposite side.
Rudi : No problem. Let's see who will win this match.
Mr. Anton : Anyway, how can I always update the news of football?
Rudi : Well, I think 3) _____ One Stop Football Program on Trans 7.
Mr. Anton : What is it like?
Rudi : It is a football news program. There will be a preview, review and other news of football in the world. It broadcasted every Saturday and Sunday at 2 p.m.
Mr. Anton : 4) _____ Alright. Anyway, when and where will the big match be on?
Rudi : It is on SCTV at 8 p.m. which means...five minutes left. 5) _____
Mr. Anton : Yes, please. That would be very kind of you.





In pairs, collect information by reading an article in the websites provided below. You should choose one website that contains a list of TV programs in line with your topic. Then, put all information that will help you make suggestions and offers in your dialog in the table below. Look at the example.

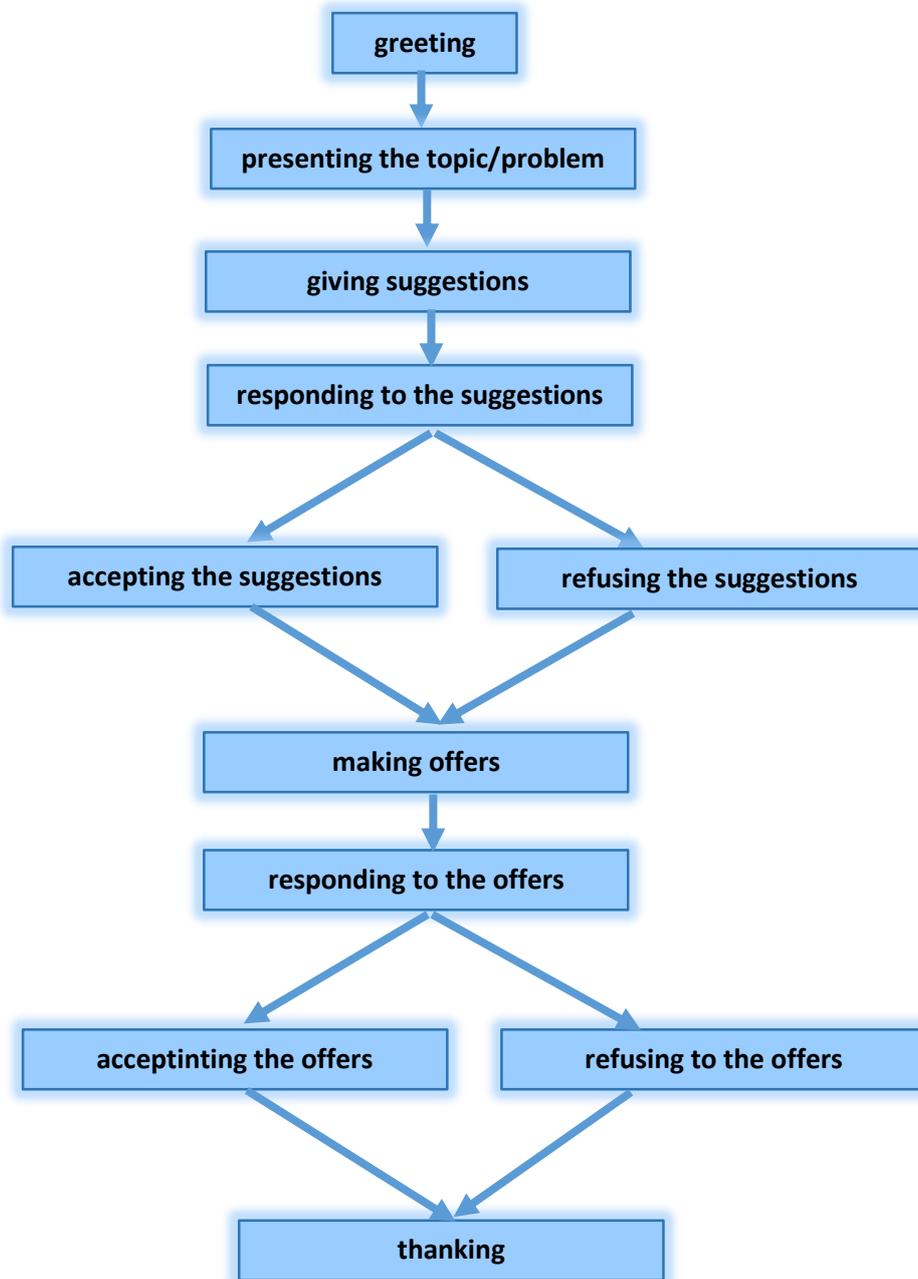
1. **News program:**
<http://www.tv.com/shows/category/news/>
2. **Talk show:**
<http://www.tantik.com/top-10-talkshow-sumber-inspirasi-di-televisi-Indonesia/>
3. **Documentary program:**
<http://www.goethe.de/ins/id/lp/prj/dns/dfm/ind/enindex.htm>

the list of TV programs that you may recommend					
No.	Topics	What are the names of the TV programs	Where will the TV programs be on?	What time will the TV programs be on?	Why do you suggest the TV programs?
1.	News Programs	CBS Evening	News BBC Channel	7 p.m.	This program covers both international and domestic news.
2.	Talk Shows				
3.	Documentary Programs				





Work in pairs. After selecting TV programs you will use to create a dialog of making suggestions and offers, design the outline of your dialog by following the diagram below. Then, put your outline in the table on the next page.



parts	your expressions	your response
opening	1. greeting: 2. presenting the topic/problem:	1. responding to greeting: 2. responding to the topic/problem:
giving suggestions	expression 1: expression 2: expression 3:	responding to expression 1: responding to expression 2: responding to expression 3:
making offers	expression 1: expression 2: expression 3:	responding to expression 1: responding to expression 2: responding to expression 3:
closing	thanking:	responding to thanking:





Let's Get Ready to Present the Final Product



In pairs, create a dialog and take turns making suggestions and offers related to the topic you have chosen in the beginning of this unit. Use the outline you have designed in the previous task.

A large rectangular area enclosed by a dashed red border, intended for students to write their dialog.



Try to practice your dialog in front of the classroom for having feedback from your teacher and friends before you both video tape it at home. They will give score on your performance using the speaking scoring rubric in the Appendix as the guideline.

student's name	fluency	accuracy	vocabulary	pronunciation	expression
general comments:					



Let's Present the Final Product



Practice the dialog of making suggestions and offers you have made in the previous task with your partner at home. Ask someone to videotape your practice. Make sure you do not bring your text while practicing. You may design the setting. Hand in your video to your teacher in the next school day.



Let's Evaluate the Project



Reflect on what you have learned from the project by answering the following questions.

1. What have you learned from the project in terms of language?

.....

2. What skills have you learned from the project?

.....



3. What have you learned from the topic (subject matter) you have chosen?

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

4. What do you like the most from the project in this unit?

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

5. How do you feel after completing the project in this unit?

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



Make suggestions for the similar project in the future in the box below.

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





Listen to the conversation between Mr. Andre and Joni on the recording. Then, tick (✓) on each statement you consider it correct based on the recording you have heard. The listening script is in the Appendix

- Joni offers help to Mr. Andre to edit the opening part of the video.
- Mr. Andre offers help to Joni to edit the opening part of the video.

- It is a video of the school talk show.
- It is a video of department profile.

- Mr. Andre is in hurry to go to a class for teaching.
- Mr. Andre is in hurry to go to a meeting.

- The video is in Joni's computer.
- The video is in Mr. Andre's computer.

- Mr. Andre suggests they should watch Mata Najwa talk show.
- Joni suggests they should watch Mata Najwa talk show.

- Joni accepts Mr. Andre's suggestion.
- Joni refuses Mr. Andre's suggestion.



Make suggestions or offer your help to each situation below. Then, share it with your classmates in front of the classroom.

1. Your sister is looking for a news program on TV. Make a suggestion at a news program which is on.
You say:

2. Make a suggestion to Mr. Basuki who wants to watch a documentary film in the cinema.
You say:

3. Dina likes a sitcom so much. Make a suggestion at the best sitcom on TV.
You say:

4. Rico wants to watch a cartoon program which is on. Offer your help to find the channel.
You say:

5. Your mother wants to watch a cooking program on TV. Offer your help to find the channel.
You say:





With your partner, make a dialog of making suggestions and offering help at home. You both may choose one of the following topics. Then, practice it. Make sure you do not have the text with you while practicing. Ask someone to videotape your performance. Hand in your video in the next school day.

1. make a suggestion at a nature program and help your partner to find the channel on TV
2. make a suggestion at a cooking program and help your partner to find the channel on TV
3. make a suggestion at a sport program (a football match) and help your partner to find the channel on TV



Summary

Giving Suggestions

To suggest means to mention an idea, possible plan or action for other people to consider. Therefore, suggestion is an idea, plan or action that is suggested or the act of suggesting it. Suggestions can be in the form of solutions, advice, plan and idea.

Making suggestions:

- **Let's try** to make docudrama at home.
- **What about going** to the film festival tonight?
- **How about compiling** some facts for a documentary?
- **Why don't we** take the portable broadcast camera?
- **Couldn't we invite** your uncle to our exhibition?
- **Shall we have** a walk along the river to haunt the location?
- **What would you** say to a cup of coffee?
- **Don't you think** it is a good idea to watch TV?
- **Does it matter if** we use Ana's camera?

Responding to Suggestions

Accepting suggestions:

- Ok. Yes, let's do that.
- Yes, I'd like to.
- What a good idea!
- Why not?
- Yes, with pleasure.
- Yes, I feel like taking a walk.
- That sounds like a good idea.

