

**DESIGNING ENGLISH INSTRUCTIONAL MATERIALS FOR
THE ELEVENTH GRADE OF ACCOUNTING STUDENTS AT
SMK NEGERI 1 WONOSARI, GUNUNGGKIDUL IN THE
ACADEMIC YEAR OF 2010/2011**

A Thesis

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



Written by:

Yuliyanti

06202244082

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

2011

APPROVAL

Yuliyanti

06202244082

This thesis, entitled *Designing English Instructional Materials for the Eleventh Grade of Accounting Students at SMK Negeri 1 Wonosari Gunungkidul in the Academic Year of 2010/2011*, has been approved by the consultants to be

examined

Yogyakarta, Nov 15th, 2011

First Consultant



**Joko Priyana, M.A. Ph.D.
NIP. 19650122 199001 1 001**

Yogyakarta, Nov 21st, 2011

Second Consultant



**Nur Hidayanto P.S.P, M.Pd
NIP. 19821122 200604 1 001**

RATIFICATION SHEET

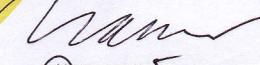
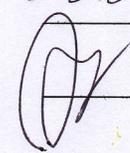
DESIGNING ENGLISH INSTRUCTIONAL MATERIALS FOR THE ELEVENTH GRADE OF ACCOUNTING STUDENTS AT SMK NEGERI 1 WONOSARI, GUNUNGKIDUL IN THE ACADEMIC YEAR OF 2010/2011

A THESIS

By:
Yuliyanti
06202244082

Accepted by the Board of Examiners of Faculty of Languages and Arts of
Yogyakarta State University on December 5th, 2011 and declared to have fulfilled
the requirements for the attainment of a *Sarjana Pendidikan* degree in English
Language Education

Board of examiners:

Name	Position	Signature	Date
RA. Rakhmi D. Andayani, M.Pd.	Chairperson		_____
Nur Hidayanto P.S.P., M.Pd.	Secretary		_____
Suharso, M.Pd.	First Examiner		_____
Joko Priyana, Ph.D.	Second Examiner		_____

Yogyakarta, December 5th, 2011
Faculty of Languages and Arts
State University of Yogyakarta

Dean,


Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : **Yuliyanti**
NIM : 06202244082
Program Study : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : **Designing English Instructional Materials for the Eleventh Grade of Accounting Students at SMK Negeri 1 Wonosari Gunungkidul in the Academic Year of 2010/2011.**

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

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

Yogyakarta, 10 November, 2011

Penulis,

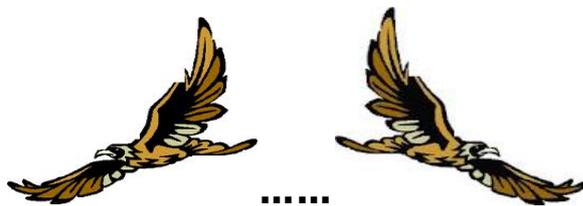


Yuliyanti

06202244082

MOTTOS

- ✿ *Within you there is a power, which can make you whatever you want to be.*
- ✿ *We are the leaders of ourselves. (Mario Teguh)*
- ✿ *God always gives His best to those who leave the choice with him. (Jim Elliot)*
- ✿ *There is nothing either good or bad but thinking makes it so. (William Shakespeare)*
- ✿ *Always do your best. What you plant now, you will harvest later. (Og Mandino)*
- ✿ *Change your thoughts and you change your world. (Norman Vincent Peale)*
- ✿ *If there are dreams about a beautiful South Africa, there are also roads that lead to their goal. Two of these roads could be named Goodness and Forgiveness. (Nelson Mandela)*
- ✿ *Learning is the beginning of wealth. Learning is the beginning of health. Learning is the beginning of spirituality. Searching and learning are where the miracle process all begins. (Jim Rohn)*



DEDICATION



ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. I said it when I finished writing the last page of this great work. All praises are always being to Allah SWT, The Only One that all mankind depend on. I would not be able to finish this thesis without His Blessings and Miracles.

I also would like to express my gratitude and appreciation to the following people who have helped, supported, motivated, and inspired me during the process of finishing this thesis:

1. my first consultant, Joko Priyana, M.A. Ph.D, for his help, inspiration, and patience in giving so much advice, guidance, idea, motivation, and other help from the initial to final step of the thesis writing which I cannot mention here one by one,
2. my second consultant, Nur Hidayanto P.S.P, M.Pd, for his time, patience, support, motivation, assistance, valuable knowledge, and many others which I cannot mention here one by one,
3. all of lecturers in the English Education Department for sharing me valuable knowledge especially in teaching English,
4. my beloved parents, Edy Mardjono and Sri Parwati, for your support, prayer, and advice. I am so sorry for making you wait so long for my graduation. Insha Allah I will do the best I can do to bring happiness for the rest of your life,
5. my beloved brothers and sisters, thank you for your support and prayer,
6. all of my big family, my uncles, my aunts, my cousins, and the others which I cannot mention here one by one. Thanks for the support and prayer,
7. the School Principal of SMK Negeri 1 Wonosari, Bapak Abdul Rochim, S.Pd and the English teachers of SMK Negeri 1 Wonosari for giving me the opportunity to do research and feedback during the process of the research,
8. the eleventh grade students in class XI AK 1 and XI AK 2 of SMK Negeri 1 Wonosari for being nice during the implementation of the designed materials.

9. all of my friends for the support, love, togetherness, and never ending friendship,
10. all of my friends in class K, for their support, love, and precious moment in the University,
11. all of people who always help and support me whom I cannot mention the names one by one, thank you so much.

Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in the vocational high school.

Yogyakarta, November 8th. 2011

Penulis,

Yuliyanti
06202244082

TABLE OF CONTENTS

	Page
TITLE.....	i
APPROVAL SHEET	ii
RATIFICATION SHEET.....	iii
PERNYATAAN.....	iv
MOTTOS.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xviii
LIST OF APPENDICES.....	xix
ABSTRACT.....	xx

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Identification of the Problems.....	4
C. Limitation of the Problems.....	6
D. Formulation of the Problems.....	7
E. Objectives of the Study.....	8
F. Significance of the Study.....	8

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review.....	10
1. English for Specific Purposes (ESP).....	10
a. Definition of ESP.....	10
b. Needs Analysis.....	12
2. Learning Theory.....	14

3. Second Language Acquisition (SLA).....	19
4. Communicative Language Teaching (CLT).....	23
5. Instructional Materials.....	25
a. Definition of the Instructional Materials.....	25
b. The Role of the Instructional Materials.....	25
c. The Principles of Instructional Materials.....	27
d. Criteria of Good Instructional Materials.....	29
6. Materials Development.....	30
a. Designing Materials.....	30
b. The Materials Design Model.....	30
7. Unit Design.....	35
8. Materials Evaluation.....	39
9. Learning Context.....	41
a. Teaching and Learning Process in Vocational High School.....	41
1) The Objectives of Vocational High School.....	41
2) The Curriculum of the Vocational High School.....	41
3) Standard Competency and Basic Competence of English for SMK Students.....	41
4) Assessment	42
b. SMK Negeri 1 Wonosari.....	45
10. The Relevant Studies.....	46
B. Conceptual Framework.....	47

CHAPTER III RESEARCH METHOD

A. Design of the Research.....	49
B. Setting of the Research.....	49
C. Subject of the Research.....	50
D. Research Procedures.....	50
E. Research Instruments.....	55
F. Data Collection Techniques.....	57
G. Data Analysis Techniques.....	60

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings.....	63
1. The result of the Needs Analysis.....	63
a. The Description of the Learners.....	64
b. The Description of the Learners' Needs.....	65
c. The Description of the Learning Needs.....	68
d. The Description of the Target Situation Needs.....	72
2. The Course Grid.....	72
3. The Materials Designs of the First Draft.....	73
a. Unit 1.....	75
b. Unit 2.....	77
c. Unit 3.....	80
4. The Expert Judgment.....	82
a. Unit 1.....	83
b. Unit 2.....	84
c. Unit 3.....	85
5. The Try-Out, Evaluation and Revision of the Materials of Unit 1...	86
a. The Try-Out	86
b. The Evaluation and Revisions of the Implementation of Unit 1	86
c. The Conclusion of the Evaluation and Revisions of Tasks in Unit 1.....	185
6. The Try-Out, Evaluation and Revision of the Materials of Unit 2...	186
a. The Try-Out	186
b. The Evaluation and Revisions of the Implementation of Unit 2	186
c. The Conclusion of the Evaluation and Revisions of Tasks in Unit 2.....	272
7. The Revisions of the Materials of Unit 3.....	274
B. Discussion	277

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion.....	283
1. The Learners' Needs.....	283
2. The Learning Needs.....	284
3. The Appropriate Instructional Materials.....	285
B. Suggestions.....	288

REFERENCES

APPENDICES

LIST OF TABLES

		Page
Table 1	: The absolute characteristics and variable characteristics of ESP.....	11
Table 2	: The Standard of Competency and Basic Competence of SMK.....	42
Table 3	: The Graduate Competence Standards of SMK.....	43
Table 4	: The Organization of the First Questionnaire.....	58
Table 5	: The Organization of the Evaluation Questionnaire.....	58
Table 6	: Quantitative Data Conversion.....	61
Table 7	: Data of the Students.....	64
Table 8	: The Learner Needs.....	65
Table 9	: The Learning Needs.....	69
Table 10	: The Expert Judgment Revision of Unit 1.....	83
Table 11	: The Expert Judgment Revision of Unit 2.....	84
Table 12	: The Expert Judgment Revision of Unit 3.....	85
Table 13	: The Result of the Evaluation Questionnaire of Unit 1 in general.....	86
Table 14	: The Result of the Evaluation Questionnaire of Task 1 in Unit 1.....	87
Table 15	: The Conclusion of the Evaluation of Task 1 in Unit 1....	92
Table 16	: The Result of the Evaluation Questionnaire of Task 2 in Unit 1.....	93
Table 17	: The Conclusion of the Evaluation of Task 2 in Unit 1....	98
Table 18	: The Result of the Evaluation Questionnaire of Task 3 in Unit 1.....	99
Table 19	: The Conclusion of the Evaluation of Task 3 in Unit 1....	104
Table 20	: The Result of the Evaluation Questionnaire of Task 4 in Unit 1.....	105

Table 21	:	The Conclusion of the Evaluation of Task 4 in Unit 1....	110
Table 22	:	The Result of the Evaluation Questionnaire of Task 5 in Unit 1.....	110
Table 23	:	The Conclusion of the Evaluation of Task 5 in Unit 1....	115
Table 24	:	The Result of the Evaluation Questionnaire of Task 6 in Unit 1.....	116
Table 25	:	The Conclusion of the Evaluation of Task 6 in Unit 1....	121
Table 26	:	The Result of the Evaluation Questionnaire of Task 7 in Unit 1.....	121
Table 27	:	The Conclusion of the Evaluation of Task 7 in Unit 1....	126
Table 28	:	The Result of the Evaluation Questionnaire of Task 8 in Unit 1.....	127
Table 29	:	The Conclusion of the Evaluation of Task 8 in Unit 1....	132
Table 30	:	The Result of the Evaluation Questionnaire of Task 9 in Unit 1.....	132
Table 31	:	The Conclusion of the Evaluation of Task 9 in Unit 1....	137
Table 32	:	The Result of the Evaluation Questionnaire of Task 10 in Unit 1.....	138
Table 33	:	The Conclusion of the Evaluation of Task 10 in Unit 1...	143
Table 34	:	The Result of the Evaluation Questionnaire of Task 11 in Unit 1.....	143
Table 35	:	The Conclusion of the Evaluation of Task 11 in Unit 1...	148
Table 36	:	The Result of the Evaluation Questionnaire of Task 12 in Unit 1.....	148
Table 37	:	The Conclusion of the Evaluation of Task 12 in Unit 1...	153
Table 38	:	The Result of the Evaluation Questionnaire of Task 13 in Unit 1.....	154
Table 39	:	The Conclusion of the Evaluation of Task 13 in Unit 1...	158
Table 40	:	The Result of the Evaluation Questionnaire of Task 14 in Unit 1.....	159
Table 41	:	The Conclusion of the Evaluation of Task 14 in Unit 1...	163

Table 42	:	The Result of the Evaluation Questionnaire of Task 15 in Unit 1.....	164
Table 43	:	The Conclusion of the Evaluation of Task 15 in Unit 1...	168
Table 44	:	The Result of the Evaluation Questionnaire of Task 16 in Unit 1.....	169
Table 45	:	The Conclusion of the Evaluation of Task 16 in Unit 1...	173
Table 46	:	The Result of the Evaluation Questionnaire of Task 17 in Unit 1.....	174
Table 47	:	The Conclusion of the Evaluation of Task 17 in Unit 1...	178
Table 48	:	The Result of the Evaluation Questionnaire of Task 18 in Unit 1.....	179
Table 49	:	The Conclusion of the Evaluation of Task 18 in Unit 1...	184
Table 50	:	The Conclusions of the Evaluation and Revisions of Tasks in Unit 1.....	185
Table 51	:	The Result of the Evaluation Questionnaire of Unit 2 in general.....	186
Table 52	:	The Result of the Evaluation Questionnaire of Task 1 in Unit 2.....	187
Table 53	:	The Conclusion of the Evaluation of Task 1 in Unit 2....	192
Table 54	:	The Result of the Evaluation Questionnaire of Task 2 in Unit 2.....	193
Table 55	:	The Conclusion of the Evaluation of Task 2 in Unit 2....	198
Table 56	:	The Result of the Evaluation Questionnaire of Task 3 in Unit 2.....	198
Table 57	:	The Conclusion of the Evaluation of Task 3 in Unit 2....	204
Table 58	:	The Result of the Evaluation Questionnaire of Task 4 in Unit 2.....	204
Table 59	:	The Conclusion of the Evaluation of Task 4 in Unit 2....	209
Table 60	:	The Result of the Evaluation Questionnaire of Task 5 in Unit 2.....	210
Table 61	:	The Conclusion of the Evaluation of Task 5 in Unit 2....	214

Table 62	:	The Result of the Evaluation Questionnaire of Task 6 in Unit 2.....	215
Table 63	:	The Conclusion of the Evaluation of Task 6 in Unit 2....	220
Table 64	:	The Result of the Evaluation Questionnaire of Task 7 in Unit 2.....	220
Table 65	:	The Conclusion of the Evaluation of Task 7 in Unit 2....	225
Table 66	:	The Result of the Evaluation Questionnaire of Task 8 in Unit 2.....	226
Table 67	:	The Conclusion of the Evaluation of Task 8 in Unit 2....	231
Table 68	:	The Result of the Evaluation Questionnaire of Task 9 in Unit 2.....	231
Table 69	:	The Conclusion of the Evaluation of Task 9 in Unit 2....	236
Table 70	:	The Result of the Evaluation Questionnaire of Task 10 in Unit 2.....	237
Table 71	:	The Conclusion of the Evaluation of Task 10 in Unit 2...	241
Table 72	:	The Result of the Evaluation Questionnaire of Task 11 in Unit 2.....	242
Table 73	:	The Conclusion of the Evaluation of Task 11 in Unit 2...	246
Table 74	:	The Result of the Evaluation Questionnaire of Task 12 in Unit 2.....	247
Table 75	:	The Conclusion of the Evaluation of Task 12 in Unit 2...	252
Table 76	:	The Result of the Evaluation Questionnaire of Task 13 in Unit 2.....	252
Table 77	:	The Conclusion of the Evaluation of Task 13 in Unit 2...	257
Table 78	:	The Result of the Evaluation Questionnaire of Task 14 in Unit 2.....	257
Table 79	:	The Conclusion of the Evaluation of Task 14 in Unit 2...	262
Table 80	:	The Result of the Evaluation Questionnaire of Task 15 in Unit 2.....	262
Table 81	:	The Conclusion of the Evaluation of Task 15 in Unit 2...	266
Table 82	:	The Result of the Evaluation Questionnaire of Task 16	

	in Unit 2.....	267
Table 83	: The Conclusion of the Evaluation of Task 16 in Unit 2...	272
Table 84	: The Conclusions of the Evaluation and Revisions of Tasks in Unit 2.....	273

LIST OF FIGURES

	Page
Figure 1 : Components of task.....	33
Figure 2 : Conducting evaluation of a task.....	40
Figure 3 : The steps of the system approach model of Education Research and Development (R & D) proposed by Dick & Carey (2003:571).....	51
Figure 4 : Model X of course design procedures.....	52

LIST OF APPENDICES

	Page
Appendix 1 : The Needs Analysis Question Questionnaire.....	291
Appendix 2 : The Results of the Needs Analysis.....	299
Appendix 3 : The Course Grid.....	305
Appendix 4 : The First Draft of the Materials.....	311
Appendix 5 : The Second Draft of the Materials.....	370
Appendix 6 : The Final Draft of the Materials.....	431
Appendix 7 : The Second Questionnaire (Evaluation).....	497
Appendix 8 : The Results of the Second Questionnaire (Evaluation)....	515
Appendix 9 : The Field Notes.....	530
Appendix 10 : The Interview Transcript	544
Appendix 11 : Documentation.....	567
Appendix 12 : Research Licenses.....	573

**DESIGNING ENGLISH INSTRUCTIONAL MATERIALS FOR THE
ELEVENTH GRADE OF ACCOUNTING STUDENTS AT SMK NEGERI 1
WONOSARI, GUNUNGKIDUL IN THE ACADEMIC YEAR OF 2010/2011**

**By:
YULIYANTI
06202244082**

ABSTRACT

The ultimate objective of this research is to design appropriate English instructional materials that are needed in SMK Negeri 1 Wonosari in the academic year of 2010/2011, for the eleventh grade students of Accounting.

This research was a research and development (R & D) study. The subjects of the research were the students of XI Accounting 1 and 2, in the academic year of 2010/2011. The steps of the research were conducting needs analysis, writing the course grid and designing the units, writing the materials, consulting the materials to the supervisors as the expert judgment, revising the first draft, trying-out the second draft, evaluating and revising the materials, and writing the materials for the final draft. The data were collected using questionnaires, interview and observation techniques. There were two types of the collected data: 1) quantitative data, which were the results of the questionnaires, and 2) qualitative data, which were the results of the interview and observation. Those data were analyzed using quantitative data analysis by measuring the percentage and the mean values, and using descriptive qualitative data analysis by coding and categorizing.

The research findings suggest some parts in a unit: title, objectives, lead-in (*Let's Get Ready*), main activities (*Let's Listen and Speak* and *Let's Read and Write* sections), evaluation (*Let's Evaluate*), reflection, summary (*Let's Summarize*), and vocabulary list. They also show that each unit has got two cycles; spoken and written cycles. In the cycles, appropriate English learning materials indicate tasks divided in lead-in, main activities, and evaluation. The materials provide language functions, pronunciation and grammar lessons and vocabulary items. The appropriate materials are supported by the effectiveness of task components; goal, input, activity, teacher role, learners' role and setting. The appropriate goals of the tasks are making students to have communicative, affective and cognitive learning outcomes. Pictures, dialogues, vocabulary and pronunciation lists, expressions, short explanations, letters, situations, invitation cards, memos, and articles are the appropriate inputs. The appropriate activities are pronouncing words, listening dialogues, answering questions, making and acting out dialogues, and reading letter, completing sentences, answering questions, finding synonyms, matching words, changing sentences, writing invitation cards and memo, and writing main ideas. Teacher's roles are as a source, controller, assessor, feedback, prompter/guide, corrector, facilitator and observer. The learners' roles are being active learners, passive recipients, performer, and listener. Individual and pair work in the classroom are the appropriate settings in this research.

CHAPTER I

INTRODUCTION

A. Background of the Study

In the current era, globalization era, English becomes an international language that encourages all countries in the world to build their community to be able to use English in daily activities. The globalization era forces everyone in the world to be able to compete among others using English. Thus, mastering English is important.

The Indonesian government helps its society to follow the world development through some educational policies that can be carried out in school life. One of the policies is changing the National Curriculum, that is from *Competency-Based Curriculum (KBK)* into *School-Based Curriculum (KTSP)*. It is aimed to improve the quality of Indonesian people from the beginning that can be measured through their English learning achievement, considering that KTSP is an improvement of KBK (Depdiknas: 2009). Hopefully, the new curriculum will be more effective and suitable for teachers and students in meeting education goals.

In school-based curriculum (KTSP), schools have the authority and freedom to create their rules in order to achieve the goals of education. Here, the schools have a great opportunity to develop its own curriculum that is closely related to their needs, potential and environment. Hopefully, by changing the curriculum students can meet their needs and can be more ready, motivated, and

proficient in English, so that the goals and objectives of the education can be achieved.

Vocational high schools are different from others, for examples elementary schools, junior high schools and senior high schools which have their specific and clear curriculum from the government. It is because vocational high schools have many departments, so that there is no specific and clear curriculum for each department. This forces teachers as the basic of teaching and other staff of education to be creative in the teaching and learning process. In this case, teachers are an important factor that influences the students' achievement. It is supported by Richards's statement saying that teachers are a key factor in the successful implementation of curriculum changes (Richards, 2001: 99). Thus, teachers have an essential and important function according to their responsibility that is helping students to achieve the goals.

Ideally, based on the current curriculum (*School-Based curriculum*) English teachers of SMK can create new and effective English instructional materials for their students according to students' needs, objectives and environment. The Indonesian government has pointed out the general principles for SMK students about what main materials that should be applied and mastered by the students of SMK are. Hopefully, the basic principles can lead English teachers to create some new materials. Thus, there is no reason for the teachers to say that vocational high schools have unclear curriculum for each department, so using same materials and textbooks are available for SMK students of all departments.

However, the fact shows that in the implementation of the school-based curriculum, there are still many problems faced by some vocational high schools in Indonesia, for example in designing and providing suitable and effective English materials based on the students' needs. The condition of having the same curriculum among vocational high schools lead many English teachers of SMK to use same materials, textbooks, or resources while teaching and learning process in the classrooms. Perhaps, using the same materials is very helpful for the teachers themselves, because basically it can minimize energy and time like what Richards has stated "The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in" (Richards, 2001:252). In the other hand, it is not really fully helpful for the students themselves, because the students of SMK have different needs and objectives of learning English in each department.

Generally, the objectives, of course, the students are expected to be able to be proficient in English related to their field and be expert in their field, considering that the nature of SMK students are prepared to compete with others in facing the globalization era. Eventually, using materials based on the students' needs in teaching SMK students will has significant effect in terms of the students' learning achievement.

The same problem related to suitable English instructional materials also occurs in SMK Negeri 1 Wonosari. It is based on the result of the researcher's observation in the school that was held on Tuesday 10th – Saturday 14th February 2009. As the school has 5 departments, those are: *Accounting, Multimedia,*

Official administration, Marketing and Dress-making, suitable and effective English instructional materials are needed there.

Therefore, designing and producing suitable and effective English instructional materials for the students that are based on their needs and goals are needed there and should be done immediately by the researcher herself through a *Research and Development* study (R & D). Thus, it will be helpful for all students, teachers and the school itself in implementing the school-based curriculum and achieving the goals of education.

B. Identification of the Problems

In the implementing of the current curriculum, a school should be critical in determining important aspects, components and factors that are needed. There are many components that should be focused on and created and perhaps could be a problem in the process of education. Those are the learners, the teachers, the media, the methods/techniques, the facilities and the materials.

Generally, materials could be a significant problem in some schools, for example in SMK Negeri 1 Wonosari. The researcher believes that materials are the most important aspect that should be considered during the implementation of the school-based curriculum. Students need suitable and effective English instructional materials that are closely related to their needs and willingness and their background in learning a target language especially English in order to make them easy during the process of study. There are many criteria in having good materials, from the comprehensible input until the recommended students' output.

In SMK Negeri 1 Wonosari, suitable learning materials are needed. But the question is what kind of materials are really needed there, considering that there are many kinds of learning materials that can be used as resources in teaching and learning process, such as textbooks, workbooks/worksheets (LKS), modules, audio materials, videos, and self-access materials.

1. Textbooks

Actually, students can find many kinds of textbooks at school, but most of them are for general students of SMK. There is no specific material for accounting students. It may lead to students' difficulties during the process of studying English. Moreover, the English teachers never use the textbook as a resource in the learning process. In contrast, using textbooks can be a way to make students and teachers easier and more comfortable during the study. This is because a textbook is designed based on the input, the content focus, language focus and task. Hence, designing English materials in the form of textbooks is needed there.

2. Workbooks and worksheets (LKS)

The school does not have materials in the form of workbooks and worksheet, so that the students and teacher never use the source for learning English. Thus, it may lead to a crucial problem at the school.

3. Module

This is a source that is often used by the students and teachers at the school. Almost every meeting, they use it in the process of studying. The module is made and combined by all English teachers who works there and for all

students in all departments at the school. Currently, the condition still happens at the school, because it seems to be helpful for the students.

4. Audio materials (cassette)

The school has enough resources in the form of audio materials. They are really helpful to prepare students for passing final examination because most of the audio materials are based on TOEIC-test.

5. Videos (computer-based materials)

This kind of materials is seldom found there, because there are limited resources of it. Nevertheless, it will not be crucial problem there since the school has other supplementary resources as its replacements.

6. Self-access materials

Actually, the school does not have the one for individual student, but at least it provides the students free hotspot in the internet room for accessing materials that the students want and need. It is already helpful for them to explore their knowledge from the internet.

C. Limitation of the Problems

SMK Negeri 1 Wonosari has the materials above except workbooks, worksheets and self-access materials. It will not be a crucial problem in that school, since there are many textbooks used there. The problem is that those textbooks are not really suitable and effective for helping the students of accounting to meet their own needs and objectives.

Based on the identification of the problems above, it is impossible for the researcher to solve all the possible problems that were mentioned above at the same time. It is because of the limited time, ability, finance, sources, energy and experiences of the researcher herself. Eventually, the problem limitation of this study is that the researcher will only focus on designing suitable English Instructional materials, particularly textbooks, for the students of Vocational High School, especially for the eleventh grade students of Accounting in SMK Negeri 1 Wonosari, Gunungkidul.

D. Formulation of the Problems

The problems above will be formulated into:

1. What are the learning needs of Eleventh grade Accounting students in SMK Negeri 1 Wonosari, Gunungkidul?
2. What are the learner's needs of Eleventh grade Accounting students in SMK Negeri 1 Wonosari, Gunungkidul?
3. What are the characteristics of the appropriate English instructional materials needed by the Eleventh grade students of Accounting in SMK Negeri 1 Wonosari, Gunungkidul?

E. Objectives of the Study

The objectives of this study are:

1. Finding the learning needs of Eleventh grade Accounting students in SMK Negeri 1 Wonosari, Gunungkidul.
2. Finding the learner's needs of Eleventh grade Accounting students in SMK Negeri 1 Wonosari, Gunungkidul.
3. Designing the appropriate English instructional materials that are needed in SMK Negeri 1 Wonosari, Gunungkidul, particularly for the Eleventh grade students of Accounting.

F. Significance of the Study

1. Theoretical significance

The result of the study will provide all theories related to English instructional materials and the components that should be in making materials, especially for the students of Vocational High School. It will also be used as a reference for a next finding which refers to the variable in the study.

2. Practical significance

a. Researcher herself

The study will be useful for the researcher, because it encourages her to develop and expand both her knowledge and experiences during the study, especially in making and producing effective English instructional materials. In addition, it invites the researcher to practice and prove all of her knowledge that has been studied in her field and in the real life. Moreover, she can prepare herself

to be a professional educator with proficiency in making and designing appropriate English instructional materials.

b. Students

This study can make students feel comfortable and will be motivated in studying and learning English because the materials are made based on their needs and conditions. It will also make them easier in learning English. Later on, it will help them in achieving their goals.

c. English teachers

The study will also be helpful for the entire English teachers there, because it provides English materials that can be used in the class. It also provides a comprehensible input to the English teachers about the appropriate materials and how to make them and also motivates the teachers to create more appropriate English instructional materials.

d. School

It will be helpful for the school itself, because the study could be a resource in providing materials for its students and can be an input in making judgments or decisions during the implementation of the School-Based curriculum.

e. Government and public

It will be a comprehensible input, especially for curriculum designers in correcting, designing and controlling the standardization of National education in Indonesia, so that the standardization can be made based on the learners' need in the real life and context.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

It has been mentioned in the previous chapter that the aims of this study are to design and produce suitable and appropriate English instructional materials for the eleventh grade of accounting students in SMK Negeri 1 Wonosari, Gunungkidul. Therefore, in this section, the discussion will center around reviews on ESP, instructional materials, teaching and learning process in vocational high school, and SMK Negeri 1 Wonosari.

A. Theoretical Review

1. English for Specific Purposes (ESP)

a. Definition of ESP

Hutchinson and Waters (1987:18-19) do not start to define the meaning of the ESP first or answer the question “what is ESP?”, but start to arrive at the answer of this question “why ESP?”, so that it will give a reason of why ESP has become an important part of English language teaching. They directly then define the ESP by showing what ESP is not, rather than what ESP is:

- ESP is not a matter of teaching “specialized varieties” of English.
- ESP is not just a matter of science words and grammar for scientists, hotel words and grammar for hotel staff and so on.
- ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.

According to them, ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material, but it is an approach to language learning,

which is based on learner need. Hutchinson and Waters (1987:19) define “ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” or simply it is an approach to language teaching which aims to meet the learners’ needs.

Their definition of ESP will be added by other experts. Evan and John (1998:4-5) definition of ESP uses a distinction between three *absolute characteristics* and four *variable characteristics*. The distinction can be shown in the table:

Table 1: The absolute characteristics and variable characteristics of ESP

Absolute characteristics	Variable characteristics
<ul style="list-style-type: none"> • ESP is designed to meet specific needs of the learner; • ESP makes use of the underlying methodology and activities of the disciplines it serves; • ESP is centered on the language (grammar, lexis, register), skills, discourses and genres appropriate to these activities. 	<ul style="list-style-type: none"> • ESP may be related to or designed for specific disciplines; • ESP may use, in specific teaching situations, a different methodology from that of general English; • ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level; • ESP is generally designed for intermediate or advanced students. But, it can be used for beginners.

According to the ESP definitions from two sides of the experts above, the researcher can conclude that ESP is an approach to language teaching and is designed in order to meet the learners’ specific needs of content, methodology, activities, language, skills, discourse, genres, and situations. The learners can be either in intermediate or advance level.

b. Needs Analysis

A course of the language should be based on an analysis of learner needs. It is one way in which ESP procedures can have a useful effect on general English and indicate once more the need for a common approach. Richards (2001:51) defines needs analysis as a procedure used to collect information about learners' needs. Needs analysis aims to obtain all information of the target situation. It is supported by Richards in his journal that needs analysis is used to determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular setting. The focus of the needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes, for example: differences in vocabulary choice, grammar, and the kinds of texts commonly occurring, functions, and the need for particular skills.

Moreover, Richards (2001:52) completely points out some purposes of the needs analysis:

- 1) to find out what language skills a learner needs in order to perform a particular role, such as a sales manager, tour guide or university students.
- 2) to help determine if an existing course adequately addresses the needs of potential students.
- 3) to determine which students from a group are most in need of training in particular language skills.
- 4) to identify a change of direction that people in a reference group feel is important.

- 5) to identify a gap between what students are able to do and what they need to be able to do.
- 6) to collect information about a particular problem learners are experiencing.

Here, Hutchinson and Waters (1987:54) also say that "... a target situation - a definable need to communicate in English - that distinguishes the ESP learner from the learner of General English." The target situation will closely relate to target need that is what the learner needs to do in the target situation and learning needs that is what the learner needs to do in order to learn.

Hutchinson and Waters (1987: 55-56) highlight three main points related to target needs, those are: 1) *Necessities*, that is, what the learner has to know in order to function effectively in the target situation. 2) *Lacks*, that is, the gap between the necessities and what the learner knows already or between the target proficiency of language and the existing proficiency of the learners. 3) *Wants*, that is, the learners' wishes and views.

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process. In getting the information of the three aspects in target need above that is from starting point (lacks) and destination (necessities) we must analyze the learning needs first. To analyze the learning needs, Hutchinson and Waters propose a framework for analyzing learning needs (1987:62-63).

2. Learning Theory

Tomlinson (1998:4) defines that “Learning is normally considered to be conscious process which consists of the committing to memory of information relevant to what is being learned”. It means that learning can be an activity which enables learners to get information consciously and the activity can occur in a classroom. Lever-Duffy and McDonald (2009:10) also define learning as a transfer of knowledge. It can be ensured only when all components of the process have been incorporated into the learning events. It is clear that in learning there also should be knowledge or information to be understood.

Indeed, Babbage (1999:24) underlines whether teaching has close relation with learning. Teaching, based on Collins English Dictionary mentioned in Babbage (1999:24), is defined as telling or showing someone how to do something, giving instructions or lessons in a subject to students, causing to learn or understand. According to the definitions that have just been given, teaching is essential in activity which influences one to learn something new.

There are many theorists related to learning or perspectives on how someone learns. Reid (2005: 4-5) states that learning is a life-long process that requires a period of consolidation. It is more effective when the content is familiar. Learning uses the material to be learnt in different contexts and over time enhances the chances of retention and understanding. The intrinsic (within child) factors as well as the extrinsic (environmental) factors can influence the learning.

Shortly, it can be concluded that learning is an understanding and retention process of materials in different context which requires a period of consolidation.

Moreover, intrinsic learner's factors such as intelligence and extrinsic learner's factors such as learner's background can influence the process of understanding.

In addition, Hutchinson and Waters (1987:128-130) propose some basic principles of language learning:

- a. Second language learning is a developmental process.
- b. Language learning is an active process.
- c. Language learning is a decision-making process.
- d. Language learning is not just a matter of linguistic knowledge.
- e. Language learning is not the learners' first experience with language.
- f. Learning is an emotional experience.
- g. Language learning is to a large extent incidental.
- h. Language learning is not systematic.

According to those above, the main point of language learning is a process, which is not systematic, happens to language learners and more than linguistic knowledge. Language learning is also seen as resulting from the processes of the kinds; interaction between the learner and users of the language, creating meaningful and purposeful interaction through language and negotiation of meaning as the learner and his or her interlocutor arrive at understanding.

Lever-Duffy and McDonald (2009:12-16) again point out some different perspectives of learning a language, as follows:

- a. Learning as Communication

One of the earliest approaches to understanding learning was to examine the phenomenon as a communication process. Learning is considered to have

occurred when the information is accurately transmitted to a receiver (student) from a sender (teacher). According to Lever-Duffy and McDonald there are three general types of variables that can interfere with the communication of ideas: 1) *environmental factors*, 2) *psychological factors*, and 3) *personal filters*. The environmental factors include physical conditions that may impede the message. In a classroom, as the teacher (sender) engages in the communication process, loud, incessant noise from outside the classroom may interrupt communication.

The psychological factors are the internal psychological conditions that affect communication or the unique individual psychological differences that define and affect the reception of a communicated message. It can include the receiver's emotional state at the time the message is transmitted. While personal filters include the individual's personal values, cultural heritage, and social belief system. Both sender and receiver of a communication have a number of personal filters. Those three factors may interfere with the communication process.

b. The Behaviorist Perspective

Lever-Duffy and McDonald (2009:15) explain that behaviorism sees learning as the response to an external stimulus. Based on behaviorists, the learner acquires behaviors, skills, and knowledge in response to the rewards, punishments, or withheld responses associated with them. A reward includes all positive, negative, or neutral reinforcement to a behavior. Reinforcing responses can include reward (positive reinforcement), punishments (negative reinforcement) or withheld responses (no reinforcement).

Behaviorists believe that learning is essentially passive process, that is, one learns as a response to the environment, not necessarily because of any specific mental activity. This perspective also highlights that learning is also a process of habit formation, imitation and automatization. Richards (2002) also support by arguing that language learning is viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes.

c. The Cognitive Perspective

Lever-Duffy and McDonald (2009:16) also mention that cognitivists focus on learning as a mental operation that take place when information enters through the senses, undergoes mental manipulation, is stored and finally used. Therefore, this theory makes mental activity (cognition) to be the primary source of study. Cognitive theorists attempt to explain learning in terms of how one thinks. They believe that learning is more complex than the behaviorist view. Thus, learning and problem solving represent mental processes that are undetectable by mere observation.

d. The Constructivists Perspective

For constructivists, knowledge is a constructed element resulting from the learning process. Lever-Duffy and McDonald (2009:16) underline that both cognitivists and constructivists recognize learning as a mental process. It differs from the cognitivist view in that learning is not seen as just the product of mental processes; it is an entirely unique product for each individual based on the experience within which those mental processes occurred.

Understanding learning is just the first step a teacher must take in planning an effective instruction. Then, learning theory tells us how learning might occur. The next, a teacher must examine the characteristics that might have an impact on an individual's attempt to learn. Furthermore, there are some things important that can impact a learning process. It relates to learners' characteristics including cognitive styles, learning styles and intelligence.

Cognitive Styles refer to how one thinks. Each person has his or her own tendencies and preferences when it comes to cognition (thinking). Such preferences can even be measured. According to Lever-Duffy and McDonald (2009:20), those are 8 types of cognitive styles which are summarized from MBTI (Myers-Briggs Type Indicator). Those are:

- 1) *extrovert* (more interested in outer world of persons or events),
- 2) *introvert* (more interested in inner world of concepts and ideas),
- 3) *sensing* (perception based on real objects and solid facts),
- 4) *intuitive* (perception based on possibilities and personal meaning),
- 5) *thinking* (decides on the basis of objectively analyzing facts),
- 6) *feeling* (decides on the basis of subjective values and views),
- 7) *judging* (lives in a planned, organized way, prefers control) and
- 8) *perceiving* (prefers a more flexible and spontaneous way of life).

Those cognitive characteristics are also likely to influence how the individual might successfully learn.

Learning style is another factor influencing how an individual learns. Learning styles refer to those conditions under which we best learn. Learning

style theorists identify three primary modalities for learning, those are; *auditory* (learning by listening), *visual* (learning by seeing) and *kinesthetic* (learning by doing). According to Lever-Duffy and McDonald (2009:23), learning style theories suggest that each person has a preference, a dominant sensory gateway. Therefore, understanding the dominant learning styles of the students' will make instruction significantly more effective for the learners.

The last factor affecting learning is learner's intelligence or the inherent capability of the learner to understand and learn. Different individual has different intelligence for learning. Intelligence Quotient (IQ) then is a quantitative measure of one's intelligence. Therefore, a teacher must consider the students' intelligence while giving instruction in learning a language.

3. Second Language Acquisition (SLA)

So far, there are a lot of theories related to Second Language Acquisition. One of them is from Stephen Krashen (1983). He proposes a number of controversial hypothesis of language acquisition. Nunan (2004:77) mentions that Krashen has formulated four hypothesis. Those are the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis and the input hypothesis. Another source adds one hypothesis, that is the affective filter hypothesis.

a. The acquisition-learning hypothesis

In Nunan (2004:77), this hypothesis claims two psycholinguistic or mental processes functioning in SLA. These are conscious learning, that is involving the

learning of language through rule memorization and automatization or focuses on grammatical rules, and subconscious acquisition, that is the process that drives first language acquisition and is activated when the individual is focused on using the language for communication. Both of those are totally separate processes, in other words that learning could not become acquisition and that communicative competence in L2 could only be acquired through subconscious acquisition not conscious learning.

b. The natural order hypothesis

This hypothesis points out that there is a natural sequence in the acquisition of second language grammar. It is supported by Nunan (2004:78) saying that "... learners appear to acquire key grammatical features of a target language in a particular order regardless of their first language and regardless of the order in which these features have been presented through formal instruction."

So, the order of the acquisition is determined by the nature of the language being learned and not as had previously been thought, a contrast between first and second languages. In addition, the natural order could not be changed into instruction and having knowledge of grammatical rules is no guarantee of being able to use the rules for communication.

c. The monitor hypothesis

The hypothesis concerns with monitoring in process of acquisition. Nunan (2004:78) states that "... conscious learning has a limited function in second language acquisition" because it only monitors language that is subconsciously acquired and subsequently generated, but can not be used to generate language.

Through monitoring, a speaker or writer can make changes to a piece of language, but only after it has been produced.

d. The input hypothesis (comprehensible input)

According to Krashen cited in Nunan (2004:79), people acquire languages when they understand the messages or input in the target language that are a little beyond their current level of acquired competence. This hypothesis, then, proposes that comprehension is one important thing in the process of second language acquisition. In order for learners to progress from one stage of acquisition to the next, they much need to comprehend language including a structure of the language itself. The comprehension comes from the context in which the target language occurs.

e. The affective filter hypothesis

The last hypothesis of Krashen is the affective filter hypothesis, in which the affective factors of learners can have a strong influence on second language acquisition. Schmidt (2002:94) said that “A helpful way of conceptualizing that influence is to regard affect as a filter through which target language input has to pass before it acquired.” For example, where the feelings of the learners are positive, we might say that they are more open to input. Their filter is clean, and language passes easily through it. Then, a learner with negative feelings will, on the other hand, be closed to input. The filter will be clogged and finally little gets through.

Those five hypothesis above will be not enough to understand the notion of the second language acquisition (SLA). Krashen in his theory has pointed out

that all is required for acquisition (comprehensible input) is one important thing in SLA. Another linguist, Swain cited in Nunan (1999) formulates an alternative hypothesis, which she called the “comprehensible output” hypothesis. The hypothesis suggests that opportunities to produce language in communicative situations is important for language acquisition. It is also supported by Montgomery and Eisenstein (See Nunan, 1999). They add that both instruction and interaction are necessary for acquisition. While Schmidt adds formal instruction plus opportunities to communicate out of class are also necessary for acquisition.

The importance of the output is also emphasized by Hatch (1978) cited in Nunan (2004), who argues that one learns how to converse in a second language by having conversations. According to him, interaction should come first and out of this interaction grammatical knowledge would develop, rather than learning grammatical structures and then deploying these in conversation (see Nunan, 2004:79).

Long (1985) cited in Nunan (2004) also promotes a role for output of SLA. Linguistic conversational adjustments (negotiation of meaning) can promote comprehensible input because such adjustments are usually triggered by an indication of non-comprehension, requiring the speaker to reformulate his/her utterance to make it more comprehensible. There are four stages process in the negotiation of meaning: 1) *trigger*, that begins the sequence of conversation, 2) *signal*, that draws attention to a communication breakdown, 3) *response*, needed to repair the breakdown, and 4) *follow-up*, marks the closing of the sequence.

4. Communicative Language Teaching (CLT)

According to Richards (2000: 2), CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. While the goals of language teaching are closely related to communicative competence, that is involved learning a language for meaningful communication. He argues that communicative competence includes the following aspects of language knowledge:

- a. Knowing how to use language for a range of different purposes and functions.
- b. Knowing how to vary our use of language according to the setting and the participants.
- c. Knowing how to produce and understand different types of texts.
- d. Knowing how to maintain communication despite having limitations in one's language knowledge.

The roles of teachers and learners are also highlighted under CLT. Learners have to participate in the classroom activities that are based on a cooperative rather than individualistic approach to learning. Teachers also now have to assume the role of facilitator and monitor, rather than being a model for correct speech and writing and one with primary responsibility of making students produce plenty of error free sentences. The teacher has to develop a different view of learners' errors and of her/his own role in facilitating language learning.

Brown (2001:43) proposes six characteristics as a description of Communicative Language Teaching as follows:

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

(Brown, 2001:43)

According to the six characteristics above, hence, CLT facilitates learners to be active in learning language. In CLT there is considerably less attention to the overt presentation and discussion of grammatical rules than it in traditional or old language teaching methods such as grammar translation method. In CLT, the use of authentic language is implied. It is to build fluency. Regarding to the fluency and accuracy, a difficulty can possibly occur to the nonnative speaking teacher who is not very proficient in the target language to teach effectively. Thus, CLT

can force and encourage the teacher to be the good one so that the goals of language learning can be easily achieved by the learners.