Refusing suggestions:

- No, let's not.
- No, I'd rather not.
- I don't feel like it.
- I dislike going for a walk.
- What an awful / bad idea



Making Offers

Offers mean when someone asks you if you would like to have something or if you would like them to do something. Offers mean to give help, food or money. It can be taken or refused.

Making offers:

- **Can I help** you?
- **May I give** you a hand?
- **Can I edit** the video for you?
- **Would you like** another camera?
- **Shall I help** you with your final project?
- **How about I help** you with your homework?
- **Shall I bring you** some coffee and piece of cake?

Responding to Offers

Accepting offers:

- Yes, please. I really appreciate it.
- Thank you, it is very kind of you.
- Thank you, I appreciate your help.
- Yes, please, that would be very kind of you.

Refusing offers:

- It is okay, I can do it myself.
- No, thank you.
- No, thanks. I don't want another helping.
- Don't worry, I will do it myself.
- That's alright, I will manage on my own.

Did You Know

The most watched TV broadcasts are typically global events such as the Olympics and Football World Cup.

Source: www.sciencekids.co.nz



UNIT 2

OPINIONS ON TV PROGRAMS



Picture 1. www.gettyimages.com

Picture 2. www.joshbenson.com

There are many TV programs. They can be in news, documentary, reality show, cartoon, series, talk show, comedy, sitcom, etc. What is your opinion about TV programs at this moment? Are they good or bad? At the end of this unit, you are expected to be able to ask and give opinions particularly about TV programs.



Answer the following questions based on your personal experience. Then, share it with your partner.

1. Have you ever asked and/or given opinions orally?
2. Have you ever asked and/or given written opinions?
3. Do you think that asking and giving opinions have benefits? If so, please explain.
4. Have you ever asked and/or given opinions about TV programs?
5. What is your opinion about TV programs in Indonesia right now?



Look at the list of TV programs below. Which programs interest you most? Put ticks (v) on them.

- | | |
|---|--|
| <input type="checkbox"/> nature | <input type="checkbox"/> fitness or exercise |
| <input type="checkbox"/> documentary | <input type="checkbox"/> soap opera |
| <input type="checkbox"/> news | <input type="checkbox"/> talk show |
| <input type="checkbox"/> game | <input type="checkbox"/> sitcom |
| <input type="checkbox"/> home improvement | <input type="checkbox"/> comedy |
| <input type="checkbox"/> reality show | <input type="checkbox"/> cooking |
| <input type="checkbox"/> cartoon | <input type="checkbox"/> sports |



Match each type of the following TV programs with appropriate definitions by drawing a line. Number one has been done for you.

TALK SHOW	It gives you the latest information about current event.
NEWS	People talk about very personal and private things in their lives.
DOCUMENTARY	It is a television program about ordinary people who are filmed in real situations.
SITCOM	It tells you about life in our planet, history, and geography.
REALITY SHOW	A number of programs about the same situations or the same characters in different situations.





In pairs, mention several TV programs based on the categories in the table below. You may mention local or international TV programs.

news	talk show	documentary	sitcom	soap opera



In this unit, you will have a video recording project that should be completed in pairs. Choose your partner and select one of the following topics.

1. soap operas on TV
2. reality shows on TV
3. documentary programs on TV
4. talk shows on TV



Let's Determine the Final Product



At the end of your project, you will make a final product in pairs. Read the following information related to the final product.

You and your partner will make a video recording in the form of a dialog of asking and giving opinions about a topic you both have chosen in the previous task. For instance, if you choose topic number 1, your dialog later will include asking and giving opinions about a soap opera on TV.





Let's Design the Project



To complete the project, you have to plan activities you are going to carry out. In pairs, complete the table below to structure your project.

Steps	What information will you need to complete the project?	How will you get the information?	When will you collect the information?
preparing to collect data		1. doing language tasks in this unit 2. 3.	
collecting data		1. going to several websites in relation to the topic and reading the opinion articles there 2. 3.	
preparing and analyzing data		1. going to several websites in relation to the topic 2. 3.	
preparing to present data		1. doing the tasks in this unit 2. 3.	
presenting data		1. doing the tasks in this unit 2. 3.	
evaluating data		1. doing the tasks in this unit 2. 3.	





Work in pairs. Listen to the conversation on the recording. Then, state if the following statements are true or false based on the recording. Make correction for each false statement. The listening script is in the Appendix.

statements	T/F	corrections
1. Rio is late to come to the music studio.		
2. CID is Rio's favorite TV program.		
3. CID is broadcasted on Sony channel.		
4. Rio thinks that CID is very thrilling.		
5. Rio also likes Science of Stupid.		



On the recording in the previous task, you heard these following words. Now, study how the words are pronounced by repeating your teacher.

words	pronunciation
curious (adj)	/ˈkjʊə.ri.əs/
detective (noun)	/dɪˈtektɪv/
favorite (adj)	/ˈfeɪ.v ə r.ɪt/
investigation (noun)	/ɪnˌves.tɪˈgeɪ.ʃ ə n/
thrilling (adj)	/ˈθrɪl.ɪŋ/



On the recording in Task 8, you heard several expressions used by the speakers to ask and give opinions. Now, study the following information about other expressions of asking and giving opinions.

Asking someone's Opinions

- What is your opinion about....?
- What is your idea about...?
- What do you think about....?
- What is impression by looking at....?
- How do you feel about....?
- Do you think...?
- How do you like....?
- How about/ what about....?



www.linkedin.com



Giving Opinions

Personal Point of View

- In my opinion ...
- What I mean is....
- I think ...
- Personally, I think ...
- In my experience ...
- According to me ...
- I strongly believe that ...
- As far as I am concerned ...
- From my point of view ...
- As I understand ...
- As I see it ...
- I reckon ...
- I am compelled to say ...
- By this I mean ...
- To my mind ...
- In my humble opinion ...
- I would like to point out that ...

General Point of View

These expressions are used to show general point of view aimed to create of a balance in writing and helps to avoid absolute statements.

- Most people do not agree....
- Almost everyone ...
- Some people say that....
- Some people believe ...
- Of course, many argue ...
- Generally it is accepted ...
- Majority disagree with ...
- It is sometimes argued ...
- It is considered....
- While some people believe...



Task 11

Listen to a conversation on the recording. Then, answer the questions below in pairs. The listening script is in the Appendix.

1. What is the kind of TV program which Bella likes most?
 - a. documentary
 - b. news report
 - c. soap opera
 - d. talk show
2. What is the name of the program?
 - a. Indonesia Now
 - b. Talk Indonesia
 - c. Hot Indonesia
 - d. Indonesia Insight
3. Which one is **NOT** Bella's opinion?
 - a. The program is useful for someone because it is delivered in English.
 - b. The issues talked about enable the listeners to explore their insight.
 - c. The discussion is carried out on communicative way.
 - d. The presenter delivers the program seriously.



ielts-upc.com



4. Who is the presenter of the program?
 - a. Darren Tanaka
 - b. Darren Tanonaka
 - c. Dalton Tanonaka
 - d. Dalton Tanaka
5. When is the program broadcasted?
 - a. in the morning
 - b. in the afternoon
 - c. in the evening
 - d. at night



mrswarnerarlington.weebly.com



In pairs, listen to a conversation on the recording and answer the following questions based on the information you have heard. The listening script is in the Appendix.

1. When is the reality showing on TV? What channel is showing the program?
 - a. at 7.00 on channel 5
 - b. at 7.30 on channel 7
 - c. at 8.00 on channel 11
2. Why does the man not want to watch the reality show?
 - a. He watched the same program last week.
 - b. He isn't interested in show's theme.
 - c. He wants to go swimming instead.
3. How does the man feel about watching Star Wars on TV?
 - a. He wouldn't mind seeing it again.
 - b. He'd like to watch if he had more time.
 - c. He'd prefer to watch something else.
4. Which statement best describes the man's feeling about watching the home improvement show?
 - a. He doesn't want to watch because his wife will expect him to fix things around the house.
 - b. He thinks that he will be able to get a better job by learning from the show.
 - c. He thinks it is easier to get someone else to repair their problems around the house.
5. What do Paul and Brenda decide to watch?
 - a. a TV drama
 - b. a sport event
 - c. a talk show

All television is educational television. The question is: what is it teaching? ~ Nicholas Johnson





The following words and phrases are mentioned on the recording in the previous task. Now, look for the meanings in Indonesian. You may use your dictionary or ask your teacher for help.

words and phrases	meanings in Indonesian
beat (<i>adj</i>)	
get into something (<i>phrase</i>)	
hit the sack (<i>phrase</i>)	
rerun (<i>noun</i>)	
suspense (<i>noun</i>)	
zillion (<i>noun</i>)	



Listen to several talks on the recording. Then, answer the following questions based on the recording. The listening script is in the Appendix.

- It will end in New Year.
 - It will be broadcasted after New Year.
 - It will end at the last day of the year.
 - It will be broadcasted at the beginning of the year.
- The talk show is good for teachers.
 - The talk show is not good as other talk shows.
 - The talk show is good for listening input
 - The talk show is not good for students.
- because the reality show helps rich people to rent their apartment
 - because the reality show makes poor people having a new house
 - because the reality show gives rich people a new apartment
 - because the reality show helps poor people to renovate their house
- It is boring.
 - It is wonderful.
 - It is disgusting.
 - It is invisible.
- It is the best sitcom she has ever watched.
 - It is the worst sitcom ever in Indonesia.
 - It is not like the sitcom.
 - It contains of violence.





Before you listen to the dialog in the next task, study how the following words, which will appear on the recording, are pronounced by repeating your teacher. Then, look for the meanings in Indonesian. You may use your dictionary.

words	pronunciation	meanings in Indonesia
benefit (<i>verb</i>)	/ˈben.ɪ.fɪt/	
convey (<i>verb</i>)	/kənˈveɪ/	
develop (<i>verb</i>)	/dɪˈvel.əp/	
encouraging (<i>adj</i>)	/ɪnˈkʌr.ɪ.dʒɪŋ/	
enough (<i>adv</i>)	/ɪˈnʌf/	
entertainment (<i>noun</i>)	/en.təˈteɪn.mənt/	
waste (<i>verb</i>)	/weɪst/	



Listen to a conversation on the recording. Then, in pairs, complete the dialog below with expressions as you heard. The listening script is in the Appendix As you finish, act the dialog out in front of the classroom.

- Bobby : For how many hours do you watch TV everyday?
 Alvin : Mostly for one hour. On holidays I may watch for even two hours or more.
 Bobby : 1) _____?
 Alvin : I watch it for information and entertainment.
 Bobby : Do you watch movies too?
 Alvin : I don't have enough time to watch movies. I hardly watch one movie a month.
 Bobby : 2) _____ about movies? Are they good for our society?
 Alvin : 3) _____ most of them are not good. They waste our time and energy.
 People don't learn anything good from them.
 Bobby : Which is your favorite TV channel?
 Alvin : ESPN since I am very interested in sports.
 Bobby : 4) _____, what do you expect from TV programs?
 Alvin : Personally, I think a TV program should be informative and encouraging. It should help us develop our personality. 5) _____? What is your favorite TV channel?
 Bobby : I like Discovery, History and some news channels.
 Alvin : I see. 6) _____ TV really benefits our society?
 Bobby : 7) _____, TV is both beneficial and harmful. Good programs help us to live a better life.
 Bad and vulgar programs have negative effect on us.
 Alvin : Is TV changing our kids too?
 Bobby : 8) _____ that is changing. It is improving their brain power.
 But some programs may have a very bad impact on their psychology.
 Alvin : Well. 9) _____? Are they good for kids?
 Bobby : 10) _____ most of the cartoon movies can refresh their mind.
 Such films can convey a powerful message in very simple way.





Work in pairs. Rearrange the following jumbled expressions into a good dialog by giving numbers in each circle. Number one has been done for you. As you finish, act it out in front of the classroom.

Harry: I'm afraid I already have plans. Mata Najwa has an interesting topic to talk about with two outstanding guests tonight. I don't want to miss today's episode.



Rudi: Hi, Harry. Are you free tonight? Let's go to the launching of Midnight Cafe next to our school.

1

Harry: It's about education. Study at the university. The guests are the minister of Primary and Secondary Education, Mr. Anies Baswedan and Maudy Ayunda. Do you know her?



Rudi: Hmm...I see. Okay, then. Why are you so interested in? What is the topic tonight? Who are the guests?



Harry: Yes, you're right. She is gorgeous and smart. Personally, I think she is an successful artist in the academic and carrier.



Rudi: Yes, sure. She is a students of Oxford University and also an indonesian singer. right?



Harry: Absolutely. As I see it, the talk show is very educated. The topic discussed is always something coming up. The host and the guests do not only talk about the topic and the problems within, but also discuss the way to overcome.



Rudi: Sounds great. Hmm...I think I want to join with you to watch that talk show since the discussion will be very useful for us to give insight about studying at the university.



Harry: Yes, sure. Just come to my house. The talk show will be on at 8 p.m. See you later.



Rudi: Hmm...I do believe that the talk show will be very interesting. Anyway, what do you think about the talk show? It is very famous, right?





Before listening to the dialog in Task 19, study how the following words are pronounced by repeating you teacher in order to prepare yourself doing the next task. Then, look for the meanings in Indonesian.

words	pronunciation	meanings in Indonesian
appeal (<i>verb</i>)	/ə'pi:l/	
attract (<i>verb</i>)	/ə'trækt/	
distinctive (<i>adj</i>)	/dɪ'stɪŋk.tɪv/	
notable (<i>adj</i>)	/'nəʊ.tə.bl/	
packaging (<i>noun</i>)	/'pæk.ɪ.dʒɪŋ/	



Work in pairs and complete the following dialog with appropriate expressions as you listen to the recording. The listening script is in the Appendix. Once you finish, act it out in front of the classroom.

- David : Hey Wina! How are you?
 Wina : Hey David. I'm good and you?
 David : I'm fine too. Hey, listen. Did you watch Mata Najwa last night? Two days ago you suggested I should watch your favorite talk show, right? You know, it was my first time watching it since I came back to Indonesia.
 Wina : Yes, I did. I never miss it. So, 1) _____?
 David : 2) _____ the talk show has become one of the most popular talk show in Indonesia. Is that right?
 Wina : Yes, you are absolutely right. What makes you say like that?
 David : Well, 3) _____, the talk show was very unique and distinctive in comparison with other similar programs that I have ever watched here.
 Wina : Hmm..I ever read an article on the internet about this talk show. It told me that the show's success in continuously attracting audiences cannot be separated from some notable points. One is the host of the talk show. Do you know her?
 David : Yes. Najwa Shihab, right? 4) _____, she has strong character that makes the show appealing and more dynamic to the audiences.
 Wina : Yes, I totally agree with you. Then, the next important aspect of the show is its consistency in discussing hot issues with high-profile and famous guest speakers. The article stated that the last important aspect is that the packaging of the program in each episode is titled uniquely to represent the hot issue that is being discussed.
 David : 5) _____. I do believe that all of those aspects make Mata Najwa becomes one of the most inspiring television program up until now.





Give your personal opinions on TV programs below. You may use expressions to give opinions on page 28. Then, read aloud your opinions in front of the classroom.

No.	TV programs	your opinions
1.	 Source: tvguide.co.id	
2.	 Source: plus.google.com	
3.	 Source: tvguide.co.id	
4.	 Source: twitter.com	
5.	 Source: hendrinova.wordpress.com	





Work in pairs. Then, select several opinions you have collected in the previous tasks that you will include in your dialog. Put the selected opinions in the box below. See the example.

selected opinions

✓ Reality shows offer unreal situation since the cameras and producers may affect what happen to attract viewers.
.....

✓
.....

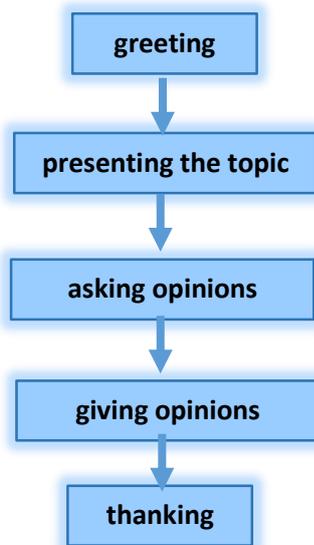
✓
.....

✓
.....

✓
.....



Work in pairs. After selecting the opinions you will include in your dialog, make the outline of your dialog by following the diagram below. Then, put your outline in the table in the next page.



parts	your expressions	your responses
opening	1. greeting: 2. presenting the topic	1. responding of greeting: 2. responding to the topic
asking and giving opinions	question 1: question 2: question 3: question 4: question 5:	responding of question 1: responding of question 2: responding of question 3: responding of question 4: responding of question 5:
closing	thanking:	responding of thanking:





Let's Get Ready to Present the Final Product



With your partner, create your dialog and take turns asking and giving opinions related to the topic you both have chosen in the beginning of this unit.

A large rectangular area enclosed by a dashed red border, intended for students to write their dialog.





Try to practice your dialog in front of the classroom for having feedback from your teacher and friends before you both video tape it at home. They will give score on your performance using the speaking scoring rubric in the Appendix as the guideline.

students' name	fluency	accuracy	vocabulary	pronunciation	expression
general comments:					



Let's Present the Final Product



Practice the dialog you have made in the previous task with your partner at home. Ask someone to videotape your practice. Make sure you do not bring your text while practicing. You may design the setting. Hand in your video to your teacher in the next school day.



Let's Evaluate the Project



Reflect on what you have learned from the project by answering the following questions.

1. What have you learned from the project in terms of language?

.....

2. What skills have you learned from the project?

.....



3. What have you learned from the topic (subject matter) you have chosen?

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

4. What do you like the most from the project in this unit?

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

5. How do you feel after completing the project in this unit?

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



Make suggestions for the similar project in the future in the box below.

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**Task 30**

Listen to the conversation on the recording. Then, choose the best answer based on the recording you have heard. The listening script is in the Appendix.

1. What TV program is Sekar watching?
 - a. Kompas Siang
 - b. Liputan 6
 - c. Kabar Siang
 - d. Seputar Indonesia
2. Where is the program broadcasted?
 - a. RCTI
 - b. TV One
 - c. Kompas TV
 - d. SCTV
3. When does the conversation between Sekar and Jenni occur?
 - a. in the morning
 - b. in the afternoon
 - c. in the evening
 - d. at night
4. What is Jenni's opinion about the program?
 - a. The program is good for broadcasting Panasonic Global Award.
 - b. The program is good for having culinary segment.
 - c. The program is good for showing news about violence.
 - d. The program is good for taking a lot of considerations before broadcasting news.
5. What does Sekar like from this program?
 - a. the main news segment
 - b. the entertainment segment
 - c. the Indonesian culinary segment
 - d. the sport news segment



ieltsintaiwan.wordpress.com

**Task 31**

Listen and complete each dialog below with appropriate expressions based on the recording. The listening script is in the Appendix.

1. Lia : Do you know Jejak Petualang on Trans 7?

Donna : From my point of view, it is such a good nature program. It helps us explore our knowledge about Indonesian nature.