5. Instructional Materials

a. Definition of the Instructional Materials

The word 'material' has been familiarized, indeed we as language learners. However, what exactly the real meaning of it is. Tomlinson (1998: xi) defines materials as anything which is used to help to teach language learners. It is supported by Richards's statement, he said that "... instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom" (Richards, 2002: 65-66). Materials may take the form of (1) printed materials such as books, workbooks, or worksheets, (2) non-print materials such as cassette or audio materials, videos, or computer-based materials, and (3) materials that comprise both print and non print sources such as self-access materials and materials on the internet.

b. The Role of Instructional Materials

Cunningsworth (1995:7) cited in Richards (2001:251) summarizes the roles of materials (particularly course books) in language teaching as:

- 1) A resource for presentation materials (spoken and written).
- 2) A source of activities for learner practice and communicative interaction.
- 3) A reference source for learners on grammar, vocabulary, pronunciation, and so on.

- 4) A source of stimulation and ideas for classrooms activities.
- 5) A syllabus (where they reflect learning objectives that have already been determined).
- 6) A support for less experienced teachers who yet to gain in confidence.

For the reasons, materials serve many important functions in language learning. It is to support learning through stimulating cognitive processes, to motivate learners through challenging and interesting content, to provide a structure and progression for learners to follow and to provide a resource for self-study outside on the classroom. It is supported by Dudley-Evans and St. John (1998:170-171) cited in Richards (2001:251) that materials serve function as a source of languages, as a learning support, for motivation and stimulation, and for reference. Sometimes instructional materials are also used by teachers as their primary teaching resource. Thus, the role of materials has significant functions in language teaching.

Hutchinson and Torres (1994) cited in Richards (2002: 83) argue that a textbook is important because it allows for: *Negotiation* (it can actually contribute by providing something, to negotiate about), *Accountability* (it shows all stakeholders what is being done), and *Orientation* (teachers and learners need to know what is happening elsewhere, what standards are expected, how much work should be covered and so on).

Based on those, the role of the instructional materials is significant in the process of learning. Instructional materials serve primarily to supplement teachers' instruction. For learners, materials may provide the major source of

contact they have with the language apart from the teacher. Then, eventually, the role and uses of instructional materials in a language program are a significant aspect of language curriculum development.

c. The Principles of Instructional Materials

Making and designing instructional materials that are really suitable for the learners' needs are not simply as using it in the process of learning, especially English materials. Some linguists agree that there are some basic principles related to materials for the teaching languages, as follows:

Tomlinson (1998: 7-22) mentions sixteen principles. Those are:

- 1) Materials should achieve impact
- 2) Materials should help learners to feel at ease
- 3) Materials should help learners to develop confidence
- 4) What is being taught should be perceived by learners as relevant and useful
- 5) Materials should require and facilitate learner self-investment
- 6) Learners must be ready to acquire the points being taught
- 7) Materials should expose the learners to language in authentic use
- 8) The learners' attention should be drawn to linguistic feature of the input
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.
- 12) Materials should take into account that learners differ in affective attitudes.

- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

According to those principles, there are many things should be considered for creating instructional materials that are related to learners (including: learner's feelings, confidence, self-investment, attention, learning style, cognitive, etc) usefulness, activities, situations, opportunities, language use, and instruction.

Tomlinson's principles are also supported by Hutchinson and Waters (1987: 107-108). They mention six principles, those are:

- 1) Materials provide a stimulus to learning
- 2) Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt.
- 3) Materials embody a view of the nature of language and learning.
- 4) Materials reflect the nature of the learning task.
- 5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
- 6) Materials provide models of correct and appropriate language use.

Good materials encourage learners to learn, does not teach them. They provide a clear and coherent unit structure for guiding teacher and learners through various activities, reflect what the learners think and feel about the

learning process and reflect complexity of a task. The six of Hutchinson's principles, therefore, make the requirements in making instructional materials more complicated. It is clear that a developer of instructional materials should consider the principles above before designing the materials in order to reach the best and useful result for the language learners.

d. Criteria of Good Instructional Materials

Good materials do many of the things that a teacher would normally do as part of his or her teaching. Based on Rowntree (1997:92) cited in Richards (2001:263) the good materials should:

- 1) Arouse the learners' interest.
- 2) Remind them of earlier learning.
- 3) Tell them what they will be learning next.
- 4) Explain new learning content to them.
- 5) Relate these ideas to learners' previous learning
- 6) Get learners to think about new content.
- 7) Help them get feedback on their learning.
- 8) Encourage them to practice.
- 9) Make sure they know what they are supposed to be doing.
- 10) Enable them to check their progress.
- 11) Help them to do better.

The instructional materials developer can see his/her own results whether they are in good criteria or not. The criteria above show that good materials should facilitate learners to learn language through systematic ways, continuously

from first part to the next and provide activities to enrich the learners' knowledge and competence and practice them to have communicative interaction during the process of learning.

6. Materials Development

a. Designing Materials

The process of designing materials is not the easy one; it needs some procedures and principles and also takes a lot of time. According to Richards (2001: 264) the process of designing materials includes: 1) developing aims, 2) developing objectives, 3) developing a syllabus, 4) organizing the course into units, 5) developing a structure into units and 6) sequencing units.

The process of the designing materials should be done in the order. When the materials developer begins to write materials, further decisions need to be made such as choosing input and sources and then selecting exercise types. The input should cover the four skills; the input for listening, speaking, reading and writing skills and perhaps input for grammar. Selecting the types of exercise can be said as difficult decision, considering that the exercises should engage learners in the use of skills and processes related to specific language teaching objectives.

b. The Materials Design Model

The design presents a model which is used for writing materials. The aim is to provide a coherent framework for the integration of the various aspects of learning. One of the design models is from Hutchinson and Waters (1987:109). Based on them, a model of materials consists of input, content focus, language

focus and task. Most of them are important while making materials for learners. While Nunan (2004:19) underlined a task-based in language teaching, that is closely related to materials. He highlighted some theories of task and the components of it.

1) Task

Crookes cited in Ellis (2003) mentioned that the definition of a task is still problematic, how a 'task' differs from other devices used to elicit learner language, for example, an 'activity' or an 'exercise' or 'drill'. Hence, there is a number of definitions of task coming from many linguists in different perspective. Nunan (1989) defines task as an activity that necessarily involves language, considering that the overall goal of tasks in both research and teaching, is to elicit language use. Richards also gives another definition of a task that is "... an activity which learners carry out using their available language resources, and leading to a real outcome" (Richards, 2002:94). Shortly a task is its focus on the authentic use of language for meaningful communicative purposes beyond the language classroom.

Moreover, Bygate, Skehan, and Swain cited in Ellis (2003) define a task as an activity which requires learners to use language, with emphasis on meaning, to attain an objective. Furthermore, Tomlinson (1998: xi) mentions that pedagogic task is "A task which does not replicate a real world task but which is designed to facilitate the learning of language or skills which would be useful in a real world task." Indeed, Ellis also defines a pedagogical task:

"A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in

terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistics resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.” (2003:16).

Nunan in his book also defines it briefly, as;

“ a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.” (2004:4).

According to the definition above, therefore, materials should be designed to lead toward a communicative task in which learners use the content and language knowledge they have built up through the unit, considering that the ultimate purpose of language learning is language use. Indeed, Skehan cited in Nunan (2004:3) proposed 5 characteristics of a task. Those are: 1) meaning is primary, 2) learners are not given other people’s meaning to regurgitate, 3) there is some sort of relationship to comparable real-world activities, 4) task completion has some priority, and 5) the assessment of the task is in terms of outcome.

Furthermore, Ellis (2003) also points out some criterial features of task, those are:

- a) A task is a workplan
- b) A task involves a primary focus on meaning

- c) A task involves real-world processes of language use
- d) A task can involve any of the four language skills
- e) A task engages cognitive processes
- f) A task has a clearly defined communicative outcome

Thus, a task can be said as a workplan involving a primary focus on meaning that enables learners to do some processes of language use and the four language skills using their cognitive competence.

2) Components of Task

Actually Nunan (2004:41) also has pointed out some components of task that can be showed in the figure:

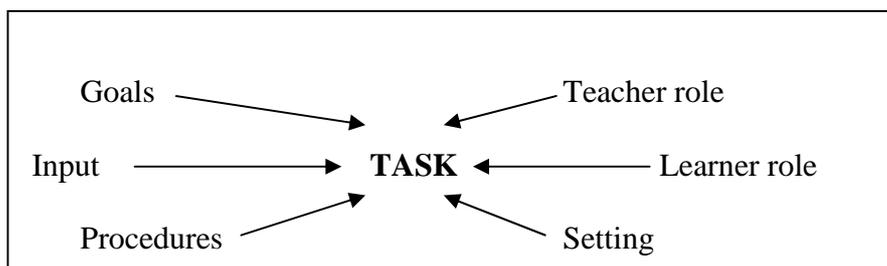


Figure 1: Components of task

a) Goals

Goals are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum.

b) Input

According to Nunan (2004:47), input refers to the spoken, written and visual data that learners work with in the course of completing task. It can be provided by a teacher, a textbook or some other source.

c) Procedures

It specifies what learners will actually do with the input that forms the point of departure for the learning task

d) Teacher role

Nunan (2004) says, 'roles' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. According to Breen and Candlin cited in Nunan (2004:67) a teacher has at least three main roles in a communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner. Brown (2001:167-168) also promotes some interactive teacher roles, that is teacher as controller, as director, as manager, as facilitator, and as resource. He also adds that teacher can be as authority figure, leader, knower, counselor, guide, and even such friend, confidante and parent.

e) Learner role

Nunan (2004:65) cites some roles of learner:

- the learner is a passive recipient of outside stimuli.
- the learner is an interactor and negotiator who is capable of giving as well as taking.
- the learner is a listener and performer who has little control over the content of learning.
- the learner is involved in a process of personal growth.

- the learner is involved in a social activity and the social and interpersonal roles of the learner cannot be divorced from psychological learning process.
- the learner must take responsibility for his or her own learning, developing autonomy and skills in leaning-how-to-learn.

f) Setting

It 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.

In conclusion, a good task should have the six components in it; those are goals, input, procedures or activities, teacher role, learner role and setting. Actually, those components will cover all things; what the learners of language need and do during the process of learning.

7. Unit Design

In designing a unit of a task, it must be considered some components and steps in order to sequence. Nunan (2004: 31-35) proposes a six-step procedure so that we can develop instructional sequences around tasks.

Step 1: Schema building

This first step is to develop a number of schema building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

Step 2: Controlled practice

The second step is to provide learners with controlled practice in using the target language vocabulary, structures and functions. In this step, the learners have been introduced to the target language within a communicative context. Finally, they are also beginning to develop a degree of communicative flexibility.

Step 3: Authentic listening practice

The step involves learners in intensive listening practice. The listening step could involve a number of native speakers inquiring of a certain topic they have been discussing. The step will expose the students to authentic or simulated conversation.

Step 4: Focus on linguistic elements

In this step, the learners then take part in a sequence of exercises in which the focus is on one or more linguistic elements, for example emphasizing language grammar “comparative and superlative form”, etc.

In the task-language procedure, the process occurs relatively late in the instructional sequence. It means that before analyzing elements of the linguistic system, the learners have seen, heard and spoken the target language within a communicative context. Hopefully, it aims to make the learners easier in seeing the relationship between communicative meaning and linguistic form than when linguistic elements are isolated and presented out of context as is often the case in more traditional approaches.

Step 5: Provide freer practice

The next step will give the students time to engage in freer practice, where they move beyond simple manipulation, because in the previous they have been involved in reproductive language work, means that they have been working within the constraints of language models provided by the teacher and the materials itself. The process of the step will enable learners to create their own meaningful and, at times, their own language. It will result 'interlanguage' but over time it will approximate more and more closely to native speaker norms as learners grow into the language. Therefore, such creative language work is as healthy for Second Language Acquisition.

Step 6: Introduce the pedagogical task

The final step is the introduction of the pedagogical task itself, for example the learners are working in group discussion and/or decision making task.

Furthermore, designing a unit is not the easy one, there are also some basic principles should be considered before doing that. Nunan (2004:35-38) in his book also mentions seven principles in designing the instructional sequence or unit. Those are:

Principle 1: Scaffolding

Lesson and materials should provide supporting frameworks within which the learning takes places. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

Principle 2: Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

Principle 3: Recycling

Recycling language maximizes opportunities for learning activates the ‘organic’ learning principles.

Principle 4: Active learning

Learners learn best by actively using the language they are learning.

Principle 5: Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

Principle 6: Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

Principle 7: Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

Moreover, Crawford cited in Richards (2002:67) proposes a number of principles for the design of effective teaching materials:

- a. Language is functional and must be contextualized.
- b. Language development requires learner engagement in purposeful use of language.
- c. The language use should be realistic and authentic.

- d. Classroom materials will usually seek to include an audiovisual component.
- e. Learners need to develop the ability to deal with written as well as spoken genres.
- f. Effective teaching materials foster learner autonomy.
- g. Materials need to be flexible enough to allow for individual and contextual differences.
- h. Learning needs to engage learners both affectively and cognitively.

8. Materials Evaluation

According to Tomlinson (1998:xi), materials evaluation is “The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them.” It can be pre-use that focuses on predictions, of potential value, or be whilst-use that focuses on awareness and description of what the learners are actually doing whilst the materials are being used, or be post-use that focuses on analysis of what happened as a result of using the materials.

In addition, Nunan (1989) defines an evaluation is the collection and interpretation of information about aspects of the curriculum (including learners, teachers, materials, learning arrangement, etc.) for decision making. The primary purpose of evaluation is to determine whether or not a program or curriculum goals have been met. Another purpose is to determine the effectiveness of it and evaluate it which will focus on the teachers, the methodology, the materials, and so on.

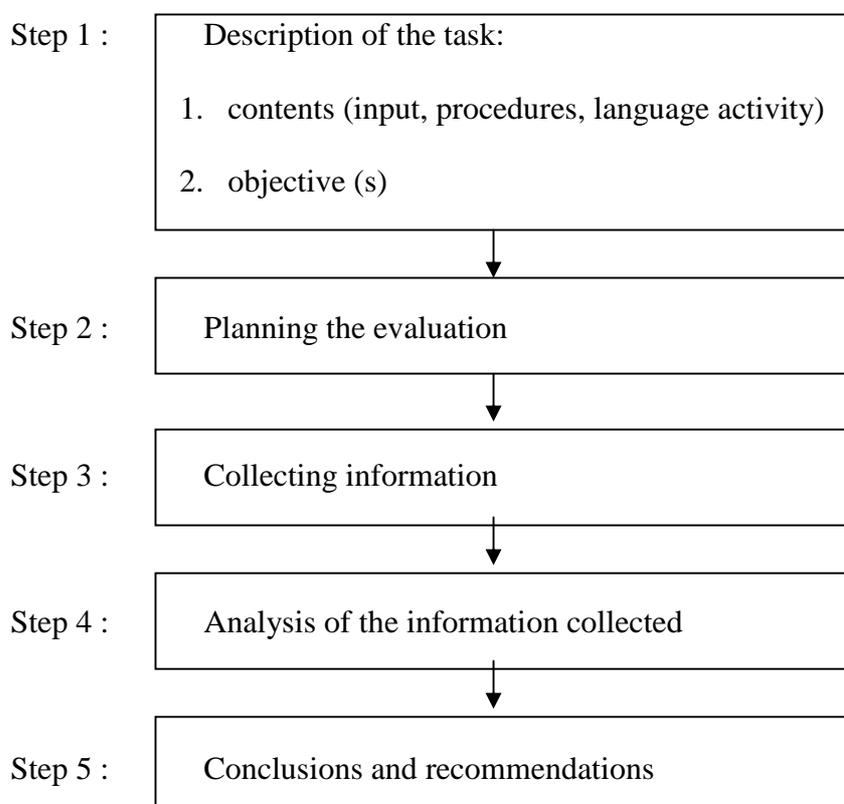


Figure 2: **Conducting evaluation of a task**

Brown (2001:142) highlights some criteria in evaluating textbook that was adapted from Robinet (1978:249-51). Those are goals of the course, background of the students, approach, language skills, general content, quality of practice material, sequencing, vocabulary, general sociolinguistic factors, format, accompanying materials, and teacher's guide. The criteria will then help to show whether the goals of making or designing materials can be achieved or not.

9. Learning Context

a. Teaching and Learning Process in Vocational School

1) The Objectives of Vocational High School

Generally, vocational high school has objective that is increasing students' intelligence of science and knowledge, students' personality, and students' skills to live independently and continuing to the advanced level based on their field.

2) The Curriculum of The Vocational High School

The Law of National Education System (No.20/2003) mentions legal framework of curriculum implemented in Indonesia that is School-Based Curriculum (KTSP).

According to the School-Based curriculum, vocational high schools at least have 3 categories of skills. Those are adaptive, normative and productive skills. Teaching and learning process in vocational high school is more complex than others. Basically, the students' achievement there is measured through the 3 categories, (1) adaptive results, such as the result of studying English, Science, Mathematics, Entrepreneurship, etc, (2) normative results such as the result of studying religions, Indonesian, arts and culture, etc (3) productive results such as the results studying accounting, or each skill of each department, etc.

3) Standard of Competency and Basic Competence of English for SMK Students

The standard of competency for accounting students in grade two is communicating in English at *Elementary* level. The following is the standard of competency and basic competency for SMK students:

Table 2: The Standard of Competency and Basic Competence of SMK

Standard of Competency	Basic Competence
Communication using English in <i>Novice Level</i>	<ul style="list-style-type: none"> - Comprehending the basic expressions used in social interaction for their daily life. - Mentioning things, people, time, days, month and year. - Describing things and people. - Producing simple conversation using basic language functions. - Explaining events/moments that are happening in the simple way. - Understanding memo and menu, schedule trip of public transportation and traffic signs. - Comprehending words and strange terms and simple sentences based on the formula. - Writing simple invitation.
Communication using English in <i>Elementary Level</i>	<ul style="list-style-type: none"> - Understanding daily conversation whether in professional context or in personal context with non-native speaker. - Writing short messages through interaction directly or aids. - Writing jobs and background of the study both written and orally. - Telling about job in the past and job plans for the future. - Expressing some feelings. - Understanding simple instructions. - Making short messages, directions, and lists using words choice appropriately.
Communication using English in <i>Intermediate Level</i>	<ul style="list-style-type: none"> - Understanding monolog texts occur in a certain work situation. - Understand limited conversation with the native speaker. - Understanding business documents. - Writing business letter and simple report.

4) Assessment

To access the students' proficiency of English, vocational high schools apply the TOEIC (*Test of English for International Communication*) for the twelve grade students in the final national examination. The scores of the TOEIC

test will indicate how well people can communicate using English with others in business or industry. According to TOEIC, students are required to have at least 400 TOEIC scores. They have to be able to pass the TOEIC test.

The following is a table of graduate competence standards taken from Permendiknas No.75 2009:

Table 3: The Graduate Competence Standards of SMK

Graduate Competence Standards	Competence which is examined
<p><i>LISTENING:</i> Comprehending the spoken discourse of interpersonal, transactional and short functional text related to daily life, jobs and profession.</p>	<p><i>PICTURE</i></p> <ul style="list-style-type: none"> - To determine oral statement of activity that is happening according to picture. - To determine oral statement of location according to picture. - To determine statement of appearance (physical appearance) person according to picture. <p><i>QUESTION-RESPONSE</i></p> <ul style="list-style-type: none"> - To determine appropriate response toward expressions of suggestion, option, invitation, and direction that is orally given. <p><i>SHORT CONVERSATION</i></p> <ul style="list-style-type: none"> - To determine general description, explicit information, and implicit information of short conversation about introduction, daily routine, planning, and comparison that is orally given. <p><i>SHORT TALK</i></p> <ul style="list-style-type: none"> - To determine commonly description and explicit information from a short monolog of radio advertisement. - To determine commonly description and implicit information from a short announcement that is orally given.
<p><i>READING:</i> Comprehending the written discourse of interpersonal, transactional and short functional text related to daily life, jobs and profession.</p>	<p><i>INCOMPLETE DIALOGUE:</i></p> <ul style="list-style-type: none"> - To determine expressions related to hobby and interest. - To determine expressions related to guest handling/conversation through telephone. - To determine expressions related to past events. - To determine expressions related to invitation. - To determine expressions related to

	<ul style="list-style-type: none"> - To determine expressions related to complaint. - To determine expressions related to instruction/appeal. - To determine expressions related to suggestion/advice. - To determine expressions related to subjunctive. - To determine expressions related to agreement/disagreement. - To determine expressions related to giving direction and location. - To determine expressions related to daily routines. - To determine expressions related to order. - To determine expressions related to possibility. - To determine expressions related to person's proficiency. <p><i>ERROR RECOGNATION</i></p> <ul style="list-style-type: none"> - To determine expressions related to comparison of thing/person. - To determine expressions of description of things (<i>adjective clause</i>). - To determine expressions related to bargaining. - To determine expressions of person's physical appearance. - To determine expressions related to giving permission. - To determine expressions related to person's feelings. <p><i>READING COMPREHENSION</i></p> <ul style="list-style-type: none"> - To determine explicit detail information, main idea, and reference of word from business letter. - To determine commonly description, explicit detail information and synonym of a certain word from a table/diagram. - To determine main idea, explicit information, and synonym of certain word from short text about person's job experience. - To determine commonly description, explicit detail information and implicit information from a procedure text. - To determine commonly description, explicit information and reference of word from short text about a thing/place description.
--	---

(Adapted from: "Kisi-kisi Ujian Nasional Tahun Pelajaran 2009/2010" Permendiknas No.75 Tahun 2009)

b. SMK Negeri 1 Wonosari

1) Students of SMK N 1 Wonosari

SMK Negeri 1 Wonosari is one of the most popular vocational high schools in Gunungkidul district. It consists of five departments, those are accounting, multimedia, official administration, marketing and dress-making department. The students there are categorized as teenagers or young learners, considering their age. Brown (2001:91) promotes that young learners 'teen' and high school-age children have ages range between twelve and eighteen or so.

The students of each department are assigned based on the input and willing of the students themselves. Means that the students cannot chose the department freely, but also should be based on the result of their final national examination in junior high schools, because each department has different minimum requirements or standards. Eventually, it leads some images of each department. Fortunately, the condition does not really effect significantly to the students there who are dominated by female students.

2) The English in the school

English course there becomes a compulsory subject that is each department should get the course for the students. English is also given to all departments in the same way, including the materials and the methods used by the English teachers there, considering that vocational high schools did not have certain curriculum for each department.

10. The Relevant Studies

The relevant studies in this research are the research about developing effective English learning materials for tenth grade students of Hotel Accommodation department at SMK N 1 Kalasan (Kristanto: 2010) and the research about developing effective English learning materials for grade XI students of the Woodcraft skill program at SMK N 1 Kalasan (Setyaningsih: 2011). Based on those researches, there were no appropriate English materials for a specific study program at the schools. Therefore, suitable English materials had to be developed there for supporting the English teaching and learning process.

Needs analysis was used to gain the information of the students' needs about English. The developed learning materials were designed based on the learners' needs so that they met the learners' needs, which were actually related to their study programs. The developed materials were also designed into four integrated language skills and were adjusted to the students' level of proficiency.

According to the result of the questionnaire, the interview and the observation during the implementation, the data showed that the developed materials could help the students to improve their knowledge and could motivate them in learning English, which were related to their study programs. However, the result also showed that some revisions had to be done so that finally the materials would be more suitable and appropriate based on the students' needs and characteristics. In conclusion, the developed materials were well designed by the researchers considering the students' needs and goal that was being able to communicate using English in order to be ready in competing in work field later.

B. Conceptual Framework

In this study, the researcher will focus on designing appropriate English instructional materials based on all the related theories that have already discussed above. There are a number of things that have to be considered in designing appropriate English instructional materials for the eleventh grade students of accounting department in SMK N 1 Wonosari. First of all, as the development of the learning materials that is based on the learners' specific needs, an ESP approach is used. ESP is an approach to language teaching and is designed in order to meet the learners' specific needs, especially the needs of content, methodology, activities, language, skills, discourse, genres, and situations. In ESP, there is started with an analysis of the learners' needs of a program; in this study is designing materials. Therefore, needs analysis will be conducted before designing the English materials in order to gain the information of the learners' needs.

The result of the needs analysis can be used to determine all things we need to do the program, such as the aims and objectives in general, input, kinds of activities, teacher and learners role, and setting. The information of those, taken together, then can be used to design an appropriate unit design, considering that a unit is made of tasks, while a task should cover the six components: goal, input, activities, teacher and learners' role and setting (Nunan, 2004:41). A task is a work-plan involving a primary focus on meaning that enables learners to do some processes of language use and the four language skills using their cognitive

competence. Thus, conducting the needs analysis is important to do in designing the learning materials.

Tasks in a unit have to be graded and put in a sequence, which one should come first, second, and so on in order to help the learners easily and effectively in learning English (See Nunan, 2004:113). The tasks can be designed in different types. The types of tasks have to reflect the nature of language, language use and language learning. They must be organized as an efficient basis for learning the second language.

Communicative Language Teaching (CLT) is also adopted in this study as the English materials developed are for the students of vocational high school. CLT is a method which facilitates learners to be active in learning language. In CLT there is considerably less attention to the overt presentation and discussion of grammatical rules than it in traditional or old language teaching methods such as grammar translation method. In CLT, the use of authentic language is implied. Thus, the materials that are developed based on CLT can be appropriate with the learners' needs of English and finally the goals of language learning can be easily achieved by the learners. To know whether the goals can be successfully achieved or not, after the materials are developed, material evaluation should be done.

The study will be conducted to: 1) find out the learning needs of the eleventh grade accounting students in SMK N 1 Wonosari, 2) find out the learners' needs of the eleventh grade accounting students in SMK N 1 Wonosari and 3) design the appropriate English instructional materials for the students in SMK N 1 Wonosari.

CHAPTER III

RESEARCH METHOD

In this section, the researcher focuses on the research method of the study, which consists of the research design, the setting, the subject of the research, the instruments, the data collection techniques and the data analysis technique of the research.

A. Design of the Research

This study is a Research and Development (R & D) study, which aims at designing and producing a finished product that can be used effectively in an education program. Indeed, there is mentioned that “Educational R & D is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards” (Borg and Gall, 2003: 569).

B. Setting of the Research

This study was conducted in semester two of the academic year of 2010/2011 in SMK Negeri 1 Wonosari Gunungkidul, located at Jalan Veteran, Wonosari from June up to July 2011. There were five departments in this vocational high school, those are: *Accounting, Multimedia, Official administration, Marketing and Dress-making Department*. Each department has

different number of classes. Since the main aim of the study is at designing English instructional materials for the eleventh grade students of Accounting, the study was conducted in two classes only- XI AK 1 and XI AK 2.

C. Subject of the Research

The subjects of this study were the eleventh grade students of Accounting department at Vocational High School 1 Wonosari Gunungkidul, Yogyakarta in the academic year of 2010/2011. The number of the subjects was 69 students coming from two classes; they were XI AK1 and XI AK2.

D. Research Procedures

In this study, the researcher used R & D cycle/design proposed by Walter Dick and Carey (cited in Borg and Gall, 2003:571) and by some experts (cited in Tomlinson, 1998:247). Dick and Carey promote ten steps of the system approach model of education research and development as follows:

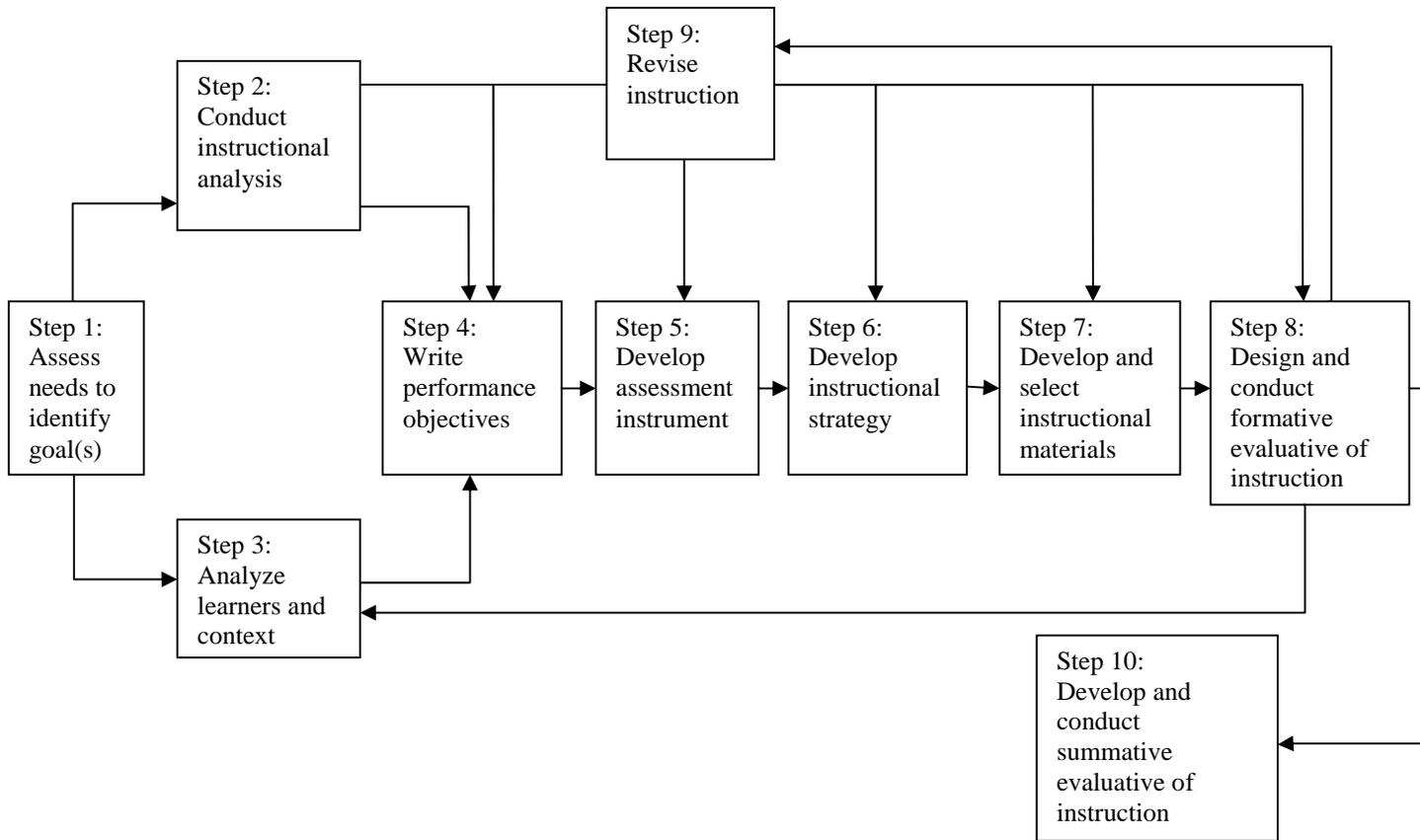


Figure 3: The steps of the system approach model of Education Research and Development (R & D) proposed by Dick & Carey (2003:571)

Moreover, Tomlinson (1998:247) summarizes the sequence of course design from some experts as the figure:

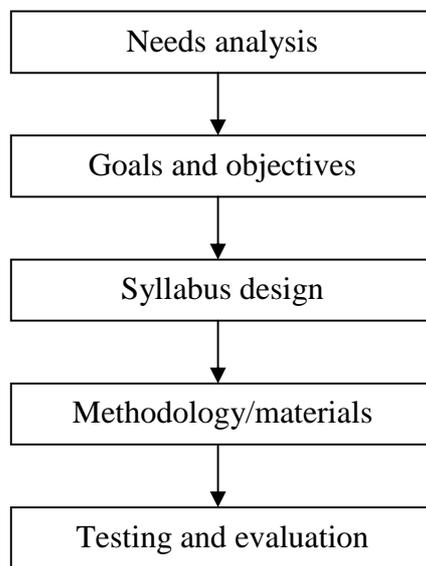


Figure 4: **Model X of course design procedures**

Regarding to those models, in doing and finishing this study, the researcher did some steps and procedures by combining and simplifying the steps of the two models proposed above because of the researcher's capability, namely:

1. Conducting needs analysis

Firstly, in the study, the researcher obtained some important information to design the materials. A needs analysis was then conducted to gain the information that is related to target needs, learners' needs and learning needs of the eleventh grade students of accounting in SMK Negeri 1 Wonosari. In terms of the target needs, the researcher analyzed the English current curriculum for the eleventh grade students of vocational high school. Regarding to the learners and learning

needs, the data were obtained through questionnaire, interview and observation. The information could be used to do the next stage.

2. Writing the course grid and designing the units

After conducting the needs analysis, the researcher wrote the course grid and designed the units based on the result of the needs analysis. In the course grid, there were a number of things that should be considered important to be inserted in the units, namely: the title, topic, the four-skills, language functions, language knowledge, activities and time allocation. The next, a unit design was made in the study as the basic for writing the tasks which should be graded and sequenced in the unit.

3. Writing the materials (first draft)

The instructional materials were then started to be developed based on the results of the needs analysis and the theories on how to design good instructional materials. The materials actually were written into three units; Unit 1, Unit 2 and Unit 3. The units were made of tasks which should be graded and sequenced well.

4. Consulting the materials to the supervisors as the expert judgment

After the first draft had been created and was before implemented to the students, it was consulted to the supervisors to gain feedback as the expert judgment. The expert judgment was about the appropriateness of the designed materials.

5. Revising the first draft

The researcher got some suggestions and feedback from the supervisors. Those were then used to revise or modify the first draft in order to be appropriateness for the students based on their needs.

6. Implementing/trying-out the second draft

In the study, the revised-first draft was called as the second draft. The second draft was then tried out to the students. During the implementation in the class, an observation to the teaching and learning process that was in the form of field notes was done by the researcher to get some evaluation data from the students. Furthermore, an evaluation (second) questionnaire was also distributed to the students in the end of the second draft implementation which was aimed to get evaluation data of the designed materials. Indeed, an informal interview to some students was also done by the researcher to get more detail information of the designed materials.

7. Evaluating and revising the materials (second draft)

The field-test results gained from the observations, the evaluation questionnaire and the informal interview were then used to analyze and evaluate materials whether the designed materials were effective or not for the students. The evaluation would measure the validity of the tasks designed in detail-unit by unit. It was also used to revise or modify some parts of the second draft if there was an ineffective result to be the final draft.

8. Writing the materials for the final draft

In this stage, the second draft that had been implemented, was then revised and modified based on the data obtained from the observation, evaluation questionnaire and informal interview. The researcher revised the designed materials that were inappropriate or considered to be ineffective during the implementations. Further, as the designed materials had been revised until a specified level of the effectiveness had been achieved, next the researcher wrote the final draft of the English instructional materials.

E. Research Instruments

There were three methods of collecting data for this study used by the researcher. They are questionnaires, interview guidelines and observation guide. Those instruments are:

1. Questionnaires

Borg and Gall (2003:222) define “Questionnaires are documents that ask the same questions of all individuals in the sample.” They would be used to know all information of the students particularly their needs about English, and the effectiveness of the designed materials. The instruments were in the form of written questions and statements to the subjects of the study and also in both open and closed-ended questions. They were given in two separated times. The first questionnaire (needs analysis questionnaire) which consists of both open-ended and closed-ended questions was administered at the beginning of the study to obtain the students’ needs and learning needs. The second questionnaire

(evaluation questionnaire) which consists of closed-ended questions was administered in the middle of the study to get information of the students' agreement towards the effectiveness of the designed materials.

According to Borg and Gall (2003:222), there are at least two advantages of using questionnaires. First, the cost of sampling respondents over a wide geographic area is lower and the second is that the time required to collect the data typically is much less.

2. Interview guidelines

They were used to obtain all information about the learners' needs, the situation and the condition of the students deeply in the beginning of the study and to get feedback and suggestions about the designed materials from the supervisors and the subjects, in the middle of the study. It was an interview, so that the process in collecting data was in spoken form. It consisted of some questions that were given to the subjects of the study and were answered by them orally. It is supported by Borg and Gall (2003:222) that "Interviews consist of oral questions asked by the interviewer and oral responses by the research participants". The researcher did not do the interview in systematic and formal ways. Further, she used an audio-visual recorder to record the interview in order to make her easier in collecting the data.

3. Observation guide

It was used to obtain data related to learning need during the process of teaching and learning English in the classroom based on the researcher's view. It provided some more information of the learning process that could not be held by

the two previous instruments above. It also helped the researcher in getting accurate and precise information related to the students and English based on the factual condition in the field of the study and based on the process of implementations. The important thing is that the data were obtained objectively based on the real situation in the classroom. The data which were collected using this instrument were data suddenly appeared in the process of learning in the classroom.

F. Data Collection Techniques

In this research, there were two types of data that should be collected; quantitative data and qualitative data. Both the data were collected using different instruments. The instruments were as the following:

1. Instrument to Collect the Quantitative Data

The quantitative data were actually collected through the needs analysis questionnaire which obtained the students' and leaning needs and the evaluation questionnaire which obtained the students' agreement toward the designed materials.

The needs analysis questionnaire had eight purposes that cover six components of the designing materials proposed by Nunan (2004:41), the students' level in learning English and the target situation needs of the students themselves. The organization of the needs analysis questionnaire is presented in the table below:

Table 4: **The Organization of the First Questionnaire**

Aspects	The Purpose of Questions	Item Number of Questions
Goal	Finding out the students' perspective towards the goal of English learning materials and motivation.	1, 2
Level	Finding out the students' level in learning English.	3
Input	Finding out the suitable of input for English learning materials that students like the most.	4,5,6,7,8,9,10,11,12,13
Activities	Finding out the suitable activities that students want the most.	14,15,16,17,18,19,20
Setting	Finding out the procedure of doing the tasks of English learning materials (individually, in pairs, or in groups)	21, 22
Learner role	Finding out the students' own roles during the process of the learning English.	23
Teacher role	Finding out students' view towards teacher' roles in classroom during the learning process.	24
Target situation needs	Finding out the target situation needs of the students.	25

Further, the evaluation questionnaire was not far from the first questionnaire, because it was the continuation of it. The difference was that the evaluation questionnaire was aimed to obtain the students' agreement towards the material so that it would be more detail and specific statements. The organization of it can be shown in the table below:

Table 5: **The Organization of the Evaluation Questionnaire**

No.	Aspects	Indicators	References
1.	Goal	<ul style="list-style-type: none"> Goals of the learning materials meet the students' needs. 	Nunan (2004:41)
2.	Input	<ul style="list-style-type: none"> Being clear and interesting. Appropriate with the students' needs. Related to Accounting program. Motivating the learners in learning English. Improving the students' competence toward 	Nunan (2004:47)

		communicative language.	
3.	Activities	<ul style="list-style-type: none"> • Giving the opportunities for the students to apply their language knowledge. • Providing the students' challenge in learning language. • Developing the students' confidence. • Motivating. • Various and interesting. 	Nunan (2004:42)
4.	Teacher role	<ul style="list-style-type: none"> • Being a resource. • Being a facilitator. • Being a prompter. • Being a motivator. • Being a controller. • Being a director. • Being a manager. • Being a guide. • Being a corrector. 	Nunan (2004:64) Brown (2001:166-168)
5.	Learner role	<ul style="list-style-type: none"> • Being active participants. • Being creative participants. 	Nunan (2004:65) Brown (2001:209)
6.	Setting	<ul style="list-style-type: none"> • Being done in pairs, individually, in small group, in whole class that can meet the students' needs of setting. 	Nunan (2004:70)
7.	Vocabulary	<ul style="list-style-type: none"> • Various, clear, simple, understandable, appropriate (meets the students' needs) 	Nunan, 2001
8.	Grammar	<ul style="list-style-type: none"> • Can help the students to acquire language through English grammar. 	Nunan, 2001
9.	Instruction	<ul style="list-style-type: none"> • Being clear enough and understandable to the students. 	Nunan, 2001
10.	Lay-out	<ul style="list-style-type: none"> • Interesting, colorful, clear and motivated. 	Nunan, 2001

2. Instrument to Collect the Qualitative Data

To collect the qualitative data, the researcher used three different instruments. They were the first questionnaire, which contained open-ended questions, interview guides, and observation guides.

The interview was conducted to the English teacher at the beginning of the study to collect information of the students' needs and to the supervisors and to

some students of accounting in class XI to gain the feedback as the evaluation of the designed learning materials in the middle of the study.

The observation of the teaching and learning was done by the researcher during the process of the implementation of the designed learning materials to get the information about the students' response when the materials were implemented in the classroom. The results of the qualitative data collected through the observation were in the form of field notes.

G. Data Analysis Techniques

After collecting the data related to the students' needs and learning needs and the evaluation of the designed materials using the instruments above, the researcher analyzed the data. Furthermore, the data were analyzed through quantitative and qualitative ways. In this study, the quantitative data were from the results of the closed-ended questions in the needs analysis and evaluation questionnaires. The qualitative data were from the results of the open-ended questions which were included in the needs analysis questionnaire, the evaluation questionnaire, the interview that would be transcribed into printed form and the observation field notes. Both types of the data were used to revise and evaluate the designed instructional materials.

The researcher used descriptive statistics to analyze the quantitative data obtained from the closed-ended questionnaires. The data were analyzed by measuring the means of central tendency. The means is the average of the sum of all subjects' scores in a group divided by the number of the subjects.

The results of the questionnaires were analyzed using *Likert Scale*. The *Likert Scale* consists of five-alternative choices that were used to find out the students' needs (in the needs analysis questionnaire) and to indicate the strength of the students' agreement or disagreement and also to find out their feelings toward the effectiveness of the designed instructional materials (in the evaluation questionnaire). It was arranged as a development of English materials. It emphasized the content, the structures, the organization, the appearances of the materials, and many others. G. Suharto (2002:14-15) proposed a formula that can be used to know the effectiveness of the materials. Then, the effectiveness can be categorized as: *Very good*, *Good*, *Fair*, *Poor* and *Very Poor*. The scoring in the research study can be seen in the presented table:

Table 6: **Quantitative Data Conversion**

Scale	Interval of the mean values	Category	Other Category
5	> 4.6	Strongly Agree	Very Good
4	$3.7 < X \leq 4.5$	Agree	Good
3	$2.8 < X \leq 3.6$	Neutral	Fair
2	$1.9 < X \leq 2.7$	Disagree	Poor
1	$X < 1.8$	Strongly Disagree	Very Poor

As mentioned before, the qualitative data were obtained from the open-ended questions in the questionnaires, from the observation and the interview. There were feedback and suggestions from the students as the subjects in this study collected through the questionnaires and from the supervisors. The data of the observation were in the form of field notes. The interview were recorded and

then transcribed. The last, those data would be analyzed using descriptive qualitative following the model proposed by Miles and Huberman (1994:12), that is reducing the collected data and then displaying it before deriving a conclusion. Therefore, the data analysis would give significant information about the result of this study, whether this study was successful or not.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

It has been mentioned in the previous chapter that the main aim of the study is to design the appropriate English instructional materials for the eleventh grade students of SMK majoring in Accounting. In this chapter, the results of the study and several processes to achieve the results such as conducting the needs analysis, writing the course grid, designing the unit, writing the tasks, trying out and revising the drafts, and writing the final-draft are discussed. The first to be discussed is the results of the needs analysis.