2. Santi : _____ that Opera van Java is a great comedy program?
 Leo : Definitely. By this I mean that this program can make the viewers laugh. It's very entertaining.
3. Rani : _____ about Mata Najwa on Metro TV?
 Bayu : I feel it is a great talk show. I like the way the presenter present the program.
4. Petra : _____ by looking at Master Chef?
 Langen : As I see it, it is the best cooking ever on TV. The competition among the participants is very sportive.
5. Citra : _____ Bedah Rumah Show?
 Rendi : In my humble opinion, the program is very helpful.



Put your favorite TV programs based on the categories below. Then, give your opinions. Once you finish, share your opinions to your classmates in front of the classroom.

No.	types of TV program	your favorite	your opinions
1.	nature program		
2.	talk show		
3.	documentary		
4.	comedy		
5.	cartoon		



With a partner, choose one of the following topics and create a role play of asking and giving opinions between a reporter and an informant. Then, present your role play in front of the classroom in the next school day.

1. comedy programs
2. nature programs
3. cooking programs



Asking Someone's Opinions

What is your opinion about?
What is your idea about ...?
What do you think about?
What is impression by looking at?
How do you feel about?
Do you think ...?
How do you like?
How about / what about?

Giving Opinions

From my point of view ...
As I understand ...
As I see it ...
I reckon ...
I am compelled to say ...
By this I mean ...
To my mind ...
In my humble opinion ...
I would ...
I like to point out that ...

General Point of View

These expressions are used to show general point of view aimed to creates of a balance in writing and helps to avoid absolute statements.

Most people do not agree
Almost everyone ...
Some people say that
Some people believe ...
Of course, many argue ...
Generally it is accepted ...
Majority disagree with ...
It is sometimes argued ...
It is considered
While some people believe ...

UNIT 3

TELEVISION: THE GOOD AND THE BAD



Many people like watching TV. Nowadays, TV has important roles in our life. Can you imagine how if we live without TV? Do you know the advantages and disadvantages offered by TV in our life? At the end of this unit, you are expected to be able to write an analytical exposition text in relation to television.

Picture 1. shutterstock.com

Picture 2. lifestyle-rbu-family-watching-tv-photo-large

Picture 3. himym.aarongoldsmann.com



Let's Select the Topic



Answer the following questions based on your personal experience. Then, share it with your partner.

1. How many hours do you spend to watch TV everyday?
2. What is a TV program you like most?
3. Do you think watching TV has advantages? If so, mention three of them.
4. Do you think watching TV has disadvantages? If so, mention three of them.
5. Could you be happy without having a TV at home?



At the end of this unit, you will have a project. Choose one of the following topics.

1. Television and children
2. Doing homework while watching TV
3. Controlling children watching TV



www.clipartkid.com



Let's Determine the Final Product



At the end of the project, you will make or complete the following final products.

1. a written report in the form of an analytical exposition text (individual project)
2. an oral presentation of the analytical exposition text you have made (individual project)
3. a wall board contains all the exposition texts made by all students in the classroom (a classroom project)



Did You Know

The average person in the UK watches just over four hours' television a day.

Source: www.express.co.uk





To complete the project, you have to plan activities you are going to carry out. Complete the table below to structure your project.

Steps	What information will you need to complete the project?	How will you get the information?	When will you collect the information?
preparing to collect data		1. doing language tasks in this unit 2. 3.	
collecting data		1. going to several websites in relation to the topic and reading the articles there 2. 3.	
preparing and analyzing data		1. going to several websites in relation to the topic 2. 3.	
preparing to present data		1. doing the tasks in this unit 2. 3.	
presenting data		1. doing the tasks in this unit 2. 3.	
evaluating data		1. doing the tasks in this unit 2. 3.	





Work in pairs. Listen to the monolog on the recording. Then, decide whether the following statements are true or false. The listening script is in the Appendix.

statements	T/F
1. The monolog tells us about the advantages of TV only.	
2. TV promotes sports and art.	
3. It makes us aware of the global situation.	
4. TV makes us lazy.	
5. It promotes consumptive behavior.	



On the recording in the previous task, you heard these following words. Now, study how the words are pronounced by repeating your teacher.

words	pronunciation
advantage (<i>noun</i>)	/ədˈvɑːn.tɪdʒ/
aware (<i>adj</i>)	/əˈweə r /
billion (<i>noun</i>)	/'bɪl.jən/
collect (<i>verb</i>)	/kəˈlekt/
concert (<i>noun</i>)	/'kɒn.sət/
encourage (<i>verb</i>)	/ɪnˈkʌr.ɪdʒ/



Read the following text and try to get the points.

Is Watching TV Good or Bad?

When you are at home or in school then suddenly you read how watching TV is bad, I mean is watching TV really bad or good? Think about it. Which side are you going for? People are always saying the bad sides of watching TV. However, there are also plenty of good things about watching TV. I am not here to tell you that TV is good and not bad or TV is bad not good. I am here to show you both sides of watching TV.



www.economist.com



Who among us has not spent time watching a show we do not like or knew nothing about, or flipping through the channels waiting for something to pop up after you look a couple times knowing there is nothing to watch on TV but still flipping through? According to the website Salon.com, “Sociologist Robert Putnam in Bowling Alone (2000) reported that in 1950, about 10 percent of American homes had television sets, but this had grown to more than 99 percent. Putnam also reported that the number of TVs in the average U.S. household had grown to 2.24 sets, with 66 percent of households



www.mamarazziknowsbest.com

having three or more sets; the TV set is turned on in the average U.S. home for seven hours a day; two-thirds of Americans regularly watch TV during dinner; and about 40 percent of Americans’ leisure time is spent on television.”

There is absolutely no doubt that TV can be educational, but one of the consequences of watching TV is reducing how much parents talk with their children. Parent’s child interaction can have a huge negative effect on a child life.

Now, there are plenty of reasons why TV can be good. First of all, it is simply entertaining. It can make you laugh, it makes you see things that you might never see in

person, and you can watch sports game and so much more. Second of all, we all need downtime in our life, we all need the time of the day were its time to relax and just watch some TV. It means switching off from your work whether that is paid work, housework or volunteering and letting your thoughts focus on something else. Personally, I think TV is great for this. Books are great too but it can take a bit more effort to get into a good book. You can switch on the TV, kick back and relax with a favorite show and return to your work, feeling refreshed. Third of all is TV can change your life. Have you ever watch a show and it really gets to? You can watch a show and it might get you

thinking about your own life or someone else’s life. Fourth of all, TV is good because of the news. News helps you know what is going around your area and the world, it can help you to see what you can do, and help your family.

My opinion is that watching TV is good, however, there should be less time watching TV because according to the statistics the TV rating has been going up and time with parents should increase more to help the child out. I also think that parents should take more control of watching TV.

Adapted from:
http://www.teenink.com/opinion/movies_music_tv/article/522588/Is-watching-TV-good-or-bad/





After reading the text in Task 7, answer these following questions and discuss it with your partner.

1. Do you think watching TV is good or bad? Give reasons to support your opinion.
2. Did the text raise or change your awareness about watching TV? Please explain.
3. Do you think it is necessary to educate people on issue of watching TV? Why?
4. Discuss the article on watching TV in pairs. Does it change your perspective on watching TV or not? Give reasons to support your answers.
5. What can young people like you do to control watching TV? List at least three things you and your friends can do to control your TV watching.



In the previous text, you found these following words. Now, study how the following words are pronounced by repeating your teacher. Then, look for the meanings in Indonesian. See the example.

words	pronunciation	meanings in Indonesian
downtown (<i>noun</i>)	/ˌdaʊnˈtaʊn/	pusat keramaian di sebuah kota
flip (<i>verb</i>)	/flɪp/	
household (<i>noun</i>)	/ˈhaʊs.həʊld/	
huge (<i>adjective</i>)	/hjuːdʒ/	
increase (<i>verb</i>)	/ɪnˈkriːs/	
leisure (<i>noun</i>)	/ˈleɪ.ʒə r /	
pop up (<i>verb</i>)	/ˈpɒp.ʌp/	
reduce (<i>verb</i>)	/rɪˈdjuːs/	
switch (<i>noun</i>)	/swɪtʃ/	
volunteer (<i>verb</i>)	/ˌvɒl.ənˈtɪə r /	

Did You Know

Until 1987, there were no television broadcasts in Iceland on Thursdays.

Source: www.express.co.uk





The text in Task 7 is called an analytical exposition text.
Now, study the following information dealing with analytical exposition text.

Analytical Exposition Text

A. Social function

Analytical exposition texts are commonly used to persuade by arguing one side of an issue and then form an opinion based on the evaluation of the arguments presented.

B. Generic Structure

1. *Thesis (statement of position)*

This section of the text states the author's position on the issue to be argued and previews the arguments that will follow. This information which previews is known as a text preview.

2. *Arguments*

This section states the arguments to be presented. An argument is comprised of a series of points and elaborations. Each paragraph usually contains a sentence which previews the reminder of the paragraph. Sometimes there is a sentence which has the function of previewing a section of text which may include a number of paragraphs. A sentence which previews a section of text is known as a section preview. Each argument consists of a point and elaboration. In the elaboration the argument is supported by evidence.

3. *Conclusion (reinforcement of position statement)*

The final statement restates the author's position and sums up the arguments.

C. Language Features

- ✓ using simple present tense
- ✓ using conjunctions

TV. If kids are entertained by two letters, imagine the fun they'll have with twenty-six. Open your child's imagination. Open a book. ~Author Unknown





An analytical exposition text uses simple present tense. Study the explanation below dealing with simple present tense.

Simple Present Tense

1. Form

Subject (I, You, They, We) + V1

Subject (She, He, It) + V1 s/es

2. Examples of Present Tense

- ✓ A square has four equal sides.
- ✓ The earth revolves around the sun.
- ✓ She likes watching music programs on TV.
- ✓ Ann watches TV about five hours every day.
- ✓ I usually spend an hour every morning to watch a news program.

3. Negative Forms

Subject (I, You, They, We) + do not + V1

Subject (She, He, It) + does not + V1

- a. They do not like to spend a lot of time to watch TV.
- b. It does not give advantages for us.
- c. I do not turn on my TV while doing my homework.
- d. She does not report the news on TV.
- e. Andy does not watch the breaking news on TV.

4. Interrogative Forms

Do + subject (I, You, They, We) + V1

Does + subject (She, He, It) + V1

- a. Do they like to spend a lot of time to watch TV?
- b. Does it give advantages for us?
- c. Do I turn on my TV while doing my homework?
- d. Does she report the news on TV?
- e. Does Andy watch the breaking news on TV?

5. Adverb of Time

every day, every week, every month, at night, today, tonight, once a week, in the morning, generally, usually, seldom, sometimes, occasionally, nowadays, habitually, frequently





In the previous analytical text, you found words such as *first of all*, *second of all*, *third of all*, etc. Those words are called as conjunctions or conjunctive adverbs. Now, study the information about conjunctions below.

Conjunctions

Conjunctions or conjunctive adverbs are words that connects words, phrases or clauses in a sentence. Conjunctions can appear in the beginning, in the middle, or at the end of one independent clause. Here is the list of conjunctions commonly used in an analytical exposition text.

- another point
- as a result
- consequently
- first, second, etc.
- firstly, secondly, etc.
- finally
- hence
- in contrast
- last of all
- nevertheless
- nonetheless
- on the contrary
- on the other hand
- therefore
- thus
- based on the arguments

Examples:

- ✓ However, is it important to know what your kids are watching?
- ✓ TV, on the contrary, also gives advantages to people in this globalization era.
- ✓ Fourthly, TV destroys our health especially our eyes. It happens if you watch TV too near.

Did You Know

The word “television” entered the language in 1907. The abbreviation TV was first used in 1948.

Source: www.express.co.uk





Task 13

Read the following analytical exposition text. Pay attention on the generic structure and the use of conjunctions.

TV is Bad for Children

Television plays a very important role in our lives and it is also a main source of entertainment. We watch TV whenever we are free, or sometimes while working, and learn many things from it. As TV is used in our daily life, it broadcasts many live events and news which educate us in many ways. On the other hand, as far as I am concerned, sometimes children watch those programs on TV which should not be meant to be viewed by child's age group and have many negative impacts on their lives.

Coniunction

Statement of position

Thesis

The American Academy of Pediatrics (AAP) recommends that kids under 2 years old do not watch any TV and that those older than 2 watch no more than 1 to 2 hours a day. The first 2 years of life are considered a critical time for brain development. TV and other electronic media can get in the way of exploring, playing, and interacting with parents and others, which encourages learning and healthy physical and social development. As kids get older, too much screen time can interfere with activities such as being physically active, reading, doing homework, playing with friends, and spending time with family.

Argument 1

I believe that many children who watch TV for long hours, have many negative impacts on their health such as they may weak their eye-sight at young age. In fact, these children should spend most of their time playing and studying, which would give them better results later and keep them healthy as well. If these children keep wasting their precious time watching TV for long hours instead of studying, it may affect their school result.

Argument 2

Many children tend to follow their favorite actors or actress and imitate them by wearing same cloths, following same attitude and try to speak same languages. This becomes worse when they watch any action movies and perform same actions at home, which might injure them or change their behavior toward other people.

Argument 3

Television indeed can be a media to entertain and to teach children something. However, programs on TV are not designed for children only; they also include some programs for adult. Watching TV too much could make children following some clothes, attitudes, and language which may be bad for them. Too much watching TV also will weaken children eyes. Thus, watching TV too much is bad for children.

Coniunction

Reinforce-ment of position statement

Conclusion

Adapted from:

<http://www.belajarbahasainggris.us/2016/02/contoh-analytical-exposition-text-tv-is.html>





Rearrange the following jumbled paragraphs into a good analytical exposition text by labeling each paragraph which one is *thesis*, *arguments* and *conclusion*. Look at the example.

Does Television Have Negative Effects on the Society?

<p>Above all, television has a bad impact on human health, especially for children. According to the American Medical Association, children who watch too much television are usually overweight that can lead to diabetes. Children often snack on junk food while watching television because of the commercial effects to eat unhealthy food. Besides that, they just sit down and watch the television, not running, jumping, or doing other activity that will burn calories and increase metabolism. Moreover, too much watching television is not good for our eyes' health, especially if we are too near with the television.</p>	<p>.....</p>
<p>Firstly, television is greatly abused for commercial purposes which the audience constantly sold to. Through some advertisements, the advertisers try to make the audience interested in their products. They try to convince that we can more enjoy our life by buying their products. It encourages people to be spendthrift and consumptive as some people even buy something that they do not need.</p>	<p>Argument</p>
<p>Nowadays, television is a device that cannot be separated from everyday life. Almost every family has a television set in their house. It cannot be imagined that we live without television in a modern life because television has significant roles in our life that it is not only as a tool to get information about social, politic, economic, etc., but also as a source of entertainment. Unfortunately, watching television is also giving us negative effects. We can see it through some reasons that I am going to present here.</p>	<p>.....</p>
<p>Secondly, watching television can also cause such a psychological problem in the modern society or a depression. Violence, aggression, crime, and war that shown in television program can encourage psychological tension, pessimism, and negative emotions. Besides, such television program that only focuses on beauty discriminates women in the society, such as beauty pageant. Only beautiful women can join. This condition can make the handicap women feel psychologically depressed watching that program.</p>	<p>.....</p>
<p>From the reason above, we can conclude that actually television which is already common in our everyday life is giving us some negative impacts that we must be aware of.</p>	<p>.....</p>

Taken from:

<http://myforeverwriting.blogspot.co.id/2014/07/analytical-exposition-text-does.html>





In pairs, identify main ideas of each paragraph of the analytical exposition text in Task 14. Then, share it with another group.

thesis (statement of your position)	
arguments	argument 1:
	argument 2:
	argument 3:
conclusion (reinforcement of position statement)	



Make sentences using these following conjunctions. You may use your dictionary. Then, show your sentences to your teacher to have feedback.

No.	conjunctions	sentences
1.	as a result	
2.	consequently	
3.	hence	
4.	on the other hand	
5.	therefore	





Change the verbs in the brackets with the correct forms of simple present tense. See the example below.

Example : TV **(offer)** information and violence.
 Answer : TV offers information and violence.

1. My brother **(watch)** television for long hours.
 Answer:
2. The addiction to television **(deprive)** them of children's time to play.
 Answer:
3. Some researchers **(not/claim)** that the attention deficit disorders in children are a result of watching television.
 Answer:
4. Television **(become)** one of the effective media which are used to propagate all types of products.
 Answer:
5. Nowadays every person **(keep)** TV at home to entertain himself and his family.
 Answer:
6. He **(not/state)** that numerous studies indicate that TV violence can lead to increased aggression in children and teens.
 Answer:
7. Many parents **(consider)** that through various TV programs, it is possible to educate and expose the children to various aspects.
 Answer:
8. Americans **(spend)** approximately 20 million years of their human life watching television.
 Answer:
9. The study also **(show)** that there was more touching between parents and children while they watched television than during the child's playtime.
 Answer:
10. TV heavy viewers **(put)** less effort into their school work and **(not/participate)** in other physical activities.
 Answer:



Find the mistakes in each sentence below. Then, correct them. Write down your answer on the board.

1. We realizes that TV play a very important part in our daily life.
 Answer :
2. Television also give disadvantages.
 Answer :
3. TV is the window into the world which give us an opportunity to travel all over the world.
 Answer :



4. It make us to be able to meet different people and learn about their customs and traditions.
Answer :
5. The researcher say that TV broaden our minds and have the power to educate.
Answer :
6. A great variety of programs on TV includes news and sport programs, talk shows, and documentary and feature films, reality shows and so on.
Answer :
7. Some people argues that TV is a terrible waste of time.
Answer :
8. Violence on TV worry many people.
Answer :
9. My sister spend 3 hours to watch TV every day, while my brother watch TV about 2 hours only.
Answer :
10. The study suggest parents should control what their children are watching on TV.
Answer :



Let's Collect Data



Task 19

Collect information by reading an article in the websites provided below. You should choose one website in line with your topic. After reading it, put all information that you will use to make arguments for your analytical exposition text in the table provided. Look at the example.

1. **Television and Children :**
childdevelopmentinfo.com/family-living/kids-media-safety/television/
2. **Doing homework while watching TV:**
www.washingtonpost.com/wpdyn/content/article/2006/09/03/AR2006090300592_2.html
3. **Controlling children watching TV:**
www.med.umich.edu/yourchild/topics/tv.htm

information that you will use to make arguments for your analytical exposition text

Television and Children:

According to Kyla Boyse, to control of the television viewing of preschool children, here are things that parents can do.

- ✓ Parents should make weekly plan as to what programs will be permitted and how much time overall may be spent in viewing.
- ✓ If the child is still very young, parents can literally point children in the direction of informative and educational programs.
- ✓ Parents should accompany and control what their children are watching on TV.





Make the outline of your analytical exposition text by designing main ideas of *thesis*, *arguments* and *conclusion*. Use the selected arguments in the previous task to elaborate your main ideas. You may consult your teacher as you find difficulties.

generic structure	Main idea
thesis (statement of your position)	
arguments	Main idea of paragraph 1: Main idea of paragraph 2: Main Idea of paragraph 3: Main idea of paragraph 4: Main idea of paragraph 5:
conclusion (reinforcement of position statement)	Main idea:





Let's Get Ready to Present the Final Product



Write down your analytical exposition text based on the topic you have chosen. Use the outline you have designed in the previous task. Remember, you should use simple present tense and conjunctions.