1. The Results of the Needs Analysis

The needs analysis was done at the beginning of the research. That was on Thursday, 16th December 2010. It was conducted through the needs analysis questionnaire. The needs analysis questionnaire that was given to the students was in the form of multiple choices. It consisted of 25 questions asking the information of the learners in general, the learners' needs and the learning needs. Specifically, it covered the five main aspects and the learning goal. Those aspects were the inputs, the activities/procedures, the setting, the learner's role and the teacher role.

An observation to the teaching and learning process was also conducted by the researcher before giving the students the needs analysis questionnaire. In addition, an interview to some English teachers there was also conducted to gain

some deep information related to the students based on the researcher and English teachers' views. The detailed descriptions are as follow:

a. The Description of the Learners

The students who were involved in the research were the students of the eleventh grade of Accounting program in SMK Negeri 1 Wonosari, Gunungkidul. They were in two classes, namely XI AK 1 and XI AK 2. There were 36 students in the first class, and 33 students in the second class. Therefore, there were 69 students involved in the research. Most of the students live around the school, such as Wonosari, Semanu, Ponjong, Tepus, Playen, and the surrounding places, but still in the same district area, that is Gunungkidul, Yogyakarta. This table will show the detailed information of the learners.

Table 7: Data of the Students

Group	Number of Students	Sex	Age
XI AK 1	36	Female	16 – 17 years old
	1	Male	16 – 17 years old
XI AK 2	33	Female	16 – 17 years old
	0	Male	-
Total	69		

Actually, from the table above it can be concluded that the students of Accounting program in SMK Negeri 1 Wonosari in the academic year of 2010/2011 are dominated by the female students rather than male students. The condition is because the accountant profession is usually occupied by female.

Hence, it influences the input of the learners in that program; female are more than the male. Furthermore, most of the students were interested in learning English and felt that the designed materials would be useful for them, because this was the first time for them to study English based on their field.

b. The Description of the Learners' Needs

As the research is to design the appropriate English learning materials based on the learners' needs, therefore, conducting need analysis of the learners' needs could be said as the most important thing. To find the learners' needs to the learning materials, there should be two main components to be fulfilled; the goal and the input. The goal of the students actually has been stated in the standard of competence and basic competence, but in the needs analysis questionnaire there were some questions asked the goal based on the students' views. Nevertheless, the input would dominate and had been searched through the analysis. For more detailed information about the learners needs, here is the table:

Table 8: The Learner Needs

No	Aspects	Statements	Agree
1.	Goal of Students' Learning	I hope the English learning process can make me be able to a. master a lot of English vocabulary (accounting terms) that related to my department and communicate with others correctly, fluently and appropriately, formal or informal in daily context. b. communicate using good and correct structure in English.	50.00% 30.61%
2.	Goal of Students' Learning	I learn English in order to ... a. have good competence in English b. get a good job later	67.06% 16.47%

3.	Students' Level and Proficiency	My English is in a. elementary level b. novice level	60.00% 30.77%
4.	Input (<i>Topic</i>)	I prefer learning English using some topics that a. give benefit for me in my work place later b. related to my life.	45.78% 31.33%
5.	Input (<i>The types of Listening materials</i>)	I prefer if there is given/introduced as English input for listening activities. a. some models of dialogue texts which have simple topic and in the form of audio cassette. b. some new vocabularies related to the texts before listening them.	38.04% 27.17%
6.	Input (<i>The length of Listening text</i>)	I prefer if the length of the input texts for listening activities is... a. 100 – 150 words b. 150 – 200 words	46.77% 29.03%
7.	Input (<i>Listening</i>)	I prefer if the input texts of listening is spoken/modeled by... a. non-native speakers but speak as well as native-speaker (native speaker like) b. native speakers	45.83% 33.33%
8.	Input (<i>The types of Speaking materials</i>)	I prefer if there is given/introduced as the English input for speaking activities. a. some models of monolog/dialogue texts complete with some pictures for practice b. some models of monolog/dialogue texts which are practiced	44.09% 10.75%
9.	Input (<i>The length of Speaking text</i>)	I prefer if the length of the input texts for speaking activities is ... a. 100 – 150 words b. 50 – 100 words	40.33% 24.19%
10.	Input (<i>The types of Reading materials</i>)	I prefer if there is given/introduced as the English input for reading activities. a. inauthentic texts with interesting and simple topics b. fiction and non-fiction stories c. simple texts (both authentic and	38.54% 20.83% 16.67%

		inauthentic texts) completed with glossary and pictures	
11.	Input (<i>The length of Reading text</i>)	I prefer if the length of input texts for reading activities is a. 100 – 150 words b. 200 – 250 words	28.57% 25.39%
12.	Input (<i>The types of Writing materials</i>)	I prefer if there is given/introduced .....as the English input for writing activities. a. some models of authentic and inauthentic texts likes: application letter, CV, memo, short message, complaint letter which are useful for me b. new vocabularies are related to texts	31.18% 24.73%
13.	Input (<i>The length of Writing text</i>)	I prefer if the length of input texts for writing activities is... a. 100 – 150 words b. 150 – 200 words	42.62% 37.70%

According to the results of the need analysis, it can be concluded that most of the students had the learning goals in order to be able to master a lot of English vocabularies (*accounting terms*) that are related to their department and be able to communicate with others correctly, fluently and appropriately, formal or informal in daily context. It was proved by the highest percentage; 50 %. Indeed, they also wanted to have good competence in English, shown by the percentage; 67.06%. Most of them were also in the intermediate level that was 60% of them. It indicates that the students still needs much learning to achieve the advanced level.

Input was analyzed from the integrated-skills; those were listening, speaking, reading and writing. In the listening skill, the students preferred to have some models of dialogue texts which have simple topics and in the form of audio cassette, which modeled by non-native speakers but speak as well as native-

speaker (native speaker like). The students also preferred to have short texts about 100 up to 150 words.

In terms of speaking materials, the students preferred to have some models of monolog/dialogue texts completed with some pictures in order to help them in practicing speaking. Indeed, they wanted the length of the texts about 100 up to 150 words.

Concerning to reading materials, the students preferred if there are inauthentic texts which are interesting and have simple topics and cover about 100 up to 150 words as the inputs in reading materials. Furthermore, they preferred to be given some models of authentic and inauthentic texts likes: application letter, CV, memo, short message, complaint letter which are useful for them as the inputs of writing materials. They wanted the texts of writing are in 100 up to 150 words as well as the other skills.

c. The Description of the Learning Needs

The learning needs were also gained from the needs analysis questionnaire as well as the learners' needs, the interview to the English teachers and the observation to the teaching and learning process by the researcher. The learning needs were closely related to the rest aspects in the questionnaire; those are the activities, the setting, the learner role and the teacher role. Therefore, the information of the learning needs would be the second important thing for making the designed materials.

Table 9: The Learning Needs

No.	Aspects	Learning Needs	Agree
14.	Activities (Types of Reading activities)	In reading activities I prefer..... a. identifying key words, vocabularies, topics, main ideas or certain expressions. b. reading texts and translating them. c. reading texts, comprehending texts and answering provided questions.	29.41% 28.43% 26.47%
15.	Activities (Types of Writing activities)	In writing activities I prefer..... a. writing a text using own topic and idea or based on the model given in the previous time. b. writing sentence/paragraph using correct vocabularies, structures, punctuations and spelling.	26.97% 16.85%
16.	Activities (Types of Speaking activities)	In speaking activities I prefer..... a. practicing speaking in front of class. b. practicing speaking in front of class by role-playing.	22.34% 17.02%
17.	Activities (Types of Listening activities)	In listening activities I prefer..... a. listening to songs and then writing some sentences which have been heard, correctly. b. listening to dialogue/monolog through audio-cassette and then answering questions	32.71% 25.23%
18.	Activities (Types of Vocabulary activities)	In increasing my English vocabulary, I prefer activities as a. defining meaning of English vocabularies b. matching words with their meanings	62.20% 19.51%
19.	Activities (Types of Grammar activities)	In increasing my English grammar, I prefer activities as a. identifying a certain sentence structure b. making sentences using sentence structure or model which was learned before.	32.53% 31.33%
20.	Activities (Types of Pronunciation)	In increasing my skill in pronunciation, I prefer activities as a. listening how to pronounce words from	45.26%

	<i>activities)</i>	the teacher. b. correcting the words pronunciation with friends.	26.32%
21.	Setting	In doing my assignments/learning English, I prefer do it..... a. in class b. in the outside of the class	41.56% 32.46%
22.	Setting	In doing my assignments/learning English, I prefer do it a. with close friend b. in a small group (3-4 students) c. by myself/individually with either teacher's help or not.	39.29% 35.71% 14.29%
23.	Learner Role	In English learning process in the class, I prefer being ... a. active in discussion with friends or teacher b. silent and listening/paying attention to teacher's explanation.	48.91% 27.17%
24.	Teacher Role	In doing English tasks in the class, I prefer if the teacher a. often helps students by explaining their difficulties about materials and gives more other examples. b. goes around and gives comment or correction directly toward tasks which have been doing by the students.	44.83% 31.89%

According to the results of the learning needs above, the activity was analyzed through types of activities. There were seven aspects concerning to the types of the activities, they were activities of: reading, writing, speaking and listening, grammar, vocabulary, and pronunciation.

In terms of reading activity, the students preferred to identify key words, vocabularies, topics, main ideas or certain expressions. They also preferred to read

texts and translate them or to read texts, comprehend texts and then answer provided questions as some other alternatives for the activity variation.

Concerning to the writing activity, they preferred to write a text using their own topic and idea or based on the model given in the previous time and some different activities as the alternative activities such as writing sentence/paragraph using correct vocabulary, structures, punctuations and spelling.

In regard to the speaking activity, the students preferred to practice speaking in front of class and preferred to practice speaking in front of class by role-playing as the alternative activity. Furthermore, they wanted to listen a song and then write some sentences which had been heard, correctly and they also preferred to listen dialogue/monolog through audio-cassette and then answer questions for various listening activities.

There were some activities supporting the reading, writing, speaking and listening activities. They were vocabulary, grammar and pronunciation activities. Regarding to vocabulary activity, the students preferred to define meanings of English vocabularies (words) and also match words with their meanings. In grammar activity, they wanted to identify a certain sentence structure and make sentences using sentence structure or models which were learned before as the alternative for various activities. The last, the students preferred to listen on how to pronounce words from the teacher as the activity in pronunciation.

The second component that was analyzed was the setting. Based on the result above, the students preferred to learn English in the class and sometimes outside of the class with close friends or small group (consisting 3-4 students) or

sometimes individually. The next component was the learner role. In the component, the students wanted to be active in discussion with friends or teacher.

The last component was the teacher role. The students preferred that the teacher often helps students by explaining their difficulties about materials and gives more other examples. Indeed, they wanted the teacher to go around and give comment or correction directly toward tasks which have been doing by the students as the other alternative teacher role.

d. The Description of the Target Situation Needs

The result of the target situation needs was reached through the last number of the questions in needs analysis. The result shows that there were 62.90% of the students who felt that English will often be used by them both in spoken and written forms when they work in the future. 30.65% of the students felt that they will often use English in spoken form later. The rest of the students, that were 6.45% of them felt that they will often use English in the form of written only while they are working in the future. It meant that the designed materials should be created into integrated skills (spoken and written skills) in order to fulfill the students' target situation needs.

2. The Course Grid

After the needs analysis had been conducted to identify the learners' needs and learning needs, the next step was writing the course grid. The course grid was made based on the information of learners' needs and learning needs gained

through the need analysis questionnaire. The course grid was as a main mapping, which served as a guideline for the researcher in creating the designed materials in order to make them systematic and understandable for the students. The course grid contains the information of the goal of materials, the title of each unit, the theme, the basic competences, the indicators, language function, grammar focus, the input texts and the activities in the designed materials. Hence, the course grid made the researcher easier in designing the materials.

According to the some researcher's considerations, the researcher chooses the *Basic Competence* number 2.5 that is *Expressing Intention*. As the basic competence consists of many materials should be learned by the students, therefore the researcher designed and splitted the materials into three units; Unit 1, Unit 2 and Unit 3. A detailed description of the course grid can be seen in Appendix 3.

3. The Materials Designs of the First Draft

The next step to do, after the course grid had been developed, was designing the units. Each of the units is in integrated skills that covered the four-skills; listening, speaking, reading and writing. The unit is started from *spoken cycle* (listening and speaking) and then continued into *written cycle* (reading and writing). Inside the cycles, there are language functions, language focus (*grammar*), pronunciation, and vocabulary that should also be learned by the students for supporting the process of teaching and learning English.

Here is the general organization of the unit:

- Title
- Objectives
- Lead in (*Let's Get Ready*)
- Main Activities
 - Let's Listen and Speak*
 - Let's Read and Write*
- Evaluation (*Let's Evaluate*)
- Reflection
- Summary (*Let's Summarize*)
- Vocabulary List

Each unit includes a title that is in the top of the unit and comes early. It is aimed to interest and let the students know about the topic they will learn. After the title, there are objectives of the unit. There must be learning objectives which focus on certain language functions that should be achieved by the students. The next part is lead-in (*Let's Get Ready*). This part is aimed to lead the students' background knowledge about the topic or the materials. Here, the students are expected to understand the materials that they want to learn after. After that, there are the main activities, which are divided into two cycles; spoken (*Let's Listen and Speak*) and written cycles (*Let's Read and Write*). It is continued by evaluation (*Let's Evaluate*) that is aimed to evaluate the students' understanding about the materials that have been learned before. The next part of the unit is reflection, which is aimed to measure the students' skills in learning by themselves. The next part is summary (*Let's Summarize*). It is to summarize all materials to be a gist in the unit, so that the students can easily remember the materials. The last part is vocabulary list. It is as small dictionary for the students

about the related materials. It is to help the students in knowing some unfamiliar words' meanings.

In the process of designing the units, the researcher should consider many things such as the sequence of the materials that is from easy to difficult. A unit is made of tasks that should be graded and sequenced well. There is a general rule for task grading and integration that is comprehending tasks are considered less demanding than language productive tasks, and language production tasks are presumed to be less demanding than interactive tasks (see Nunan 2004:128). Finally, each unit in this study is organized into 16 – 18 tasks that require students to practice the four language skills namely listening, speaking, reading and writing. The tasks are started from guided activities, semi guided activities and free activities.

a. Unit 1

According to the previous discussion, a unit must have a title, which leads the students to know what they are going to learn in the unit. Unit 1 has a title namely "*Would You like to Come to the Meeting this Afternoon?*" The next after the title, there is a picture and objectives of unit 1. The picture is aimed to guide the students into the topic. The objectives are shown by some short paragraphs. The next is Task 1. In the task, the students are given a picture and some questions related to it in order to lead their background knowledge. The spoken cycle is then given after that, starting from the listening skill (in Task 2, Task 3, Task 4 and Task 5). In Task 2, the students are asked to find out some words' meanings and then listen on how to pronounce them and repeat after the teacher. It is aimed to

prepare the students in doing the next task; Task 3. Here, the students are asked to listen three dialogues twice and to observe some related pictures and then to answer some questions. Next, the students are asked to study some expressions related to the topic in Task 4. The next after that, in Task 5, they are asked to listen to the dialogues in Task 3 once again and then find out some expressions in the dialogues.

Tasks of speaking skills are then given to the students; Task 6 and Task 7. In Task 6, the students are given a short dialogue between two persons and are asked to study it, answer some questions and then act it out with a friend. In the next task, they are given some jumbled sentences and asked to arrange them into good dialogues and then practice them with a friend. The next, it is a note about *Degrees of Comparison*. It is given to remind the students about the materials that should also be learned. To see the students' understanding about it, there is given Task 8. Here, they are asked to complete short conversations using the appropriate words in the box in the form of correct degrees of comparisons.

Next, the written cycles are then given to the students, starting from reading skills; Tasks 9, 10, 11, 12 and 13. In Task 9, the students are given an invitation letter and asked to read it and to state whether some statements are true or false based on the letter. After that, they are asked to answer some questions related to the letter, in Task 10. The next, to increase their vocabulary, finding synonym activity is then given to them in Task 11. In Task 12, the learners are faced a bargaining letter. They have to read it and answer the comprehending questions that follow in this task. As well as Task 11, Task 13 is given to them in

order to add students' vocabulary. In this task, students have to match some words with their meanings.

Writing skills are given in Task 14, Task 15, Task 16 and Task 17. Task 14 facilitates students to study some explanations of *Passive Voice* that will be used in the next task. In Task 15, the students are asked to change some sentences into passive voice form. The next, they are asked to study notes about how to write an invitation card and memo and are also given some examples of them in Task 16. Task 17 facilitates students to be in productive activity, which asks them to write some invitation cards and memo based on the situations given using their own words.

After the spoken and written cycles, there are evaluation, reflection, summary and vocabulary list. The last task is Task 18. It is created to evaluate the students' understanding about the materials that are given in the unit. This is also free activity for the students. The next, reflection is aimed to know the students' improvement that they have made after learning Unit 1. Summary is given to facilitate students in reaching the gist of the materials in the unit. The last part is vocabulary list. It is to help students searching some words' meanings.

b. Unit 2

Unit 2 is under the title "*How Beautiful You Are in that New Dress!*" After the title, there is a picture 2.1, which is aimed to lead the students into the topic. It is continued with the objectives of learning Unit 2, shown by some shorts paragraphs implicitly. Task 1 is then given to the students. It consists of a picture

and some related questions that are aimed to prompt them into the specific materials they are going to learn in the unit and to build their background knowledge.

The spoken cycle is started from Task 2. In this task, the students are asked to find out some words' meanings and then pronounce the words correctly. It is to make students to be familiar with the words they are going to find in the next task. Task 3 is then given to them. In the task they are asked to listen to two dialogues between two persons talking about something new and then answer the comprehending questions that follow. In Task 4, they are asked to study some expressions dealing with the topic.

Task 5 starts speaking activity. The students are given a dialogue and a picture to study and are asked to answer the questions and finally practiced it in front of class with a partner. In Task 6, students are required to create a simple conversation in pairs by choosing one of the situations and pictures given, and finally to act it out with the partner. This task will be more free activity than the previous task because it facilitates students to have a conversation using their own words.

Next, the written cycle will be given to the students, starting from reading skills; Task 7, Task 8 and Task 9. In Task 7, the students are given a passage entitled "*The Advantages of Using A Computerized Accounting Package such as MYOB Accounting Software. How Fast It Is!*". They have to read the passage carefully and then answer the questions that follow. As a reinforcement of the students' comprehension of the passage, there is Task 8, which asks them to

match key words with their related words in box B. It is also aimed to train the students' carefulness while reading. The last task for the reading activity is Task 9. In the task, students have to find some words' meanings in English. It facilitates students to increase their vocabulary in English related to their study.

Writing skills are then given in Task 10, Task 11, Task 12, Task 13, Task 14 and Task 15. In Task 10, the students are asked to study the explanation of constructions with "*used to*" and "*to be used to*". The task helps students to understand English grammar. The next, there is given Task 11, in which asks students to arrange some jumbled words into good sentences based on the explanation in Task 10. After that, they are then given Task 12 that asks them to make sentences using some key words in the brackets. It will be more free-guided activity rather than the previous task. The next, Task 13 are then given to them. As well as Task 10, Task 13 facilitates students to study English grammar. It is about "*Noun Clause*". To reinforce the students' understanding about the materials, there is a semi guided activity in Task 14, which asks them to complete sentences by choosing an appropriate word in the box. After that, in Task 15 the students are asked to create some sentences dealing with the materials in Task 13 using their own words and some key words. It is a free-guided activity that becomes a productive skill.

Fifteen tasks have been given to the students in Unit 2. As well as in Unit 1, in Unit 2 after spoken and written cycles, there are evaluation, reflection and summary and vocabulary list. The last task that is Task 16 is given to the students to evaluate their understanding of the materials. In the task they are asked to

create a dialogue showing a compliment and certainty or uncertainty and then practice it with a friend. The reflection is to measure the students' improvement after learning Unit 2. The summary is a gist of all materials in the unit. The last part is vocabulary list, which provides some related words for the students during the learning.

c. Unit 3

Unit 3 entitled "*I Think Your Idea is good. I Do Agree with Yours.*" This unit focuses on the topic that is related to agreement, opinion and argument. As well as other units, there is a picture after the title, which aims to lead the students into the topic. Next, there are objectives of the Unit 3, which are shown implicitly through short paragraphs. The next page there is Task 1. In that task, the students are given six pictures and asked to give their opinions about people problems in the pictures. The activity is aimed to lead them and build their background knowledge of the materials they are going to learn in Unit 3.

Task 2 as the starter of the spoken cycle in this unit is then given to the students. In the task they are asked to find out some words' meanings they are going to listen in the next task and then to repeat the teacher in pronouncing the words. Next, in Task 3, they are asked to listen carefully to two conversations between two persons and then after that answer all questions that follow. It will be continued to the Task 4, which asks them to study some expressions dealing with opinion, agreement and argument.

After that, the students start to work in speaking skill activities in Task 5, Task 6 and Task 7. In Task 5, they have to answer questions of a dialogue and

then practice the dialogue with a partner. It is a kind of guided activity for students. Task 6 facilitates students into semi guided activity because it asks students to complete short dialogues using their own words and finally practice them with a friend. The next, Task 7 asks them to take turn to read statement and then make opinion to agree or disagree with the partner, and the last, practice it in front of class. This is a kind of free-guided activity.

The written cycle, starting from reading skills, then is given to the students. In Task 8, they are given a passage entitled "*Staying Long Hours in Front of a PC Causes Health Problems*" as the input for reading activity. They are then asked to read the passage and finally answer some comprehending questions that are related to it in the task. To reinforce their comprehension in reading, Task 9 is given and asked them to read it once again and state some statements whether those statements are true or false by showing the evidence from the passage. The next activity is in Task 10 that asks students to find out the synonyms of certain words in the previous text. The task is to increase the students' vocabulary. The next is Task 11, in which the students are asked to determine the main idea of each paragraph in the text. It can be said as both reading and writing activity.

Task 12 up to Task 15 emphasizes the students' writing skills and grammar. Therefore, in Task 12 the students are asked to study some explanations of conjunctions in English that they will use in the next tasks. Task 13 asks them to complete sentences using correct conjunction provided in a box. It is as reinforcement for them in understanding the materials in Task 12. The next, they

are asked to make sentences using conjunctions in the brackets individually, and finally discuss them with their classmates and teacher. The last task for written cycle is Task 15. In the task, individually the students have to create a paragraph using some conjunctions to connect sentences in the paragraph. Therefore, it is a free activity for writing skill.

Task 16 is as an evaluation for the students during the learning in Unit 3. In the task, they are asked to create a dialogue showing opinion, argument and agreement and then finally to practice it without a note. The next part after the evaluation, there is a reflection, which measures the students' improvement after learning the Unit 3 as well as the previous units. A summary is then in the next after it. It is a gist of all materials in unit 3 that helps the students easy in memorizing the materials that they have learned. The last part is vocabulary list. As well as in the previous units, it is to help students in understanding words' meanings.

Those are the material designs, which are split into three units that the researcher has made in this study. The material designs are actually made based on the need analysis, which has been discussed in the previous section.

4. The Expert Judgment

The designed materials as the first draft should be consulted to supervisors first as the expert judgment before the try-out. The supervisors were the researcher's first and second consultants of the research. There were some suggestions from the supervisors given to the researcher in order to revise some

parts of the designed materials. Thus, some revisions were done by the researcher.

The followings were the revisions:

a. Unit 1

There were some parts of Unit 1 that should be revised according to the supervisor's suggestions. The parts are presented in the table below:

Table 10: The Expert Judgment Revision of Unit 1

Parts of the Unit	Suggestions	Revisions
Title	-	-
Objectives	The objectives should be clear, short and understandable.	Revising the paragraphs in the objectives.
Task 1	The students should refer to a picture which is difference from the picture in the title in doing the task.	Adding an appropriate picture.
Task 2	The name of the columns should be English and Indonesian, not Words and Meanings.	Changing it into English and Indonesian.
Task 3	Revise some ungrammatical sentences.	Some sentences in the questions were revised.
Task 4	-	-
Task 5	The instruction should be changed and the column should be added.	Changing the instruction and add one column.
Task 6	The questions should be in an order from the information that comes first.	Revising the numbers of the questions in the order.
Task 7	-	-
Task 8	-	-
Task 9	The column of "True/False" should be longer.	Adding a space in the column.
Task 10	-	-
Task 11	-	-
Task 12	Check your grammar structure in the questions.	Revising some sentences.
Task 13	-	-
Task 14	-	-
Task 15	-	-
Task 16	-	-
Task 17	-	-
Task 18	-	-

b. Unit 2

In Unit 2, there were also some revisions done by the researcher based on the supervisors' suggestions. The parts of Unit 2 that should be revised were presented in this table.

Table 11: **The Expert Judgment Revision of Unit 2**

Parts of the Unit	Suggestions	Revisions
Title	The title: "How Beautiful You Are with the New Dress!" had to be changed.	Changing the title into: "How Beautiful You Are in that New Dress!"
Objectives	Use more understandable and interesting sentences, and revise some ungrammatical sentences.	Some sentences were revised.
Task 1	-	-
Task 2	-	-
Task 3	-	-
Task 4	The table lines should be shown to separate the expressions.	Changing the table form.
Task 5	Check the face validity of the dialogues.	Editing the dialogues' face validity.
Task 6	Be careful to the grammar in the sentences.	Checking and revising some words in the sentences.
Task 7		-
Task 8	-	-
Task 9	-	-
Task 10	-	-
Task 11	The instruction: "Arrange the jumbled words into a good sentence" had to be changed.	Changing it into: "Arrange the jumbled words into good sentences"
Task 12	-	-
Task 13	-	-
Task 14	-	-
Task 15	-	-
Task 16	The phrase "In pair, create a dialogue..." should be changed.	Changing it into "In pairs, create a dialogue..."

c. Unit 3

In Unit 3, there were also some revisions done by the researcher based on the supervisors' suggestions. The parts of Unit 3 that should be revised were presented in this table.

Table 12: **The Expert Judgment Revision of Unit 3**

Parts of the Unit	Suggestions	Revisions
Title	-	-
Objectives	-	-
Task 1	Pay attention to the grammar of the instruction.	Correcting the instruction into good sentence.
Task 2	Simplify the instruction into understandable, short and clear instruction.	Simplifying the instruction.
Task 3	Remove the sentence "the listening script is in the Appendix"	Removing the sentence.
Task 4	Simplify the instruction.	Simplifying it.
Task 5	-	-
Task 6	-	-
Task 7	-	-
Task 8	-	-
Task 9	Make the instruction clearer.	Changing the instruction.
Task 10	-	-
Task 11	-	-
Task 12	-	-
Task 13	-	-
Task 14	-	-
Task 15	Add the article "the"	Adding the article "the"
Task 16	-	-

Note: Unit 3 was not tried out to the students because of the limited time of the researcher and it was made after Unit 1 and Unit 2 had been tried out to them.

5. The Try Out, Evaluation and Revisions of the Materials of Unit 1

a. The Try-Out

The try-out of Unit 1 was conducted by the researcher in two meetings. The first meeting was conducted on Monday, 20th June 2011 started at 11.00 am to 13.00 p.m. The first meeting was followed by 34 students. It tried-out the spoken cycle of Unit 1. The try-out of the second cycle of the unit, that is written cycle, was then conducted in the next meeting, on Tuesday, 21st June 2011 started at 07.30-09.30 am, and was followed by 31 students. The try-out of Unit 1 was given to the students of accounting in class XI AK1.

b. The Evaluations and the Revisions of the Implementation of Unit 1

In evaluating the designed materials, there were three methods of collecting data, namely questionnaire, observation to the teaching and learning process and interview to the students. Thus, the data were then used to revise the materials in order to design the final draft.

The result of the evaluation questionnaire of Unit 1 in general can be seen in the presented table below:

Table 13: **The Result of the Evaluation Questionnaire of Unit 1 in general**

Components	Mean	Category
Goal	4.83	Strongly agree
	4.41	Agree
Input	4.31	Agree
	4.41	Agree
	3.97	Agree
Activities/Procedures	4.21	Agree
	4.31	Agree
	4.21	Agree
	4.14	Agree

Teacher role	4.34	Agree
Learner role	4.52	Strongly agree
Setting	4.52	Strongly agree
Lay-out	4.55	Strongly agree
Students' level	4.24	Agree
	4.07	Agree

From the table above, it can be concluded that, in general, the designed materials in Unit 1 were appropriate for the students of accounting. To know more detail about the appropriateness of each task in Unit 1, here is the more explanation:

1) Task 1

The result of the evaluation questionnaire of Task 1 is presented in the following table:

Table 14: **The Result of the Evaluation Questionnaire of Task 1 in Unit 1**

Components	Mean	Category
Goal	4.30	Agree
Input	4.37	Agree
	4.48	Agree
	4.30	Agree
Activities/Procedures	3.96	Agree
Teacher role	4.07	Agree
Learner role	3.70	Agree
Setting	4.19	Agree

It can be seen from the table, that most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the components is presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

The goal of task one was to give students back ground knowledge about the topic that would be discussed in the next tasks (Unit 1). The goal was achieved well by conveying mean value of 4.30 and could be categorized into *Agree* or *Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Menurut kamu dik Kusnia, apakah tujuan dari Task 1 sudah membatu kamu utk mengetahui apa yang ingin kamu pelajari pada task berikutnya? (How about you Kusnia, has the goal of Task 1 helped you to know what you will learn in the next tasks?)

K: Kalo menurut saya ini udah cukup mengetahui materi yang akan dipelajari setelah ini. (In my opinion, this was enough to know the materials that will be learned after this.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“This task could lead the students’ background knowledge and let them know what they will learn after this task.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

From the data collected by questionnaire, interview and observation, it can be concluded that the goal of Task 1 was achievable and *Good* in criteria.

(2) Input

The input of Task 1 was a picture, indicated a formal meeting in a conference room, which was followed by some comprehending questions. The picture and the questions were clear and understandable. There were three mean values of the input; 4.37, 4.48 and 4.30. Those indicated that most of the students

agreed to the input and it was *Good* in category. This following interview transcript supported the data:

.....
R: Perintahnya di Task 1 ini cukup jelas tidak dik? Gambarnya menarik tidak?
 (Is the instruction of Task 1 clear enough? Is the picture interesting?)

K: Perintahnya cukup jelas. Gambarnya lumayan menarik dan jelas juga, warnanya maksudnya. (The instruction is clear enough. The picture is interesting and also clear. I meant the color)

R: Kalo gambarnya bisa membantu menjawab pertanyaan? (Does the picture help you to answer the questions?)

K: ya...bisa. (Yes, it can.)

.....
 (Appendix 10: The interview transcript of Unit 1).

Further, the data were supported by the field notes of the researcher:

“The students enjoyed the picture as the input of the task, because it was clear, interesting and colorful and also related to their field.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the input of the Task 1 was *Good* and effective for the students of accounting.

(3) Activities

Based on the mean value of activity that was 3.96, most of the students agreed to the activity in Task 1, that was answering questions based the input and their opinions. Then, the activity was *Good* in category. It would be supported by the interview held by the researcher to some students:

.....
R: Kegiatan ini jelas tidak dik? Disuruh ngapain kamu di task ini? (Is this activity clear or not? What should you do in this task?)

K: Jelas. Disuruh njawab pertanyaan berdasarkan gambar mbak. (It is clear. We are asked to answer the questions based on the picture miss.)

.....
 (Appendix 10: The interview transcript of Unit 1)

It was supported by the result of the observation as the following:

“Finally, the students were successful in doing Task 1, because the activity was quite easy to be done and the instruction was so clear to them.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Shortly, the activity in Task 1 was appropriate with the students’ needs and finally was effective.

(4) Teacher role

In this task, the teacher role was as a prompter and most of the students agreed about the role. The table above shows the strength of the agreement that was 4.07 of the mean value. It meant that most of the students agreed regarding to the component and it could be categorized as *Good*. Here was the supporting data coming from the interview:

.....
R: Kalau peran guru di task ini kira-kira sebagai apa dik? (What is probably the teacher role in this task?)

S: Mungkin di sini guru hanya membacakan pertanyaannya atau cuma memancing siswa, hayo ini bagaimana, gitu aja. (Perhaps, here, teacher only reads the questions or only prompts the students; hayoo it should be ..., that is all.)

.....
(Appendix 10: The interview transcript of Unit 1)

It was also supported by the researcher’s field notes as the following:

“The researcher guided the students in doing Task 1 by leading them to their background knowledge.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the teacher role was effective for the students in Task 1.

(5) Learner role

In this task, the learner was active in doing the task for five minutes. The 3.70 of the mean value showed that most of the students agreed to the learner role and it could be categorized as *Good*. Here was the supporting data:

.....
 R: *Apa peran siswa di task ini dik?* (What is the learner role in this task?)
 S: *Siswa harus active mbak, mengeluarkan pendapat berdasarkan gambar itu.* (The students should be active miss, giving opinion based on the picture.)
 R: *Berapa menit kamu bisa menyelesaikan task ini?* (How many minutes can you finish this task?)
 S: *1 pertanyaan mungkin satu menit.* (One question is perhaps in a minute.)
 R: *Berarti 5 menit cukup ya untuk mnegerjakan semua pertanyaan?* (It meant five minutes was enough to do all the questions?)
 S: *Ya.* (Yes.)

(Appendix 10: The interview transcript of Unit 1)

The data was also supported by the field noted during the implementation:

“The students were active participants and could answer the questions in Task 1 not more than five minutes. They were active in giving opinion when they were asked to guess the picture.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Based on the three types of the data above, it can be concluded that the learner role in Task 1 was quite effective or good.

(6) Setting

The mean value of the setting was 4.19, which meant most of the students agreed with the statement, and was *Good* in category. The students could do Task 1 both individually and then in pairs. The data were supported by this following excerpt:

.....
R: Task ini sebaiknya dikerjakan individu atau dalam group dik? (This task is better done individually or in group?)

S: Karena ini mengeluarkan pendapat, mungkin individu bisa trus dalam group mbak biar bisa sharing. (Because it was giving opinions, perhaps could be done individually and then in group, so we can share.)

R: Berarti task ini sudah cocok ya karena dikerjakan sendiri dulu trus baru dengan partner? (It means that the task was appropriate because it was done individually and then with a partner?)

S: Ya mbak. (Yes, miss.)

.....

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes done by the researcher:

“The students gave their own opinions to answer the questions. Because they had different opinions, the researcher asked them to do in pairs.”

.....

(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, the conclusion of the setting in Unit 1 was effective and met the students’ needs.

b) Conclusion

From the components analysis of Task 1, the evaluation above can be concluded in the presented table below:

Table 15: The Conclusion of the Evaluation of Task 1 in Unit 1

Components	Analysis	Revision
Goal: Task 1 gives the general information of the topic that I will learn next in the unit.	Effective	-
Input: - Picture in Task 1 can be understood. - Picture in Task 1 is clear and interesting for me. - Picture in Task 1 helps me to answer the questions.	Effective	-
Activities:	Effective	-

Activity in Task 1 helps me in doing the next Tasks.		
Teacher role: The teacher is only as a prompter who helps the students to get their background knowledge.	Effective	-
Learner role: I can do the task in five minutes.	Effective	-
Setting: I can do the task individually and then in pairs.	Effective	-

2) Task 2

The result of the evaluation questionnaire of Task 2 is presented in the following table:

Table 16: **The Result of the Evaluation Questionnaire of Task 2 in Unit 1**

Components	Mean	Category
Goal	4.74	Strongly Agree
Input	4.22	Agree
	4.41	Agree
Activities/Procedures	4.44	Agree
Teacher role	4.48	Agree
Learner role	3.89	Agree
	3.89	Agree
Setting	3.67	Neutral

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

The goal of Task 2 was to add the students' vocabulary related to accounting and give them opportunity to practice their pronunciation. The goal of

the task was achieved very well by conveying the mean value of 4.74 and could be categorized into *Agree* or *Very Good*. The data was supported by the interview to the students as the following:

.....
R: Apa tujuan dari Task 2 ini menurut kamu dik Sari? (What is the goal of Task 2 in your opinion Sari?)

S: Tujuannya memperlancar speakingnya, pronunciation nya, kemudian juga menambah vocab nya, trus bisa juga belajar listening juga, trus ehmm, ya kurang lebih seperti itu mbak. (The goals are training speaking skill, pronunciation, and adding vocabulary, then also studying listening skill. Yeah, like those miss.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The interview was also supported by the researcher's observation:

“The students felt that the task was so useful for them in increasing their knowledge competence of vocabulary and pronunciation. It was proved that they were so enthusiastic in doing the task by searching the words meanings and then pronouncing them.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, it can be concluded that the goal of Task 2 was *Very Good* and so effective for the students of accounting.

(2) Input

The input of Task 2 was some words related to accounting which were completed with the phonetic transcriptions in order to make the students are easy in doing the task. The mean values of the input in Task 2 were 4.22 and 4.41. Both of the values were *Good* in category because most the students agreed to the statements. Here was the supporting data from the interview:

.....
R: Input di Task 2 sudah cukup belum dik? Atau masih kurang berdasarkan tujuannya tadi? (Has the input of Task 2 been enough for you? Or still less based on the goal?)

S: Mungkin untuk vocabnya sudah cukup mbak, apalagi ada cara bacanya dengan benar. (Perhaps, the vocabulary was enough miss, indeed there was the correct phonetic transcription).

.....
(Appendix 10: The interview transcript of Unit 1).

Further, it would be supported by the result of her observation during the try-out of Unit 1:

“The students seemed to be enjoyable in doing the task, and they were interested and motivated in pronouncing the words loudly.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Shortly, the input of Task 2 was *Good* and effective to facilitate learners in increasing vocabulary and pronunciation skills.

(3) Activities

In Task 2 the students were asked to find some words meaning and then pronouncing them correctly. The activity of the task could increase the students' accuracy, and carefulness in pronouncing English words. It was effective by conveying the mean value of 4.44 and most of the students agreed. The data was supported by the following excerpt:

.....
R: Kalau ada task yang kegiatannya seperti ini menarik tidak atau bermanfaat tidak menurut kamu dik? (If there is a task which has an activity like this, is it interesting or not, useful or not?)

S: Cukup menarik dan bermanfaat juga menurut saya. (It is quite interesting miss and also useful I think.)

R: Kalau kamu dik Kusnia? Intruksinya jelas atau tidak di kegiatan ini? (How about you Kusnia? Is the instruction clear or not in this task?)

K: Udah jelas mbak. (It has been clear miss.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“The students understood what they would do in Task 2 and seemed to have had no difficulties to pronounce the words accurately.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the activities in Task 2 were good and effective for the students in learning English.

(4) Teacher role

The expected teacher roles in this task were as a resource and controller. These roles were played well. They were proved by getting the mean value of 4.48 and it could be categorized as *Good*, meant that the students agreed to it.

There was an excerpt of interview as the supporting data:

.....
R: Di sini peran guru diharapkan menjadi resource, setuju tidak dik Sari? (In this task, the teacher role was expected to be a resource, do you agree Sari?)

S: Ya, setuju mbak. (Yes miss. I agree.)

R: Kalau kamu dik Kusnia? (How about you Kusnia? Do you agree?)

K: Sama mbak, setuju heehee.... (I have the same opinion, miss, I agree hehehe)

.....
(Appendix 10: The interview transcript of Unit 1).

The data above were also supported by the following field notes:

“The researcher was as resource in pronouncing the words and then was repeated by the students. Indeed she controlled the activity in the task during the implementation.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Therefore, it could be concluded that the teacher roles in this task was effective.

(5) Learner role

In this task the students were expected to be active participants particularly in pronouncing the English words and could do the task well. The expectations were achieved well by conveying the mean value of 3.89 that could be categorized as *Good*. The supporting data was as the following interview excerpt:

.....
R: Peran siswa harus bagaimana ini dik di task ini? (What should the students be in this task?)
S: Pertama kan ini siswa diminta translate jadi harus aktif mentranslate, trus disuruh menirukan itu juga harus aktif mengucapkan. Gitu mbak. (Firstly, the students were asked to be active to translate, and then asked to repeat, means that they should be active too in pronouncing the words. Like that miss.)

 (Appendix 10: The interview transcript of Unit 1).

Those data were then supported by the field notes:

“The students were so active and enthusiastic in searching the words meanings and in repeating her pronunciation.”

 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, the learner role in this task was effective for the students.

(6) Setting

The mean value of the setting in this task was 3.67. It could be categorized into *Neutral* or *Fair*. The expected setting was individually. To support the data, there was the interview excerpt:

.....
R: Kalau task seperti ini harusnya dikerjakan sendiri-sendiri atau kelompok? (If there is a task like this, it should be done individually or in group?)
S: Kalau menurut saya harus dikerjakan dengan gurunya mbak. Tapi kalau pertamanya bisa dikerjakan sendiri-sendiri yang mentranslate itu. Tapi setelah itu harus dengan gurunya. (I think, this task should be done with the teacher miss. But, at the beginning it could be done individually in translating, after that should be done with the teacher.)

 (Appendix 10: The interview transcript of Unit 1).

It would be supported by the following descriptive data:

“They tried to do this task individually and then repeated the teacher together.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

From the three data above, it can be concluded that the setting was quite effective for the students, because it also was based on the instruction of the task that wanted students to do it individually and then together with the teacher in pronouncing the words.

b) Conclusion

From the components analysis of Task 2, the evaluations above can be concluded in the presented table below:

Table 17: **The Conclusion of the Evaluation of Task 2 in Unit 1**

Components	Analysis	Revision
Goal: Task 2 can add my vocabulary related to Accounting and my pronunciation.	Effective	-
Input: - The vocabularies in Task 2 make me easier in doing the next tasks. - The vocabularies in Task 2 are complete and various and supported by the correct pronunciation.	Effective	-
Activities: Activities in Task 2 can increase my accuracy, and carefulness in pronouncing English words.	Effective	-
Teacher role: Teacher plays as resource and controller.	Effective	-
Learner role: - I can do Task 2 well. - I can be active in finishing Task 2, particularly in pronouncing words correctly.	Effective	-
Setting: I can work independently in this task.	Effective	-

3) Task 3

The result of the evaluation questionnaire of Task 3 is presented in the following table:

Table 18: **The Result of the Evaluation Questionnaire of Task 3 in Unit 1**

Components	Mean	Category
Goal	4.43	Agree
Input	4.61	Strongly Agree
	4.03	Agree
	4.24	Agree
Activities/Procedures	3.90	Agree
	4.21	Agree
Teacher role	4.62	Strongly Agree
Learner role	3.79	Agree
Setting	4.38	Agree

Based on the table above, most of the task components were effective, because most of the students agreed to the components. The detailed analysis of each component will be discussed for more detailed information, as the following:

a) Task Components Analysis

(1) Goal

Task 3 was aimed to increase the students' skills in listening. The goal of the task was achieved very well by conveying the mean value of 4.43 and could be categorized into *Agree* or *Very Good*. The data was supported by the interview to the students as the following:

R: Apa hayoo tujuan utama dari Task 3 ini dik? (What is the main goal of Task 3?)

S: Listening mbak, terutama mendeskripsikan gambar-gambar seperti materi untuk ujian nasional itu lho mbak. (Listening, miss. Especially, describing pictures like for National Examination miss.)

R: iya bagus. (Yes, good)

.....
(Appendix 10: The interview transcript of Unit 1).

Those data were also supported by the researcher's observation data, as the following:

“Finally, through Task 3, the students could improve their listening skills, and describe the picture for detail information.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Thus, it can be concluded that the goal of Task 3 was *Good* and effective for the students in learning English.