A large rectangular area enclosed by a dashed red border, intended for students to write their analytical exposition text.





Practice reading your revised analytical exposition text in front of the classroom. While, your partner will give score on your performance in the table provided below. 1 = very good, 2 = good, 3 = fair, 4 = poor and 5 = very poor

no.	aspects	grade					score
		1	2	3	4	5	
Content							
1.	<i>Thesis</i> The statement of the writer's position is clear.						
2.	<i>Arguments</i> There is a clear series of points and elaboration.						
3.	<i>Conclusion</i> There is clear restatement of the writer's position and summary of the arguments raise.						
Delivery							
4.	<i>Volume of the voice</i> The speaker's volume of speech was appropriate.						
5.	<i>Rate of speech</i> The speaker's rate of speech was appropriate.						
TOTAL SCORE							



After reading aloud the text, decorate and submit your analytical exposition text to your teacher in the next day for having feedback. After that, revise your text again till it gets ready to be exhibited.



Work with all students in your classroom. Make a wall board and attach your analytical exposition texts on it. Then, in the exhibition day, you should explain your text to people who see and read your text.





Reflect on what you have learned from the project by answering the following questions.

<p>1. What have you learned from the topic (subject matter) you have chosen?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2. What do you like the most from the project in this unit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3. How do you feel after completing the project in this unit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>4. What do you like the most from the project in this unit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>5. How do you feel after completing the project in this unit?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>





Read the following text and try to get the points. Then, answer the comprehension questions as follows.

Abnormalities of TV Programs

TV is one of the considerable innovation on the planet. Yet, of late TV program in Indonesia is a long way from instruction viewpoint. We must contemplate the advantage of Television events for us, particularly for our youngsters' advancement. This ought to be the principle center of KPI to assess the Broadcast slots. The KPI ought to make the strict tenets for the Television slots, not simply gives a notice letter just.

The quantity of inconsistencies of Channels is the effect of the absence of footing from KPI in giving the strict guidelines and discipline against the Television slots. Many individuals have given the feedback and challenges over Broadcast events that are a long way from the way of our nation. Numerous private television telecast the system which ought not be demonstrated, for example, reality show, infotainment about superstar, unseemly news, poop cleanser musical drama which does not teach by any means, until the business breaks amid network shows. The Broadcasted programs excitement, for example, cleanser musical show, reality show can help the TV appraisals than telecast news. The proprietors couldn't care less about the effect of awful Broadcasted programs the length of they increase much from it. Excitement shows appear to have busted various social decides that apply to our Eastern social orders. Not minimum, the story now and again shows sentiment story that does not teach. The account of a pregnant lady before marriage, a kid resulting from marriage is still viewed as a disfavor conduct.

Likewise, a great deal of law violations that emerge because of the impact of the Television event. I.e the family issues, for example, undertakings, family brutality, battles between schools or gatherings, even to lewd behavior and death. It all begins from a Television program that has strayed a long way from the standards of religion and state.

Taking into account the reason over, the administration (KPI) ought to make the strict tenets and discipline against the abnormalities of Television events.

Taken from:

<http://www.kuliahbahasainggris.com/contoh-text-analytical-exposition-bahasa-inggris-dan-artinya-terlengkap/>



1. Who has to take responsibility on TV programs in Indonesia?
Answer:
2. What should KPI do to control TV programs in Indonesia?
Answer:
3. Mention several private television telecast that ought not to be demonstrated?
Answer:
4. Based on the text, who have busted Eastern social orders?
Answer:
5. In your opinion, why is TV programs in Indonesia a long way from instruction viewpoint?
Answer:



Write down the main idea of each paragraph in Task 30. Then, share your answer with your partner.

paragraph	main ideas
1	
2	
3	
4	



Create another exposition text by choosing one of topics below. Once you finish, ask your friend to review your text, then revise it. Hand in your text in the next school day.

1. teenagers and TV dramas
2. physical and mental health caused by TV
3. the positive impacts of watching TV for teenagers



Analytical Exposition Text

1. Social Function and Generic Structure

An analytical text has a purpose i.e. to state a writer's position and arguments with respect to an issue. In brief, this text aims to persuade listeners or readers to agree with the writer's arguments on an issue. An analytical exposition text has several parts:

- a. Thesis (statement of writer's position)
- b. Arguments (series of points and elaborations)
- c. Conclusion (reinforcement of the writer's position)

2. Conjunctions

In the analytical exposition text, we often find out several conjunctions. Conjunctions or conjunctive adverbs are a word that connects words, phrases or clauses in a sentence. They can come in the beginning, middle, or at the end of two independent clauses. In the analytical exposition text, conjunctions often appear in arguments.

3. Simple Present Tense

An analytical exposition text is delivered by using simple present tense. It has four functions:

- a. to state general truth
- b. to state habit
- c. to state actual condition
- d. to state future activities

Simple present tense usually uses several specific adverbs of time such as every day, every week, every month, at night, today, tonight, once a week, in the morning, generally, usually, seldom, sometimes, occasionally, nowadays, habitually, frequently.



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www.myenglishpages.com Accessed in March, 2014.

References of the Pictures:

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Project : www.fotolia.com
Television (Task) : clipartsign.com
Box (Did You Know) : mehmetemredagli.com
Broadcasting (Footer) : noticias.unisanta.br
Television (Footer) : freelook.info



APPENDIX



SPEAKING SCORING RUBRIC

score		vocabulary
1	poor	using incorrect spelling, using incorrect verb conjunction using inappropriate diction
2	fair	using incorrect spelling using correct verb conjunction using several inappropriate diction
3	good	using correct spelling using verb conjunction using several inappropriate diction
4	excellent	using correct spelling using verb conjunction using appropriate diction

score		pronunciation
1	poor	having serious problems in pronunciation and what is said cannot be understood
2	fair	difficult to be understood for any pronunciation problems and often asked to repeat what is said
3	good	having any problems in pronunciation that make listeners have to concentrate and sometimes misunderstanding happened
4	excellent	easy to be understood even a little incorrect pronunciation happened

score		fluency
1	poor	having many intervals or fillers when speaking so that the conversation cannot be happened
2	fair	often being uncertain and stop to speak for limited language
3	good	the fluency is rather disturbed by language problem
4	excellent	the fluency is a bit disturbed by language problem



score		accuracy
1	poor	using unsuitable expressions, missing verb, unclear meaning
2	fair	using unsuitable expressions, no missing verb, unclear meaning
3	good	using suitable expressions, missing verb, clear meaning
4	excellent	using suitable expressions, no missing verb, clear meaning

score		expression
1	poor	having flat expressions while speaking, no gesture and eye contact
2	fair	using a bit gesture and eye contact while speaking
3	good	often using gesture and eye contact while speaking
4	excellent	using gesture and eye contact while speaking, very expressive while speaking



WRITING SCORING RUBRIC

score		content
1	poor	<ul style="list-style-type: none"> - having somewhat unrelated content to the assigned topic - insufficient length of content - unclear description out of many missing points
2	fair	<ul style="list-style-type: none"> - good relation between the content and the assigned topic - insufficient general description - insufficient specific description
3	good	<ul style="list-style-type: none"> - good relation between the content and the assigned topic - sufficient general description but less clear out of missing points - sufficient specific descriptions but less clear out of missing points - having personal useful additional information
4	excellent	<ul style="list-style-type: none"> - good relation between the content and the assigned topic - clear and sufficient general description - clear and sufficient specific descriptions - having personal comment or any useful additional information

score		text organization
1	poor	<ul style="list-style-type: none"> - having only one paragraph - unwell-organized content of the paragraphs - not indented paragraphs - messed up writing
2	fair	<ul style="list-style-type: none"> - consisting of two paragraphs - unclear correspondence between the contents and the generic structure - indented paragraphs - somewhat neat writing
3	good	<ul style="list-style-type: none"> - consisting of two paragraphs - first paragraph containing general description - second paragraph containing specific descriptions - indented paragraphs - neat writing
4	excellent	<ul style="list-style-type: none"> - consisting of two paragraphs - first paragraph containing general description - second paragraph containing specific descriptions - indented paragraphs - neat writing



score		grammar
1	poor	numerous grammar mistakes which rather interfere with the readers' comprehension
2	fair	- having several mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - occasionally producing fragmented sentences
3	good	- having occasional mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - no fragmented sentences
4	excellent	- correct use of prepositions - agreement between subject and verb in each sentence - correct use of articles - correct arrangement of noun phrases - no fragmented sentence

score		vocabulary
1	poor	- insufficient usage of vocabulary - many incorrect usage of vocabulary - failed to produce sufficient numbers of vocabulary in describing the object
2	fair	- sufficient usage of adjectives but somewhat monotonous - sufficient usage of nouns but somewhat monotonous - several misused vocabulary
3	good	- sufficient usage of adjectives - sufficient usage of nouns - having occasional misused vocabulary
4	excellent	- rich and various usage of adjectives - correct vocabulary use - rich and various usage of vocabulary

score		punctuation
1	poor	- many mistakes in English writing conventions which distract the readers' comprehension - many misspelled words
2	fair	having several mistakes on capitalization, the use of the full stop and comma, and spelling
3	good	- occasionally misspelling words - occasionally misusing capitalization/full stop/commas
4	excellent	- capitalizing the first letter of every sentence - capitalizing the first letter of every proper noun - ending each sentence with a full stop - correct use of commas - no misspelling words

*Adapted from brown and bailey (1984) and hyland (2003)



LISTENING SCRIPT

UNIT 1

Task 1

- Alan : Hi, Lisa. Do you have something to do this afternoon?
Lisa : Hmm..no. Why?
Alan : **Why don't we go to the cinema to watch Civil Wars?**
Lisa : **No, let's not.** I have watched the movie with my classmates.
What about watching TV?
Alan : **That sounds like a good idea.** Well, what do we want to watch?
Lisa : **Let's watch Habibie from Mataram River.**
Alan : What kind of TV program is that?
Lisa : It is a documentary program. It tells us about Mr. Toha who works at the book printing office. He is well-known for his ability in aeromodelling and robotic. His community designed a plane with navigation system.
Alan : Great. How do you know about that?
Lisa : From the TV schedule on the newspaper. There is a synopsis of the program as well.
Alan : Okay. Anyway, **does it matter if I ask my cousin, Brian, to join?** I think this program is good for him as a student of production and broadcasting technique of television program department.
Lisa : **What a good idea.** He can learn more about documentary film.
Alan : Alright. See you later. Thanks.
Lisa : Okay.