(2) Input

The inputs of Task 3 were some pictures that were related to accounting field, dialogues and some comprehending questions. The mean values of the inputs were 4.61, 4.03 and 4.24. The first mean value was *Very Good* in category, which meant the students strongly agreed to the inputs, while the others were *Good*, which meant they agreed. Here was the supporting data from the interview transcript:

.....
 R: *Input yang berupa gambar dapat membantu kalian di kegiatan mendengarkan ini tidak dik?*(The pictures as the input can help you in this listening activity or not?)

K: *Ehmm ya cukup membantu.*(Ehmm...yes quite helpful)

R: *Kalau kamu dik Sari?*(How about you Sari?)

S: *Sangat membantu mbak.* (Very helpful miss)

R: *Gambar-gambarnya jelas dan menarik tidak buat kamu?*(Are the pictures clear and interesting for you?)

S: *Ya jelas dan menarik, berwarna hehe.* (Yes, clear and interesting, colorful hehe.)

.....
 R: *Dialog nya sudah urut belum dari yang lebih mudah ke yang lebih sulit?* (Had the dialogues been sequenced from the easiest to more difficult?)

S: *Sudah.* (Yes)

.....
 (Appendix 10: The interview transcript of Unit 1).

Indeed, the data were supported by the result of the researcher's observation during the implementation of Unit 1:

“The colorful pictures helped them to imagine the situations of the conversations so that they could be more easily in doing the task. They were also motivated them during the implementation.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Based on the three data above, the inputs of Task 3 were *Good* and effective to facilitate students practicing their listening skills.

(3) Activities

The activity of Task 3 could increase the students' listening skills and ability in taking note while listening. It was *good* by conveying the mean values of 3.90 and 4.21, which meant that most of the students agreed to the activities. The data were supported by the following excerpt:

.....
R: Kegiatan di task ini apa dik? (What are the activities in this task?)

S: Ya mendengarkan mbak dan menjawab soal-soal yang ada, serta mengingat informasi-informasi penting dalam dialog itu. (Listening miss, and answering the provided questions and then remembering the important information in the dialogues.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field note:

“The students were asked to observe the pictures and then to listen the dialogues and answer the questions. Most of them took note for the important information while listening to the dialogues.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Therefore, the activities in Task 3 were good and effective for the students.

(4) Teacher role

The expected teacher roles in Task 3 were as a resource and controller. These roles were played well. They were proved by getting the mean value of 4.62 and the value could be categorized as *Very Good*, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Apa peran guru di task ini dik?(What are the teacher roles in this task?)

S: Menurutku ada dua mbak, bisa menjadi sumber dan juga sebagai guide mbak. Sebagai sumber mungkin saat dialog itu dibacakan oleh guru kalau tidak memakai kaset, Sebagai guide, misal ada yang bingung dengan gambar atau ekspresi-ekspresi atau memancing untuk menunjukkan ekspresi-ekspresi tertentu.(I think, there were two roles miss, become a resource and become a guide. As a resource, perhaps when the dialogues were read by the teacher if there was not in cassette. As a guide, perhaps when students were confused with pictures or certain expressions or when the teacher guides in showing some certain expressions.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data above were also supported by the researcher's field notes:

“In this task, the researcher was as a resource in reading the dialogues for the students and as a controller during the process of doing the task.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Therefore, it can be concluded that the teacher roles in this task were effective.

(5) Learner role

In this task the students were expected to be active participants particularly in listening dialogues, taking notes and then answering the questions. The expectations were achieved well by conveying the mean value of 3.79 that could

be categorized as *Good*. The supporting data were as the following interview excerpt:

.....
R: Apa peran siswa di task ini dik?(What is the learners role?)
S: Mencermati gambarnya kemudian ...emm mendengarkan..terus... (Observing the pictures... emm listening...then ...)
R: Aaktif atau pasif?(Active or passive?)
S: ehmm, pasif, ya tapi kan aktif juga mbak, aktif mendengarkan, mencermati gambar, aktif berfikir hahahaha... (ehmm, passive, but they were also active miss, active in listening, observing, thinking hahahaha...)

(Appendix 10: The interview transcript of Unit 1).

Those three data were also supported by the researcher's field note:

“The students were active in listening, taking note and answering the questions and lastly active in discussing the answers with the classmates and teacher (the researcher).”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Thus, the learner role in this task was effective.

(6) Setting

Concerning to the setting in Task 3, the mean value was 4.38. It could be categorized into *Agree* or *Good*. The expected setting was that the students could work individually and also with the partner. There was the interview excerpt as the supporting data:

.....
R: Menurut kamu task ini lebih baik dikerjakan sendiri atau berpasangan?(How about you Kusnia, it will be better if the task is done individually or with partner?)
K: Sendiri mbak, karenan ini listening, nanti kalo udah selesai baru didiskusikan dengan teman kemudian dengan guru. (Individually miss, because this is listening activity. Then it would be discussed with partner and teacher, if we have finished.)

(Appendix 10: The interview transcript of Unit 1).

It would be supported by the following descriptive data:

“They tried to do this task individually and then discussed the answers with classmates and teacher (the researcher) to get the correct information.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Based on the data above, it can be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 3, the evaluations above can be concluded in the presented table below:

Table 19: **The Conclusion of the Evaluation of Task 3 in Unit 1**

Components	Analysis	Revision
Goal: Task 3 can increase my skill in listening.	Effective	-
Input: - Pictures as the inputs make me easy in understanding the dialogues that I will listen. - Dialogues as the inputs in Task 3 can be listened and understood well. - The repetition in reading dialogues help me to get information in the dialogues and then to answer the questions.	Effective	-
Activities: - Activities in Task 3 can be done well. - Activities in Task 3 can increase my ability in taking note when listening.	Effective	-
Teacher role: Teacher plays as resource and controller in Task 3.	Effective	-
Learner role: - I can listen well the dialogues in Task 3.	Effective	-
Setting: I can work independently and then work together with my partner in doing this task.	Effective	-

4) Task 4

The result of the evaluation questionnaire of Task 4 is presented in the following table:

Table 20: **The Result of the Evaluation Questionnaire of Task 4 in Unit 1**

Components	Mean	Category
Goal	4.52	Agree
Input	4.14	Agree
	4.03	Agree
Activities/Procedures	4.28	Agree
Teacher role	4.52	Agree
Learner role	3.76	Agree
Setting	3.76	Agree

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

Task 4 was aimed to help students in understanding some certain expressions that were related to the topic discussed at the previous. The goal was achieved well by conveying mean value of 4.52 and could be categorized into *Agree* or *Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Task 4 membantu kamu mengetahui ekspresi-ekspresi yang berkaitan dengan topik kita tidak? (Does Task 4 help you in knowing some expressions that related to our topic?)

Sari: Ya mbak, membantu. (Yes miss, it does.)

R: Bagaimana dengan kamu Kusnia? (How about you, Kusnia?)

K: Membantu kok mbak. (It is helpful miss.)

.....
(Appendix 10: The interview transcript of unit 1).

The data above were also supported by the following field notes:

“Through this task, most of the students could be familiar with some expressions dealing with invitation.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

From the data above collected by questionnaire, interview and observation, it can be concluded that the goal of Task 4 was effective and *Good* in criteria.

(2) Input

The input of Task 4 was expressions related to invitation and bargaining. The input was clear, understandable and interesting for the students. Regarding to the input, there were two mean values; 4.14 and 4.03. Those means values indicated that most of the students agreed to the input and were *Good* in category.

This following interview transcript would support the data:

.....
R: Input di task ini jelas tidak? Instruksinya juga jelas tidak? Inputnya sesuai tidak dengan materi yang seharusnya kamu dapat? (Is the input in this task clear? Is the instruction also clear? Is the input suitable with the materials that you should learn?)

S: Ya. (Yes)

K: Ya ... sesuai. (Yes, it was suitable).

.....
(Appendix 10: The interview transcript of Unit 1).

The data were supported by the observation field note of the researcher:

“They were interested in doing the task and they could easily understand the input.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, the input of the Task 4 was *Good* and effective for the students.

(3) Activities

Based on the mean value of activity that was 4.28 most of the students agreed to the activity in Task 4, that was studying some certain expressions, which could increase students’ language knowledge. Then, the activity was *Good* in category. It would be supported by the interview held by the researcher to some students:

.....
R: Di task ini kamu disuruh apa hayoo? (What should you do in this task?)

S: Disuruh mempelajari ekspresi-ekspresi tentang yang berkaitan dengan undangan dan tawar menawar. (We asked to learn the expressions related to invitation and bargaining.)

R: Iya, bagus.. (Yes, good..)

.....
 (Appendix 10: The interview transcript of Unit 1).

It was supported by the result of the observation as the following:

“All of them learned the materials seriously.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the activity in Task 4 was suitable and finally was effective.

(4) Teacher role

In this task, the expected teacher role was as a resource and most of the students agreed about the role. The table above shows the strength of the agreement that was 4.52 of the mean value. It meant that most of the students

agreed regarding to the component and it could be categorized as *Good*. Here was the supporting data coming from the interview:

.....
R: Peran guru di task ini sebagai apa? (What is the role of teacher in this task?)
S: Perannya? Sebagai... ehm... pemandu aja dan juga sumber yaitu menerangkan. (The role? As...ehm.. a guide and also a source in explaining.)
R: Ok, bagus. (OK. Good.)

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the researcher's observation as the following:

“The teacher only asked the students to read and learn the materials and then continued to explain the materials to them.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Therefore, the teacher role was effective for the students in Task 4.

(5) Learner role

In Task 4, the students were active in learning the materials by themselves.

The 3.76 of the mean value showed that most of the students agreed to the learner role and it could be categorized as *Good*. Here was the supporting data:

.....
R: Di sini siswa aktif atau tidak kira-kira? Kalau aktif, aktif ngapain?(Here, are the students active or not? If they are active, what are they active for?)
S: Ya aktiflah mbak, mesti cuma membaca, kan itu juga mikir hahaha. (Yes, they are active miss, even though they just reading the materials. But the activity is also thinking hahaha...)
R: Ya juga ya hahaha, ok ok. (Yes, I see. Hahaha...ok ok)

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the field notes during the implementation:

“They were active participants in reading and understanding those expressions and active in listening to the teacher’s explanation.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Based on the three types of the data above, it can be concluded that the learner role in Task 4 was quite effective or good.

(6) Setting

The mean value of the setting was 3.76, which meant most of the students agreed with the statement, and was *Good* in category. The students could do Task 4 individually. The data was supported by this following excerpt:

.....
R: Task ini jelas dikerjakan secara individu karena memahami. Setuju tidak?
 (This task is clear to be done individually because it just understanding. Do you agree or not?)

S: Ya mbak. (Yes, miss. I agree.)

R: Kalau kamu dik? (How about you?)

K: Setuju mbak. (I agree miss.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following observation field note done by the researcher during the implementation:

“They read the materials by themselves.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, the conclusion of the setting in Task 4 was effective and met the students’ needs.

b) Conclusion

According to the components analysis of Task 4 above, the evaluations can be concluded in the presented table below:

Table 21: **The Conclusion of the Evaluation of Task 4 in Unit 1**

Components	Analysis	Revision
Goal: Task 4 helps and makes me easy in understanding some certain expressions which are appropriate with the topic discussed.	Effective	-
Input: - The materials in Task 4 are easy to be understood. - The materials in this task are interesting for me.	Effective	-
Activities: The activity in Task 4 increases my language knowledge of English.	Effective	-
Teacher role: Teacher plays as resource.	Effective	-
Learner role: I can finish this task individually.	Effective	-
Setting: I can be active.	Effective	-

5) Task 5

The result of the evaluation questionnaire of Task 5 will be presented in the table:

Table 22: **The Result of the Evaluation Questionnaire of Task 5 in Unit 1**

Components	Mean	Category
Goal	4.17	Agree
Input	3.72	Agree
Activities/Procedures	3.86	Agree
	4.00	Agree
Teacher role	4.00	Agree
Learner role	3.62	Neutral
Setting	3.62	Neutral

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. Here is the detailed analysis of the components.

a) Task Components Analysis

(1) Goal

The goal of Task 5 was to increase the students' listening skill particularly for detail information in dialogues. The goal of Task 5 was achieved well by conveying the mean value of 4.17 and could be categorized into *Agree* or *Good*.

The data was supported by the interview to the students as the following:

.....
R: Tujuan dari task ini kira-kira apa dik? (What are probably the goals of the task?)

S: Menganalisa task taks sebelumnya, membedakan mana yang undangan, tawar menawar dan lain-lain. (The goals are analyzing the previous tasks, differencing which one is invitation, bargaining or others).

R: Ok. Good. Kalau kamu dik? (OK. Good. How about you?)

K: Ya seperti itu mbak. (Yes, I agree with Sari)

.....
 (Appendix 10: The interview transcript of Unit 1).

The two data were also supported by the researcher's observation in the form of field notes:

"..., through Task 5, they could listen for detail expressions in the dialogues and identify and also differentiate those expressions.

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Thus, from the three types of data, it can be concluded that the goal of Task 5 was *Good* and effective for the students of accounting.

(2) Input

Task 5 had the same inputs with Task 3; those were three dialogues, pictures and comprehending questions, which were understandable for the students. The mean value of the inputs in Task 5 was 3.72 and was *Good* in category because it indicated that most of the students agreed to the statements.

Here was the supporting data from the interview:

.....
R: Input di Task 5 ini cukup mudah dimengerti ya dik, karena sama dengan di Task 3? (The inputs in Task 5 are quite understandable, because they are same with those in Task 3, aren't they?)
K: Iya mbak, ini kan menganalisis ekspresi-ekspresi tertentu. (Yes, miss. This is just analyzing some certain expressions.)

 (Appendix 10: The interview transcript of Unit 1).

Further, those data would be supported by the result of the observation during the implementation of Unit 1:

“The students understood the inputs that were used to finish Task 5.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Therefore, the input of Task 5 was *Good* and effective to increase the learners' ability for detail-listening skill.

(3) Activities

The activity of Task 5 could help the students to understand the content and focus on the expressions. It was effective by conveying the mean values of 3.86 and 4.00, which meant most of the students agreed. The data was supported by the following excerpt:

.....
R: Kegiatan di Task ini siswa ngapain dik? (What are the activities in this task?)
S: Mendengarkan dan menulis ekspresi-ekspresi berkaitan dengan undangan dan tawar menawar. (The activities are listening and writing the expressions related to invitation and bargaining).

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“Then, they listened and written the expressions related to invitation and bargaining in the each column, next, they compared theirs answers with their partners’.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the activities in Task 5 were good and effective for the students in learning English.

(4) Teacher role

The expected teacher role in this task was as a corrector. The role was played well. It was shown by the mean value of 4.00 and the value could be categorized as *Good*. There was an excerpt of interview as the supporting data:

.....
R: Di sini apa peran guru dik? (Here, what is the teacher role?)
S: Sebagai corrector mungkin mbak. (She is as a corrector, miss.)
R: Ok. (OK)

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“Here, the researcher played well in the class as a corrector of the students’ works or answers.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Therefore, it could be concluded that the teacher role in this task was effective.

(5) Learner role

In this task the students were expected to be active participants particularly in listening for detail expressions. The expectation was not achieved well because the mean value was 3.62, which could be categorized as *Neutral*. On the other hand, there were two kinds of data which supported the expectation, as the following:

.....
R: Apakah siswa di sini harus dituntut aktif? (Should the students be active in this task?)

S: Ya mbak. (Yes, miss.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were then supported by the researcher's field notes:

“As the students were active in listening dialogues and writing the expressions,...”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, based on the two supporting data (interview and field notes), it can be concluded that the learner role in this task was quite effective.

(6) Setting

The mean value regarding to the setting in Task 5 was 3.62. It could be categorized into *Neutral* or *Fair*. The expected setting was individually. Others data could be shown as the following:

.....
R: Task ini enaknyanya dikerjakan sendiri-sendiri, berpasangan atau kelompok atau malah bareng-bareng sekelas? Hahaha idealnya maksudku?? (Is this task better done individually, with partner, or in group or with classmates? Hahaha Ideally, I meant??)

S: Hehehe... ehmm sendiri-sendiri, tapi nanti harus dibahas bareng-bareng mbak... (Hehehe...ehmm individually, but later it should be discussed together miss...)

.....
 (Appendix 10: The interview transcript of Unit 1).

It would be supported by the following descriptive data:

“They did this task individually. They tried to get full concentration to do the task.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

As there were two data showed the agreement to the setting, therefore it could be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 5, the evaluations above can be concluded in the presented table below:

Table 23: The Conclusion of the Evaluation of Task 5 in Unit 1

Components	Analysis	Revision
Goal: Task 5 can increase my listening skill.	Effective	-
Input: The input in Task 5 can be understood easily.	Effective	-
Activities: - The activity in Task 5 can be followed well. - The activity in Task 5 helps me to understand the content of text and focus on certain expressions.	Effective	-
Teacher role: Teacher corrects the students' works.	Effective	-
Learner role: - I can be active participant.	Effective	-
Setting: I can finish Task 5 individually.	Effective	-

6) Task 6

The result of the evaluation questionnaire of Task 6 is presented in the following table:

Table 24: **The Result of the Evaluation Questionnaire of Task 6 in Unit 1**

Components	Mean	Category
Goal	4.69	Strongly Agree
Input	4.31	Agree
Activities/Procedures	3.97	Agree
Teacher role	4.38	Agree
Learner role	4.41	Agree
	4.17	Agree
Setting	4.41	Agree

It can be seen from the table, that most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the components is presented below in order to know whether the task is effective or not seen from the task components.

a) Task Components Analysis

(1) Goal

The goal of Task 6 was to develop students' speaking skill. The goal was achieved very well by conveying mean value of 4.69 and could be categorized into *Strongly Agree* or *Very Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Tujuan dari task ini kira-kira apa dik? (What is the goal of the task?)

K: Melatih kemampuan speaking kita mbak. (Its goal is training our speaking skill, miss)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“This task could facilitate learners to increase their speaking skill because, here, they were asked to practice a dialogue after answering some comprehending questions.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

From the data above collected by questionnaire, interview and observation, it can be concluded that the goal of Task 6 was achievable and effective.

(2) Input

The input of Task 6 was a dialogue, which had enough length of words and was understandable. The picture and the questions were clear and understandable. The mean value regarding to the input was 4.32; indicated that most of the students agreed to the input and it was *Good* in category. This following interview transcript supported the data:

.....
R: Input di Task ini yang berbentuk dialogue sudah cukup atau belum? terlalu panjang atau kurang panjang? Hehe... (Is the input that in the form of dialogue quite enough or not? Is it too long or not?)

S: hahaha... udah cukup mbak... (hahaha... it is quite enough miss...)

R: Jelas dan mudah dipahami tidak? (Is it clear and understandable or not?)

S: Ya, jelas dan mudah. (Yes, it is clear and understandable.)

.....
(Appendix 10: The interview transcript of Unit 1).

Further, the data could be supported by the observation:

“Actually, they could answer all the questions in this task easily and practice speaking fluently, which meant that the input of the task was clear and understandable for them.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the input of the Task 6 was *Good* and effective for the students of accounting.

(3) Activities

Based on the mean value (3.97) of the activity, most of the students agreed to the activity in Task 6. It was answering questions and practicing dialogue. Thus, the activity was *Good* in category. It could be supported by the interview held by the researcher to some students:

.....
R: Setuju kan kalau kegiatan di task ini adalah menekankan pada kemampuan berbicara? (Do you agree whether the activity in this task emphasizes speaking skill?)

S: Ya, setuju. (Yes, I do.)

.....
 (Appendix 10: The interview transcript of Unit 1).

It was supported by the result of the observation as the following:

“The students seemed to be enthusiastic in practicing speaking in front of class...”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Shortly, the activity in Task 6 was appropriate with the students’ needs and finally was effective.

(4) Teacher role

In this task, the teacher role was as a controller who managed the learning process in the class. The table above showed the strength of the agreement that was 3.38 of the mean value. It meant that most of the students agreed regarding to the component and it could be categorized as *Good*. Here was the supporting data coming from the interview:

.....
R: Peran guru sebagai apa di sini dik? (What is the role of teacher here?)

S: Pertama mengawasi kegiatan speaking, kemudian mengoreksi pengucapan trus memberikan arahan pada siswa. (First, the teacher is controlling the activity, next correcting the students' pronunciation, and then giving guidance to the students.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the researcher's field notes as the following:

"The researcher just discussed the answers, and then asked some of the students to practice speaking in front of the class. During the practice, she corrected the students' pronunciation."

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the teacher role was effective for the students in Task 6.

(5) Learner role

In this task, the learners were active participants. The 4.41 and 4.17 of the mean values showed that most of the students agreed to the learner role and it can be categorized as *Good*. Here was the supporting data:

.....
R: *Apa peran siswa dalam kegiatan ini?* (What is the learner role in this task?)

S: *Siswa aktif memerankan, berbicara dan mungkin juga mengingat...* (The students are active in role playing, speaking and perhaps remembering...)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the field noted during the implementation:

"They seemed to be enthusiastic in practicing speaking in front of the class and were active participants in doing role playing and speaking."

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Based on the three types of the data, it can be concluded that the learner role in Task 1 was quite effective or good.

(6) Setting

The mean value of the setting was 4.41, which was *Good* in criteria. The students could do Task 6 both individually and then in pairs. The data was supported by this following excerpt:

.....
R: Kamu mengerjakan task ini, sendiri-sendiri atau tidak? (Did you do the task individually or not?)
S: Awalnya sendiri-sendiri, kalau bingung baru diskusi jawabannya hehehe, trus kalau yang praktek berbicara ya harus berdua mbak... (At the beginning, I did it individually, but if I were confused I would discussed the answers hehehe. For the speaking practice, of course, I did with my partner miss...)

 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes done by the researcher:

“The students tried to answer the questions individually, but there were some students who did them in pairs. After finishing the work, some of them were asked to practice the dialogue in pairs.”

 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, the conclusion of the setting in Task 6 was effective and met the students’ needs.

b) Conclusion

From the components analysis of Task 6, the evaluation can be concluded in the presented table below:

Table 25: The Conclusion of the Evaluation of Task 6 in Unit 1

Components	Analysis	Revision
Goal: Task 6 increases my English competence, particularly in speaking skill.	Effective	-
Input: Input (dialogue) in Task 6 clear and understandable.	Effective	-
Activities: The activity in Task 6 is easy to be followed.	Effective	-
Teacher role: The teacher controls the process of doing this task (as controller).	Effective	-
Learner role: - I can learn well some expressions in this task. - I can be active in understanding the dialogue, answering the questions and practicing speaking.	Effective	-
Setting: I can finish Task 6 in pairs.	Effective	-

7) Task 7

The result of the evaluation questionnaire of Task 7 is presented in the following table:

Table 26: The Result of the Evaluation Questionnaire of Task 7 in Unit 1

Components	Mean	Category
Goal	4.52	Agree
Input	4.38	Agree
Activities/Procedures	4.59	Agree
Teacher role	4.52	Agree
Learner role	4.31	Agree
	4.10	Agree
Setting	4.31	Agree

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. The detailed

analysis of the components will be presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

Task 7 was almost the same input with Task 6 that was increasing the students' speaking skill. The goal of the task was achieved well by conveying the mean value of 4.52 and could be categorized into *Agree* or *Good*. The data was supported by the interview to the students as the following:

.....
R: Tujuannya sudah jelas ya, yaitu masih fokus pada kemampuan berbicara? Meningkatkan kemampuan berbicara? Setuju tidak? (The goal has been clear, hasn't it? That is still focus on speaking skill. Is it increasing the students' speaking skill? Do you agree?)
S: Ya mbak. (Yes, I do.)

(Appendix 10: The interview transcript of Unit 1).

The interview was supported by her observation results:

“The goal played well. The task facilitated learners to practice their speaking skill and could increase the students' accuracy in arranging jumbled sentences into good dialogues.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, it can be concluded that the goal of Task 7 was *Good* and effective.

(2) Input

The input of Task 7 was jumbled sentences for making good dialogues. The input was quite clear and the length of it was quite enough for the students. It was proved by conveying the mean value of 4.38. The value was *Good* in

category because most the students agreed to the statements. Here was the supporting data from the interview:

.....
R: Sudah cukup belum input di sini? (Has the input in this task been enough?)
S: Ya sudah cukup. Tapi kalau saya tidak baca instruksi sebelumnya saya bisa terjebak mbak, karena format dialog ini rapi sekali, jadi sekilas dialogue nya sudah benar. Mungkin dialog nya dibikin lebih acak-acakkan lagi hehe.
 (Yes, it has. But, if I didn't read the instruction before, I could be defrauded because the format of the input was in good order. So, it seemed right. Perhaps, the dialogues are made in worse order hehehe...)
R: OK, terimakasih masukannya. Terus, dialog di Task 6 dengan di Task 7, lebih sulit yang mana? (OK, thank you for the suggestion. Then, dialogues in Task 6 and in Task 7, which one is more difficult?)
S: Task 7. (Task 7)
R: Jadi sudah sesuai inputnya dari mudah dulu ke yang lebih sulit? (So, the input has been appropriate, starting from easy input to more difficult input, hasn't it?)
S: Ya. (Yes).

 (Appendix 10: The interview transcript of Unit 1).

Further, it would be supported by the result of the researcher observation during the implementation of Unit 1:

“In doing the task, the students seemed fine with the input, but some of them wasted a longer time in finishing the task because of the input format.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the input of Task 7 was *Good* and effective to facilitate learners in increasing their speaking skill. On the other hand, because there was an advice in order to revise the format of the input, the researcher will do some revisions to the input.

(3) Activities

In Task 7, the students were asked to arrange jumbled sentences into good dialogues, and then to practice them in front of the class. The activity was actually

effective by conveying the mean value of 4.59. The data was supported by the following excerpt:

.....
R: Kegiatan di sini sudah jelas, kamu disuruh apa? (Has the activity been clear? What are you asked to?)
S: Ya jelas. Disuruh menyusun kalimat acak menjadi dialog yang baik. (Yes, it has. We are asked to arrange jumbled sentences to be good dialogues.)
R: Alokasi waktu untuk melakukan kegiatan ini lama tidak dik? (Regarding to the allocation time to do this task, do you need much time or not?)
S: Tidak. Ya tergantung banyak tidak dialognya mbak, kebetukan di sini tidak banyak sehingga tidak terlalu lama. (No, I don't. It depends on the amount of the dialogues miss. Here, the dialogues were quite enough, so that we didn't need much long time.)

 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“The students understood what they would do in Task 7. ... the students practice speaking in front of the class.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the activity in Task 7 was good and effective for the students in learning English.

(4) Teacher role

The expected teacher roles in this task were as an observer and assessor. These roles were played well. They were proved by the mean value of 4.52 and the value could be categorized as *Good* in criteria. There was an excerpt of interview as the supporting data:

.....
R: Apa peran guru di sini dik? (What is the teacher role here?)
S: Mungkin di sini guru hanya mengawasi saja. Kalau siswa selesai, guru memanggil untuk maju ke depan terus mengoreksi benar atau salah seperti sebelumnya tadi, jadi biar siswa-siswa itu mengerjakan sebisa mereka, trus kalau benar atau salah, ya itu kemampuan mereka.

(Perhaps, the teacher just observes. If the students finish, she will ask them practicing in front of the class, then she will correct them like the previous activity. So, the students are permitted to do the task based on their competence. Then if there is right or wrong answer that is the true students' competence.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data above were also supported by the following field notes:

“The researcher played as an observer when the students did the task, and as an assessor when the students practice speaking in front of the class.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Therefore, it can be concluded that the teacher roles in this task were effective.

(5) Learner role

In this task the students were expected to be active participants and to do the task well. The expectations were achieved well by conveying the mean values of 4.31 and 4.10. Those could be categorized as *Good* in criteria. The supporting data was as the following interview excerpt:

.....
R: Kamu tadi aktif dan bisa tidak dalam mengerjakan task ini? (Did you be active and be able to do the task?)

S: Ya, saya lumayan aktif dan bisa mengerjakannya. (Yes, I was quite active and could do that.)

.....
(Appendix 10: The interview transcript of Unit 1).

Those data were then supported by the researcher's field notes:

“..., but actually they were so active and motivated in doing the task.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, the learner roles in this task were effective for the students.

(6) Setting

The mean value regarding to the setting in this task was 4.31. It could be categorized into *Agree* or *Good*. The expected setting was individually at the first, then in pairs. To support the data, there was the interview excerpt:

.....
R: Task ini dikerjakan dengan temannya ya berarti? (This task is done in pairs, isn't it?)

S: Ya mbak. (Yes, miss)

.....
 (Appendix 10: The interview transcript of Unit 1).

It could be supported by the following descriptive data:

“They did this task individually at first and then continued in pairs to practice the dialogues.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

From the three data, it can be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 7, the evaluations above can be concluded in the presented table below:

Table 27: **The Conclusion of the Evaluation of Task 7 in Unit 1**

Components	Analysis	Revision
Goal: Task 7 helps in increasing the students' speaking skill based on the topic given.	Effective	-
Input: The input in this task is quite clear.	Effective	Modifying the format of the input.
Activities: The activities in Task 7 train my accuracy in arranging jumbled sentences into good dialogues.	Effective	-

Teacher role: Teacher plays as an observer and assessor.	Effective	-
Learner role: - I can do this task well. - I can be active in Task 7.	Effective	-
Setting: I can do Task 7 individually and then in pairs in practicing dialogues.	Effective	-

8) Task 8

The result of the evaluation questionnaire of Task 8 is presented in the following table:

Table 28: **The Result of the Evaluation Questionnaire of Task 8 in Unit 1**

Components	Mean	Category
Goal	4.66	Strongly Agree
Input	4.21	Agree
Activities/Procedures	4.03	Agree
Teacher role	4.45	Agree
Learner role	3.83	Agree
Setting	3.83	Agree

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

Task 8 was aimed to help students in increasing their grammar competence. Regarding to it, the mean value was 4.66 and could be categorized into *Very Good*, which meant that most of the students very agreed to the goal. It was supported by the following excerpt of the interview to the students:

.....
R: Task ini saya buat untuk meningkatkan kemampuan grammar kalian karena siswa SMK itu harus banyak belajar grammar juga, setuju? (This task was made to increase your grammar competence because the students of SMK should study much about grammar. Do you agree?)
S: Ya, saya setuju. (Yes, I do.)

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“This task facilitated students in learning English grammar, considering that they will face it in the final examination. They seemed enjoyable in doing that.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

From the three data collected by questionnaire, interview and observation, it can be concluded that the goal of Task 8 was *Very Good* and so effective to the students there.

(2) Input

The input of Task 8 was an explanation of “Degrees of Comparison” and some short conversations. The input was also interesting and various and the students agreed to them. It was proved by conveying the mean value of 4.21. It was the *Good* in category. This following interview transcript supported the data:

.....
R: Instruksinya jelas tidak? (Is the instruction clear enough or not?)
S: Ya jelas. (Yes, it is clear.)
R: Inputnya cukup challenging tidak? Menarik tidak? (Is the input challenging? Is it interesting?)
S: Cukup menarik. (It is quite interesting.)
R: Yakin? (Are you sure?)
S: Iya hehe... (Yes, I am hehe...)

(Appendix 10: The interview transcript of Unit 1).

The data could be supported by the field notes during the implementation:

“They were interested in doing the task and could easily understand the input.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, the input of the Task 8 was *Good* and effective for the students to learn English grammar.

(3) Activities

The expected activity in this task was completing short conversations using appropriate degrees of comparison. The students agreed to the statement that the task was easily to be followed because of the clear instruction. It was proved by conveying the mean value of 4.03, which was *Good* in criteria. It was supported by the interview to some students:

.....
R: Di sini kalian kan disuruh melengkapi dialog pendek? (Here, you are asked to complete the short dialogues, aren't you?)

S: Ya... (Yes)

.....
 (Appendix 10: The interview transcript of Unit 1).

It was supported by the result of the observation as the following:

“Firstly, the students paid attention to the degrees of comparison materials before doing the task. Then, they continued to complete the short dialogues using correct degrees of comparison, by choosing the words in the box.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

In conclusion, the activity in Task 8 was suitable and effective.

(4) Teacher role

In this task, the expected teacher role was as a resource and most of the students agreed about the role. Table 8 shows the strength of the agreement that was 4.52 of the mean value. It meant that it was regarded as *Good*. Here was the supporting data coming from the interview:

.....
R: Peran guru di sini sebagai apa? (What is the teacher role?)
S: Apa ya,.. ehmm mungkin guide atau corrector dan penilai. (Ehmm..Perhaps she is as a guide or corrector and as assessor.)

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the observation as the following:

“The researcher controlled the students in doing the task, and then corrected the students’ works and explained if the students were confused with the answers.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Therefore, the teacher role was effective for the students in Task 8.

(5) Learner role

The students were expected to be active participants in the class. The mean value of learner role which was 3.83 showed that it could be regarded as *Good*.

Here was the supporting data:

.....
R: Peran kalian di task ini apa? (What is your role in this task?)
S: Mungkin aktif mengerjakan saja dan mendengarkan penjelasan guru. (Perhaps, we are active in doing this task and listening to the teacher’s explanation.)

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the field notes during the implementation:

“They were active participants in understanding degrees of comparison materials and completing the short dialogues.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Based on the three types of the data, it can be concluded that the learner role in Task 8 was quite effective.

(6) Setting

The mean value of the setting was 3.83, which meant most of the students agreed to the statement, and was *Good* in category. The expected setting was individually. The data was supported by this following excerpt:

.....
R: Tadi di task ini kamu mengerjakan sendiri? (Did you do this task by yourself?)
S: Iya. (Yes, I did)
R: Bisa tidak? (Could you do it?)
S: Lumayan bisa.. hehehe.. (Yes, I could.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes done by the researcher during the implementation:

“Most of them could do the task individually, even though some students did it with friend beside them.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 1) held on Monday, 20th June 2011).

Finally, the conclusion of the setting in Task 8 was effective.

b) Conclusion

According to the components analysis of Task 8, the evaluations can be concluded in the presented table below:

Table 29: The Conclusion of the Evaluation of Task 8 in Unit 1

Components	Analysis	Revision
Goal: Task 8 increases my grammar competence, particularly degrees of comparison.	Effective	-
Input: The input given is interesting and various.	Effective	-
Activities: The activity in Task 8 is easy to be followed.	Effective	-
Teacher role: Teacher plays as controller and assessor.	Effective	-
Learner role: I can be active in this task.	Effective	-
Setting: I can work independently.	Effective	-

9) Task 9

The result of the evaluation questionnaire of Task 9 is presented in the following table:

Table 30: The Result of the Evaluation Questionnaire of Task 9 in Unit 1

Components	Mean	Category
Goal	4.38	Agree
Input	4.41	Agree
	4.28	Agree
Activities/Procedures	4.00	Agree
Teacher role	4.45	Agree
Learner role	3.72	Agree
Setting	3.72	Agree

Based on the table above, most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the each component will be discussed for more detailed information, as the following:

a) Task Components Analysis

(1) Goal

Task 9 was aimed to increase the students' skills in reading. The goal of the task was achieved well by conveying the mean value of 4.38 and could be regarded as *Agree* or *Good*. The data was supported by the interview to the students as the following:

.....
R: Setelah melihat bagian atas dari task ini, berarti sudah tahu bahwa kamu mau belajar apa di task ini? (After seeing the top part of this task, you have been familiar about what you will learn in this task, haven't you?)

S: Iya. Kita mau belajar membaca surat. (Yes, we have. We will read a letter.)

R: OK. Berarti tujuan dari task ini adalah meningkatkan kemampuan membaca siswa, iya kan? (OK. It means that the goal of the task is increasing the students' reading skill, isn't it?)

S: Ya mbak, juga menambah vocab kita. (Yes, miss. Indeed, it is also increasing our vocabulary).

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the observation data, as the following:

“Thus, through Task 9, the students could practice their reading skill and some techniques in reading.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Thus, it can be concluded that the goal of Task 9 was *Good* and effective for the students in learning English.

(2) Input

The inputs of Task 9 were an invitation letter and were interesting and various. They were proved by the mean values of 4.41 and 4.28. Those mean values were *Good* in criteria. Here was the supporting data from the interview transcript:

.....
R: Instruksinya jelas tidak? Inputnya menarik tidak? (Is the instruction clear or not? Is the input interesting?)

S: Instruksinya sangat jelas, inputnya juga menarik tapi menurut saya cukup berat, hehehe maksudnya kosakatanya agak sulit e mbak. (The instruction is very clear, and the input is interesting but it is quite difficult I think hehehe, I meant the vocabulary is difficult miss.)

R: Jadi harus disederhanakan biar lebih mudah ya? (So, it should be simplified in order to be easier, right?)

S: Iya mbak. (Yes miss)

.....
 (Appendix 10: The interview transcript of Unit 1).

Indeed, the data were supported by the result of the researcher's observation during the implementation of Unit 1:

“Even though some students felt that the letter was quite difficult but, most of them had no problem since the letter was still related to accounting. They were also motivated by the letter of invitation.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the three data, the inputs of Task 9 was *Good* and effective to facilitate students practicing their reading skill.

(3) Activities

The activity of Task 9 was easy to be followed by the students. Here, the students were asked to read an invitation letter and then state the statements whether they are true or false. The activity was *good* according to the mean value that was 4.00. It meant that most of the students agreed to the activities. The data was supported by the following excerpt:

.....
R: Kegiatan di sini sudah cukup membantu kamu belajar membaca tentang undangan belum? (The activity here has been enough to help you in learning reading about invitation, hasn't it?)

S: Iya, sudah cukup. (Yes, it has.)

R: Yakin? (Are you sure?)

S: *Iya mbak.* (Yes. Miss.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“The students read the letter carefully and then they did the task. Since the reading activity, some students were little confused with some unfamiliar vocabulaies in the letter, but finally they could understand them because of the researcher’s guide.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, the activity in Task 9 was good and effective for the students.

(4) Teacher role

The expected teacher roles in Task 9 were as a guide and corrector. These roles were played well. They were proved by getting the mean value of 4.45 and the value could be categorized as *Good*. There was an excerpt of interview as the supporting data:

.....
R: *Peran guru di sini sebagai apa?* (What is the teacher role in this task?)

S: *Membantu siswa.* (The role is helping students)

R: *Kalau di sini juga sebagai corrector, setuju?* (If the role is also as a corrector, do you agree?)

S: *Iya mbak.* (Yes, I do, miss.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the researcher’s field notes:

“She was as a guide in helping some students who had a difficulty in understanding the meanings of unfamiliar words when they were reading and was as a corrector in the end of the task.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, it can be concluded that the teacher roles in this task were effective.

(5) Learner role

In this task the students were expected to be active participants in reading activity. The expectations were achieved well by conveying the mean value of 3.72 that could be regarded as *Good*. The supporting data was as the following interview excerpt:

.....
R: Apa peran siswa di task ini dik? (What is the learner role in this task?)

S: Jelas aktif dalam membaca mbak. (Of course, the students were active in reading activity miss.)

.....
 (Appendix 10: The interview transcript of Unit 1).

Those two data were also supported by the researcher's field notes:

“The students were active in reading the invitation letter and active in deciding whether the statements are true or false.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Thus, based on the three data, the learner role in this task was effective.

(6) Setting

Concerning to the setting in Task 9, the mean value was 3.72. It could be categorized into *Agree* or *Good*. The expected setting was that the students could work individually. There was the interview excerpt as the supporting data:

R: Di task ini setuju ya kalau dikerjakan secara individu? (In this task, do you agree if the task is done individually?)

S: Iya miss, tapi lebih baik dikerjakan bersama dengan diskusi hehe. (Yes, I agree. But, it will be better if it is done in groups by discussing miss hehe.)

R: Oh ya? Berapa orang di setiap group? (Are you sure? How many students should be in each group?)

S: Mungkin 2 sampai 4 orang. (Perhaps 2 up to 4 students)

.....
 (Appendix 10: The interview transcript of Unit 1).

It would be supported by the following descriptive data:

“Most of them did this task individually, but there were unconfident students who did it with their friend beside her. The researcher did not forbid them since they were serious in doing the task.”

.....
Appendix 9: Observation field notes (the first try-out of Unit 1) held on Monday, 20th June 2011.

Based on the data above, it can be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 9, the evaluations above can be concluded in the presented table below:

Table 31: The Conclusion of the Evaluation of Task 9 in Unit 1

Components	Analysis	Revision
Goal: Task 9 increases the students' reading skill and ability in searching explicit information of the text.	Effective	-
Input: - The input in Task 9 is interesting because the vocabularies are various and related to my department that is invitation. - The input gives written description of invitation.	Effective	-
Activities: Activity in this task is easy followed.	Effective	-
Teacher role: Teacher plays as a guide and corrector.	Effective	-
Learner role: - I can be active in this task.	Effective	-
Setting: I can work individually in this task.	Effective	-

10) Task 10

The result of the evaluation questionnaire of Task 10 is presented in the following table:

Table 32: The Result of the Evaluation Questionnaire of Task 10 in Unit 1

Components	Mean	Category
Goal	4.45	Agree
Input	4.17	Agree
Activities/Procedures	4.00	Agree
Teacher role	4.48	Agree
Learner role	4.03	Agree
Setting	4.03	Agree

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

Task 10 was almost same with Task 9 that was to increase the students' reading skill. The goal was achieved well by conveying mean value of 4.45 and could be categorized into *Agree* or *Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Tujuannya sama ya dengan task sebelumnya yaitu menekankan pada kemampuan membaca siswa? (The goal is same with the previous task that is emphasizing the students' reading skill, isn't it?)

S: Iya. (Yes, it is)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“This task facilitated the students in increasing their reading skill, particularly in searching detail information in the previous letter and searching both implicit and explicit information.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

From the data collected by questionnaire, interview and observation above, it can be concluded that the goal of Task 10 was effective and *Good* in criteria.

(2) Input

Regarding to the input, the mean value in this task was 4.17. It was *Good* in category. This following interview transcript would support the data:

.....
R: *Inputnya mudah yang mana dengan input di task sebelumnya tadi?* (Regarding to the input, which one is easier, the input in this task or in the previous task?)
S: *Lebih sulit ini.* (The input of this task is more difficult than that in Task 9)
R: *Berarti sesuai ya dari yang mudah ke yang lebih sulit? Tapi tadi kamu bisa mengerjakan task ini kan?* (It means that the input is in order that is from easy to the difficult, doesn't it? But can't you do this task?)
S: *Iya, tadi juga bisa.* (Yes, does it. Yes, I can do it.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data would be supported by the observation field note of the researcher:

“Basically, most of them seemed had no problem with the input because it was related to the previous letter, so that they did the task well.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, the input of the Task 10 was *Good* and effective for the students.

(3) Activities

The mean value of the activity of this task was 4.00, which meant that most of the students agreed to the activity. Then, the activity was *Good* in category. It could be supported by the interview held by the researcher to some students:

.....
R: Kegiatan di sini mudah diikuti iya kan? (The activity here is easy to be followed, isn't it?)

S: Cukup mudah, karena berkaitan dengan teks reading sebelumnya. (Yes, it is quite easy, because is still related to the previous reading text.)

.....
 (Appendix 10: The interview transcript of Unit 1).

Those data were then supported by the result of the observation as the following:

“..., the students were asked to answer some questions related to the letter before, both implicitly and explicitly. ... Most of them could easily follow the task...”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 10 was suitable and finally was effective.

(4) Teacher role

In this task, the expected teacher role was as a corrector and most of the students agreed about the role. The table above shows the strength of the agreement that was 4.48 of the mean value. It was regarded as *Good* in criteria.

Here was the supporting data coming from the interview:

.....
R: Peran guru di sini sebagai apa? (What is the teacher role in this task?)