Task 9

- Dita : Dinda, why do you look so sad? What's going on?
Dinda : Well, I have an assignment to watch an English talk show on TV. But, I don't get it yet. Do you think that there is any English news program on our channel?
Dita : Yes, absolutely. **Why don't you watch Talk Indonesia?**
Dinda : Talk Indonesia? Well, I never hear that.
Dita : It is a good talk show in English.
Dinda : How come you say that?
Dita : Besides broadcasted in English, to my knowledge, Talk Indonesia always discuss issues coming up with several competent guest speakers. So, **I suggest you should watch that program.**
Dinda : **What a great idea.** Okay. What time and what channel will the program be on?
Dita : at 7 p.m. on Metro TV.
Dinda : Okay. Thanks, Dita.

Task 11

1. Dialog 1

Woman : What shall we do tonight?
Man : Why don't we watch football match on TV?
Woman : With pleasure.
Narrator : What will they probably do?

2. Dialog 2

Man : Mrs. Laura asked me to video tape the talk show in our school next week.
Woman : Great. So, what's the matter?
Man : I haven't found the best camera to video tape it?
Woman : I think you should talk to her first. I believe she will show you the way.
Narrator : What will the man probably do?

3. Dialog 3

Woman : What's going on?
Man : I am so bored. I have nothing to do right now.
Woman : I see. How about watching a comedy program on TV?
Man : Where is it on?
Narrator : What can we infer from the dialog?

4. Dialog 4

Man : How about going to the cinema to watch a new movie, Jason Bourne?
Woman : I don't feel like it. Besides, I have to write the school news for our school board magazine.
Man : I see. It is better for you to finish it first.
Woman : Yes, you're right.
Narrator : What will the man probably do?

5. Dialog 5

Woman : Brian, Prof.Ludwiki looked for you this morning.
Man : What's going on?
Woman : He wants to look at your documentary film for the competition next month in Japan.
Man : Oh my God. It is not done yet. What should I do then?
Woman : If I were you, I will see him first and tell the truth.
Narrator : What does the woman suggest to the man should do?



Task 12

- Arum : Ria, Emma, have you finished our English assignment?
Ria : Do you mean our assignment to watch and observe an English TV program? Well, not yet.
Emma : Don;t worry girls. I have found the program.
Arum : Really? What program is that?
Emma : **I suggest you watch Indonesia Now.**
Ria : What kind of program is that?
Emma : It is a news program.
Arum : **What a good idea!**
Ria : When and where is the program broadcasted?
Emma : Sunday morning at 9 a.m. on Metro TV.
Arum : Great. **Let's watch it together at my house.**
Ria : **I'd love to. We need to bring our observation sheet as well.**
Emma : **With pleasure.** We can also discuss the program.
Ria : **How about eating outside after that?**
Arum : **Sorry, I don't feel like it.** I will make a birthday cake for my cousin. Will you join?
Emma : **I'd like it.** What about you Ria?
Ria : Okay. **Why not?**
Arum : Okay. See you on Sunday morning, girls.

Task 15

- Udin : Hi, Ida. What are you doing?
Ida : Hi, Udin. Well, I am editing my brother's short movie. But, I guess I have a problem with the editing program.
Udin : I see. **Shall I help you with that?**
Ida : **Thank you, it is very kind of you.**
Udin : Hmm...I think you have a problem with the editing program. It makes your computer run slower for its big size. Do you have another program?
Ida : I guess so. Moment. Here it is.
Udin : Okay. I'll edit it for you.
Ida : Thank you so much, Udin. **Shall I bring you a cup of tea?**
Udin : **Yes, please.**
Ida : **Would you like a cake as well?**
Udin : **No, thank you.**



Task 16

- Citra : What are you doing, mom?
Mom : Watching TV, dear.
Citra : What are you going to watch?
Mom : Stand Up Comedy Indonesia. Do you know that?
Citra : Yes. It is a famous reality show coming up.
Mom : Yeahh. But, I can't find the channel.
Citra : **May I give you a hand to look for the channel, mom?**
Mom : **Yes, please, that would be lovely, dear.**
Citra : Moment. (switching the channel using the remote).
If I am not mistaken the program is broadcasted on Kompas TV. Nah, here it is. Is that right?
Mom : Yes. Definetely. Thank you so much, dear. Will you join to watch?
Citra : Yes. But, **how about I bring two cups of tea for you and me?**
Mom : **Yes, please, that would be very kind of you.**
Citra : **Shall I bring you a cake from auntie as well?**
Mom : **No, thank you , dear.** It is on the dining table. I'll take it by myself.
Citra : Okay, mom.

Task 18

- Rudi : What are you doing, dad?
Mr.Anton : Well, I am watching TV, dear. But it seems there is no interesting program.
Rudi : I see. **How about watching English Premier Leauge?** If I am not mistaken, there will be a big match between Manchester United vs Manchester City.
Mr.Anton : Really? **What a good idea, then.** What football club will you support?
Rudi : Of course, Manchester United. How about you, sir?
Mr.Anton : Well, I like blue, then I will support Manchester City. We're in the opposite side.
Rudi : No problem. Let's see who will win this match.
Mr.Anton : Anyway, **how can I always update the news of football?**
Rudi : Well, **I think you should watch One Stop Football program, sir.**
Mr.Anton : What is it like?
Rudi : It is a football news program. There will be a preview, review and other news of football in the world.
Mr.Anton : **That sounds like a good idea.** Alright. Anyway, when and where will the big match be on?



Rudi : It is on SCTV at 8 p.m. which means...five minutes left. **Can I help you to look for the channel, sir?**
Mr.Anton : **Yes, please, that would be very kind of you.**

Enrichment

Task 27

Joni : **May I give you a hand, sir?**
Mr.Andre : **Yes, sure. I really appreciate it** since I am in hurry to go to a meeting now.
Joni : I see. What should I do, sir?
Mr.Andre : Could you please help me to edit the video of the talk show? You have to just give the titile in the beginning of the video.
Joni : With pleasure. Where is it?
Mr.Andre : Here, in my computer. You can edit it with video editing programs I have. **Shall I show the program in my computer?**
Joni : **Yes, please, that would be very kind of you.**
Mr.Andre : Okay. Hold on. Nah, here it is. Choose the programs you want. **Anyway, shall we go to Mata Najwa on stage tomorrow?** I have two tickets.
Joni : **Yes, with pleasure, sir.** I like the talk show so much.
Mr.Andre : Alright. Oh sorry, I have to leave you now here, Joni. Is that okay? I'll be back right away after the meeting. Thank you.
Joni : Don't mention it, sir.



LISTENING SCRIPT UNIT 2

Task 8

- Rio : Hello, John. How is life?
John : I am very well. Thank you, Rio. And you?
Rio : Fine. Why are you late? What were you doing?
John : I am sorry. I was watching my favorite TV program.
Rio : What is your favorite TV program?
John : CID.
Rio : CID on Sony channel?
John : Yes, you are right.
Rio : I also like CID very much.
John : That is great. **What is your idea about that?**
Rio : **To my mind, the program is very thrilling and it makes us curious to know what happens next.**
John : **We can also learn many things about detective investigation.**
Rio : You're right. Do you like any other program?
John : Yes. I also like Science of Stupid.
Rio : I see. Alright. Let's come into the studio. Dion and Jojo have been waiting for you.
John : OK. Move fast.

Adapted from: www.tcl-edu.com

Task 11

- Fajar : Bella, what is your favorite TV program?
Bella : Oh, I like Talk Indonesia. Do you know that program?
Fajar : No. What kind of TV program is that?
Bella : Indonesia Now is kind of talk show in English.
Fajar : I see. **Do you think that this program is useful?**
Bella : **Yes, sure. From my point of view, there are three benefits of watching this program. Firstly, this program is delivered in English that can be input for students to improve their listening skill. Secondly, there are three hot issues are talked about and discussed by the presenter and usually two guests that can explore the viewers' insight. Thirdly, the discussion is carried out in communicative way.**
Fajar : Moment. Do you mean that the presenter asks the guests' opinions related to the issues?
Bella : Yes. That is totally right.
Fajar : Anyway, who is the presenter?



Bella : Dalton Tanonaka. Do you know him?
Fajar : Hmm...It seems I ever hear that name. Is he a news anchor?
Bella : Exactly. **I think he is a good news anchor. He is good in making the discussion alive, making follow questions and his English is super.**
Fajar : Great. When the program is broadcasted?
Bella : It is broadcasted in every Sunday morning at 6.30 a.m. on Metro TV.
Fajar : Well, I will watch that then. Thanks, Bella for your information.
Bella : Don't mention it, Fajar.