S: Sebagai guide saja, ehmm dan mungkin corrector. (She is as a guide, ehmm and perhaps as a corrector.)

R: OK, good. (OK, good)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the researcher's observation as the following:

"..., but some students were in difficulty. Therefore, the researcher helped them and then continued to correct the students' work together with them by discussing the answers."

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, the teacher role was effective for the students in Task 9.

(5) Learner role

Regarding to the learner role, the mean value was 4.03, which meant that most of the students agreed to the learner role and it could be categorized as *Good*. Here was the supporting data:

.....
R: Apakah tadi kamu aktif di task ini? Aktif melakukan apa? (Are you active in the task?)

S: Tentu mbak, aktif membaca dan memahami surat tadi dan menjawab soal. (Of course. I am active in reading and comprehending the letter and answering the questions.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the field notes during the implementation:

"They were actually active participants in reading and doing the task. They also seemed motivated and enjoyed the task."

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the three types of the data above, it can be concluded that the learner role in Task 10 was quite effective or good.

(6) Setting

The mean value of the setting was 4.03, which was regarded *Good* in category. The expected setting was that the students do the task individually. The data was supported by this following excerpt:

.....
R: Settingnya menurut kamu di task ini harus individu, berpasangan atau kelompok, yang menurut kamu paling efektif dalam mengerjakan task ini? (In your opinion, should the setting be individually, in pairs or in group, which is the most effective for you in doing the task?)

S: ehmm secara individu. (Ehmm.. it should be individually.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes done by the researcher during the implementation:

“They read and answered the task individually, even though there were some students who did the task in pairs because they seemed unconfident with their answers.

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, the conclusion of the setting in Task 10 was effective.

b) Conclusion

According to the components analysis of Task 10 above, the evaluations can be concluded in the presented table below:

Table 33: The Conclusion of the Evaluation of Task 10 in Unit 1

Components	Analysis	Revision
Goal: Task 10 increases my reading skill, and my ability in searching detail information, explicit or implicit information of the previous text.	Effective	-
Input: The input is easy because it is related to the task before.	Effective	-
Activities: The activity is easy to be followed and interesting.	Effective	-
Teacher role: Teacher helps in checking the correct answers and corrects the students' answers.	Effective	-
Learner role: I can be active participant.	Effective	-
Setting: I can be trained to be independent and be more free in doing this task rather than in doing the previous task.	Effective	-

11) Task 11

The result of the evaluation questionnaire of Task 11 is presented in the following table:

Table 34: The Result of the Evaluation Questionnaire of Task 11 in Unit 1

Components	Mean	Category
Goal	4.72	Strongly Agree
Input	4.52	Agree
	4.21	Agree
Activities/Procedures	4.72	Strongly Agree
Teacher role	4.52	Agree
Learner role	3.83	Agree
Setting	3.83	Agree

Based on the table above, most of the task components were effective, because most of the students agreed to the components. The detailed analysis of

the each component will be discussed for more detailed information, as the following:

a) Task Components Analysis

(1) Goal

Task 11 was aimed to increase the students' vocabulary. The mean value of the goal was 4.72, which indicated that most of the students very agreed to the goal and could be regarded as *Strongly Agree* or *Very Good* criteria. The data was supported by the interview to the students as the following:

.....
R: Task 11 ini, tujuannya apa? (What is the goal of Task 11?)

S: Tujuannya agar siswa dapat menguasai banyak kosakata yang berhubungan dengan jurusan kami. (The goal is that the students can master a lot of vocabularies which are related to our field.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the observation data, as the following:

“Hence, through Task 11, the students could increase their English vocabularies related to accounting.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Thus, it can be concluded that the goal of Task 11 was *Very Good* and so effective for the students in increasing their vocabulary.

(2) Input

Regarding to the input, the mean values of it were 4.52 and 4.21. Those mean values were *Good* in criteria. Here was the supporting data from the interview transcript:

.....
R: Instruksinya jelas tidak? Inputnya menarik tidak? (Is the instruction clear? Is the input interesting?)

S: Jelas mbak. Inputnya juga menarik karena ada hubungannya dengan jurusan saya. (It is clear. The input is also interesting because the vocabularies are related to my department.)

.....
 (Appendix 10: The interview transcript of Unit 1).

Indeed, the data were supported by the result of the researcher's observation during the implementation of Unit 1:

“They were interested in doing Task 11, because it emphasized different aspect from the previous tasks. The task was focusing on students' vocabulary.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the three data, the input of Task 11 was *Good* and effective to facilitate students increasing their vocabulary.

(3) Activities

The mean value of the activity in Task 11 was 4.72 and was *Very Good* in criteria. It meant that most of the students very agreed to the activity. The data was supported by the following excerpt:

.....
R: Kamu melakukan apa di task ini? (What do you do in this task?)

S: Menganalisa vocab, mencari artinya kemudian menjodohkan kata. (We analyze vocabulary, search the meanings of words and match the words.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“In this task, the students were asked to find the synonyms of words from the text in Task 9. They seemed enthusiastic to finish the task because it was not too difficult for them.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, the activity in Task 11 was very good and effective for the students.

(4) Teacher role

The expected teacher role in Task 11 was as a corrector. The role was played well. It was proved by getting the mean value of 4.52 and it could be regarded as *Good*, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Peran guru di sini sebagai corrector, setuju? (The teacher role is as a corrector. Do you agree?)

S: Ya mbak, betul. (Yes. That's true.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The three data were also supported by the researcher's field notes:

"Here, the researcher just asked them to do the task and then continued to correct the students' answers and gave a little explanation because there were some questions."

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, it can be concluded that the teacher role in this task was effective.

(5) Learner role

The mean value of the learner role was 3.83, which meant *Good* in category. The supporting data was as the following interview excerpt:

.....
R: Apa kamu bisa mengerjakan task ini dengan baik? (Can you do this task well?)

S: Iya, saya dapat mengerjakannya. (Yes, I can.)

.....
 (Appendix 10: The interview transcript of Unit 1).

Those two data were also supported by the researcher's field notes:

"The students were quite active in doing this task. They tried to do the task by themselves."

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Thus, based on the three data collected by questionnaire, interview and observation, the learner role in this task was effective.

(6) Setting

Concerning to the setting in Task 11, the mean value was 3.83. It could be categorized into *Agree* or *Good*. The expected setting was that the students could work individually. There was the interview excerpt as the supporting data:

.....
R: Jelas sekali task ini harus dikerjakan secara individu, setuju kan? (It is clear that the task should be done individually, do you agree?)

S: Ya, secara individu. (Yes. I do.)

.....
 (Appendix 10: The interview transcript of Unit 1).

It could be supported by the following field notes data:

"They tried to do the task by themselves and all of the students did the task individually."

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the data, it can be concluded that the setting was effective for the students.

b) Conclusion

From the components analysis of Task 11, the evaluations above can be concluded in the presented table below:

Table 35: The Conclusion of the Evaluation of Task 11 in Unit 1

Components	Analysis	Revision
Goal: Task 11 can increase my English vocabulary by finding the synonyms of words.	Effective	-
Input: - The input given is clear and also can help me in increasing my pronunciation besides my vocabulary. - The input is interesting because it is related to my department.	Effective	-
Activities: Task 11 can increase my English vocabulary by finding the synonyms of words.	Effective	-
Teacher role: Teacher corrects if there is a mistake (as a corrector).	Effective	-
Learner role: I can do the task well.	Effective	-
Setting: I can work individually in this task.	Effective	-

12) Task 12

The result of the evaluation questionnaire of Task 12 is presented in the following table:

Table 36: The Result of the Evaluation Questionnaire of Task 12 in Unit 1

Components	Mean	Category
Goal	4.48	Agree
Input	4.03	Agree
	4.14	Agree
Activities/Procedures	4.21	Agree
Teacher role	4.34	Agree
Learner role	3.90	Agree
Setting	3.59	Neutral

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis

of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

The expected goal of Task 12 was aimed to increase the students' reading skill. The goal was achieved well by conveying mean value of 4.48 and could be regarded into *Agree* or *Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Coba diperhatikan, Task ini tujuannya apa? (Please, pay attention to it. What is the goal of the task?)

S: Fokus pada reading, terus belajar kosakata juga dan menjawab pertanyaan. (The goal focuses on reading skill, and learning vocabulary and answering questions.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The three data were also supported by the following field notes:

“They could increase their reading skill, particularly comprehending text, through this task. This task seemed appropriate to the students.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Thus, from the data which were collected by questionnaire, interview and observation, it could be concluded that the goal of Task 12 was effective and *Good* in criteria.

(2) Input

The input of Task 12 was a bargaining letter, which is simple and understandable for students. Regarding to the input, there were two mean values;

4.03 and 4.14. Those mean values indicated that most of the students agreed to the input and were *Good* in category. This following interview transcript could support the data:

.....
R: Ini inputnya menarik untuk kamu tidak? Input ini tentang apa? (Is this input interesting for you or not? What is the input about?)

S: Menarik. Itu tentang tawar-menawar hehe,.. (It is interesting. That's about bargaining hehe)

R: Terlalu sulit untuk siswa kelas XI SMK tidak? (Is it too difficult for eleventh grade students of SMK or not?)

S: Tidak begitu sih mbak. (Not really miss.)

R: Isinya jelas tidak? (Is the content clear enough?)

S: Ya (Yes, it is).

.....
 (Appendix 10: The interview transcript of Unit 1).

The data would be supported by the field notes of the researcher:

“The input was not really difficult for the students, because they could do the task well, and no one who claimed about the input. They were in good spirit since the input match with the students’ needs.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, the input of the Task 12 was *Good* and effective for the students.

(3) Activities

The mean value of the activity was 4.21. Then, the activity was *Good* in category. It would be supported by the interview held by the researcher to some students:

.....
R: Apa yang kamu lakukan di task ini? (What did you did in this task?)

S: Membaca text mbak dan menjawab soal berkaitan dengan text yang diberikan. (We read text miss and answered questions related to the text given.)

.....
 (Appendix 10: The interview transcript of Unit 1).

Those data could be supported by the result of the observation as the following:

“In this task, the students were asked to read a bargaining letter and then to answer some questions both implicitly and explicitly.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 12 was good and finally was effective.

(4) Teacher role

In this task, the expected teacher role was as a guide and as a corrector. The table above showed the strength of the agreement, that the mean value was 4.34. It meant that most of the students agreed regarding to the component and it could be categorized as *Good*. Here was the supporting data coming from the interview:

.....
R: Peran guru di task ini sebagai apa? (What is the role of teacher in this task?)
S: Sebagai pembimbing saja mungkin. (She is as a guide, perhaps.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the researcher’s observation as the following:

“Since the tryout of Task 12, the researcher only helped the students if they were in difficulties, and corrected the students’ works.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, the teacher role was effective for the students in Task 12.

(5) Learner role

The 3.90 of the mean value showed that most of the students agreed to the learner role and it could be categorized as *Good*. Here was the supporting data:

.....
R: Apakah kamu aktif membaca dan bisa mengerjakan soal di task ini? (Are you active in reading and can you do the task well?)

S: Ya, sedikit aktif hehe, bisa mbak bisa. (Yes, even in a little. Yes I can do it.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the field notes during the implementation:

“Indeed, they were active participants in reading and answering the written questions.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the three types of the data, it can be concluded that the learner role in Task 12 was quite effective or good.

(6) Setting

The mean value of the setting was 3.59, which was *Neutral* in category.

The expected setting was individually, but the students did not truly agree or disagree. The data was supported by this following excerpt:

.....
R: Kamu lebih suka individu atau berpasangan dalam mengerjakan Task ini? (Do you prefer individually or in pairs in doing the task?)

S: Lebih suka individu, trus nanti didiskusikan bersama-sama kalau sudah selesai. (Individually, then it should be discussed together after we finish.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following observation field note done by the researcher during the implementation:

“Most of them could do the task individually, but some of them did it in pairs.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

According to the data, the setting of Task 12 can be regarded to be effective, but it will be better if it is changed into in pairs.

b) Conclusion

According to the components analysis of Task 12 above, the evaluations can be concluded in the presented table below:

Table 37: **The Conclusion of the Evaluation of Task 12 in Unit 1**

Components	Analysis	Revision
Goal: Task 12 can increase my reading skill and my ability in comprehending text.	Effective	-
Input: - The text given is simple and easy to be understood. - I can find the text like that in my daily life.	Effective	-
Activities: This activity trains me to find both explicit and implicit information.	Effective	-
Teacher role: The teacher helps me if I have a difficulty and corrects my work.	Effective	-
Learner role: I can follow the activity given in Task 12, well	Effective	-
Setting: I can do this task by individually.	Effective	Changing into pair work

13) Task 13

The result of the evaluation questionnaire of Task 13 is presented in the following table:

Table 38: **The Result of the Evaluation Questionnaire of Task 13 in Unit 1**

Components	Mean	Category
Goal	4.76	Strongly Agree
Input	4.31	Agree
Activities/Procedures	4.55	Agree
	4.48	Agree
Teacher role	4.45	Agree
Learner role	4.03	Agree
Setting	4.03	Agree

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

The goal of Task 13 was to add the students' English vocabulary. The goal was achieved very well by conveying the mean value of 4.76 and could be regarded into *Strongly Agree* or *Very Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Apa yang kamu harapkan setelah mengerjakan Task 13? (What is your expectation after doing Task 13?)

S: Saya dapat menambah vocabulary (I can increase my vocabulary)

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“They could be familiar with some new words through the task. They were interested in doing the task and seemed had no problem with the input.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

From the data collected by questionnaire, interview and observation, it can be concluded that the goal of Task 13 was *Very Good* in criteria and so effective.

(2) Input

The mean value in this task was 4.31. It meant that most of the students agreed to the input and were *Good* in category. This following interview transcript would support the data:

.....
R: Apakah task ini cocok buat kamu? Instruksinya cukup jelas atau tidak? (Is the task appropriate for you? Is the instruction also clear enough or not?)

S: Ya cocok dengan bidang saya. Instruksinya juga jelas bagi saya. (Ya, it is appropriate with my field. The instruction is also clear enough for me.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data would be supported by the field notes of the researcher:

“The students seemed had no problem with the input and they interested in doing the task.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, the input of the Task 13 was *Good* and effective for the students.

(3) Activities

The mean values of the activity in this task were 4.55 and 4.48, which meant that most of the students agreed to the activity. Then, the activity was *Good* in category. It would be supported by the interview held by the researcher to some students:

.....
R: Aktifitas di task ini sesuai tidak dengan kalian? (Is the activity suitable for you?)

S: Ya. (Yes.)

.....
 (Appendix 10: The interview transcript of Unit 1).

Those data were then supported by the result of the observation as the

following:

“In this task, the students were asked to match words with their meanings. The students could do the task well...”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 13 was suitable and finally was effective.

(4) Teacher role

The mean value of the teacher role in this task was 4.45. It meant that it was *Good* in criteria. Here was the supporting data coming from the interview:

.....
R: Apa peran guru di task ini? (What is the teacher role in this task?)

S: Menjadi pengoreksi dan pengontrol pekerjaan siswa. (She is being a corrector and controller of students' works.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the researcher's observation as the following:

“The researcher just controlled the students in doing the task, and finally she corrected the students' works together with the students themselves.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, the teacher role was effective for the students in Task 13.

(5) Learner role

Regarding to the learner role, the mean value was 4.03, which meant that most of the students agreed to the learner role and it could be categorized as *Good*. Here was the supporting data:

.....
R: Tadi kamu bisa mengerjakan task ini dengan baik tidak? (Can you do the task well or not?)
S: Ya mbak, saya sih bisa. (Yes, miss, I can do it well.)

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the field notes during the implementation:

“The students could do the task well ... They actually were little active in doing the task.

 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the three types of the data, it can be concluded that the learner role in Task 13 was quite effective or good.

(6) Setting

The mean value of the setting was 4.03, which meant most of the students agreed to the statement, and was *Good* in category. The expected setting was that the students do the task individually. The data was supported by this following excerpt:

.....
R: Settingnya menurut kamu di task ini harus individu, berpasangan atau kelompok, yang menurut kamu paling efektif dalam mengerjakan task ini? (In your opinion, should the setting be individually, in pairs or in group, which is the most effective for you in doing the task?)
S: ehmm kalau saya berpasangan mbak. (Ehmm. I think it is in pairs.)
R: Oh ya? Kalau kamu dik Kusnia? Setujukah? (Really? How about you, Kusnia? Do you agree?)

K: Ehmm tidak. Kalau saya lebih suka dikerjakan sendiri baru kemudian berpasangan. (Ehmm, No, I don't. I prefer do it individually and then continue with partner).

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes done during the implementation:

“Most of them did Task 13 individually, even though there were some students did in pairs, but there was no problem since they understood the real meaning of the words.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, the conclusion of the setting in Task 13 was effective.

b) Conclusion

According to the components analysis of Task 13 above, the evaluations can be concluded in the presented table below:

Table 39: **The Conclusion of the Evaluation of Task 13 in Unit 1**

Components	Analysis	Revision
Goal: Task 13 adds my English vocabulary by searching the word synonyms.	Effective	-
Input: The input is clear enough.	Effective	-
Activities: - This activity trains me in finding words meanings. - This activity wants me to understand toward the English vocabulary.	Effective	-
Teacher role: Teacher plays as a controller.	Effective	-
Learner role: I can be good participant.	Effective	-
Setting: I can do the task individually.	Effective	-

14) Task 14

The result of the evaluation questionnaire of Task 14 is presented in the following table:

Table 40: **The Result of the Evaluation Questionnaire of Task 14 in Unit 1**

Components	Mean	Category
Goal	4.55	Agree
Input	4.24	Agree
Activities/Procedures	4.45	Agree
Teacher role	4.55	Agree
Learner role	3.83	Agree
Setting	3.83	Agree

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

Task 14 was aimed to help students in learning English grammar. Regarding to the goal, the mean value was 4.55 and could be regarded as *Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Tujuan dari belajar task ini adalah? (What is the goal of studying this task?)
S: Memahami tata bahasa Inggris mbak. (The goal is to understand English grammar.)

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“Thus, this task facilitated students in learning English grammar, particularly *Passive Voice*, considering that they will face it in the final examination. They seemed enjoyable in doing that.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

From the three data collected by questionnaire, interview and observation, it can be concluded that the goal of Task 14 was *Good* and so effective to the students there.

(2) Input

The input of Task 14 was an explanation of “*Passive Voice*”. The input was also quite enough and clear and the students agreed to them. It was proved by conveying the mean value of 4.24. The mean value was the *Good* in category.

This following interview transcript would support the data:

.....
 R: *Instruksinya jelas tidak?* (Is the instruction clear enough or not?)

S: *Ya jelas.* (Yes, it is clear.)

R: *Inputnya gimana?* (How is the input?)

S: *Cukup sederhana dan jelas.* (It is quite simple and clear.)

R: *Yakin?* (Are you sure?)

S: *Iya hehe...* (Yes, I am hehe...)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data could be supported by the observation of the researcher during the try out:

“They were interested in doing the task and could easily understand the input.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, the input of the Task 14 was *Good* and effective for the students to learn English grammar.

(3) Activities

The mean value of the activity was 4.45, which was *Good* in criteria. It would be supported by the interview held by the researcher to some students:

.....
R: Apa yang kamu lakukan di task ini? (What did you do in this task?)

S: Saya membaca dan belajar penerangan tentang kalimat pasif dan juga mendengarkan guru dalam menjelaskan materi. (I read and studied the explanation of Passive Voice and also listened the teacher in explaining the materials.)

.....
 (Appendix 10: The interview transcript of Unit 1).

It was supported by the result of the observation as the following:

“Firstly, they were asked to study the explanation of passive voice and then listened to the explanation of the researcher. Some students asked her questions because they didn’t understand yet.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 14 was suitable and effective.

(4) Teacher role

Here, the expected teacher role was as a resource. The table above showed the strength of the agreement. It was 4.55 of the mean value. It meant that most of the students agreed regarding to the component and it could be categorized as *Good*. Here was the supporting data coming from the interview:

.....
R: Apa saja peran guru dalam task ini? (What is the teacher role in the task?)

S: Hanya sebagai sumber saja, karena guru menerangkan materi. (She is just as a resource, because she explains the materials.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by her observation as the following:

“She explained the materials in Task 14 and the students were little active in producing, but they were still active in understanding and listening to the explanation.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, the teacher role was effective for the students in Task 14.

(5) Learner role

The students were expected to be active participants in understanding the materials. The mean value of learner role which was 3.83 showed that most of the students agreed it and could be categorized as *Good*. Here was the supporting data:

.....
R: Peran kalian di task ini apa? (What is your role in this task?)

S: Sedikit active mbak, karena kita Cuma memahami dan mendengarkan penjelasan guru. (Being little active, because we just comprehend and listen the teacher’s explanation.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the field notes during the implementation:

“She explained the materials in Task 14 and the students were little active in producing, but they were still active in understanding and listening to the explanation.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the three types of the data, it can be concluded that the learner role in Task 14 was quite effective or good.

(6) Setting

The mean value of the setting was 3.83, which meant most of the students agreed to the statement, and was *Good* in category. The expected setting was individually. The data was supported by this following excerpt:

.....
R: Siswa bekerja mandiri ya di task ini? Setuju? (The students work independently in this task, don't they? Do you agree?)

S: Iya. (Yes, they do).

(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following observation done by the researcher during the implementation:

“Most of the students worked individually in this task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, the conclusion of the setting in Task 14 was effective.

b) Conclusion

According to the components analysis of Task 14 above, the evaluations can be concluded in the presented table below:

Table 41: The Conclusion of the Evaluation of Task 14 in Unit 1

Components	Analysis	Revision
Goal: Task 14 helps me in learning my English grammar easily.	Effective	-
Input: The input given is clear and interesting.	Effective	-
Activities: The activity wants me to understand the English materials, particularly <i>Passive Voice</i> .	Effective	-
Teacher role: Teacher plays as a resource.	Effective	-
Learner role: I can be active to understand.	Effective	-
Setting: I can work independently.	Effective	-

15) Task 15

The result of the evaluation questionnaire of Task 15 is presented in the following table:

Table 42: **The Result of the Evaluation Questionnaire of Task 15 in Unit 1**

Components	Mean	Category
Goal	4.52	Agree
Input	3.97	Agree
Activities/Procedures	4.28	Agree
	3.90	Agree
Teacher role	4.45	Agree
Learner role	3.90	Agree
Setting	3.59	Agree

Based on the table above, most of the task components were effective, because most of the students agreed to the components. The detailed analysis of each component will be discussed, as the following:

a) Task Components Analysis

(1) Goal

Task 15 was aimed to increase the students' writing skills. The goal of the task was achieved well by conveying the mean value of 4.52 and could be regarded into *Agree* or *Good* in category. The data was supported by the interview to the students as the following:

.....
R: Tujuannya task ini kira-kira apa? (What is probably the goal of the task?)

S: Menekankan pada kemampuan struktur kalimat. (The goal is emphasizing the grammar competence.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the researcher's observation data, as the following:

“Hence, Task 15 could facilitate students study English grammar.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Thus, it can be concluded that the goal of Task 15 was *Good* and effective for the students in learning English.

(2) Input

The mean value of the input was 3.97, which meant it was *Good* in criteria and the students agreed. Here was the supporting data from the interview transcript:

.....
R: Input di task ini relevant tidak dengan materi sebelumnya? (Is the input relevant with the materials in the previous?)

S: Iya, relevan. (Yes, it is relevant)

.....
(Appendix 10: The interview transcript of Unit 1).

Indeed, the data were supported by the result of the observation during the tryout of Unit 1:

“The input was quite appropriate for them because it was in the form of simple sentences and related to the previous materials, that was passive voice.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the three data collected by questionnaire, interview and observation, the inputs of Task 15 was *Good* and effective to facilitate students increasing their grammar competence.

(3) Activities

The activities were *Good* according to the mean values that were 4.28 and 3.90. Those meant that most of the students agreed to the activities. The data was supported by the following excerpt:

.....
R: Instruksinya jelas tidak ? (Is the instruction clear enough?)
S: Ya, cukup jelas. (Yes, it is clear enough).
R: Berarti aktifitas di sini ngapain aja? (So, what are the activities here?)
S: Mengenal pola kalimat, memahami kata kerja seperti tobe dan mengubah kalimat dari aktif ke pasif. (The activities were to know sentence structures, understand verbs such as to be and change sentences from active into passive forms).

 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“The students paid attention to the previous materials, and then changed the sentences into passive forms. In doing the task, some students were still confused to determine the subjects of passive form sentences. Therefore, the researcher guided them and finally checked the students’ answers whether they were true or not based on the English grammar (as an assessor).”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, the activities in Task 15 were good and effective for the students.

(4) Teacher role

The expected teacher role in Task 15 was as an assessor. The role was played well. It was proved by getting the mean value of 4.45 and the value could be regarded as *Good*, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Peran guru di sini sebagai apa? (What is the teacher role in this task?)

S: Mengawasi dan mungkin menilai pekerjaan siswa. (The teacher can control and maybe assess the students' works.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data above were also supported by the researcher's field notes:

“The students paid attention to the previous materials, and then changed the sentences into passive forms. In doing the task, some students were still confused to determine the subjects of passive form sentences. Therefore, the researcher guided them and finally checked the students' answers whether they were true or not based on the English grammar (as an assessor).”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, it can be concluded that the teacher role in this task was effective.

(5) Learner role

In this task the students were expected to be able to do the task well. The expectation was achieved well by conveying the mean value of 3.90 that could be categorized as *Good*. The supporting data was as the following interview excerpt:

.....
R: Kamu bisa tidak mengerjakan task ini? (Can you do the task well?)

S: Iya, saya bisa mengerjakannya. (Yes, I can.)

.....
 (Appendix 10: The interview transcript of Unit 1).

Those two data were also supported by the researcher's field notes:

“The task was not too difficult for the students, because they all could do the task well without many questions.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Thus, based on the three data, the learner role in this task was effective.

(6) Setting

Concerning to the setting in Task 15, the mean value was 3.59. It could be categorized into *Agree* or *Good*. The expected setting was that the students could work individually. There was the interview excerpt as the supporting data:

.....
R: Task ini sebaiknya dikerjakan sendiri-sendiri atau berpasangan? (Which one is better to do the task, individually or in pairs?)

S: Mungkin satu nomer dikerjakan bersama dulu, baru nomer berikutnya dikerjakan sendiri-sendiri. (Perhaps, number one is done with partner, and then the next numbers are done individually.)

.....
 (Appendix 10: The interview transcript of Unit 1).

It would be supported by the following descriptive data:

“Most of them did this task individually, but there were unconfident students who did it with their friend beside her. The teacher did not forbid the students since they were serious in doing the task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the data, it can be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 15, the evaluations above can be concluded in the presented table below:

Table 43: **The Conclusion of the Evaluation of Task 15 in Unit 1**

Components	Analysis	Revision
Goal: Task 15 can increase my English competence, particularly in writing sentences using correct grammar.	Effective	-

Input: The given input is in simple sentences.	Effective	-
Activities: - This activity wants me to be careful and right in writing sentences using good grammar which related to with the previous task. - Trough this activity, I can understand the materials that I have studied before.	Effective	-
Teacher role: Teacher checks and assess the students' works.	Effective	-
Learner role: I can do Task 15 well.	Effective	-
Setting: I can do the task individually.	Effective	-

16) Task 16

The result of the evaluation questionnaire of Task 16 is presented in the following table:

Table 44: **The Result of the Evaluation Questionnaire of Task 16 in Unit 1**

Components	Mean	Category
Goal	4.55	Agree
Input	4.41	Agree
Activities/Procedures	4.31	Agree
Teacher role	4.34	Agree
Learner role	4.00	Agree
Setting	3.79	Agree

Based on the table above, most of the task components were effective, because most of the students agreed to the components. The detailed analysis of each component will be discussed as the following:

a) Task Components Analysis

(1) Goal

The goal of the task was achieved very well by conveying the mean value of 4.55 and could be categorized into *Agree* or *Good*. The data was supported by the interview to the students as the following:

.....
R: Tujuannya sudah jelas ya, yaitu mengerti tentang kartu undangan dan memo?
 (The goal is clear enough, right? That is to understand invitation and memo cards.)

S: Iya, cukup jelas. (Yes, it is quite clear.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The interview data was also supported by the observation data, as the following:

“Therefore, through Task 16, they could increase their English related to invitation cards and memos that was to understand the way on how to write the invitation and memos.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Thus, it can be concluded that the goal of Task 16 was *Good* and effective for the students in learning English.

(2) Input

The mean value of the input was 4.41. Here was the supporting data from the interview transcript:

.....
R: Instruksinya sudah jelas belum? Dan inputnya sudah jelas dan cukup belum bagi kalian? (Has the instruction been clear? And the input is clear and quite enough for you, isn't?)

S: Ya, jelas mbak dan inputnya juga sudah cukup. (Yes, it is clear and the input is also enough.)

.....
 (Appendix 10: The interview transcript of Unit 1)

Indeed, the data were supported by the result of the field notes during the try-out of Unit 1:

“They seemed interested to the input, because it was enough clear, simple, and colorful for them.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

According to the three data, the input of Task 16 was *Good* and effective to facilitate students in learning English language.

(3) Activities

The activity of Task 16 was *good* in category by conveying the mean value of 4.31, which meant that most of the students agreed to the activity. The data was supported by the following excerpt:

.....
R: Kegiatan di task ini apa dik? (What is the activity in this task?)

S: Memahami materi tentang bagaimamana menulis kartu undangan dan memo dengan benar. (It is understanding on how to write invitation and memo cards correctly.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“The students were asked to study some notes on how to write invitation and memo cards correctly.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, the activity in Task 16 was good and effective for the students.

(4) Teacher role

The expected teacher role in Task 16 was as a resource. The role was played well. It was proved by getting the mean value of 4.34 and the value could

be regarded as *Good*, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Apa peran guru di task ini dik?(What are the teacher roles in this task?)
S: Guru menjelaskan dan memberikan contoh contoh lain selain yang ada di sini.
 (The teacher explains and gives other examples in this task, miss.)

 (Appendix 10: The interview transcript of Unit 1).

The data above were also supported by the researcher's field notes:

“The researcher was as a resource in explaining and giving other examples of invitation and memo cards...”

 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, it could be concluded that the teacher role in this task was effective.

(5) Learner role

The expectation role was the students could do the task well. It was achieved well by conveying the mean value of 4.00 that could be categorized as *Good*. The supporting data were as the following interview excerpt:

.....
R: Apa peran siswa di task ini dik? (What is the learner role?)
S: Aktif memahami materi ini dan mungkin bertanya mbak, meski tidak menulis atau berbicara. (They are being active in understanding these materials and perhaps asking questions, even though not being active in writing or speaking.)

 (Appendix 10: The interview transcript of Unit 1).

Those three data were also supported by her field notes:

“ ... and the students were active in listening to the researcher's explanation and paying attention to her.”

 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011)

Thus, the learner role in this task was effective.

(6) Setting

Concerning to the setting in Task 16, the mean value was 3.79. It could be categorized into *Agree* or *Good*. The expected setting was that the students could work individually. There was the interview excerpt as the supporting data:

.....
R: Setuju kan kalau task ini dilakukan secara mandiri? (Do you agree if the task is done individually?)

K: Ya mbak, saya setuju. (Yes, I agree.)

.....
 (Appendix 10: The interview transcript of Unit 1).

It would be supported by the following descriptive data:

“The students faced this task individually by trying to concentrate in learning the materials in Task 16 and paying attention to the teacher.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Based on the data above, it can be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 16, the evaluations above can be concluded in the presented table below:

Table 45: **The Conclusion of the Evaluation of Task 16 in Unit 1**

Components	Analysis	Revision
Goal: Task 16 increases my English competence related to invitation and memo cards.	Effective	-
Input: The given materials are clear, interesting and colorful, so that they make me get spirit in learning.	Effective	-

Activities: The activity wants me to understand about how to write invitation and memo cards correctly.	Effective	-
Teacher role: Teacher explains the materials clearly in this task (<i>as a resource</i>).	Effective	-
Learner role: I can follow the materials in the task well.	Effective	-
Setting: I can concentrate by working individually in this task.	Effective	-

17) Task 17

The result of the evaluation questionnaire of Task 17 is presented in the following table:

Table 46: **The Result of the Evaluation Questionnaire of Task 17 in Unit 1**

Components	Mean	Category
Goal	4.24	Agree
Input	4.07	Agree
Activities/Procedures	4.03	Agree
Teacher role	4.34	Agree
Learner role	4.07	Agree
Setting	3.90	Agree

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

Task 17 was aimed to increase students' writing skill and it was as a production activity of the previous task. The goal of the task was achieved well by

conveying the mean value of 4.24 and could be categorized into *Agree* or *Good*.

The data was supported by the interview to the students as the following:

.....
R: Tujuan dari task ini adalah menekankan kemampuan menulis siswa, betul?
 (The goal of the task is to emphasize students' writing skill, isn't it?)

S: Iya, benar. (Yes, it is.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The interview was also supported by the observation results:

“The task could facilitate students in increasing their writing skill, because here they were asked to write some invitation cards and memo.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, it can be concluded that the goal of Task 17 was *Good* and effective.

(2) Input

The input of Task 17 was 4.07 of the mean value. The mean value was *Good* in category. Here was the supporting data from the interview:

.....
R: Sudah cukup belum input di sini? (Has the input in this task been enough?)

S: Ya sudah cukup. (Yes, it has.)

R: Inputnya masih sesuai dengan topik kalian sebelumnya kan? Jelas tidak?
 (The input is still related to the previous task, isn't it? Is it clear?)

S: Ya, masih berhubungan dan jelas. (Yes, it is.)

.....
 (Appendix 10: The interview transcript of Unit 1).

Further, it would be supported by the result of the researcher's observation during the try-out of Unit 1:

“The inputs that were certain situations made the students to feel free in doing the task, so that the inputs were appropriate for them. They were also enough clear.”

.....

(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

In conclusion, the input of Task 17 was *Good* and effective.

(3) Activities

The activity was actually effective by conveying the mean value of 4.03, which meant most of the students agreed. The data was supported by the following excerpt:

.....
R: Apa yang kamu lakukan di task ini? (What do you do in this task?)

S: Menulis kartu undangan dan memo sesuai dengan situasi-situasi yang kita pilih di task ini. (I write invitations cards and memo based on the situations which have been chosen in this task.)

.....
 (Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“The students had understood the instruction of what they would do in this task. They were asked to write two invitations cards and one memo based on the situations given.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 17 was good and effective for the students in learning English.

(4) Teacher role

The expected teacher roles in this task were as controller and assessor. These roles were played well. They were proved by the mean value of 4.34 and the value could be regarded as *Good* in criteria, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Apa peran guru di sini dik? (What is the teacher role here?)

S: Mungkin bisa mengawasi siswa kemudian menilai pekerjaan siswa. (Perhaps she can control students and assess students' works.)

.....
(Appendix 10: The interview transcript of Unit 1).

The data were also supported by the following field notes:

“In this task, the researcher was as a controller, when the students were doing the task, and finally as assessor when the students had finished doing the task.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, it could be concluded that the teacher roles in this task were effective.

(5) Learner role

The learner role was achieved well by conveying the mean value of 4.07.

It could be regarded as *Good* in criteria. The supporting data was as the following interview excerpt:

.....
R: Di task ini siswa dapat aktif tidak? Trus aktif ngapain? (Here, are the students active? What are they active in?)

S: Ya siswa tetap aktif menulis dan membuat kalimat sendiri. (Yes, the students are active in writing and creating sentences individually.)

.....
(Appendix 10: The interview transcript of Unit 1).

Those data were then supported by the researcher's field notes:

“... the students were active in writing as the production activity in this unit.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, the learner role in this task was effective for the students.

(6) Setting

The mean value regarding to the setting in this task was 3.90. It could be categorized into *Agree* or *Good*. The expected setting was individually. To support the data, there was the interview excerpt:

.....
R: Di task ini siswa dapat aktif tidak? Trus aktif ngapain? (Here, are the students active? What are they active in?)

S: Ya siswa tetap aktif menulis dan membuat kalimat sendiri. (Yes, the students are active in writing and creating sentences individually.)

.....
 (Appendix 10: The interview transcript of Unit 1).

It would be supported by the following descriptive data:

“The students did the task individually, because the task wanted them to write invitations and memo using their own words, so that the condition forced them to work individually, and finally the students did.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

From the three data above, it can be concluded that the setting was effective for the students.

b) Conclusion

From the components analysis of Task 17, the evaluations above can be concluded in the presented table below:

Table 47: **The Conclusion of the Evaluation of Task 17 in Unit 1**

Components	Analysis	Revision
Goal: Task 17 increases my writing skill.	Effective	-
Input: The inputs are certain situations that are clear enough to be understood.	Effective	-

Activities: The activity wants me to be able to write invitation cards and memo correctly.	Effective	-
Teacher role: Teacher checks, controls and assesses students' works (as controller and assessor).	Effective	-
Learner role: I can more feel free in doing Task 17 because I use mu own words.	Effective	-
Setting: I can work individually in this task.	Effective	-

18) Task 18

The result of the evaluation questionnaire of Task 18 is presented in the following table:

Table 48: **The Result of the Evaluation Questionnaire of Task 18 in Unit 1**

Components	Mean	Category
Goal	4.62	Strongly Agree
Input	4.21	Agree
Activities/Procedures	4.31	Agree
Teacher role	4.24	Agree
Learner role	3.86	Agree
Setting	4.14	Agree

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

Task 18 was to evaluate the students' skills and understanding about materials after learning Unit 1. The goal of the task was achieved very well by

conveying the mean value of 4.62 and could be categorized into *Strongly Agree* or *Very Good*. The data was supported by the interview to the students as the following:

.....
R: Nah apa tujuan dari task terakhir di unit 1 ini menurut kalian? (Well. What is the goal of the last task in this unit, in your opinion?)

S: Tujuannya adalah menilai kemampuan kita setelah belajar materi-materi sebelumnya. (The goal is to assess our competence after learning the materials in the previous).

R: Kalau kamu Kusnia, apa pendapatmu? (How about you Kusnia, what is your opinion?)

S: Ya seperti itu mbak. Hehehe (Yes, like that hehehe).

R: Ya bagus. (Ok. That's good).

.....
 (Appendix 10: The interview transcript of Unit 1).

The interview was also supported by the result of the observation in the classroom:

“..., the goal was achieved well. The last task could evaluate the students’ understanding toward the materials had been learned before in the unit.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, it can be concluded that the goal of Task 18 was *Very Good* and effective.

(2) Input

The input of the task was situations, which are clear enough. Regarding to it, the mean value was 4.21, which was regarded as *Good* in category because most the students agreed to the statements. Here was the supporting data from the interview:

.....
R: Input di task ini cukup belum menurutmu? Anda paham dengan situasi-situasi yang diberikan? (In your opinion, has the input been enough for you? Do you understand about the situations given?)

S: Ya, sudah cukup lah. Ya saya mengerti. (Yes, it has. Yes, I understand).

.....
 (Appendix 10: The interview transcript of Unit 1).

Further, it could be supported by the result of the researcher's observation during the implementation of Unit 1:

“It seemed that there was no problem among students during the process of doing the last task. They understood what they should do in the task, because the input was actually related to the invitation and bargaining.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

In conclusion, the input of Task 18 was *Good* and effective to evaluate the students' understanding.

(3) Activities

The activity of this task could give the students opportunity to be free and more creative, because the task was as a productive task in the unit. The activity was actually effective for the students by conveying the mean value of 4.31, which meant most of the students agreed to it. The data was supported by the following excerpt:

.....
R: Apa kegiatan di task terakhir ini? (What is the activity in this last task?)

S: Kegiatannya adalah membuat dialogue tentang menerima atau menerima undangan dan tawar menawar dengan memilih situasi yang ada. (The activity is to make a dialogue about accepting or refusing an invitation and about bargaining by choosing the situations given).

.....
 (Appendix 10: The interview transcript of Unit 1).

The data above could also be supported by the following field notes:

“In this task the students were asked to have a dialogue related to invitation and bargaining by choosing the situations given as the input.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 6 was good and effective for the students in learning English.

(4) Teacher role

The expected teacher role in this task was as an assessor. The role was played well. It was proved by the mean value of 4.24 and the value could be regarded as *Good* in criteria, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Apa peran guru di bagian ini? (What is the teacher role in this part?)

S: Dia sebagai penilai kerjaan siswa. (She is an assessor toward students' works).

.....
(Appendix 10: The interview transcript of Unit 1).

The data above were also supported by the following field notes:

“The reserearcher was just as an assessor for the students' works. She assessed their works at the end of the learning process.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Therefore, it could be concluded that the teacher role in this task was effective.

(5) Learner role

In this task the students were expected to be active and creative participants. The expectation was achieved well by conveying the mean value of

3.86. The mean value was regarded as *Good* in criteria. The supporting data was as the following interview excerpt:

.....
R: Kalian aktif tidak di task ini? (Are you active in this task?)
S: Ya kita aktif juga kreatif membuat dialog dan mempraktekannya dengan teman. (Yes, I am active and creative in creating dialogue and practicing it with our friend.)

(Appendix 10: The interview transcript of Unit 1).

Those data were then supported by her field notes:

“Since, the students were so active and creative in creating a dialogue using their own words and finally practicing the dialogue with their partner,... They could do it well.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

Finally, the learner role in this task was effective.

(6) Setting

The expected setting in this task was in pairs. The mean value regarding to the setting in this task was 4.14. It regarded to be *Good* in category. To support the data, there was the interview excerpt:

.....
R: Ini dikerjakan sendiri, berpasangan atau kelompok? (Is this done individually, in pairs or in group?)
S: Berpasangan. (In pairs.)
R: Kenapa? (Why?)
S: Karena ini kan percakapan pendek jadi harus dipraktekkan berdua. (Because these are short conversations, so should be practiced with a partner.)

(Appendix 10: The interview transcript of Unit 1).

The data would be supported by the following excerpt:

“At the first time, the students made a short dialogue by choosing one of the situations given. They did it in pairs, and then continued to practice it in front of the class with the

pair. Because of the limited time, not all students could practice it in front of the class, but they could do that in their sits.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 1) held on Tuesday, 21st June 2011).

From the three data, it can be concluded that the setting was effective for the students.

b) Conclusion

From the components analysis of Task 18, the evaluations above can be concluded in the presented table below:

Table 49: **The Conclusion of the Evaluation of Task 18 in Unit 1**

Components	Analysis	Revision
Goal: Task 18 evaluates my understanding and competence of the materials that I have learned before.	Effective	-
Input: The input in this task is enough for me.	Effective	-
Activities: The activity gives me a chance to feel free and be creative.	Effective	-
Teacher role: Teacher plays as assessor.	Effective	-
Learner role: I can be active and creative in Task 18 by making free dialogue and speaking directly.	Effective	-
Setting: I can do Task 18 in pairs, with my partner.	Effective	-

c. The Conclusions of the Evaluation and Revisions of Tasks in Unit 1

In the previous section, it has been discussed the evaluation and revisions of the tasks in Unit 1. Based on the results, there were tasks that did not need to be revised because the components of tasks were effective. On the other hand there were some tasks needed to be modified or changed. The results of it can be summarized in the following table:

Table 50: The Conclusions of the Evaluation and Revisions of Tasks in Unit 1

Name of Task	Components need to be revised	Revisions
Task 1	-	No revision
Task 2	-	No revision
Task 3	-	No revision
Task 4	-	No revision
Task 5	-	No revision
Task 6	-	No revision
Task 7	Input	Modifying the format of the input.
Task 8	-	No revision
Task 9	-	No revision
Task 10	-	No revision
Task 11	-	No revision
Task 12	Setting	Changing the setting from individually into pair work.
Task 13	-	No revision
Task 14	-	No revision
Task 15	-	No revision
Task 16	-	No revision
Task 17	-	No revision
Task 18	-	No revision

6. The Try Out, Evaluation and Revisions of the Materials of Unit 2

a. The Try-Out

The try-out of Unit 2 was conducted by the researcher in two meetings. The first meeting was conducted on Monday, 20th June 2011 started at 08.00 am to 10.30 a.m. The first meeting was followed by 31 students. It tried-out the spoken cycle of Unit 2. The last cycle of the unit, that is written cycle, was then conducted in the next meeting, on Tuesday, 21st June 2011 started at 11.00-13.00 pm, and was followed by 32 students. The try-out of Unit 2 was given to the students of accounting in class XI AK2.

b. The Evaluations and the Revisions of the Implementation of Unit 2

In evaluating the designed materials, there were used three methods of collecting data, namely questionnaire, observation to the teaching and learning process and interview to the students. Thus, the data were then used to revise the materials in order to design the final draft.

The result of the evaluation questionnaire of Unit 2 in general can be seen in the presented table below:

Table 51: **The Result of the Evaluation Questionnaire of Unit 2 in general**

Components	Mean	Category
Goal	4.31	Agree
	4.25	Agree
Input	4.19	Agree
	4.09	Agree
	3.53	Neutral
Activities/Procedures	4.03	Agree
	4.19	Agree
	4.22	Agree
	3.97	Agree

Teacher role	4.31	Agree
Learner role	4.47	Agree
Setting	4.47	Agree
Lay-out	4.47	Agree
Students' level	4.28	Agree
	4.16	Agree

From the table above, it can be concluded that, in general, the designed materials in Unit 2 were effective for the students of accounting. To know more detail about the effectiveness of each task in Unit 2, here is the more explanation:

1) Task 1

The result of the evaluation questionnaire of Task 1 is presented in the following table:

Table 52: **The Result of the Evaluation Questionnaire of Task 1 in Unit 2**

Components	Mean	Category
Goal	4.28	Agree
Input	4.38	Agree
	4.34	Agree
	4.38	Agree
Activities/Procedures	4.09	Agree
Teacher role	3.84	Agree
Learner role	3.72	Agree
Setting	3.94	Agree

It can be seen from the table, that most of the task components of Task 1 were effective for students in learning English, because most of the students agreed to the components. The detailed analysis of the components is presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

The goal of task one was to give students back ground knowledge about the topic that would be discussed in the next tasks of Unit 2. The goal was achieved well by conveying mean value of 4.28 and could be categorized into *Agree* or *Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Tujuan dari Task 1 menurut kalian apa? (In on your opinions, what is the goal of Task 1?)

S: Mengungkapkan sesuatu seperti memuji...atau memberikan komentar...ehmm. (The goal is expressing feeling such as complementing ... or giving comments...ehmm.)

R: Tujuan dari task ini lho? Bisa tidak pertanyaan ini memancing kamu menuju topik sebelumnya, dan ini adalah merupakan kegiatan pemanasan, setuju tidak? (The goal of the task, I meant. Can these questions prompt you into the previous topic? Do you agree if it is called as warming up?)

S: Ya, itu bisa. Setuju. (Yes, it can. Yes, I do.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes:

“Thus, through this task the students knew what they were going to learn in Unit 2. The task also prompted them to the topic would be discussed and was as warming up for the students.

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

From the data collected by questionnaire, interview and observation, it can be concluded that the goal of Task 1 was achievable and *Good* in criteria and finally was effective.

(2) Input

The input of Task 1 was a picture followed by some comprehending questions. The picture and the questions were interesting, clear and understandable. There were three mean values of the input; 4.38, 4.34 and 4.38. Those indicated that most of the students agreed to the input and the input was *Good* in category and finally was effective. The data were supported by the following excerpt:

.....
R: OK. Mari kita perhatikan Task 1, instruksinya jelas tidak bagi kamu? (OK. Let's pay attention to Task 1. The instruction is clear, isn't it?)
S: Jelas kok. (Yes, it is.)
R: Gambarnya jelas dan menarik tidak? (Is the picture clear and interesting or not?)
S: Iya, cukup menarik dan jelas. (Yes, it is.)

 (Appendix 10: The interview transcript of Unit 2).

Further, the data could be supported by the observation of the researcher:

“Therefore, the students seemed very helpful and interested to the picture. They could understand the goal of the picture. That was why they could answer the questions.”

 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

In conclusion, the input of the Task 1 was *Good* and effective for the students of accounting.

(3) Activities

The mean value of the activity was 4.09. Then, the activity was regarded as *Good* in category and effective. It would be supported by the interview held by the researcher to some students:

.....
 R: *Di task ini, kamu ngapain aja?* (In this task, what do you do?)
 S: *Memperhatikan gambar, kemudian menjawab pertanyaan berdasarkan pendapat kita tentang pujian.* (Paying attention to the picture and then answering the questions based on my opinion about compliment.)

(Appendix 10: The interview transcript of Unit 2).

It was supported by the result of the observation as the following:

“They were successful in doing the Task 1.... They were asked to imagine a situation given and then answer the questions based on their feelings and the picture.

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

In conclusion, the activity in Task 1 was achievable and finally was effective.

(4) Teacher role

In this task, the expected teacher role was as a prompter who prompted students’ background knowledge and most of the students agreed about the role.

The table above showed the strength of the agreement that was 3.84 of the mean value. It could be categorized as *Good*. Here was the supporting:

.....
 R: *Peran guru di sini sebagai apa?* (What is the teacher role here as?)
 S: *Mungkin sebagai pemancing.* (Perhaps, she is as a prompter.)
 R: *Kamu?* (How about you, do you agree?)
 I: *Ya sama hehehe...* (Yes, I agree hehehe...)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the following field notes:

“The researcher prompted the students in doing task 1 by leading them to their background knowledge.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

In conclusion, the teacher role was effective for the students in Task 1.

(5) Learner role

In this task, the expected learner role was active to do the task in less more five minutes. The 3.70 of the mean value showed that most of the students agreed to the learner's role and it could be regarded as *Good*. Here was the supporting data:

.....
R: Tadi kamu bisa melakukannya? Berapa menit kira-kira kamu mengerjakannya? (Could you do that? How many minutes could you do it?)
S: Iya, saya bisa. Ehmm ya kurang lebih lima menit, seperti yang mbak minta hehe.. (Yes, I could. Ehmm it was less more five minutes like what you wanted hehe..)

(Appendix 10: The interview transcript of Unit 2).

The data was also supported by the field notes during the try-out:

“They were active participants and could answer the questions in Task 1 not more than five minutes. They were active in giving opinion when they were asked to guess the picture.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Based on the three types of the data above, it could be concluded that the learner role in Task 1 was quite effective.

(6) Setting

The mean value of the setting was 3.94. It was *Good* in category. Most of the students could do Task 1 individually. The data was supported by this following excerpt:

.....
R: Kamu mengerjakannya sendiri tidak? (Did you do it individually?)
S: Iya... meskipun tidak begitu yakin jawabannya hehe... (Yes, I did. Even though I was not really sure with my answers hehe...)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following observation result done by the researcher:

“They gave their own opinions to answer the questions, so that there were some different answers. But, there was no problem since the answers were appropriate with the questions.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Finally, the conclusion of the setting in Task 1 was effective and met the students’ needs.

b) Conclusion

From the components analysis of Task 1, the evaluation above can be concluded in the presented table below:

Table 53: The Conclusion of the Evaluation of Task 1 in Unit 2

Components	Analysis	Revision
Goal: Task 1 gives the general information of the topic that I will learn next in the unit.	Effective	-
Input: - Picture in Task 1 can be understood. - Picture in Task 1 is clear and interesting for me. - Picture in Task 1 makes me easy to answer the questions given.	Effective	-
Activities: Activity in Task 1 helps me in doing the next Tasks.	Effective	-
Teacher role: The teacher is only as a prompter who helps the students to get their background knowledge.	Effective	-
Learner role: I can do the task in five minutes.	Effective	-
Setting: I can do the task individually.	Effective	-

2) Task 2

The result of the evaluation questionnaire of Task 2 is presented in the following table:

Table 54: **The Result of the Evaluation Questionnaire of Task 2 in Unit 2**

Components	Mean	Category
Goal	4.84	Strongly Agree
Input	4.47	Agree
	4.47	Agree
Activities/Procedures	4.50	Agree
Teacher role	4.41	Agree
Learner role	4.16	Agree
	4.28	Agree
Setting	3.75	Agree

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

The goal of Task 2 was to add the students' vocabulary and pronunciation related to accounting. The goal of the task was achieved very well by conveying the mean value of 4.84 and could be categorized into *Strongly Agree* or *Very Good*, which meant that students very agreed to the goal of Task 2. The data was supported by the interview to the students as the following:

.....
R: Terus, Task 2 tujuannya apa? (Next, what is the goal of Task 2?)

S: Supaya siswa benar dalam mengucapkan dan menterjemahkan kata-kata Inggris, sehingga bisa menambah kosakata kita dan cara pengucapannya. (The

goal is that the students can pronounce and translate English words correctly, so that it can increase our vocabulary and pronunciation.)

.....
(Appendix 10: The interview transcript of Unit 2).

The interview was also supported by the researcher's observation:

“The students felt that the task was so useful for them in increasing their knowledge competence of vocabulary and pronunciation.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Finally, it could be concluded that the goal of Task 2 was *Very Good* and so effective for the students of accounting.

(2) Input

The input of Task 2 was some words related to the topic of Task 2 which were completed with the phonetic transcriptions in order to make the students easily in doing the task. The mean value of the input in Task 2 was 4.47, which meant that it was *Good* in category because most the students agreed to the statements. Here was the supporting data from the interview:

.....
R: Perintahnya dan inputnya jelas tidak? (Are the instruction and the input clear or not?)

S: Jelas. (Yes, they are)

R: Kosakatanya sudah cukup belum bagi kalian? (Has the vocabulary been enough for you?)

I: Iya, sudah mbak apalagi ada cara bacanya yang benar, jadi membantu kita dalam mengucapkan kata-kata tersebut. (Yes, it has. Indeed, there was the correct phonetic transcription, so it helped us in pronouncing the words.)

.....
(Appendix 10: The interview transcript of Unit 1).

Further, it could be supported by the result of the observation during the try-out of Unit 2:

“The students seemed to be enjoyable in doing the task, and they were interested and motivated in pronouncing the words loudly because of the complete and correct phonetic transcription.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

In conclusion, the input of Task 2 was *Good* and effective to facilitate learners in increasing their vocabulary and pronunciation.

(3) Activities

In Task 2 the students were asked to finding some words meaning and then pronouncing them correctly. The activity of the task could increase the students’ accuracy, and carefulness in pronouncing English words. It was effective by conveying the mean value of 4.50, indicated that most of the students agreed. The data was supported by the following excerpt:

.....
R: Apa yang kamu lakukan di bagian ini? (What do you do in this section?)
I: Mengartikan kosakata dan kemudian mengucapkannya dengan benar sesuai cara baca di sini. (Translating the words and then pronouncing them correctly based on the phonetic transcription here.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes:

“They also seemed had no difficulties in doing Task 2 that were translating and pronouncing the words accurately, because the researcher guided them.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Thus, the activity in Task 2 was good and effective for the students in learning English.

(4) Teacher role

The expected teacher role in this task was as a resource and a guide. The role was played well. It was proved by getting the mean value of 4.41 and the value could be regarded as *Good*, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Berarti, peran guru di sini sebagai apa? (So, what is the teacher role in this task?)
I: Membimbing siswa mungkin. (Perhaps, she is guiding students.)
R: Ok membimbing terus, bisa tidak kalau membenarkan? (Ok, as a guide, and then can the teacher be as a corrector?)
S: Bisa... (Yes, she can.)
R: Sebagai sumber bisa tidak? (As a source, can be?)
I: Bisa juga... (Yes, it can too.)

 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field note:

“She was as a resource in pronouncing the words. Indeed she controlled the activity in the task during the implementation.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Therefore, it can be concluded that the teacher role in this task was effective.

(5) Learner role

In this task the students were expected to be active participants particularly in pronouncing the English words and could do the task well. The expectations were achieved well by conveying the mean values of 4.16 and 4.28 that could be categorized as *Good*. The supporting data was as the following interview excerpt:

.....
R: Di task ini berarti siswa harus aktif ya, setuju? (In this task, students should be active, right? Do you agree?)

S: Ya. (Yes, they should.)

.....
 (Appendix 10: The interview transcript of Unit 2).

Those data were then supported by the researcher's field notes:

“They were so active and enthusiastic in searching the words meanings and in repeating the researcher's pronunciation.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

In conclusion, the learner role in this task was effective for the students.

(6) Setting

The mean value regarding to the setting in this task was 3.75. It could be categorized into *Agree* or *Good*. The expected setting was individually. To support the data, there was the interview excerpt:

.....
R: Task ini sebaiknya dikerjakan sendiri-sendiri atau berpasangan atau dalam kelompok? (This task will be better if it is done individually, in pairs or in group?)

S: Dikerjakan sendiri. (It is done individually.)

.....
 (Appendix 10: The interview transcript of Unit 2).

It would be supported by the following descriptive data:

“The students tried to do this task individually and then repeated the researcher together.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

From the three data, it can be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 2, the evaluations above can be concluded in the presented table below:

Table 55: **The Conclusion of the Evaluation of Task 2 in Unit 2**

Components	Analysis	Revision
Goal: Task 2 can add my vocabulary related to Accounting and my pronunciation.	Effective	-
Input: - The vocabularies in Task 2 make me easier in doing the next tasks. - The vocabularies in Task 2 are complete and various and supported by the correct pronunciation.	Effective	-
Activities: Activities in Task 2 can increase my accuracy, and carefulness in pronouncing English words.	Effective	-
Teacher role: Teacher plays as resource and controller.	Effective	-
Learner role: - I can do Task 2 well. - I can be active in finishing Task 2, particularly in pronouncing words correctly.	Effective	-
Setting: I can work independently in this task.	Effective	-

3) Task 3

The result of the evaluation questionnaire of Task 3 is presented in the following table:

Table 56: **The Result of the Evaluation Questionnaire of Task 3 in Unit 2**

Components	Mean	Category
Goal	4.34	Agree
Input	3.97	Agree
	3.44	Neutral
	4.38	Agree
Activities/Procedures	3.78	Agree
	4.03	Agree

Teacher role	4.25	Agree
Learner role	3.69	Neutral
Setting	4.44	Agree

Based on the table above, most of the task components were effective, because most of the students agreed to the components. The detailed analysis of each component will be discussed for more detailed information, as the following:

a) Task Components Analysis

(1) Goal

Task 3 was aimed to increase the students' listening skills. The goal of the task was achieved well by conveying the mean value of 4.34 and could be categorized into *Agree* or *Good*. The data was supported by the interview to the students as the following:

.....
R: Nah berarti, task ini tujuannya apa? (So, what is the goal of the task?)
S: Tujuannya tentu adalah meningkatkan kemampuan mendengarkan bagi saya.
(Of course, the goal is increasing my listening skill.)

 (Appendix 10: The interview transcript of Unit 2).

The two kinds of the data above were also supported by the researcher's observation, as the following:

“Because of that, through the Task 3, the students could improve their listening skills by answering some comprehending questions.”

 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Thus, it could be concluded that the goal of Task 3 was *Good* and effective to help the students in learning English.

(2) Input

The input of Task 3 was two short dialogues and followed by some comprehending questions. Regarding to the input, the mean values were 3.97, 3.44 and 4.38. The first and third mean values were *Good* in category, which meant the students agreed to the input, while the other was *Neutral* in category, which meant the input would be better if there were some improvements. Here was the supporting data from the interview transcript:

.....
R: Ok. Sekarang kita ke task 3, instruksinya jelas tidak? (OK. Now we move to Task 3. Is the instruction clear?)
S: Sudah. (Yes, it is.)
R: Menarik tidak inputnya? (Is the input interesting or not?)
I: Bingung... mbak hehehe... (I am confused miss... hehehe...)
R: Bingung? Ini kan mendengarkan, berarti siswa aktif ngapain disini? (Confused? It is listening, isn't it? So, the students are active in...?)
I: Mendengarkan.... (Listening...)
R: Ok, bagus, jadi input mendengarkannya sesuai tidak bagi kamu? 2 percakapan itu terlalu panjang dan banyak tidak menurutmu? (Ok, good. So is the listening input appropriate for you or not? Are the two dialogues too long and much or not?)
S: Iya, sudah sesuai. Kalau untuk panjang dan banyaknya sih, sudah sesuai juga. (Yes, it is. The length of each dialogue is appropriate too.)

 (Appendix 10: The interview transcript of Unit 2).

Indeed, the data were supported by the result of the researcher's observation:

“The inputs of the task were in the form of dialogues which were quite simple and short for them in doing listening practice, so that they seemed didn't have any difficulties, but perhaps they need pictures to make them easier.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Based on the three data, the input of Task 3 was *Good* and effective.

(3) Activities

The activity of Task 3 could increase the students' listening skills and ability in taking note while listening. It was *good* by conveying the mean values of 3.78 and 4.03, which meant that most of the students agreed to the activity. The data were supported by the following excerpt:

.....
R: Bingung? Ini kan mendengarkan, berarti siswa aktif ngapain disini?
 (Confused? It is listening, isn't it? So, the students are active in...?)
I: Mendengarkan.... (Listening...)

R: Aktifitasnya menarik tidak? (Is the activity interesting?)
S: Menarik. (Interesting)

 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field note:

“The students were asked to listen two short dialogues and answer the questions that followed. Most of them took note for the important information while listening to the dialogues. They seemed no difficulties.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Therefore, the activity in Task 3 was good and effective for the students.

(4) Teacher role

The expected teacher roles in Task 3 were as a resource and controller. These roles were played well. They were proved by getting the mean value of 4.25 and the value could be categorized as *Good* in category, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Peran guru apa? Sources bisa? (What is the teacher role? Can she be as a source?)
S: Bisa... (Yes, she can.)

R: Sebagai pemandu bisa? Membantu? (She is as a guide, who helps students, can be?)

S: Ya...bisa (Yes.)

.....
(Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the field notes:

“The researcher was as a resource in reading the dialogues for the students and as a controller during the process of doing the task.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Therefore, it can be concluded that the teacher roles in this task were effective.

(5) Learner role

In this task the students were expected to be active participants particularly in listening dialogues, taking notes and then answering the questions. The expectations could not be achieved well based on the evaluation questionnaire.

The mean value of 3.69 that could be categorized as *Neutral* showed the proof.

But, there was other data such as:

.....
R: Bingung? Ini kan mendengarkan, berarti siswa aktif ngapain disini? (Confused? It is listening, isn't it? So, the students are active in...?)

I: Mendengarkan.... (Listening...)

.....
R: Ngomong-ngomong kamu bisa mengerjakan task ini kan? (By the way, you can do the task, cannot you?)

S: Iya, saya bisa. (Yes, I can.)

.....
(Appendix 10: The interview transcript of Unit 2).

The data was also supported by the researcher's field notes:

“They were active in listening, taking note and answering the questions and lastly active in discussing the answers with the classmates and teacher.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

According to the data collected by interview and observation above, the researcher could conclude that the learner role in this task was effective.

(6) Setting

Regarding to the setting in Task 3, the mean value was 4.44. It could be categorized into *Agree* or *Good*. The expected setting was that the students could work individually and then with the partner. There was the interview excerpt as the supporting data:

.....
R: Terus mengerjakannya sendiri atau diskusi dengan teman sebangku tadi?
 (Then did you do it individually or discussing with your friend?)
S: Hehehe... awalnya sendiri ketika mendengarkan, setelah itu kita saling diskusi. (Hehehe...I did it by myself at the beginning while listening, but after that I discussed it with my friend.)

(Appendix 10: The interview transcript of Unit 2).

It would be supported by the following descriptive data:

“The students did this task individually at first, because there was no instruction to do individually, then they discussed the answers with their friend and finally with classmates and teacher to get the correct information.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

According to it, it can be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 3, the evaluations above can be concluded in the presented table below:

Table 57: The Conclusion of the Evaluation of Task 3 in Unit 2

Components	Analysis	Revision
Goal: Task 3 can increase my listening skill.	Effective	-
Input: - The input (dialogues) is not too long. - The input (dialogues) in Task 3 can be listened and understood well. - The repetition in reading dialogues helps me to get information in the dialogues and then to answer the questions.	Effective	-
Activities: - Activities in Task 3 can be done well. - Activities in Task 3 can increase my ability in taking note when listening.	Effective	-
Teacher role: Teacher plays as resource and controller in Task 3.	Effective	-
Learner role: - I can listen well the dialogues in Task 3.	Effective	-
Setting: I can work independently and then work together with my partner in doing this task.	Effective	-

4) Task 4

The result of the evaluation questionnaire of Task 4 is presented in the following table:

Table 58: The Result of the Evaluation Questionnaire of Task 4 in Unit 2

Components	Mean	Category
Goal	4.56	Agree
Input	4.06	Agree
	4.19	Agree
Activities/Procedures	4.56	Agree
Teacher role	4.31	Agree
Learner role	4.16	Agree
Setting	3.84	Agree

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

Task 4 was aimed to help students in understanding some certain expressions that were related to the topic discussed at the previous. The goal was achieved well by conveying the mean value of 4.56 and could be categorized into *Agree* or *Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Task 4 tujuannya apa? (What is the goal of Task 4?)

I : Siswa agar tahu tentang memberikan pujian dan respon terhadap pujian, tahu ekspresi-ekspresi nya. (Students can understand about giving compliments and response toward compliments given, and understand the expressions that are used.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the following field notes:

“Through this task, most of them could be familiar with some expressions dealing with compliment and certainty.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

From the data above it could be concluded that the goal of Task 4 was effective and *Good* in criteria.

(2) Input

The input was clear, understandable and interesting for the students. Regarding to the input, there were two mean values; 4.06 and 4.19. Those mean values indicated that most of the students agreed to the input and were *Good* in category. This following interview transcript would support the data:

.....
R: Jadi inputnya jelas dan menarik tidak? (So, is the input clear and interesting?)
I: Ya. (Yes, it is.)

.....
 (Appendix 10: the interview transcript of Unit 2).

The data would be supported by the researcher's field notes:

“The students could easily understand the input, because it was clear enough, and some of the students said that the input was colorful and interesting.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Finally, the input of the Task 4 was *Good* and effective for the students.

(3) Activities

Based on the mean value of the activity that was 4.56, most of the students agreed to the activity in Task 4, that was studying some certain expressions, which could increase students' language knowledge. Then, the activity was *Good* in category. It would be supported by the interview held by the researcher to some students:

.....
R: Terus kegiatannya cocok tidak untuk kamu? (Next, is the activity appropriate for you?)
S: Cocok. (Yes, it is.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the result of the observation as the following:

“They seemed easy in understanding the materials related to compliment and certainty...”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Shorty, the activity in Task 4 was finally was effective.

(4) Teacher role

In this task, the expected teacher role was as a resource and most of the students agreed about the role. It was proved by the mean value of 4.31, which could be categorized as *Good* in category. Here was the supporting data coming from the interview:

.....
R: Ok, peran guru berarti apa? (OK, so what is the teacher role?)

I : Memandu bisa, sebagai sumber menerangkan juga bisa... (The teacher can be a guide, and also as a resource in explaining.)

.....
(Appendix 10: The interview transcript of Unit 2).

The data were also supported by the researcher’s observation as the following:

“In Task 4, the researcher asked the students to read the expressions individually and then to pay attention to her explanations about the materials.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Therefore, the teacher role was effective for the students in Task 4.

(5) Learners role

Regarding to the learner role, the mean value of it was 4.16, which could be categorized as *Good*. Here, the expected learner role was active participants.

The interview excerpt would support the data above:

.....
R: Siswanya aktif atau pasif? Aktif ngapain? (Are the students active or passive? What is active in?)

S: Aktif memahami ekspresi-ekspresi berhubungan dengan pujian. (The students are active in understanding the expressions related to compliments.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the field notes during the implementation of the materials:

“... and could be active in understanding the materials and listening to the teacher’s explanation.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

According to the collected data, the learner role in Task 4 was quite effective or good.

(6) Setting

The expected setting here was individually, and the mean value of the setting that was 3.84, indicated that the setting was effective. The students could do Task 4 individually. The data was supported by this following excerpt:

.....
R: Task ini sebaiknya dikerjakan sendiri, setuju? (This task will be better if done individually, do you agree?)

S: Ya, setuju. (Yes, I do)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following observation field note done by the researcher during the implementation:

“They could study the expressions individually, even though the researcher also explained them.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Finally, the conclusion of the setting in Task 4 was effective.

b) Conclusion

According to the components analysis of Task 4 above, the evaluations can be concluded in the presented table below:

Table 59: **The Conclusion of the Evaluation of Task 4 in Unit 2**

Components	Analysis	Revision
Goal: Task 4 helps and makes me easy in understanding some certain expressions which are appropriate with the topic discussed.	Effective	-
Input: - The materials in Task 4 are easy to be understood. - The materials in this task are interesting for me.	Effective	-
Activities: The activity in Task 4 increases my language knowledge of English.	Effective	-
Teacher role: Teacher plays as resource.	Effective	-
Learner role: I can finish this task individually.	Effective	-
Setting: I can be active in learning and understanding the materials (<i>complementing and giving certainty/uncertainty</i>).	Effective	-

5) Task 5

The result of the evaluation questionnaire of Task 5 will be presented in the table:

Table 60: **The Result of the Evaluation Questionnaire of Task 5 in Unit 2**

Components	Mean	Category
Goal	4.47	Agree
Input	3.97	Agree
	4.22	Agree
Activities/Procedures	3.94	Agree
Teacher role	4.06	Agree
Learner role	4.06	Agree
	3.78	Agree
Setting	4.28	Agree

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. Here is the detailed analysis of the components.

a) Task Components Analysis

(1) Goal

The expected goal of Task 5 was to increase the students' speaking skill. It was achieved well by conveying the mean value of 4.47 and could be categorized into *Agree* or *Good*. The following excerpt would support the quantitative data:

.....
R: Tujuannya apa dik? (What is the goal?)

S: Mempelajari dialog, menjawab pertanyaan trus... emmm meningkatkan kemampuan kita berbicara. (Learning dialogue, answering questions, and then...emmm increasing our speaking skill.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The two data were also supported by the researcher's observation in the form of field note, as the following:

“This task facilitated students to increase their speaking skills, because it really emphasized to the skill.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Finally, the goal of Task 5 was *Good* and effective for the students related to speaking skill.

(2) Input

The input was appropriate with the students’ needs in term of the length. It was proved by conveying the mean values of 3.97 and 4.22 that could be regarded as *Good*. Here was the supporting data from the interview transcript:

.....
R: *Ok berikutnya Task 5. Coba Task 5 km baca. Perintahnya jelas tidak?* (OK. Next, is Task 5. Please read Task 5. Is the instruction clear?)
S: *Jelas.* (Yes, it is.)
R: *Dialognya terlalu panjang tidak dik?* (Is the dialogue too long?)
S: *Tidak mbak, cukup.* (No, it is not. It has been enough.)

.....
(Appendix 10: The interview transcript of Unit 2).

Further, the following field notes would also support the data above:

“The students could understand the dialogue, because it was also completed by a colorful picture, which was suitable with the dialogue. It would help the students in understanding the content of the dialogue.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

According to those data, the input of Task 5 was *Good* and effective to increase the learners’ speaking skill.

(3) Activities

Concerning to the activity of Task 5, the mean value was 3.94 and could be said as effective. The data was supported by the following excerpt:

R: Kegiatan di sini ngapain aja to? (What is the activity here?)

S: Menjawab pertanyaan berdasarkan teks bacaan kemudian mempraktekannya dengan teman kita. (It is answering questions based on the text dialogue and then practicing it with my friend.)

R: Kegiatannya mudah diikuti kan? (The activity is easy to be followed, isn't it?)

S: Ya... (Yes, it is.)

.....
(Appendix 10: The interview transcript of Unit 2).

The following data would also support it:

“Next, she asked them to study the dialogue in Task 5, then answer the questions based on the text and finally practice the dialogue with their partner in front of class. They seemed no difficulty in doing the task.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

In conclusion, the activity in Task 5 was good and effective for the students in learning English.

(4) Teacher role

The expected teacher role in this task was as a controller and monitor. The role was played well. It was shown by the mean value of 4.06 and the value could be categorized as *Good*, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Peran guru sebagai apa di sini? Membenarkan gitu bisa tdk ? (What is the teacher role here? Can she correct the students' works?)

S: Bisa. (Yes, she can.)

R: Memonitor siswa dalam praktek speaking bisa tidak? (Can she monitor the students in practicing speaking?)

S: Bisa juga... (Yes, she can.)

.....
(Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the following field notes:

“The researcher controlled the students in doing the task and finally monitored them when they were practicing speaking.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Therefore, the teacher role in this task was effective.

(5) Learner role

In this task the students were expected to be active participants particularly answering questions, speaking and role playing. The expectations were achieved well because the mean values were 4.06 and 3.78 which could be categorized as *Good*. The supporting data was as the following interview excerpt:

.....
R: Berarti jelas di sini siswa aktif berbicara kan? (So, it is clear that the students are active speaking, isn't it?)
S: Iya mbak... (Yes miss...)

 (Appendix 10: The interview transcript of Unit 2).

Those data were then supported by the researcher's field notes:

“The students did this task in pairs because the activity wanted students to practice speaking by role playing a dialogue, so that they were actually active participants.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Finally, the learner role in this task was quite effective.

(6) Setting

The mean value regarding to the setting in Task 5 was 4.28. It could be categorized into *Good*. The expected setting was in pairs. To support the data, there was the interview excerpt:

.....
R: Task ini akan lebih baik dikerjakan sendiri-sendiri atau berpasangan? (Will this task will be better if it is done individually, or in pairs?)

S: Berpasangan. (in pairs.)

.....
(Appendix 10: The interview transcript of Unit 2).

It would be supported by the following descriptive data:

“The students did this task in pairs because the activity wanted students to practice speaking by role playing a dialogue, so that they were actually active participants.”

.....
(Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

From the three data, it can be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 5, the evaluations above can be concluded in the presented table below:

Table 61: The Conclusion of the Evaluation of Task 5 in Unit 2

Components	Analysis	Revision
Goal: Task 5 increases my English, particularly in speaking skill.	Effective	-
Input: - The input (dialogue) in Task 5 is appropriate with the needs and is enough in term of length. - I can learn the expressions of the dialogue in this task.	Effective	-
Activities: The activity in Task 5 is easy to be followed.	Effective	-
Teacher role: Teacher controls and monitors the students.	Effective	-
Learner role: - I can understand the dialogue and answer the questions. - I can be active in answering the questions, speaking, doing role playing in this task.	Effective	-
Setting: I can finish Task 5 with my pair.	Effective	-

6) Task 6

The result of the evaluation questionnaire of Task 6 is presented in the following table:

Table 62: **The Result of the Evaluation Questionnaire of Task 6 in Unit 2**

Components	Mean	Category
Goal	4.41	Agree
Input	4.28	Agree
Activities/Procedures	4.31	Agree
Teacher role	4.25	Agree
Learner role	3.84	Agree
	4.16	Agree
Setting	4.31	Agree

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

Task 6 has the same goal with the previous task that was increasing the students' speaking skill. The goal of the task was achieved well by conveying the mean value of 4.41 and could be categorized into *Agree* or *Good*. The data was supported by the interview to the students as the following:

.....
R: Ok. Di task ini diharapkan siswa bisa ngapain? (Ok. In this task, what are the students expected to?)
S: Bisa berkomunikasi dengan bahasa Inggris. (They can communicate using English.)
R: Berarti menekankan pada speaking skill , bener? (So, it is emphasizing the students' speaking skill, isn't it?)
S: Bener. (Yes, it is.)

(Appendix 10: The interview transcript of Unit 2).

The interview was also supported by the researcher observation result:

“Thus, the goal played well. The task facilitated learners to practice their speaking skill.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Finally, it can be concluded that the goal of Task 6 was *Good* and effective.

(2) Input

The input of the task was situations of conversation and pictures, which are interesting and clear. Regarding to it, the mean value was 4.28, which was *Good* in category. Here was the supporting data from the interview:

.....
R: Input ini menarik tidak? Maksudku cocok atau menantang tidak? (Is the input interesting, I meant suitable or challenging?)

S: Cocok dengan topiknya. (Yes, it is suitable with the topic.)

R: Gambarnya menarik dan cukup belum buat kamu? Kenapa? (Are the pictures interesting and enough for you? Why?)

S: Inpuntnya menarik dan cukup. Karena gambarnya berwarna, jelas dan penampilannya bagus... (Yes, the input is interesting and enough, because the pictures are colorful, clear and the appearance is good...)

.....
 (Appendix 10: The interview transcript of Unit 2).

Further, it could be supported by the result of the researcher observation during the implementation of Unit 2:

“The students seemed enthusiastic in doing the task, perhaps it was because of the input, which was clear enough, interesting and so colorful (the pictures), so that the students could be motivated well.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

In conclusion, the input of Task 6 was *Good* and effective to facilitate learners in increasing their speaking skill of English.

(3) Activities

The activity of this task could give the students opportunity to be free and more creative in making a dialogue and speaking. The activity was actually effective for the students by conveying the mean value of 4.31, which meant most of the students agreed to it. The data was supported by the following excerpt:

.....
R: Ok, next, task 6. Paham tidak perintahnya? (OK, next, Task 6. Do you understand the instruction?)
S: Paham. (Yes, I do.)
R: Jadi apa yang kamu lakukan di task ini? (So, what do you do in this task?)
S: Kita membuat percakapan sederhana berdasarkan situasi yang diberikan, kemudian praktek berbicara di depan kelas. (We make a simple conversation based on the situation given, and then practice it in front of the classroom.)

 (Appendix 10: The interview transcript of Unit 2).

The data would be also supported by the following field notes:

“They understood the instruction. They were asked to make a simple conversation related to compliment and certainty by choosing one of the situations given, and then to act it with their partner in front of the classroom. This activity was free-guided activity, because the students were really free and creative in making the dialogue using their own words.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

In conclusion, the activity in Task 6 was good and effective for the students in learning English.

(4) Teacher role

The expected teacher role in this task was as an observer and assessor. The role was played well. It was proved by the mean value of 4.25 and the value could

be categorized as *Good* in criteria, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Jadi peran guru apa kalo siswa nya ngomong? (So, what is the teacher role if the students are speaking?)

S: Sebagai pengawas , bisa sebagai penilai. (She is as an observer or an assessor.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the following field notes:

“The researcher played as an observer when the students did the task, and as an assessor when the students practiced speaking in front of the class.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Therefore, it can be concluded that the teacher roles in this task were effective.

(5) Learner role

In this task the students were expected to be active and creative participants and to do the task well. The expectations were achieved well by conveying the mean values of 3.84 and 4.16. Those mean values regarded as *Good* in criteria. The supporting data was as the following interview excerpt:

.....
R: Kalian aktif tidak di task ini? (Are you active in this task?)

S: Ya kita aktif juga kreatif membuat dialog dan mempraktekannya dengan teman. (Yes, I am active and creative in creating dialogue and practicing it with our friend.)

.....
 (Appendix 10: The interview transcript of Unit 2).

Those data were then supported by the researcher’s field notes:

“The students were so active and creative in creating a dialogue using their own words and finally practicing the dialogue with their partner. They seemed no difficulty doing the task, they could do it well.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

Finally, the learner roles in this task were effective.

(6) Setting

The expected setting in this task was in pairs. The mean value regarding to the setting in this task was 4.31. It regarded to be *Good* in category. To support the data, there was the interview excerpt:

.....
R: Ini dikerjakan sendiri, berpasangan atau kelompok? (Is this done individually, in pairs or in group?)
S: Berpasangan. (In pairs.)
R: Kenapa? (Why?)
S: Karena ini kan percakapan pendek jadi harus dipraktikkan berdua. (Because these are short conversations, so should be practiced with a partner.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data would be supported by the following excerpt:

“At the first time, the students made a short dialogue by choosing one of the situations given. They did it in pairs, and then continued to practice it in front of the class with the pair. Because of the limited time, not all students could practice it in front of the class, but they could do that in their sits.”

.....
 (Appendix 9: Observation field notes (the first day try-out of Unit 2) held on Monday, 20th June 2011).

From the three data above, it can be concluded that the setting was effective for the students.

b) Conclusion

From the components analysis of Task 6, the evaluations above can be concluded in the presented table below:

Table 63: **The Conclusion of the Evaluation of Task 6 in Unit 2**

Components	Analysis	Revision
Goal: Task 6 helps me to increase my speaking skill based on the topic given.	Effective	-
Input: The input in this task is quite clear and interesting for me, that is in the forms of situations and pictures.	Effective	-
Activities: The activity gives me a chance to feel free and be creative in making dialogue and speaking.	Effective	-
Teacher role: Teacher plays as an observer and assessor.	Effective	-
Learner role: - I can do this task well. - I can be active and creative in Task 6 by making free dialogue and speaking directly.	Effective	-
Setting: I can do Task 6 in pairs, with my partner.	Effective	-

7) Task 7

The result of the evaluation questionnaire of Task 7 is presented in the following table:

Table 64: **The Result of the Evaluation Questionnaire of Task 7 in Unit 2**

Components	Mean	Category
Goal	4.63	Strongly Agree
Input	4.06	Agree
	3.81	Agree
Activities/Procedures	4.13	Agree
Teacher role	4.31	Agree
Learner role	4.09	Agree
Setting	3.66	Neutral

Based on the table above, most of the task components were effective, because most of the students agreed to the components. The detailed analysis of each component will be discussed for more detailed information, as the following:

a) Task Components Analysis

(1) Goal

Task 7 was aimed to increase the students' reading skills. The goal of the task was achieved very well by conveying the mean value of 4.63 and could be regarded as *Very Good* in category. The supporting data was the following:

.....
R: Berarti tujuan task ini apa? (So, what is the goal of this task?)

S: Tujuannya meningkatkan kemampuan membaca siswa dan agar siswa bisa memahami dan menambah kosakata mereka dengan membaca teks ini.. mungkin ya.. (The goal is to increase students' reading skill and perhaps, students can understand and add their vocabulary through reading the text...)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the result of the researcher's observation:

“Therefore, through Task 7, they could practice their reading skill and some techniques in reading. They could also increase their ability in searching information in the text, implicitly or explicitly.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Thus, it can be concluded that the goal of Task 9 was *Very Good* and so effective for the students in learning English, particularly reading skill.

(2) Input

The input of Task 7 was a text about MYOB Accounting. It was also interesting, various and suitable with the students' level. It was proved by the

mean values of 4.06 and 3.81. Those mean values were *Good* in criteria, which mean that the students agreed. Here was also the supporting data from the interview transcript:

.....
R: Inputnya sudah cukupkah untuk memfasilitasi kamu dalam membaca? (Has the input been enough to facilitate you in reading?)

I: Sudah. (Yes, it has.)

R: Menarikk tidak? (Is that interesting?)

I: Iya menarik, dan tampilannya jelas. (Yes, it is interesting and the appearance is also clear.)

R: Sesuai tidak inputnya dengan jurusan adik? (Is the input appropriate with your department?)

S: Iya, sangat sesuai. Teks ini berhubungan dengan Akuntansi, yaitu MYOB Accounting. (Yes, it is so appropriate. The text is related to Accounting, that is MYOBY Accounting.)

R: OK, bagus. (OK, that is good.)

.....
 (Appendix 10: The interview transcript of Unit 2).

Indeed, the data were supported by the result of the researcher's observation during the implementation of Unit2:

“Most of the students could do the task well, because the input was related to their field, which was about MYOB Accounting. They seemed interested with the task. A student said that the length of the input was quite enough for them, not too long.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the questionnaire, interview and observation data above, the input of Task 7 was *Good* and effective to facilitate students practicing their reading skill.

(3) Activities

The activity of Task 7 was appropriate with the students. Here, the students were asked to read a text about MYOB Accounting and answer the questions that followed. The activity was *good* according to the mean value that

was 4.13. It meant that most of the students agreed to the activity. The data was supported by the following excerpt:

.....
R: Ok. Trus sekarang task 7. Coba kalian perhatikan task 7. Ketika kamu memperhatikan task 7 akan ada "Let's read and write". Anda sudah paham belum apa yang harus kamu lakukan nanti? (OK. Next, Task 7. Please, pay attention to Task 7. When you look at Task 7, there will be "Let's read and write". Do you understand what you will do next?)

I: Ya, paham. (Yes, I understand.)

R: Mau ngapain? (What will you do?)

I: Membaca dan menulis. (I will read and write.)

R: Ok jadi menekankan pada keahlian membaca dan menulis ya? (OK. So, it emphasizes on reading and writing skills, isn't it?)

I: Iya. (Yes, it is.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes:

"The students then read the text and answered the questions that followed the text, and finally discussed them with classmates and the researcher."

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, the activity in Task 7 was good and effective for the students.

(4) Teacher role

The expected teacher role in Task 7 was as a guide and corrector. The role was played well. It was proved by getting the mean value of 4.31 and the value could be regarded as *Good*, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Peran guru berarti apa? (So, what is the teacher role?)

S: Membimbing siswa agar paham dengan teks bacaan tersebut kemudian mengoreksi betul atau tidak jawaban siswa. (She is guiding students to understand the reading text and correcting the students' works.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the researcher's field notes:

“Here, she was as a guide in helping some students who had a difficulty in understanding the meanings of unfamiliar words when they were reading and was as a corrector in the end of the task.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, it can be concluded that the teacher role in this task were effective.

(5) Learner role

In this task the students were expected to be active participants in reading activity. The expectation was achieved well by conveying the mean value of 4.09 that could be categorized as *Good*. The supporting data was as the following interview excerpt:

.....
R: Siswa kira-kira aktif ngapain? (What are probably the students active in?)
S: Mereka aktif membaca, memahami isi bacaan dan mungkin berdiskusi. (They are active in reading, understanding the text content and perhaps in discussing.)

.....
(Appendix 10: The interview transcript of Unit 2).

Those two data were also supported by the researcher's field notes:

“They were active in reading the text and discussing.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Thus, based on the three data above, the learner role in this task was effective.

(6) Setting

Concerning to the setting in Task 7, the mean value was 3.66. It could be categorized into *Neutral* or *Fair*. The expected setting was that the students could work individually. The data supported the expectation was:

.....
R: Setting bagaimana? (How is about the setting?)

S: Dikerjakan sendiri. (It is done individually.)

(Appendix 10: The interview transcript of Unit 2).

Indeed, there was a data came from the researcher, as the following:

“Some of them could do the task individually, but some others did it in pairs by discussing the answers, perhaps they were not confident.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the data above, perhaps the setting was quite effective, but needed to be modified. Therefore the setting was changed from individually into in pairs.

b) Conclusion

From the components analysis of Task 7, the evaluations above can be concluded in the presented table below:

Table 65: **The Conclusion of the Evaluation of Task 7 in Unit 2**

Components	Analysis	Revision
Goal: Task 7 increases the students' reading skill and ability in searching explicit and implicit information of the text.	Effective	-
Input: - The input in Task 7 is interesting because the vocabularies are various and related to my department that MYOB Accounting.	Effective	-

- The input is enough for me as a media for reading and is appropriate with my level of English.		
Activities: Activity in this task wants me to be accurate in giving information asked in the questions.	Effective	-
Teacher role: Teacher plays as a guide and corrector.	Effective	-
Learner role: - I can be active in reading, understanding and discussing when I do this task.	Effective	-
Setting: I can work individually in this task.	Effective ,but needs improvement	Changing the setting from individually into in pairs.