Task 12

Paul : So, what do you want to watch on TV tonight?
Brenda: Well, what's on?
Brenda: Well, hmm. There is reality show on at 7.00 on channel 5.
Paul : Nah, you know I don't like reality shows. **I mean, they usually show people doing crazy things like, you know, eating live fish or swimming in a pool full of snakes. I don't get into that.**
Brenda: Okay. Well, **how about watching a documentary on the life of panda bears in the wild?**
Paul : **Personally, I'd rather watch something with a little bit more action and suspense.**
Brenda: Well, then. Ah, here's something. Do you want to watch a rerun of Star Wars?
Paul : Nah, I've seen it a zillion times. I'd like to see something different.
Brenda: Okay, let's see here. Oh, **how about this?** On channel 2 at 9.00, there's a home improvement show about fixing anything around the house. We do have a few things that you could repair in the bathroom.
Paul : Fixing things? Uh, boy, I'm beat. **I think I'm going to hit the sack.**
Brenda: You're going to bed?
Paul : Yeah. I have to get up early tomorrow.
Brenda: and then you're going to fix the bathroom?
Paul : Good night.
Brenda: Okay. Too bad, though. There's a basketball game on right now, but ... but I guess you can catch the score in tomorrow's newspaper.
Paul : Oh, okay. I'll stay up and keep you company while I ... I mean, you ...I mean we watch the game.
Brenda: I thought you'd change your mind. I'll get the popcorn.

Taken from: www.esl-lab.com/tvguide/tvguiderd1.htm



Task 14

1. Man : When do you think the series will end?
Woman : You can always watch the program till the end of this year.
Narrator : What does the woman imply about the series?

2. Woman : Do you know news report named Indonesia Now?
Man : Sure. It is broadcasted on Metro TV, right?
Woman : Yes. What is your idea about the program?
Man : It is such appropriate listening input for students.
Narrator : What does the man imply about the talk show?

3. Man : How do you like this reality show?
Woman : It seems to me that it's useful for helping poor people to renovate their house.
Narrator : What is the woman's reason that the reality show is useful?

4. Woman : How do you feel about this documentary?
Man : In my view, it is amazing because it explores Indonesian scenery.
Narrator : What does the man imply about the documentary?

5. Man : What is your impression by looking at Extravaganza?
Woman : For me, it is really the best sitcom ever in Indonesia.
Narrator : What does the woman imply?

Task 16

- Bobby : For how many hours do you watch TV everyday?
Alvin : Mostly for one hour. On holidays I may watch for even two hours or more.
Bobby : Why do you watch TV?
Alvin : I watch it for information and entertainment.
Bobby : Do you watch movies too?
Alvin : I don't have enough time to watch movies. I hardly watch one movie a month.
Bobby : **What do you think about movies?** Are they good for our society?
Alvin : **From my standpoint, most of them are not good. They waste our time and energy. People don't learn anything good from them.**
Bobby : Which is your favorite TV channel?
Alvin : ESPN since I am very interested in sports.
Bobby : **In your opinion, what do you expect from TV program?**



Alvin : **Personally, I think a TV program should be informative and encouraging. It should help us develop our personality. How about you?** What is your favorite TV channel?

Bobby : I like Discovery, History and some news channels.

Alvin : I see. **Do you think TV really benefits our society?**

Bobby : **As I see TV is both beneficial and harmful. Good programs help us to live a better life. Bad and vulgar programs have negative effect on us.**

Alvin : Is TV changing our kids too?

Bobby : **I strongly believe that is changing. It is improving their brain power. But some programs may have a very bad impact on their psychology.**

Alvin : Well. **How about cartoon films?** Are they good for kids?

Bobby : **As I understand most of the cartoon movies can refresh their mind. Such films can convey a powerful message in very simple way.**

Adapted from: wabstalk.com

Task 19

David : Hey Wina! How are you?

Wina : Hey David. I'm good and you?

David : I'm fine too. Hey, listen. Did you watch Mata Najwa last night? Two days ago you suggested I should watch your favourite talk show, right? You know, it was my first time watching it since I came back to Indonesia.

Wina : Yes, I did. I never miss it. So, **what is your idea about it?**

David : **I strongly believe that the talk show has become one of the most popular talk show in Indonesia.** Is that right?

Wina : Yes, you are absolutely right. What makes you say like that?

David : **Well, as I see it, the talk show was very unique and distinctive in comparison with other similar programs that I have ever watched here.**

Wina : Hmm..I ever read an article on the internet about this talk show. It told me that the show's success in continuously attracting audiences cannot be separated from some notable points. One is the host of the talk show. Do you know her?

David : Yes. Najwa Shihab, right? **To my mind, she has strong character that makes the show appealing and more dynamic to the audiences.**

Wina : Yes, I totally agree with you. Then, the next important aspect of the show is its consistency in discussing hot issues with high-profile and famous guest speakers. The article stated that the last important aspect is that the packaging of the program in each episode is titled uniquely to represent the hot issue that is being discussed.

David : **I think so too. I do believe that all of those aspects make Mata Najwa becomes one of the most inspiring television program up until now.**



Enrichment

Task 30

Jenni : Hi, Sekar. What are you watching?

Sekar : Hi, Jenni. I am watching a news program, Liputan 6 on SCTV. Do you know it?

Jenni : Absolutely. It got Panasonic Award for the best news program in this year, right?

Sekar : Yes, you're right. **What is your idea about that program?**

Jenni : Well, **from my standpoint, this program is very good. I mean besides it can explore the viewers' insight on the issues, this program also takes a lot of consideration to broadcast news about violence. In other words, the program broadcast the news very well. That's why this program deserved to get the award. What about you? What do you like from this program?**

Sekar : I like the last segment of this program.

Jenni : What is that?

Sekar : Culinary of several parts of Indonesia. **To my mind, this segment enables us to explore our knowledge about special food of several parts of Indonesia.**

Jenni : Sounds great. Hmm...talking about food, how if we have lunch at the new restaurant in the downtown after this program?

Sekar : What a good idea! Okay.

Task 31

1. Lia : **Do you know Jejak Petualang on Trans 7? What do you think about that?**

Donna : From my point of view, it is such a good nature program. It helps us explore our knowledge about Indonesian nature.

2. Santi : **Do you think that Opera Van Java is a great comedy program?**

Leo : Definitely. By this I mean that this program can make the viewers laugh. It's very entertaining.

3. Rani : **How do you feel about Mata Najwa on Metro TV?**

Bayu : I feel it is a great talk show. I like the way of the presenter present the program.

4. Petra : **What is impression by looking at Master Chef?**

Langen: As I see it, it is the best cooking ever on TV. The competition among the participants is very sportive.

5. Citra : **How about Bedah Rumah show?**

Rendi : In my humble opinion, the program is very helpful.

LISTENING SCRIPT

UNIT 3

Task 5

Watching television gives advantages and disadvantages. The advantages include it helps us to learn more about the world and to know many new things. It has also increased the popularity of sports and arts. Then, watching TV is an enjoyable way to relax. In addition, the most important one is it has made us aware of our global responsibilities. In 1985, for example, 1.5 billion people in 147 countries watched TV pop concert and helped to collect more than \$100 million for people in Africa.

However, watching TV also gives disadvantages. Television can make us passive. We don't have to think and our brains become lazy. It takes time away from activities such as reading and conversation. Additionally, it encourages us to buy things that we don't need, and can make us unhappy with our own lives.

APPENDIX I.
PERMIT LETTERS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

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FRM/FBS/33-01
10 Jan 2011

Nomor : 361i/UN.34.12/DT/IV/2016
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 5 April 2016

Yth. Bupati Klaten
c.q. Kepala BAPPEDA Klaten
Kantor BAPPEDA Klaten, Gedung Pemda II
Lantai 2, Klaten

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

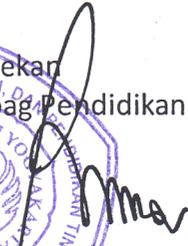
DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR THE ELEVENTH GRADERS OF PRODUCTION AND BROADCASTING TECHNIQUE OF TELEVISION PROGRAM DEPARTEMENT AT VOCATIONAL HIGH SCHOOL

Mahasiswa dimaksud adalah

Nama : GESNIA ARDIYANI
NIM : 11202241004
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Mei 2016
Lokasi Penelitian : SMK Negeri 1 Klaten

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP.19670704 199312 2 001

Tembusan:
- Kepala SMK Negeri 1 Klaten



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
KLATEN 57424

Nomor : 072/327/IV/09
Lampiran : -
Perihal : **Ijin Penelitian**

Klaten, 6 April 2016
Kepada Yth.
Ka. SMK Negeri 1 Klaten
Di

KLATEN

Menunjuk Surat dari Dekan Fak. Bahasa dan Seni UNY Nomor 361i/UN.34.12/DT/IV2016 Tanggal 5 April 2016 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Instansi/Wilayah yang Saudara pimpin akan dilaksanakan Penelitian oleh :

Nama : Gesnia Ardiyani
Alamat : Karangmalang, Yogyakarta
Pekerjaan : Mahasiswa UNY
Penanggungjawab : Indun Probo Utami, SE
Judul/Topik : Developing English Instructional Materials for the Eleventh Graders of Production and Broadcasting Technique of Television Program Department at Vocational High School
Jangka Waktu : 3 Bulan (6 April s/d 6 Juli 2016)
Catatan : Menyerahkan Hasil Penelitian Berupa **Hard Copy** Dan **Soft Copy** Ke Bidang PEPP/ Litbang BAPPEDA Kabupaten Klaten

Demikian atas kerjasama yang baik selama ini kami ucapkan terima kasih

An. BUPATI KLATEN
Kepala BAPPEDA
Ub. Kepala Bidang PEPP

Nurul Bariyah, SH, M.Si
Pembina
NIP. 195910271987032003

Tembusan disampaikan Kepada Yth :

1. Ka. Kantor Kesbangpol Kab. Klaten
2. Ka. Dinas Pendidikan Kab. Klaten
3. Dekan Fak, Bahasa dan Seni UNY
4. Yang bersangkutan
5. Arsip