8) Task 8

The result of the evaluation questionnaire of Task 8 is presented in the following table:

Table 66: The Result of the Evaluation Questionnaire of Task 8 in Unit 2

Components	Mean	Category
Goal	4.59	Agree
Input	4.19	Agree
	4.28	Agree
Activities/Procedures	4.34	Agree
Teacher role	4.28	Agree
Learner role	4.06	Agree
Setting	3.97	Agree

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

The expected goal of Task 8 was aimed to increase the students' reading skill, particularly in searching detail information in the text. The goal was achieved well by conveying the mean value of 4.59 and could be categorized into *Agree* or *Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Ok berarti tujuannya siswa agar apa? (OK. So, what is the goal?)
S: Siswa benar-benar paham dengan topik dan isi bacaan dalam teks sebelumnya dan juga agar bisa menemukan informasi detail di dalam teks. (The goals are that students can truly understand the topic and content of the previous reading text and also can find the detail information in the text.)

(Appendix 10: the interview transcript of unit 2)

The data above were also supported by the following field notes:

“Finally, the students could increase their reading skill, particularly comprehending text and searching the detail information from the text, through this task. This task seemed appropriate to the students.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

From the data collected by questionnaire, interview and observation, it can be concluded that the goal of Task 8 was effective and *Good* in criteria.

(2) Input

Regarding to the input, there were two mean values; 4.19 and 4.28. Those mean values indicated that most of the students agreed to the input and were *Good* in category. This following interview transcript would support the data:

.....
R: Task 8, paham tidak dengan perintahnya? (Task 8, do you understand the instruction of it?)

S: Paham. (Yes, I do.)

.....
R: Input nya ini sulit tidak bagi kamu? Kenapa? (Is the input difficult for you? Why?)

I : Tidak. Karena teks bacaan yang digunakan sama dengan yang di task sebelumnya... (No, it isn't, because the reading text that was used is same with that in the previous task.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data would be supported by the observation field notes of the researcher:

“The input was not difficult for the students, because it was still related to Task 7, so they could do the task well, and no one who claimed about the input. The instruction was also clear enough for them.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the input of the Task 8 was *Good* and effective for the students.

(3) Activities

The mean value of the activity was 4.34. Then, the activity was *Good* in category. It would be supported by the following interview result:

.....
R: Task 8, paham tidak dengan perintahnya? (Task 8, do you understand the instruction of it?)

S: Paham. (Yes, I do.)

R: Ok, kamu disuruh ngapain? (OK, what are you asked to?)

S: Menjodohkan keterkaitan kata di dalam teks bacaan yang ada di Task 7. (We are asked to match the related words in the reading text of Task 7.)

.....
 (Appendix 10: The interview transcript of Unit 2).

Those data could be supported by the result of the observation as the following:

“In Task 8, the students were asked to match some certain words in column A with their related words in the text before in column B.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 8 was good and finally was effective.

(4) Teacher role

In this task, the expected teacher role was as assessor. The table above shows the strength of the agreement that was 4.28 of the mean value. It meant that most of the students agreed regarding to the component and it could be regarded as *Good*. Here was the supporting data coming from the interview:

.....
R: Peran guru sebagai apa di sini? (What is the teacher role here?)

I : sebagai corrector atau assessor. (She is as a corrector or an assessor.)

.....
 (Appendix 10: The interview transcript of Unit 2)

The data were also supported by the observation as the following:

“In this task, the researcher finally checked and assessed the students’ works.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, the teacher role was effective for the students in Task 8.

(5) Learners role

The 4.06 of the mean value showed that most of the students agreed to the learner role and it was regarded as *Good*. Here was the supporting data:

.....
R: Ok. Peran siswa apa? Aktif atau pasif kalo di sini? (OK. What is the students’ role? Are they active or passive here?)

I : Aktif. (They are active.)

R: Aktif ngapain? (What are they active in?)

I : Aktif membaca lagi teks bacaan sebelumnya. (They are active in reading the text again.)

.....
(Appendix 10: The interview transcript of Unit 2).

The data were also supported by the field notes during the implementation:

“They were active participants in reading for detail information and matching the words with their related words.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the three types of the data above, it can be concluded that the learner role in Task 8 was effective.

(6) Setting

The mean value of the setting was 3.97, which was regarded as *Good* in category. The students truly agreed to the setting set up in the task that was individually. The data was supported by this following excerpt:

.....
R: Ini sebaiknya dikerjakan sendiri atau bersama? (Is this better done individually or in pairs?)

I : Sendiri. (Individually.)

.....
(Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes:

“Most of them could do the task individually, because the task seemed to be easy for the students.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the conclusion of the setting in Task 8 was effective.

b) Conclusion

According to the components analysis of Task 8 above, the evaluations can be concluded in the presented table below:

Table 67: **The Conclusion of the Evaluation of Task 8 in Unit 2**

Components	Analysis	Revision
Goal: Task 8 increases skill in searching detail information in the text.	Effective	-
Input: - The input given is same with the previous text so it is not too difficult for me. - The input is easy to be followed and interesting because it has been learned before.	Effective	-
Activities: This activity can train me to be accurate and careful in comprehending text and answering questions.	Effective	-
Teacher role: The teacher helps students to check the true answers.	Effective	-
Learner role: I can do detail reading in doing this task.	Effective	-
Setting: I can do this task individually.	Effective	-

9) Task 9

The result of the evaluation questionnaire of Task 9 is presented in the following table:

Table 68: **The Result of the Evaluation Questionnaire of Task 9 in Unit 2**

Components	Mean	Category
Goal	4.72	Strongly Agree
Input	4.09	Agree
	4.09	Agree
Activities/Procedures	3.75	Agree
Teacher role	4.34	Agree
Learner role	4.34	Agree
Setting	3.66	Neutral

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

The goal of Task 9 was to add the students' English vocabulary. The goal was achieved very well by conveying the mean value of 4.72 and could be categorized into *Strongly Agree* or *Very Good*. It was supported by the following excerpt of the interview to the students:

.....
R: Berarti ini menekankan apa? (What does it emphasize?)

S: Pemahaman sama menambah kosakata... (It emphasis in comprehending and increasing vocabulary...)

.....
 (Appendix 10: The interview transcript of unit 2).

The data were also supported by the following field notes:

“Hence, this task could add their vocabulary mastery and could be familiar with some new words. They were interested and enthusiastic in doing the task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

From the data collected by questionnaire, interview and observation above, it could be concluded that the goal of Task 9 was *Very Good* in criteria and so effective.

(2) Input

The mean values in this task were 4.09 and 4.09. It meant that most of the students agreed to the input and were *Good* in category. This following interview transcript would support the data:

.....
R: Ok, sekarang task 9. Coba anda baca perintannya, jelas tidak? (OK, now Task 9. Please read the instruction, is it clear or not?)
I: Jelas. (Yes, it is.)

R: Ok, ini sama task sebelumnya sulit yang mana? (Ok, this task compared with the previous task, which one is more difficult?)
S: Sulit yang ini. (This task is more difficult.)
R: Kenapa? (Why?)
S: Karena ini artinya memakai bahasa Inggris juga mbak... (Because their meanings are in English miss...)

 (Appendix 10: the interview transcript of Unit 2).

The data would be supported by the observation field note of the researcher:

“The instruction of the task was so clear for the students. The sequence of task seeing from difficulty level was appropriate, because most of the students said that this task was more difficult than the previous task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the input of the Task 9 was *Good* and effective for the students.

(3) Activities

The mean value of the activity of this task was 3.75, which meant that most of the students agreed to the activity. Then, the activity was *Good* in category. It would be supported by the interview held by the researcher to some students:

.....
R: Terus siswa disuruh ngapain di sini? (And then, what are the students asked to in this task?)

I: Mencari arti kata. (The students are asked to search some words meanings.)

R: Aktifitas di task ini sesuai tidak dengan kalian? (Is the activity suitable for you?)

I: Ya. (Yes.)

.....
 (Appendix 10: The interview transcript of Unit 2).

Those data were then supported by the result of the observation as the following:

“The students were asked to match words in column A with their meanings in English in column B.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 9 was suitable and finally was effective.

(4) Teacher role

The mean value of the teacher role in this task was 4.34. It meant that it was *Good* in criteria. Here was the supporting data coming from the interview:

.....
R: Peran guru di sini apa? (What is the teacher role here?)

S: Mengoreksi jawaban siswa. (She is correcting students' answers.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the researcher's observation as the following:

“Here, the researcher just corrected the students' works together with the students themselves in the end of the task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, the teacher role was effective for the students in Task 9.

(5) Learner role

Regarding to the learners role, the mean value was 4.34, which meant that most of the students agreed to the learner role and it could be regarded as *Good*.

Here was the supporting data:

.....
R: Terus siswa disuruh ngapain di sini? (And then, what are the students asked to in this task?)

I: Mencari arti kata. (The students are asked to search some words meanings.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the field notes during the implementation:

“They were active in matching the words in this task, just it and most them seemed had a little difficulty in doing this task, so that they did it in pairs.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the three types of the data, it can be concluded that the learner role in Task 9 was quite effective.

(6) Setting

The mean value of the setting was 3.66, which was regarded as *Fair or Neutral* in category, so it needed more attention to the setting. The expected setting was that the students do the task individually. The data related to the setting was as the following excerpt:

.....
R: Dari task 1 sampai 9, tingkat kesulitannya sudah urut belum? Dan seharusnya task ini dikerjakan sendiri atau berdua? (From Task 1 up to 9, is the level of difficulty in a good order? So, should this task be done individually or in pairs?)

S: Iya, sudah. Sebaiknya dikerjakan berdua mbak, karena ini lebih sulit daripada tadi (Yes, it is. It will be better if it is done in pairs miss, because it is more difficult than Task 8.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes done by the researcher during the implementation:

“They were active in matching the words in this task, just it and most them seemed had a little difficulty in doing this task, so that they did it in pairs.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the conclusion of the setting in Task 9 was not really effective.

The setting needed to be changed from individually into in pairs.

b) Conclusion

According to the components analysis of Task 9 above, the evaluations can be concluded in the presented table below:

Table 69: **The Conclusion of the Evaluation of Task 9 in Unit 2**

Components	Analysis	Revision
Goal: Task 9 adds my English vocabulary by matching the word synonyms.	Effective	-
Input: - The input given is clear enough. - The input was interesting because it is related to my field.	Effective	-
Activities: I have no difficulty in doing this activity that is searching words meanings.	Effective	-
Teacher role: Teacher corrects if there is a mistake (as a corrector).	Effective	-
Learner role: I can be active in searching words meanings.	Effective	-
Setting: I can do the task well and individually.	Effective But needs improvement	Changing the setting from individually into in pairs.

10) Task 10

The result of the evaluation questionnaire of Task 10 is presented in the following table:

Table 70: The Result of the Evaluation Questionnaire of Task 10 in Unit 2

Components	Mean	Category
Goal	4.63	Strongly Agree
Input	4.31	Agree
	4.19	Agree
Activities/Procedures	4.53	Agree
Teacher role	3.91	Agree
Learner role	4.28	Agree
Setting	4.28	Agree

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

Task 10 was aimed to help students in learning English grammar. Regarding to the goal, the mean value was 4.63 and could be regarded as *Very Good* in category, which meant that most of the students very agreed to the goal.

The supporting data was as the following:

.....
R: Task 10 coba anda perhatikan. Dari instruksi itu, tujuan task ini apa?
 (Please, pay attention to Task 10. From the instruction, what is the goal of the task?)

S: Siswa dapat membedakan penggunaan 'used to' dan 'to be used to', pokoknya belajar tata bahasa Inggris (The goal is that the students can differentiate the use of 'used to' and 'to be used to', the point is learning English grammar.)

.....
 (Appendix 10: The interview transcript of unit 2).

The data above were also supported by the following field notes:

“This task facilitated students in learning English grammar, particularly the used of *used to* and *to be used to*.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

From the three data collected by questionnaire, interview and observation, it can be concluded that the goal of Task 10 was *Good* and so effective to the students in learning English grammar.

(2) Input

The input of Task 10 was an explanation of “*used to & to be used to*”. The input was also quite enough, clear and appropriate with the students’ field. Most of the students agreed to them. It was proved by conveying the mean values of 4.31 and 4.19. The mean values were *Good* in category. This following interview transcript would support the data:

.....
R: *Ok good. Inputnya jelas atau belum? Sesuai tidak dengan jurusan kalian?*
(OK, good. Has the input been clear or not? Is it appropriate with your field?)
S: *Jelas. Sesuai* (Yes, it has.)

.....
(Appendix 10: The interview transcript of Unit 2).

The data would be supported by the observation of the researcher during the try out:

“The students were interested in doing the task and they could easily understand the input.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the input of the Task 10 was *Good* and effective for the students to learn English grammar.

(3) Activities

The mean value of the activity was 4.53, which was *Good* in criteria. It would be supported by the interview held by the researcher to some students:

.....
R: Ok, berarti siswa harus aktif ngapain? (Ok, what should the students be active in...?)

I : Memahami dan bertanya...hehe (They should be active in understanding and asking... hehe)

.....
 (Appendix 10: The interview transcript of Unit 2).

It was supported by the result of the observation as the following:

“Firstly, the students were asked to study the explanation in the task and then listened to the explanation of the researcher.... Some students asked her questions because they didn’t understand yet.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 10 was suitable and effective.

(4) Teacher role

Here, the expected teacher role was as a resource. The table above showed the strength of the agreement that was 4.28 of the mean value. It meant that most of the students agreed regarding to the component and it could be regarded as *Good*. Here was the supporting data coming from the interview:

.....
R: Hahahaha betul , guru berarti perannya apa? (Hahahaha that’s right, what is the teacher role?)

I : Menerangkan, sehingga guru sebagai sumber (The role is explaining the materials, so she is as a source.)

.....
 (Appendix 10: The interview transcript of Unit 2.)

The data were also supported by the researcher's observation as the following:

“The researcher explained the materials in Task 10 and the students were not little active in producing, but they were still active in understanding and listening to the explanation.”

 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, the teacher role was effective in Task 10.

(5) Learners role

The students were expected to be active participants in understanding the materials. The mean value of learner role which was 4.28 showed that most of the students agreed it and could be regarded as *Good*. Here was the supporting data:

.....
R: Ok, berarti siswa harus aktif ngapain? (Ok, what should the students be active in...?)
I : Memahami dan bertanya...hehe (They should be active in understanding and asking... hehe)
R: Bertanya kepada siapa? (To whom they ask?)
I : Kepada yang bisa... hahaha... (To friend who is able... hahaha...)

 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the field notes during the implementation:

“The researcher explained the materials in Task 10 and the students were not little active in producing, but they were still active in understanding and listening to the explanation.”

 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the three types of the data, it can be concluded that the learner role in Task 10 was effective or good.

(6) Setting

The mean value of the setting was 3.91, which meant most of the students agreed to the statement, and was *Good* in category. The expected setting was individually. The data was supported by this following excerpt:

.....
R: Berikutnya, ini harus dikerjakan sendiri atau berpasangan? (Next, should it be done individually or in pairs?)

I : Berpasangan. (in pairs...)

R: Knp alasannya kok berpasangan? (Why? What is your reason?)

I : Ya karena nanti kalau saya tidak bisa, bisa tanya ke yang lain hehehe... Ya tapi ya tidak apa-apa kalau sendiri (Yeah, because if I don't understand, I can ask the others hehehe... but it's ok if done individually)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes during the implementation:

“Almost they worked individually in this task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the conclusion of the setting in Task 10 was effective.

b) Conclusion

According to the components analysis of Task 10 above, the evaluations can be concluded in the presented table below:

Table 71: **The Conclusion of the Evaluation of Task 10 in Unit 2**

Components	Analysis	Revision
Goal: Task 10 helps me in learning my English grammar easily.	Effective	-
Input: - The materials given are clear and interesting. - The materials are appropriate with my field.	Effective	-

Activities: The activity wants me to understand the English materials, particularly “ <i>used to</i> ” and “ <i>to be used to</i> ”	Effective	-
Teacher role: Teacher plays as a resource.	Effective	-
Learner role: I can be active to understand and pay attention to the teacher’s explanation and discussion.	Effective	-
Setting: I can work independently.	Effective	-

11) Task 11

The result of the evaluation questionnaire of Task 11 is presented in the following table:

Table 72: **The Result of the Evaluation Questionnaire of Task 11 in Unit 2**

Components	Mean	Category
Goal	4.50	Agree
Input	4.38	Agree
Activities/Procedures	4.44	Agree
	4.19	Agree
Teacher role	4.38	Agree
Learner role	4.06	Agree
Setting	3.81	Agree

Based on the table above, most of the task components were effective, because most of the students agreed to the components. The detailed analysis of each component will be discussed for more detailed information, as the following:

a) Task Components Analysis

(1) Goal

Task 11 was aimed to increase the students’ writing skills. The goal of the task was achieved well by conveying the mean value of 4.50 and could be

regarded as *Agree* or *Good*. The data was supported by the interview to the students as the following:

.....
R: Tujuan dari task ini apa? (What is the goal of the task?)
I : Tujuannya adalah kita bisa menulis kalimat dengan struktur bahasa Inggris yang benar. (The goal is that we can write sentences using correct grammar.)

 (Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the researcher observation data, as the following:

“Task 11 could facilitate students study English grammar.”

 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Thus, it can be concluded that the goal of Task 11 was *Good* and effective for the students in learning English.

(2) Input

The mean value of the input was 4.38, which meant *Good* in criteria and the students agreed. The input was jumbled words. Here was the supporting data from the interview transcript:

.....
R: Kemudian kita ke task 11. Paham tidak dengan perintah itu? (Next, we move to Task 11. Do you understand the instruction?)
I : Paham. (Yes, I do.)

R: Inputnya cocok tidak? (Is the input appropriate?)
S: Cocok. (Yes, it is.)

 (Appendix 10: The interview transcript of Unit 2).

Indeed, the data were supported by the result of the observation during the tryout of Unit 2:

“The input was quite appropriate for them because the instruction was clear, and it was still related to the previous task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the three data, the input of Task 11 was *Good* and effective to facilitate students increasing their grammar competence.

(3) Activities

The activities were *good* according to the mean values that were 4.44 and 4.19. Those meant that most of the students agreed to the activity. The data was supported by the following excerpt:

.....
R: Kegiatannya ini sesuai tidak dengan kamu? Apa itu kegiatannya? (Is the activity suitable for you? What is the activity?)

S: Sesuai. Kegiatannya adalah menyusun kata acak menjadi kalimat yang benar. (Yes, it is. The activity is arranging jumbled words into correct sentence.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes:

“In this task the students were asked to arrange jumbled words into good sentence with correct grammar. The activity could be said as semi-guided activity, because the students were still guided by some words to create sentences.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, the activity in Task 11 was good and effective for the students.

(4) Teacher role

The expected teacher role in Task 11 was as an assessor. The role was played well. It was proved by getting the mean value of 4.38 and the value could be regarded as *Good*. There was an excerpt of interview as the supporting data:

.....
R: Peran gurunya? (The teacher role is...?)
S: Mengoreksi dan menilai (Correcting and assessing.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the researcher's field notes:

“Here, the teacher just discussed the correct answers and finally assessed the students' works.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, it can be concluded that the teacher role in this task was effective.

(5) Learner role

In this task the students were expected to be able to write good and correct sentences using good grammar. The expectation was achieved well by conveying the mean value of 4.06 that could be regarded as *Good*. The supporting data was as the following interview excerpt:

.....
R: Peran siswa berarti apa? (So, what is the learner role?)
S: Aktif mengerjakan saja... (They are active in doing the task, just it ...)

.....
 (Appendix 10: The interview transcript of Unit 2).

Those two data were also supported by the researcher's field notes:

“The task was not too difficult for the students, because they all could do the task well without many questions.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Thus, based on the three data collected by questionnaire, interview and observation, the learner role in this task was effective.

(6) Setting

In relation to the setting in Task 11, the mean value was 3.81. It could be categorized into *Agree* or *Good*. The expected setting was that the students could work individually. There was the interview excerpt as the supporting data:

.....
R: Kira-kira harus dikerjakan bagaimana? (How is probably it done?)

S: Sendiri. (It is done individually.)

(Appendix 10: The interview transcript of Unit 2).

It would be supported by the following descriptive data:

“Most of them could do this task individually.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the data above, it can be concluded that the setting was quite effective for the students.

b) Conclusion

From the components analysis of Task 11, the evaluations above can be concluded in the presented table below:

Table 73: **The Conclusion of the Evaluation of Task 11 in Unit 2**

Components	Analysis	Revision
Goal: Task 15 can increase my English competence, particularly in writing sentences using correct English grammar.	Effective	-
Input: The given input is in the form of simple jumbled words, which is appropriate in terms of the length.	Effective	-
Activities: - This activity wants me to be careful and right in writing sentences using good grammar	Effective	-

which related to the previous task. - I can understand the materials that I have studied before by doing this task.		
Teacher role: Teacher checks and assess the students' works.	Effective	-
Learner role: I can be active in writing sentences correctly based on the English grammar.	Effective	-
Setting: I can do the task 11 individually.	Effective	-

12) Task 12

The result of the evaluation questionnaire of Task 12 is presented in the following table:

Table 74: **The Result of the Evaluation Questionnaire of Task 12 in Unit 2**

Components	Mean	Category
Goal	4.59	Agree
Input	3.94	Agree
Activities/Procedures	4.22	Agree
	4.13	Agree
Teacher role	4.31	Agree
Learner role	4.00	Agree
Setting	3.88	Agree

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

The goal of Task 12 was same with it in Task 11 that was aimed to increase students' writing skill and it was as a production activity of the previous

task. The goal of the task was achievable. The mean value of it was 4.59 and could be regarded as *Good* in category. The data was supported by the interview to the students as the following:

.....
R: Karena di sini kalian memproduksi kalimat ya kan, bikin dengan kalimatmu sendiri, lebih free activity iya kan? (Because, in this task you produce sentences using your own words, it is free activity, isn't it?)

I: Iya. (Yes, it is.)

R: Tujuannya berarti siswa bisa membuat kalimat 'used to' and 'to be used to', setuju? (So, the goal is that students can be able to make sentences of 'used to' and 'to be used to', do you agree?)

I: Setuju. (Yes, I agree.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The interview was also supported by the researcher observation result:

“Thus, the students could write sentences using their own words freely and their writing skill could be increased.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, it can be concluded that the goal of Task 12 was *Good* and effective.

(2) Input

The input of Task 12 was 3.94 of the mean value. The mean value was regarded as *Good* in category. Here was the supporting data from the interview:

.....
R: Lebih sulit yang mana task 11 atau 12? (Which one is more difficult, Task 11 or 12?)

S: Task 12 (Task 12)

R: Kenapa? Tapi sesuai dengan kemampuan kalian kan? (Why? But it is appropriate with your ability, right?)

S: Hmmm hehehe.... (Yes, it is appropriate my level)

.....
 (Appendix 10: The interview transcript of Unit 2).

Further, it would be supported by the result of the researcher's observation during the try-out of Unit 2:

“The input was suitable with the students' level.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the input of Task 12 was *Good* and effective.

(3) Activities

The activity was actually effective by conveying the mean values of 4.22 and 4.13, which meant most of the students agreed. The data was supported by the following excerpt:

.....
R: Ok, sekarang kita ke task 12. Perintahnya jelas tidak? (Ok, now we move to Task 12. Is the instruction clear?)

S: Jelas. (Yes, it is.)

R: Kegiatan seperti ini membantu kamu tidak? Menunjukkan variasi tidak? (The activity like this, does it help you or not? Does it show a variation or not?)

S: Membantu. Iya. (Yes, it does.)

.....
R: Karena di sini kalian memproduksi kalimat ya kan, bikin dengan kalimatmu sendiri, lebih free activity iya kan? (Because, in this task you produce sentences using your own words, it is free activity, isn't it?)

I: Iya. (Yes, it is.)

.....
(Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes:

“They had understood the instruction of what they would do in this task. They were asked to write free sentences using some key words and their own words. So this could be said as free-guided activity, because the students created it by themselves.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 12 was good and effective for the students in learning English.

(4) Teacher role

The expected teacher role in this task was as controller and assessor. The role was played well. It was proved by the mean value of 4.31 and the value could be regarded as *Good* in criteria, meant that the students agreed to it. There was also an excerpt of interview as the supporting data:

.....
R: Terus peran guru apa di sini, sebagai assessor kah? Setuju? (So, what is the teacher role? Is she as an assessor? Do you agree?)
I: Setuju, iya (Yes, I do.)

(Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes:

“The researcher was just as a controller, when the students were doing the task, and finally as assessor when the students had finished doing the task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, it can be concluded that the teacher role in this task was effective.

(5) Learner role

The learner role was achieved well by conveying the mean value of 4.00. Those could be regarded as *Good* in criteria. The supporting data was as the following interview excerpt:

.....
R: Terus, peran siswa apa? (Then, what is the learner role?)
I: Mereka aktif mengerjakan, memproduksi atau membuat kalimat sendiri. (They are active in doing, producing or making sentences.)

(Appendix 10: The interview transcript of Unit 2).

Those data were then supported by the researcher’s field notes:

“They were so active and creative in writing sentences using their own words as the production activity in this unit.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the learner role in this task was effective for the students.

(6) Setting

The mean value regarding to the setting in this task was 3.88. It could be regarded into *Agree* or *Good*. The expected setting was individually. To support the data, there was the interview excerpt:

.....
R: Kamu mengerjakannya sendiri atau berdua tadi? (Did you do that individually or in pairs?)

I: Sendiri. (I did it by myself).

.....
 (Appendix 10: The interview transcript of Unit 2).

It would be supported by the following descriptive data:

“The students did the task individually, because the task wanted them to sentences using their own words, so that the condition forced them to work individually, and finally the students did.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

From the three data, it could be concluded that the setting was effective for the students.

b) Conclusion

From the components analysis of Task 12, the evaluations above can be concluded in the presented table below:

Table 75: The Conclusion of the Evaluation of Task 12 in Unit 2

Components	Analysis	Revision
Goal: Task 12 increases my writing skill.	Effective	-
Input: The input is simple and easy for me (appropriate with my competence.)	Effective	-
Activities: - The activity wants me to be creative and feel free in making sentences. - I can be freer in doing this task because I used my own words.	Effective	-
Teacher role: Teacher checks, controls and assesses students' works (as controller and assessor).	Effective	-
Learner role: I can be active writing simple sentences based on the topic discussed.	Effective	-
Setting: I can work individually in this task.	Effective	-

13) Task 13

The result of the evaluation questionnaire of Task 13 is presented in the following table:

Table 76: The Result of the Evaluation Questionnaire of Task 13 in Unit 2

Components	Mean	Category
Goal	4.28	Agree
Input	3.94	Agree
	4.16	Agree
Activities/Procedures	4.47	Agree
Teacher role	4.22	Agree
Learner role	4.28	Agree
Setting	3.72	Agree

The table above shows that most of the task components were effective, which meant most of the students agreed to the components. The detailed analysis

of the components will be presented below in order to know whether the task is effective or not for the students in learning English.

a) Task Components Analysis

(1) Goal

Task 13 was aimed to help students in learning English grammar. Regarding to the goal, the mean value was 4.28 and could be regarded as *Good*, which meant that most of the students agreed to the goal. It was supported by the following excerpt of the interview to the students:

.....
R: Tujuan dari belajar di task ini adalah? (What is the goal of studying in this task?)
I: Memahami tata bahasa Inggris mbak. (It is to understand English grammar.)

 (Appendix 10: The interview transcript of unit 2).

The data above were also supported by the following field notes:

“This task facilitated students in learning English grammar, particularly *Noun Clause*. They seemed enjoyable in doing that.”

 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

From the three data collected by questionnaire, interview and observation, it could be concluded that the goal of Task 13 was *Good* and so effective to the students there.

(2) Input

The input of Task 13 was materials about “Noun Clause”. The input was also quite enough, interesting and clear and the students agreed to them. It was proved by conveying the mean values of 3.94 and 4.16. The mean values were

regarded as *Good* in category. This following interview transcript would support the data:

.....
R: Ok kemudian Task 13, coba anda perhatikan. Inputnya cukup belum, penerangannya itu tentang noun clause? (Ok, now Task 13. Please pay attention to it. Is the input enough? I meant the explanation about noun clause?)
I: Cukup. (Yes, it is)

(Appendix 10: The interview transcript of Unit 2).

The data can be supported by the observation during the try out:

“They were interested in doing the task and they could easily understand the input about *Noun Clause*.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the input of the Task 13 was *Good* and effective for the students to learn English grammar.

(3) Activities

The mean value of the activity was 4.47, which was *Good* in criteria. It could be supported by the interview held by the researcher to some students:

.....
R: Berarti kegiatan di sini adalah? (So, the activity here is ...?)
S: Memahami materi tentang Noun Clause. (Learning materials about Noun Clause.)

(Appendix 10: The interview transcript of Unit 2).

It was supported by the result of the observation as the following:

“Firstly, the students were asked to study the materials about *Noun Clause*, and then paid attention to the researcher’s explanation.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 13 was suitable and effective.

(4) Teacher role

Here, the expected teacher role was as a resource. The table above showed the strength of the agreement that was 4.22 of the mean value. It was regarded as *Good*. Here was the supporting data coming from the interview:

.....
R: Berarti peran guru sebagai apa? (So, what is the teacher role?)

S: Full sources. Karena menerangkan materi. (Full sources, because she is explaining the materials.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the researcher's observation as the following:

"The researcher explained the materials about Noun Clause to the students."

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, the teacher role was effective for the students in Task 13.

(5) Learners role

The students were expected to be active participants in understanding the materials and discussing. The mean value of learner role which was 4.28 showed that most of the students agreed it and could be categorized as *Good*. The supporting data was as the following:

.....
R: Peran siswa apa? (What is the learner role?)

S: Aktif mendengarkan penjelasan guru tapi pasif dalam menulis. (Students are active in listening to teacher's explanation, but passive in writing.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the field notes during the implementation:

“The students were little active in producing, but they were still active in understanding and listening to the explanation.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the three types of the data above, it could be concluded that the learner role in Task 13 was quite effective or good.

(6) Setting

Regarding to the setting, the mean value was 3.72, which meant most of the students agreed to the statement, and was regarded as *Good* in category. The expected setting was individually. The data was supported by this following excerpt:

.....
R: Dikerjakan sendiri kan task ini? This task is done individually, right?)
S: Iya miss... (Yes, it is.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following observation done by the researcher during the implementation:

“Most of them worked individually in this task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the conclusion of the setting in Task 13 was effective.

b) Conclusion

According to the components analysis of Task 13 above, the evaluations can be concluded in the presented table below:

Table 77: The Conclusion of the Evaluation of Task 13 in Unit 2

Components	Analysis	Revision
Goal: Task 13 helps me in learning my English grammar easily.	Effective	-
Input: - The input given is simple, clear and interesting. - The input is suitable with my needs (syllabus).	Effective	-
Activities: The activity wants me to learn the English materials, particularly <i>Noun Clause</i> .	Effective	-
Teacher role: Teacher plays as a resource.	Effective	-
Learner role: I can be active to understand and pay attention to the explanation and discussion.	Effective	-
Setting: I can work independently in this task.	Effective	-

14) Task 14

The result of the evaluation questionnaire of Task 14 is presented in the following table:

Table 78: The Result of the Evaluation Questionnaire of Task 14 in Unit 2

Components	Mean	Category
Goal	4.56	Agree
Input	3.97	Agree
Activities/Procedures	4.34	Agree
	4.00	Agree
Teacher role	4.31	Agree
Learner role	3.97	Agree
Setting	4.09	Agree

Based on the table above, most of the task components were effective, because most of the students agreed to the components. The detailed analysis of each component will be discussed for more detailed information, as the following:

a) Task Components Analysis

(1) Goal

Task 14 was aimed to increase the students' writing skills. The goal of the task was achieved well by conveying the mean value of 4.56 and could be regarded *Agree* or *Good*. The data was supported by the interview to the students as the following:

.....
R: Kemudian task 14, perintahnya jelas? Tujuannya apa berarti? (Next Task 14. Is the instruction clear enough? So, what is the goal?)

S: Iya, jelas mbak. Tujuannya belajar writing dan grammar tentang materi Noun Clause (Yes, it is, miss. The goal is learning writing and grammar about Noun Clause.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the researcher observation data, as the following:

“Next, the researcher introduced Task 14 that could facilitate students study English grammar and increase their writing skill.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Thus, it can be concluded that the goal of Task 14 was *Good* and effective for the students in learning English.

(2) Input

Regarding to the mean value of the input, it was 3.97, which meant *Good* in criteria and the students agreed. Here was the supporting data from the interview transcript:

.....
R: Inputnya bagus tidak? (Is the input good or not?)

I: Cukup bagus mbak... (It is good enough miss...)

.....
 (Appendix 10: The interview transcript of Unit 2).

Indeed, the data were also supported by the result of the researcher's observation during the tryout of Unit 2:

“The input was quite appropriate for the students because it was in the form of simple sentences and related to the previous materials, that was Noun Clause.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the three data, the input of Task 14 was *Good* and effective to facilitate students increasing their grammar competence and writing skill.

(3) Activities

The activities were *good* according to the mean values that were 4.34 and 4.00. Those meant that most of the students agreed to the activities. The data were supported by the following excerpt:

.....
R: Siswa nya ngapain di sini? (What are the students doing in this task?)
I : Aktif melengkapi kalimat...dengan memilih jawaban yang paling tepat pada box (They are active in completing sentences... by choosing the best answer in the box.)

 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes:

“In the task, the students were asked to complete the sentences using the appropriate best answer in the box. This activity could be called as semi-guided activity of writing skill, because they just chose the best answer, but did not produce the sentences.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, the activities in Task 14 were good and effective for the students.

(4) Teacher role

The expected teacher role in Task 15 was as a controller and an assessor. The role was played well. It was proved by getting the mean value of 4.31 and the value could be regarded as *Good*, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Peran gurunya sebagai apa kalau seperti ini? (What is the teacher role if the activity is like this?)

S: assessor sama ...dan emmm udah.. (She is as an assessor and... emmm... that's all)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the researcher's field notes:

“The researcher guided them and finally checked the students' answers whether they were true or not based on the English grammar (as an assessor).”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, it can be concluded that the teacher role in this task was effective.

(5) Learner role

Regarding to the learner role, the mean value was 3.97 that could be categorized as *Good*. The supporting data was as the following interview excerpt:

.....
R: Siswa nya ngapain di sini? (What are the students doing in this task?)

I : Aktif melengkapi kalimat...dengan memilih jawaban yang paling tepat pada box (They are active in completing sentences... by choosing the best answer in the box.)

.....
 (Appendix 10: The interview transcript of Unit 2).

Those two data were also supported by the researcher's field notes:

“The students seemed to be a little active in writing in this task and seemed had no difficulty in doing this task and most of them did this task individually.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Thus, based on the three data above, the learner role in this task was effective.

(6) Setting

Concerning to the setting in Task 14, the mean value was 4.09. It could be categorized into *Agree* or *Good*. The expected setting was that the students could work individually. There was the interview excerpt as the supporting data:

.....
R: Kamu mengerjakannya sendiri atau tidak? (Did you do that by yourself or not?)

S: Sendiri. (Yes, by myself.)

.....
 (Appendix 10: The interview transcript of Unit 2).

It would be supported by the following descriptive data:

“The students seemed to be a little active in writing in this task and seemed had no difficulty in doing this task and most of them did this task individually.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Based on the data, the setting was effective for the students.

b) Conclusion

From the components analysis of Task 14, the evaluations above can be concluded in the presented table below:

Table 79: The Conclusion of the Evaluation of Task 14 in Unit 2

Components	Analysis	Revision
Goal: Task 14 can increase my English competence, particularly in writing sentences using correct grammar and in understanding Noun Clause materials.	Effective	-
Input: The given input is simple and quite easy for me.	Effective	-
Activities: - This activity wants me to understand the previous materials (Noun Clause.) - This activity is suitable with my English level.	Effective	-
Teacher role: Teacher checks and assess the students' works. (as an assessor.)	Effective	-
Learner role: I can be active in this task.	Effective	-
Setting: I can do the task individually.	Effective	-

15) Task 15

The result of the evaluation questionnaire of Task 15 is presented in the following table:

Table 80: The Result of the Evaluation Questionnaire of Task 15 in Unit 2

Components	Mean	Category
Goal	4.56	Agree
Input	3.88	Agree
Activities/Procedures	4.38	Agree
	4.06	Agree
Teacher role	4.34	Agree
Learner role	4.16	Agree
Setting	3.94	Agree

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. The detailed

analysis of the components will be presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

Task 15 was aimed to increase students' writing skill and understanding of Noun Clause. It was also as a production activity of the previous task. The goal of the task was achieved well by conveying the mean value of 4.56 and could be categorized into *Agree* or *Good*. The data was supported by the interview to the students as the following:

.....
R: Ok. Terus sekarang Task 15. Coba kamu baca dulu. Perintahnya mudeng g kamu? Dan apa tujuan task ini? (OK, now Task 15. Please read first. Do you understand the instruction? And what is the goal of the task?)
S: Iya. Tujuannya ya meningkatkan kemampuan siswa dalam menulis. (Yes, I do. The goal is to increase students' writing skill.)

(Appendix 10: The interview transcript of Unit 2).

The interview was also supported by the researcher observation result:

“Further, the task could facilitate students in increasing their writing skill, because here they were asked to write some sentences related to the previous materials, freely.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, it can be concluded that the goal of Task 15 was *Good* and effective.

(2) Input

The input of Task 15 was 3.88 of the mean value. The mean value was *Good* in category because most the students agreed to the statements. Here was the supporting data from the interview:

.....
R: Itu dengan task sebelumnya sulit mana? (Which one is more difficult compared with the task before?)

S: Sulit ini. (This is more difficult than before.)

.....
 (Appendix 10: The interview transcript of Unit 2).

Further, it would be supported by the result of the researcher observation during the try-out of Unit 2:

“The input of the task was suitable in term of the level of difficulty. There was also enough clear instruction.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the input of Task 15 was *Good* and effective.

(3) Activities

The activity was actually effective by conveying the mean values of 4.38 and 4.06, which meant most of the students agreed. The data was supported by the following excerpt:

.....
R: Suruh ngapain? (What are you asked for?)

S: Membuat kalimat. (We are asked to make sentences.)

.....
R: Terus emmm... kegiatan ini memberikan peluang bagi kamu untuk bisa praktek writing tidak? (Then emmm...does the activity give you a chance to practice writing skill or not?)

I : Iya, bisa. (Yes, it does.)

.....
 (Appendix 10: The interview transcript of Unit 2).

The data were also supported by the following field notes:

“The students were asked to make sentences using their own words related to Noun Clouse materials discussed before.... It could be said as free-guided activity, because they were free in creating the sentences.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 15 was good and effective for the students in learning English.

(4) Teacher role

The expected teacher roles in this task were as controller and assessor. These roles were played well. They were proved by the mean value of 4.34 and the value could be categorized as *Good* in criteria, means that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Gurunya sebagai apa di sini? (What should the teacher be here?)

I: She should be as an assessor.

(Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the following field notes:

“The researcher assessed the students’ works at the end of the task.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, it can be concluded that the teacher roles in this task were effective.

(5) Learner role

The learner role was achieved well by conveying the mean value of 4.16. Those could be categorized as *Good* in criteria. The supporting data was as the following interview excerpt:

.....
R: Apa kamu active di task ini? (Are you active in this task?)

I: Iya (Yes, I am.)

(Appendix 10: The interview transcript of Unit 2).

Those data were then supported by the researcher's field notes:

“They were so active in writing as the production activity in this unit.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the learner role in this task was effective for the students.

(6) Setting

The mean value regarding to the setting in this task was 3.94. It could be categorized into *Agree* or *Good*. The expected setting was individually. To support the data, there was the interview excerpt:

.....
R: Terus settingnya harus bagaimana? (Then, what is the setting?)

I : Dikerjakan sendiri. (It is better done individually.)

.....
(Appendix 10: The interview transcript of Unit 2).

It would be supported by the following descriptive data:

“Thus, they did the task individually.”

.....
(Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

From the three data above, it could be concluded that the setting was effective for the students.

b) Conclusion

From the components analysis of Task 15, the evaluations above can be concluded in the presented table below:

Table 81: **The Conclusion of the Evaluation of Task 15 in Unit 2**

Components	Analysis	Revision
Goal: Task 15 increases my writing skill.	Effective	-

Input: The input is simple and quite easy for me.	Effective	-
Activities: - The activity wants me to understand the topic discussed before. - The activity is appropriate with my English level and wants me to be free in making sentences.	Effective	-
Teacher role: Teacher checks, controls and assesses students' works (as controller and assessor).	Effective	-
Learner role: I can more be active and creative in this task.	Effective	-
Setting: I can work individually in this task.	Effective	-

16) Task 16

The result of the evaluation questionnaire of Task 16 is presented in the following table:

Table 82: **The Result of the Evaluation Questionnaire of Task 16 in Unit 2**

Components	Mean	Category
Goal	4.56	Agree
Input	3.91	Agree
Activities/Procedures	4.00	Agree
Teacher role	4.34	Agree
Learner role	4.28	Agree
Setting	3.81	Agree

It can be seen from the table above, that most of the task components were effective, because most of the students agreed to the components. The detailed analysis of the components will be presented below in order to know whether the task is effective or not.

a) Task Components Analysis

(1) Goal

Task 16 was to evaluate the students' skills and understanding about materials after learning Unit 2. The goal of the task was achieved very well by conveying the mean value of 4.56 and could be regarded as *Agree* or *Good*. The data was supported by the interview to the students as the following:

.....
R: Ok, coba perhatikan "Let's Evaluate", tujuannya apa itu? (Please, pay attention to "Let's Evaluate", what is the goal of it?)

I : Mengevaluasi kita terhadap materi yang kita pelajari. Seperti ulangan. (It evaluates us toward the materials that we have learned. It is like an examination.)

R: Apa tujuan dari tast terakhir ini? (What is the goal of the last task?)

S: Sesuai dengan instruksi di sini, tujuannya adalah mengevaluasi kemampuan siswa yang sebenarnya. (Based on the instruction, the goal is to evaluate the true students' competence).

.....
 (Appendix 10: The interview transcript of Unit 2).

The interview was also supported by the result of the observation in the classroom:

"The last task could evaluate the students' understanding toward the materials had been learned before in the unit. Thus, the goal was achieved well."

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, it can be concluded that the goal of Task 16 was *Good* and effective.

(2) Input

The input of the task was the clear instruction of what the students should do in the task. Regarding to it, the mean value was 3.91, which was regarded as *Good* in category because most the students agreed to the statements. Here was the supporting data from the interview:

.....
R: Jelas tidak instruksinya? (Is the instruction clear?)

S: Iya. (Yes, it is.)

R: Dengan membaca instruksinya tadi, kalian tahu apa yang harus anda kerjakan, iya kan? (By reading it, you know what should you do, don't you?)

S: Iya, tahu. (Yes, I do).

.....
 (Appendix 10: The interview transcript of Unit 2).

Further, it could be supported by the result of the researcher's observation during the implementation of Unit 2:

"The instruction of it was clear enough for the students."

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the input of Task 18 was *Good* and effective to evaluate the students' understanding.

(3) Activities

The activity of this task could give the students opportunity to be free and more creative, because the task was as a productive task in the unit. The activity was actually effective for the students by conveying the mean value of 4.00, which meant most of the students agreed to it. The data was supported by the following excerpt:

.....
R: apa yang kamu lakukan di sini? (What do you do in this task?)

S: Kita membuat dialog yang menunjukkan pujian dan kepastian atau ketidakpastian. Kemudian mempraktekannya dengan teman. (We create a dialogue showing a compliment and certainty or uncertainty. After that, we practice it with our partner).

.....
 (Appendix 10: The interview transcript of Unit 2).

The data above could also be supported by the following field notes:

"Next, in the last task the students were asked to have a dialogue showing a compliment and certainty or uncertainty. After that, they practiced it with our partner."

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

In conclusion, the activity in Task 16 was good and effective for the students in learning English.

(4) Teacher role

The expected teacher role in this task was as an assessor. The role was played well. It was proved by the mean value of 4.34 and the value could be regarded as *Good* in criteria, meant that the students agreed to it. There was an excerpt of interview as the supporting data:

.....
R: Apa peran guru di bagian ini? (What is the teacher role in this part?)
I: Dia sebagai penilai kerjaan siswa. (She is an assessor toward students' works).

 (Appendix 10: The interview transcript of Unit 2).

The data above were also supported by the following field notes:

“The teacher was just as an assessor for the students’ works. She assessed their works at the end of the learning process.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Therefore, it could be concluded that the teacher role in this task was effective.

(5) Learner role

In this task the students were expected to be active and creative participants. The expectation was achieved well by conveying the mean value of 4.28. The mean value was regarded as *Good* in criteria. The supporting data was as the following interview excerpt:

.....
R: Kalian aktif tidak di task ini? (Are you active in this task?)
I : Ya kita aktif juga kreatif membuat dialog dan mempraktekannya dengan teman. (Yes, I am active and creative in creating dialogue and practicing it with our friend.)

(Appendix 10: The interview transcript of Unit 2).

Those data were then supported by her field notes:

“They were so active and creative in creating a dialogue using their own words and finally practicing the dialogue well with their partner.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

Finally, the learner role in this task was effective.

(6) Setting

The expected setting in this task was in pairs. The mean value regarding to the setting in this task was 3.81. It was regarded as *Good* in category. To support the data, there was the interview excerpt:

.....
R: Kamu mengerjakan task ini bagaimana? (How do you do the task?)
I : Mengerjakannya berpasangan. (I do it in pairs).

(Appendix 10: The interview transcript of Unit 2).

The data would be supported by the following excerpt:

“They could do the task well with their partner.”

.....
 (Appendix 9: Observation field notes (the second day try-out of Unit 2) held on Tuesday, 21st June 2011).

From the three data, it can be concluded that the setting was effective for the students.

b) Conclusion

From the components analysis of Task 16, the evaluations above can be concluded in the presented table below:

Table 83: **The Conclusion of the Evaluation of Task 16 in Unit 2**

Components	Analysis	Revision
Goal: Task 16 evaluates my understanding and competence of the materials that I have learned before in Unit 2.	Effective	-
Input: The input in this task is enough for me.	Effective	-
Activities: The activity gives me a chance to feel free and be creative.	Effective	-
Teacher role: Teacher plays as assessor.	Effective	-
Learner role: I can be active and creative in Task 16 by making free dialogue and speaking directly.	Effective	-
Setting: I can do Task 16 in pairs, with my partner.	Effective	-

c. The Conclusions of the Evaluation and Revisions of Tasks in Unit 2

In the previous section, it has been discussed the evaluation and revisions of the tasks in Unit 2. Based on the results, almost the tasks did not need to be revised because the components of tasks were effective. On the other hand there were some tasks needed to be modified or changed. The results of it can be summarized in the following table:

Table 84: The Conclusions of the Evaluation and Revisions of Tasks in Unit 2

Name of Task	Components need to be revised	Revisions
Task 1	-	No revision
Task 2	-	No revision
Task 3	-	No revision
Task 4	-	No revision
Task 5	-	No revision
Task 6	-	No revision
Task 7	Setting	Changing the setting from individually into in pairs.
Task 8	-	No revision
Task 9	Setting	Changing the setting from individually into in pairs.
Task 10	-	No revision
Task 11	-	No revision
Task 12	-	No revision
Task 13	-	No revision
Task 14	-	No revision
Task 15	-	No revision
Task 16	-	No revision

7. The Revisions of the Materials of Unit 3

As mention before the designed materials of Unit 3 was not tried out to the students because of the limited time and was created after Unit 1 and 2 had been implemented at the school. Nevertheless, Unit 3 was also created by the researcher and after that was consulted to the supervisors as the expert judgment of the designed materials as well as Unit 1 and Unit 2. Based on the suggestions of the supervisors, Unit 3 was then revised and modified. Indeed, the results of the evaluation questionnaire of Unit 1 and Unit 2 were also used by the researcher to revise, modify and change Unit 3 to be the final draft. Therefore, the followings are the descriptions of the task components in Unit 3:

a. Goals

Unit 3 entitled “*I Think Your Idea Is Good. I Do Agree with Yours*”. The topic in the unit was dealing with opinion, argument, agreement and disagreement. The tasks goals in Unit 3 were almost the same with the two previous units. Those were aimed at developing the students’ four language skills; listening, speaking, reading and writing and students’ competence of English. The designed materials enabled learners to enrich their vocabulary mastery, to increase their grammar competence, to increase their pronunciation, to improve students’ knowledge of communicative language functions. Those goals were related to the topic in Unit 3.

b. Inputs

The inputs were interesting and appropriate with the students' field. They were also arranged as well as the inputs in the previous units. Those were pictures, vocabulary list, spoken texts and questions for listening activities, language function dealing with opinion, argument, agreement and disagreement, reading text, language focus conjunctions in the form of explanation, incomplete sentences, etc. Those inputs actually were appropriate for the students based on the expert judgment. Nevertheless, the supervisor added a little suggestion. He wanted the researcher to simplify the instructions of the tasks and pay attention to the input appearance so that it could be clear enough for the students. Therefore, the researcher simplified the instructions and then modified the input to be more understandable and interesting.

c. Activities

The activities in Unit 3 were made also based on the results of the evaluation questionnaire of Unit 1 and 2 and also according to the expert judgment. Thus, the activities were such as; studying and pronouncing words before listening, listening to dialogues and answering questions, studying expressions dealing with opinion, argument, agreement and disagreement, studying and then practicing dialogue, completing short conversations, having speaking practice in front of class, reading a text and then answering questions, deciding statements, finding words' meanings, writing main ideas of paragraphs, studying explanation of conjunctions, and writing. Those activities were also made as well as those in Unit 1 and Unit 2. Thus, there was no revision of it.

d. Teacher Role

All the tasks in Unit 3 were created and it wanted teacher to be as a prompter, resource, guide, facilitator, corrector, controller and assessor. Those were also based on the previous designed materials (Unit 1 and 2). Shortly, there was also no revision regarding to the teacher roles.

e. Learners Role

As the designed materials were made in well sequenced, graded and integrated, therefore the learner roles in the tasks of Unit 3 were same. The students were asked to be active participants, passive recipients, performers and listeners. Therefore, the learner roles were appropriate with the students' needs.

f. Setting

Almost the settings in the tasks of Unit 3 were same with those in Unit 1 and 2. The students were asked to do the tasks individually, in pairs, or with classmates and teacher in the classroom. So, the settings were also match with the students needs.

B. Discussion

The results of the research are presented in the previous part of this chapter. In this section, the discussion of the results is presented. The designed materials were made based on the needs analysis of the students at the beginning of the study and were made into three units. Each unit consists of 16 – 18 tasks, which are divided in two cycles, namely the spoken and written cycles. The needs analysis is a procedure to collect information about learners' needs (Richard: 2001). Shortly, the aim of it is to obtain all information of the target situation. Therefore, the information collected through the needs analysis questionnaire in this study was learners' needs and learning needs about the designed materials included; goal, input, activity, teacher role, learner role and setting (Nunan: 2004)

The tasks in each unit were organized according to Nunan's principles of grading, sequencing and integrating tasks (2004). The tasks were graded and sequenced by considering the input complexity, which ranged from the less difficult input to the more difficult ones. This is in line with Nunan's opinion on sequencing tasks that tasks are sequenced according to their complexity as determined by input, learners and procedural factor. The designed materials were made based on the principles of ESP (Hutchinson – Water: 1987 and Richard: 2001) and materials development (Tomlinson, 1998, 2003). Furthermore, the needs analysis results are as follow.

In term of the goal, generally, the students wanted that the designed materials could facilitate them in learning English related to their field, particularly focusing on the four-English skills; Listening, Speaking, Reading and

Writing, and other important supporting aspects such as; grammar, vocabulary and pronunciation. In relation to the task input, generally, the students wanted to have appropriate and enough-length input, which were in the forms of spoken, written or visual input.

Regarding to the task activity, they wanted to have easy and motivated activities that could help them learn English, such as: listening dialogues, practicing speaking, reading texts, writing, finding and matching words meanings and synonyms, pronouncing words, learning grammar, identifying certain words, arranging jumbled words and sentences, creating sentences, and so on.

Regarding to the teacher role, the students wanted that the teacher could often help them whenever they have difficulties by explaining the materials again and giving a lot of examples related to the materials discussed. In term of the learner role, the students wanted that the designed materials could lead them to be active participants during the learning process. In relation to the setting, the students wanted the designed materials facilitate them to work individually, in pairs or sometimes in a small group.

As mentioned earlier, each unit is divided into two cycles; spoken and written cycles. It consists of 16 – 18 tasks. Each of the tasks is organized from six task components as proposed by Nunan (2004). Those are goal, input, Activities/Procedures, teacher role, learner role and setting. They are used to obtain the data in materials evaluation in the middle of this study. The results of designed materials evaluation are presented as follow.

Regarding to task goals, appropriate task goals are making students to have communicative, affective and cognitive learning outcomes. Those are to negotiate meanings in specific conversation, to improve students' listening, speaking, reading and writing skills, to increase students' confidence in speaking, to develop their interaction skills, to enrich their vocabulary mastery, to improve their pronunciation skill, and to increase their grammar competence, etc. Those goals are closely related to the activities of the tasks. This idea is supported by Nunan (2004) who states that goals are closely implicated with procedures/activities.

Concerning to task inputs, the appropriate inputs can be concluded as the inputs that are comprehensible to the students, facilitate their language knowledge. The appropriate inputs in the tasks are pictures followed by questions and sometimes also a dialogue, vocabulary and pronunciation lists, short spoken dialogues and questions (for listening inputs), expressions of language functions, short explanations of language focus, models of dialogues, letters, pictures and situations, invitation cards, memos, articles for reading texts, and so on. Those inputs are created in the forms of spoken, written and visual that are interesting, understandable, clear, colorful, appropriate and enough-length input. The idea is supported by Nunan (2004) says that input refers to any kind of spoken, written or visual data which can be used to complete a task within learners' works.

In relation to task procedures/activities, appropriate activities are put in the same sequence for all units, those are: lead-in, main teaching activities (spoken and written cycles), and evaluation. Appropriate activities for spoken cycle are

studying and pronouncing words, observing pictures, listening dialogues and answering questions that follow, listening and taking notes, listening dialogues and finding expressions in the dialogues, studying communicative expressions, answering and acting out dialogues, arranging and practicing dialogues, answering and practicing dialogues, making and acting out dialogues based on situations given, completing conversations and practicing them, taking turn and making opinion and practicing them, etc.

For written cycle, the appropriate activities are reading and stating statements, completing sentences, answering questions based on the reading text, finding the synonyms of words, reading and answering questions, matching the related words, studying the explanations, changing the sentences, writing a letter based on the situations, writing invitation cards and memo based on the situations given, creating sentences, writing main idea, and creating a dialogue, etc. Those all activities are appropriate since they can enable the learners in the classroom to use their knowledge, competence and language skills that they may use in daily life. Indeed, the appropriate activities are matched with the inputs and students' level. This is in line with Nunan (2004: 52-53), who says that activities specify what learners will actually do with the input and require learners to rehearse, in class, and to do communicative behaviors and interactions outside the classroom.

Concerning to the teacher and learner role, they have interchangeable role in the classroom. Whenever teacher is active in the class as a source, the students are passive as receptive learners rather than active. On the other hand, whenever students are active in the class, the teacher comes with the control to the students

and so on. Therefore, the appropriate teacher roles in the task are as a source, controller, assessor, feedback, prompter/guide, corrector, and observer, while the appropriate learner role are active learners, passive recipients, performer, and listener. Those are matched with the statement comes from Nunan (2004:67) that teacher roles and learner roles are two side sides of a coin, in which the learners are more active in the class, the teacher can adopt a different role. Indeed, another supporting statement comes from Breen and Candlin (1980) cited in Nunan (2004:67) that a teacher as three main roles in the communicative classroom; a facilitator, a participant, and an observer and learner.

The last component is setting. Regarding to it, the appropriate and frequent settings in the tasks are individually and in pairs. The students mostly admitted that they can work individually in easy tasks. Indeed, they should work in pairs by discussing and practicing in communicative and interaction tasks that are rather difficult. The setting is appropriate because working in pairs enables learners to interact with others and promotes learners' independence (Harmer: 2001). Those settings are effective for students in doing the tasks, because actually the settings refer to the arrangements of classroom specified in the tasks. The setting can be individually, in pairs, in small group or in whole class (Nunan, 2004: 71).

So far, the designed materials are appropriate for the students seeing from the six important aspects above. The appropriateness is seen from the results of the students' evaluation questionnaire, the interview to the students and the researcher's observation during the process of teaching and learning in the classroom. Indeed, the designed materials are appropriate in terms of sequencing,

grading and integrating. Sequencing refers to the difficulty order of the designed materials that is from less difficult to the more difficult. Grading refers to the design of the developed material that is started from spoken cycles (*Listening and Speaking skills*) and continued into written cycles (*Reading and Writing skills*). Integrating refers to the integration of the materials. The designed materials are made integrated, and cover the four English skills and some other important supporting aspects; grammar, vocabulary and pronunciation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research has three goals: (1) finding the learning needs of the eleventh grade Accounting students in SMK Negeri 1 Wonosari, Gunungkidul, (2) finding the learner's needs of the eleventh grade Accounting students in SMK Negeri 1 Wonosari and (3) designing the appropriate English instructional materials that are needed in SMK Negeri 1 Wonosari, particularly for the eleventh grade students of Accounting in the academic years of 2010/2011. In this chapter, research findings are summarized, the conclusions are drawn, and the suggestions are proposed.

A. Conclusions

1. The Learners' Needs

A needs analysis questionnaire was set up to obtain the information of the learners' needs and learning needs. The learners' needs were actually related to the goal and the input of the designed materials. Based on the needs analysis, the students wanted to be able to master a lot of English vocabularies that are related to their department (accounting) and to have good competence in English. They preferred the listening inputs in the form of dialogues and preferred the list of vocabularies related to text they will listen to. Regarding to speaking input, they preferred pictures and models of dialogues, situations and also some language functions. They preferred authentic or inauthentic texts which are interesting and have simple topics related to accounting and completed with a picture, some

models of authentic or inauthentic texts such as: invitation letters, memos, paragraphs, complaint letter, other writings for reading and writing inputs. They preferred the input texts for listening, speaking, reading and writing skills consist of 150 up to 200 lengths of words.

2. The Learning Needs

The learning needs collected by the needs analysis questionnaire are related to the activities, the teacher role, the learner role and the setting of the designed materials. In the listening and speaking activities, the students preferred listening to dialogues/monologs through audio-cassette and then answering questions and practicing speaking in front of class by role-playing. In the reading activities, they preferred identifying key words, vocabularies, topics, main ideas and certain expressions, or reading texts, comprehending texts and finally answering questions as the alternative activities. In the writing activities, they preferred writing a text using own topic and idea or based on the model given in the previous time. Indeed, they preferred writing sentences/paragraphs using correct vocabularies, punctuations and spelling as the alternative activities. Regarding to vocabulary activities, they preferred defining meanings of English vocabularies and matching words with their given meanings. Concerning to pronunciation activities, they preferred listening on how to pronounce words from the teacher and correcting the words pronunciation with friends. In order to increase their grammar competence, they preferred identifying a certain sentence structure and making sentences using sentence structures or models which have

been learned before. They preferred doing the tasks with their pair in the classroom and being active in discussion or paying attention to the teacher's explanation. The preferable teacher role is helping students by explaining the difficult materials clearly to the students and giving more examples.

3. The Appropriate Instructional Materials

It can be concluded that the appropriate English instructional materials for the eleventh grade students of Accounting Department have the following characteristics:

- a. The materials are aimed to develop the four language skills; listening, speaking, reading and writing and students competence of English.
- b. The designed materials enable learners to enrich vocabulary mastery, to increase grammar competence, to increase pronunciation, to improve students' knowledge of about communicative language functions.
- c. The designed materials are organized from spoken cycle (listening and speaking skills) to written cycle (reading and writing skills).
- d. The designed materials are graded and sequenced from the less difficult tasks to the more difficult ones.
- e. The appropriate unit design of the designed materials has the following components:
 - 1) Title: It represents the topic that will be learned in the unit and is to interest students' attention.
 - 2) Objectives: Implicit learning objectives are stated in this section.

- 3) Lead-in:
 - a) Task aims at recalling or leading the learners' background knowledge,
 - b) Task aims at introducing the keys or ideas of the topic being learned.
 - 4) Main Teaching and Learning Activities: They consist of the teaching and learning of the four language skills and other supporting aspects (vocabulary, pronunciation, and grammar).
 - 5) Evaluation: It is aimed to evaluate the students' understanding about the materials that have been learned before in the unit by doing a task.
 - 6) Reflection: It is aimed to know and measure the students' improvement that they have made after learning the unit.
 - 7) Summary: It is aimed at giving students a gist of the materials that have been discussed or learned in the unit.
 - 8) Vocabulary List: It consists of vocabulary items used in the unit with their complete meanings and phonetic transcriptions. Those help students to know unfamiliar words' meanings. It is as a mini dictionary in the unit.
- f. Appropriate task components are as follow:
- 1) Goals:

The appropriate goals are making students to have communicative, affective and cognitive learning outcomes. Those are to improve students' listening, speaking, reading and writing skills, to increase students' confidence in speaking, to develop their interaction skills, to enrich their vocabulary mastery, to improve their pronunciation skill, and to increase their grammar competence.

2) Inputs:

The appropriate inputs are pictures followed by questions and sometimes also dialogues, vocabulary and pronunciation lists, short spoken dialogues and questions, expressions of language functions, short explanations of language focus, models of dialogues, letters, pictures and situations, invitation cards, memos, and articles. Those inputs are spoken, written and visual forms that are interesting, understandable, clear, colorful, appropriate and enough-length input.

3) Activities:

The activities for spoken cycle are studying and pronouncing words, observing pictures, listening dialogues and answering questions that follow, listening and taking notes, studying communicative expressions, answering and acting out dialogues, making and acting out dialogues based on situations given, completing conversations and practicing them, taking turn and making opinion and practicing them. The activities for written cycle are reading and stating statements, completing sentences, answering questions based on the reading text, finding synonyms, reading and answering questions, matching the related words, writing a letter, invitation cards and memo based on the situations given, creating sentences, writing main idea, and creating a dialogue.

4) Teacher role:

The appropriate teacher roles in the tasks are as a source, controller, assessor, feedback, prompter/guide, corrector, facilitator and observer.

5) Learners' role:

The appropriate learners' roles are active learners, passive recipients, performer, and listener.

6) Settings:

The frequent settings in the tasks are individually and in pairs.

B. Suggestions

The main aim of this research study is designing English instructional materials for the eleventh grade students of Accounting in SMK N 1 Wonosari, Gunungkidul. There are some suggestions for the next research of the same or different departments of SMK. The suggestions can be addressed to the materials designers, curriculum designers, English teachers, and students as follows:

1. To the materials designers: they should create materials which are more communicative and helpful for the students. They should also be creative in designing materials in order to make students interested in.
2. To the curriculum designers: they should be critical to the students' needs of materials which are appropriate and suitable for their departments.
3. To the English teachers of Vocational High Schools: they should be able to create good sources for students in learning English based on their needs.
4. To the students of Vocational High Schools: they should have a good motivation in learning English as foreign language and improve their skills whenever they are.
5. To the next researchers: they have to be careful in designing English materials.

REFERENCES

- Babbage, Ron. et al. 1999. *Approaches to Teaching and Learning*. London: David Fulton Publisher.
- Blundell, Jon. et al. 1982. *Function in English*. Oxford: Oxford University Press.
- Brown, H. Douglas. 2001. *Teaching by Principles*. New York: Longman.
- Dubin, Fraida and Olshtain, Elite. 1986. *Course Design: Developing Program and Materials for Language Learning*. Cambridge: Cambridge University Press.
- Ellis, Rod. 2003. *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
- Evans, Tony Dudley and Maggie Jo St John. 1998. *Developments in ESP A Multi-disciplinary Approach*. Cambridge: Cambridge University Press.
- Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta. 2008. *Panduan Tugas Akhir*. Yogyakarta: UNY
- Gall, Meredith D and Walter R. Borg. 2003. *Educational Research, An Introduction*, 7th ed. New York: Pearson Education Inc.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*, 4th ed. London: Longman.
- _____. 1998. *How to Teach English*. London: Longman.
- Hutchinson, Tom and Alan Waters. 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Lever-Duffy, Judy and Jean B. McDonald. 2009. *Teaching and Learning with Technology*, 3rd ed. New York: Pearson Education, Inc.
- Miles, MB. and Huberman. 1994. *Qualitative Data Analysis (2nd edition)*. Thousand Oaks, CA: Sage Publications.
- Murphy, Raymond. 1994. *English Grammar in Use*. Cambridge: Cambridge University Press.

- Nunan, David. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- _____. 2001. *Aspects of Task-based Syllabus Design*. Cambridge: Cambridge University Press.
- _____. 1999. *Second Language Teaching & Learning*. Boston: Heinle & Heinle.
- _____. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Reid, Gavin. 2005. *Learning Styles and Inclusion*. London: Paul Chapman Publishing.
- Richard, Jack C. and R. Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.
- _____ and Willy A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- _____. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Schmitt, Norbert. 2002. *An Introduction to Applied Linguistics*. Oxford: Oxford University Press.
- Sregel, Joel G and Jae K. Shim. 1994. *Kamus Istilah Akuntansi*. Jakarta: PT. Gramedia.
- Suharto, G. 2002. *Statistika Deskriptive*. Yogyakarta: Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta.
- Suwardjono. 2005. *Teori Akuntansi, Perencanaan Pelaporan Keuangan , third edition*. Yogyakarta: BPFE UGM Yogyakarta.
- Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- <http://www.professorjackrichards.com/pdfs/communicative-language-teaching-today-v2.pdf>
- <http://www.google.co.id>

APPENDIX 1

The Needs Analysis Questions (1st Questionnaire)

**ANGKET ANALISA KEBUTUHAN BELAJAR B. INGGRIS SISWA
KELAS XI AKUNTANSI SMK NEGERI 1 WONOSARI**

Kepada: Adik-adik semua

Untuk keperluan penyusunan Tugas Akhir Skripsi (TAS) yaitu pengembangan materi pembelajaran bahasa Inggris untuk siswa SMK jurusan Akuntansi kelas XI tahun pelajaran 2010/2011, maka sangat perlu bagi saya, mahasiswa Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta, untuk mengumpulkan informasi yang berkaitan dengan aspirasi Adik-adik tentang materi pembelajaran bahasa Inggris yang sesuai. Untuk mendapatkan aspirasi tersebut maka saya mohon bantuan Adik-adik untuk mengisi angket ini.

Hasil pengisian angket ini sama sekali tidak akan mempengaruhi hasil belajar/prestasi akademik Adik-adik di sekolah. Adik-adik dimohon mengisinya dengan lengkap dan jujur sesuai dengan keadaan Adik-adik yang sebenarnya. Hasil dari pengisian angket ini akan sangat dijamin kerahasiaannya oleh peneliti sesuai dengan kode etik yang ada.

Terimakasih atas kerjasamanya yang baik.

Peneliti,

Yuliyanti.

NIM.06202244082

Data Responden

Nama :
 Usia :
 Jenis Kelamin :
 Alamat :

Pilihlah pernyataan di bawah ini yang Anda anggap sesuai dengan keadaan Anda yang sebenarnya. Pernyataan yang Anda pilih dapat lebih dari satu pada setiap pertanyaan!

A. TUJUAN PEMBELAJARAN

1. Saya mengharapkan pembelajaran Bahasa Inggris dapat menjadikan saya.....
 - a. mampu menguasai banyak kosa kata Bahasa Inggris yang berhubungan dengan jurusan saya (istilah-istilah teknis Akuntansi) dan mampu berkomunikasi dengan tepat, lancar dan benar baik formal maupun informal di kehidupan sehari-hari.
 - b. mampu berkomunikasi dengan menggunakan tata bahasa Inggris yang baik dan benar
 - c. mampu merespon makna dari ungkapan-ungkapan yang digunakan dalam kehidupan sehari-hari baik formal maupun informal.
 - d. mampu membedakan dan menggunakan ungkapan-ungkapan bahasa Inggris baik formal maupun informal, tersurat maupun tersirat.
 - e. lain-lain.....
2. Hal-hal yang mendorong saya untuk belajar bahasa Inggris adalah
 - a. agar lulus ujian nasional dan dapat nilai yang baik
 - b. agar benar-benar memiliki kemampuan bahasa Inggris yang baik
 - c. agar mudah mendapatkan pekerjaan
 - d. agar mempermudah usaha saya nantinya
 - e. lain-lain.....

B. KEMAMPUAN BAHASA INGGRIS

3. Kemampuan saya dalam bahasa Inggris saat ini adalah.....
 - a. kurang (tingkat pemula/*elementary*)
 - b. sedang (tingkat dasar/*novice*)
 - c. baik (tingkat menengah/*intermediate*)
 - d. sangat baik (tingkat lanjut/*advanced*)
 - e. lain-lain.....

C. INPUT

4. Saya lebih suka belajar bahasa Inggris dengan topik-topik yang
 - a. terkait dengan kehidupan saya
 - b. bermanfaat bagi dunia kerja saya nanti
 - c. sederhana (mudah)
 - d. lain-lain

5. Input pembelajaran bahasa Inggris untuk kegiatan *Listening* (menyimak/mendengarkan), saya lebih suka jika
 - a. diberikan model teks-teks monolog dengan topik sederhana dalam bentuk audio kaset
 - b. diberikan model teks-teks monolog dengan topik sederhana lisan (dibacakan guru)
 - c. diberikan model teks-teks dialog dengan topik sederhana dalam bentuk audio kaset
 - d. diberikan model teks-teks dialog dengan topik sederhana lisan (dibacakan guru)
 - e. dikenalkan dengan kosakata terlebih dahulu yang berkaitan dengan teks sebelum mendengarkan
 - f. diberikan deskripsi singkat isi teks yang akan disimak
 - g. lain-lain.....

6. Saya lebih suka jika panjang input teks untuk kegiatan *Listening* berkisar antara
 - a. 100 – 150 kata
 - b. 150 – 200 kata
 - c. 200 – 250 kata
 - d. 250 – 300 kata
 - e. \geq 300 kata
 - f. lain-lain

7. Saya lebih suka jika input teks *Listening* diperagakan/dibacakan oleh
 - a. model seorang *native speaker* asli
 - b. model *non-native speaker* tapi diucapkan layaknya seorang *native speaker*
 - c. model *non-native speaker* dengan ucapan *non-native speaker* sendiri
 - d. lain-lain

8. Input pembelajaran bahasa Inggris untuk kegiatan *Speaking*(berbicara), saya lebih suka jika
 - a. diberikan model teks-teks monolog/dialog yang disertai gambar-gambar yang dipraktikkan
 - b. diberikan model teks-teks monolog/dialog saja yang dipraktikkan
 - c. hanya diberi gambar-gambar saja
 - d. diberi situasi tertentu oleh guru
 - e. diberikan input berupa tabel atau bagan
 - f. diperkenalkan dahulu dengan kosakata yang berkaitan dengan input teks
 - g. diperkenalkan dengan struktur kalimat tertentu
 - h. lain-lain.....

9. Saya lebih suka jika panjang input teks untuk kegiatan *Speaking* berkisar antara
 - a. 50 – 100 kata
 - b. 100 – 150 kata
 - c. 150 – 200 kata
 - d. 200 – 250 kata
 - e. lain-lain

10. Input pembelajaran bahasa Inggris untuk kegiatan *Reading* (membaca), saya lebih suka jika
 - a. diberikan teks-teks otentik (seperti: journal, bukti-bukti transaksi keuangan, surat, memo, koran, majalah, dll)
 - b. diberikan teks-teks non-otentik yang topiknya menarik dan mudah dipahami
 - c. diberikan cerita-cerita fiksi atau non-fiksi
 - d. diberikan teks-teks sederhana (otentik atau non-otentik) yang disertai dengan glossary dan gambar-gambar.
 - e. teks-teks yang topiknya sesuai dengan jurusan saya dan terjadi di sekitar saya.
 - f. lain-lain.....

11. Saya lebih suka jika panjang input teks untuk kegiatan *Reading* adalah berkisar
 - a. 100 – 150 kata
 - b. 150 – 200 kata
 - c. 200 – 250 kata
 - d. 250 – 300 kata
 - e. lain-lain

12. Input pembelajaran bahasa Inggris untuk kegiatan *Writing* (menulis), saya lebih suka jika
 - a. diberikan model teks-teks otentik atau non-otentik seperti surat lamaran, CV, memo, pesan pendek, surat komplain, dll yang bisa bermanfaat bagi saya.
 - b. diberi cerita-cerita pendek.
 - c. diberi input berupa gambar/tabel/bagan
 - d. dikenalkan dengan model struktur kalimat tertentu
 - e. dikenalkan dengan kosakata berkaitan dengan teks
 - f. lain-lain.....

13. Saya lebih suka jika panjang input teks untuk kegiatan *Writing* berkisar
 - a. 100 – 150 kata
 - b. 150 – 200 kata
 - c. 200 – 250 kata
 - d. 250 – 300 kata
 - e. lain-lain

D. KEGIATAN PEMBELAJARAN DI DALAM KELAS

14. Dalam kegiatan *Reading* (membaca) saya lebih suka untuk
 - a. membaca teks dan menterjemahkan
 - b. membaca teks, memahami teks dan menjawab soal-soal yang tersedia
 - c. menjodohkan kata sesuai dengan artinya dan mencari arti kata dalam kamus
 - d. mengidentifikasi pernyataan yang benar dan yang salah sesuai dengan bacaan.
 - e. mengidentifikasi sinonim dan antonim dari sebuah kata
 - f. mengidentifikasi kata-kata kunci, kosakata, topik, kosakata, ide pokok maupun ungkapan-ungkapan tertentu.
 - g. lain-lain.....

15. Dalam kegiatan *Writing* (menulis) saya lebih suka untuk
 - a. menulis kalimat/paragraf dengan tata bahasa, kosakata, tanda baca, dan ejaan yang baik dan benar.
 - b. menyalin dan menterjemahkan teks.
 - c. melengkapi paragraf yang rumpang pada sebuah teks.
 - d. mengarang dengan topik dan gagasan sendiri atau sesuai model yang telah diberikan sebelumnya.
 - e. menyusun kata/kalimat acak menjadi kalimat/paragraf yang benar.
 - f. mengidentifikasi dan memperbaiki kesalahan struktur kalimat pada teks.
 - g. lain-lain:

16. Dalam kegiatan *Speaking* (berbicara) saya lebih suka untuk
 - a. praktek speaking di depan kelas dengan membaca dialog yang sudah ada.
 - b. praktek speaking di depan kelas tanpa membaca dialog (*role-play*) dan bermain peran.
 - c. praktek speaking dengan diskusi (pemecahan masalah) bersama teman atau guru.
 - d. praktek speaking dengan tanya jawab (bertukar informasi) sesuai topik yang ada.
 - e. praktek speaking dengan *repetition* (mengulangi apa yang didengar)
 - f. membuat dialog/monolog dan kemudian mempraktakkannya di dalam kelas.
 - g. praktek presentasi baik secara individu, berpasangan ataupun kelompok.
 - h. lain-lain:

17. Dalam kegiatan *Listening* (mendengarkan) saya lebih suka untuk
 - a. mendengarkan dialog/monolog lewat audio kaset dan menjawab soal-soal.
 - b. mendengarkan guru membaca teks-teks dialog/monolog dan menjawab soal-soal.

- c. mendengarkan lagu-lagu dan menuliskan sebagian kalimat yang didengar dengan benar.
 - d. melengkapi kalimat-kalimat rumpang saat mendengarkan dialog/monolog
 - e. menjawab pertanyaan-pertanyaan setelah mendengarkan dialog/monolog
 - f. mengidentifikasi/mencocokkan kata yang didengar dengan kata yang tersedia.
 - g. mengidentifikasi kata-kata kunci, tujuan, setting, topik, kosakata, dan ungkapan-ungkapan tertentu dalam teks.
 - h. memberi respon lisan atau tulis
 - i. lain-lain
18. Untuk menambah kosakata bahasa Inggris (*vocabulary*) saya lebih suka kegiatan seperti
- a. menjodohkan kata dengan makna kata
 - b. mengartikan kosakata bahasa Inggris
 - c. melengkapi kalimat dengan kosakata yang telah tersedia atau dengan kosakata sendiri.
 - d. melengkapi bagan kosakata
 - e. mengidentifikasi kata-kata yang sejenis maupun lain jenis.
 - f. lain-lain
19. Untuk menambah penguasaan struktur kalimat (*grammar*) saya lebih suka aktivitas seperti
- a. mengidentifikasi struktur kalimat tertentu
 - b. memperbaiki kesalahan struktur kalimat
 - c. melengkapi struktur kalimat yang belum lengkap
 - d. membuat kalimat dengan struktur kalimat atau model yang sudah dipelajari sebelumnya.
 - e. lain-lain
20. Untuk menambah kemampuan dalam pengucapan kosakata B. Inggris (*pronunciation*) saya lebih suka aktivitas seperti
- a. mendengarkan cara pengucapan kata dari guru.
 - b. mendengarkan cara pengucapan dari teman.
 - c. mengucapkannya sendiri dengan melihat ke dalam kamus
 - d. saling mengoreksi pengucapan kata dengan teman.
 - e. lain-lain

E. SETTING

21. Saat mengerjakan tugas-tugas/belajar bahasa Inggris, saya lebih suka mengerjakannya
- a. di dalam kelas
 - b. di luar kelas (taman, lingkungan kelas)

- c. di dalam perpustakaan
 - d. di laboratorium bahasa
 - e. lain-lain:
22. Pada saat pembelajaran bahasa Inggris, saya lebih suka apabila.....
- a. mengerjakan sendiri/individu dengan atau tanpa bantuan guru
 - b. mengerjakan dengan teman dekat/sebangku
 - c. mengerjakan dalam kelompok kecil (3-4 orang)
 - d. mengerjakan dalam kelompok besar (lebih dari 4 orang)
 - e. lain-lain.....

F. PERAN SISWA

23. Pada saat pembelajaran bahasa Inggris di kelas, saya lebih suka jika
- a. aktif dengan berdiskusi bersama teman ataupun guru
 - b. aktif dengan menjawab pertanyaan guru secara lisan atau tulis
 - c. aktif dengan berpendapat dan bertanya atau bernegosiasi dengan guru
 - d. diam saja dan berkonsentrasi saat mengerjakan tugas
 - e. diam saja dan mendengarkan/memperhatikan penjelasan guru terlebih dahulu
 - f. lain-lain:

G. PERAN GURU

24. Dalam mengerjakan tugas B. Inggris di dalam kelas saya lebih suka jika guru
- a. mengamati/memonitor proses pengerjaan tugas dari meja guru saja
 - b. berkeliling di dalam kelas untuk mengamati proses pengerjaan tugas
 - c. berkeliling dan memberikan komentar/koreksi langsung terhadap tugas yang sedang dikerjakan
 - d. membahas langsung jawaban tugas pada sesi pertemuan itu juga
 - e. sering membantu siswa dengan menjelaskan kembali hal-hal yang dirasa sulit bagi siswa yang sudah dipelajari sebelumnya atau memberi lebih banyak contoh lain.
 - f. memberikan jawaban sulit secara spontan
 - g. memberi hukuman bagi siswa yang melanggar aturan main guru (misal: mencontek, curang, dll)
 - h. lain-lain:

H. PERKIRAAN KEBUTUHAN KERJA

25. Pada saat bekerja nanti, mungkin saya lebih sering menggunakan bahasa Inggris dalam bentuk
- a. lisan
 - b. tulisan
 - c. lisan dan tulisan

APPENDIX 2

The Result of the Needs Analysis

The Results of the Needs Analysis (First Questionnaire)

No.	Statements	Answers	Percent
1.	I hope the English learning process can make me to be able to	a. master a lot of English vocabularies (accounting terms) that related to my department and communicate with others correctly, fluently and appropriately, formal or informal in daily context. b. communicate using good and correct structure in English. c. respond meaning of some expressions used in daily context both formal and informal. d. differentiate and use some expressions of English formal or informal, implicitly or explicitly.	50.00% 30.61% 12.24% 7.14%
2.	I learn English in order to ...	a. pass the final examination and get a good remark b. have good competence in English c. get a good job later d. make my business runs well later. e. others	12.94% 67.06% 16.47% 2.35% 1.18%
3.	My English is in	a. novice level b. elementary level c. intermediate level	30.77% 60.00% 9.23%
4.	I prefer learning English using some topics that	a. are related to my life. b. give benefit for me in my work place later c. are simple (easy) d. others	31.33% 45.78% 20.48% 2.41%
5.	I prefer if there is given/introduced as English input for listening activities.	a. some models of monolog texts which have simple topic and in the form of audio cassette b. some models of monolog texts which have simple topic and in the form of manual (spoken by the teacher) c. some models of dialog texts which have simple topic and in the form of audio cassette d. some models of dialog texts which have simple topic and in the form of manual (spoken by the teacher) e. some new vocabularies related to the texts before listening them. f. short description about the content of the texts g. others	17.39% 5.43% 38.04% 5.43% 27.17% 5.43% 1.09%

6.	I prefer if the length of the input texts for listening activities is	<ul style="list-style-type: none"> a. 100 – 150 words b. 150 – 200 words c. 200 – 250 words d. 250 – 300 words e. >= 300 words f. others 	<ul style="list-style-type: none"> 46.77% 29.03% 14.52% 1.61% 3.23 % 4.84 %
7.	I prefer if the input texts of listening is spoken/modeled by	<ul style="list-style-type: none"> a. native speakers b. non-native speakers but speak as well as native-speaker (native speaker like) c. non-native speaker d. others 	<ul style="list-style-type: none"> 33.33% 45.83% 18.06% 2.78%
8.	I prefer if it is given/introduced .....as the English input for speaking activities.	<ul style="list-style-type: none"> a. some models of monolog/dialog texts complete with some pictures for practice b. some models of monolog/dialog texts which are practiced c. only pictures d. some situations by the teacher e. some new vocabularies related to input texts f. some sentence structures g. others 	<ul style="list-style-type: none"> 44.09% 10.75% 1.08% 8.00% 23% 10.75% 1.08%
9.	I prefer if the length of the input texts for speaking activities is	<ul style="list-style-type: none"> a. 50 – 100 words b. 100 – 150 words c. 150 – 200 words d. 200 – 250 words e. others 	<ul style="list-style-type: none"> 24.19% 40.33% 17.74% 9.68% 8.06%
10.	I prefer if it is given/introduced .....as the English input for reading activities.	<ul style="list-style-type: none"> a. authentic texts (likes; journal, letter, memo, magazine, newspaper, etc) b. inauthentic texts with interesting and simple topic c. fiction and non-fiction stories d. simple texts (both authentic and inauthentic texts) completed with glossary and pictures e. texts which the topic based on my department and can be found in daily activities 	<ul style="list-style-type: none"> 13.54% 38.54% 20.83% 16.67% 10.42%
11.	I prefer if the length of input texts for reading activities is	<ul style="list-style-type: none"> a. 100 – 150 words b. 150 – 200 words c. 200 – 250 words d. 250 – 300 words e. others 	<ul style="list-style-type: none"> 28.57% 23.81% 25.39% 15.87% 6.35%
12.	I prefer if it is given/introduced .....as the English input for writing activities.	<ul style="list-style-type: none"> a. some models of authentic and inauthentic texts likes: application letter, CV, memo, short message, complaint letter which are useful for me b. short stories c. some pictures/tables/charts/diagrams 	<ul style="list-style-type: none"> 31.18% 21.51% 5.38%

		d. some sentence structures e. new vocabularies related to texts	17.20% 24.73%
13.	I prefer if the length of input texts for writing activities is	a. 100 – 150 words b. 150 – 200 words c. 200 – 250 words d. 250 – 300 words e. others	42.62% 37.70% 9.84% 4.92% 4.92%
14.	In reading activities I prefer.....	a. reading texts and translating them. b. reading texts, comprehending texts and answering provided questions. c. matching words based on their meanings by checking them in dictionary. d. identifying true and false statements according to the reading texts. e. identifying synonym and antonym of a word. f. identifying key words, vocabularies, topics, main ideas or certain expressions.	28.43% 26.47% 7.84% 4.90% 2.94% 29.41%
15.	In writing activities I prefer.....	a. writing sentence/paragraph using correct vocabularies, structures, punctuations and spelling. b. copying and translating texts. c. completing blank paragraphs in a text. d. writing a text using own topic and idea or based on the model given in the previous time. e. arranging random words/sentences into a good sentence or paragraph. f. identifying and correcting wrongness of sentence structures in a text. g. others	16.85% 16.85% 14.61% 26.97% 12.36% 10.11% 2.25%
16.	In speaking activities I prefer.....	a. practicing speaking in front of class. b. practicing speaking in front of class by role-playing. c. practicing speaking by discussing (problem-solving) with friends or teacher. d. practicing speaking by asking questions (information exchange) based on the topic. e. practicing speaking by repetition what have been heard. f. making dialog/monolog and then practicing it in front of class. g. practicing a presentation individually, in pair or in group. h. others	22.34% 17.02% 8.09% 8.51% 6.38% 14.89% 11.70% 1.06%
17.	In listening activities I prefer.....	a. listening to dialog/monolog through audio-cassette and then answering questions	25.23%

		<ul style="list-style-type: none"> b. listening to the teacher in reading dialog/monolog texts and then answering questions. 11.21% c. listening to songs and then writing some sentences which have been heard, correctly. 32.71% d. completing blank sentences when listening to the dialog/monolog. 5.61% e. answering questions after listening the dialog/monolog. 10.28% f. identifying/matching listened words with provided words. 2.80% g. identifying key words, aim, setting, topic, vocabularies and certain expressions in the listening texts. 6.54% h. giving a response spoken or written. 3.74% i. others 1.87% 	
18.	In increasing my English vocabulary, I prefer activities as	<ul style="list-style-type: none"> a. matching words with their meanings 19.51% b. defining meaning of English vocabularies 62.20% c. completing sentences using provided vocabularies or own words. 9.76% d. completing cart/table of vocabulary 3.66% e. identifying words based on the group or word speech 1.22% f. others 3.66% 	
19.	In increasing my English grammar, I prefer activities as	<ul style="list-style-type: none"> a. identifying a certain sentence structure 32.53% b. correcting sentence structure 16.87% c. completing sentence structures which are not complete yet. 18.07% d. making sentences using sentence structure or model which was learned before. 31.33% e. others 1.20% 	
20.	In increasing my skill in pronunciation, I prefer activities as	<ul style="list-style-type: none"> a. listening how to pronounce words from the teacher 45.26% b. listening how to pronounce words from friends 2.11% c. pronouncing words by myself and checking them in dictionary 24.20% d. correcting the words pronunciation with friends 26.32% e. others 2.11% 	
21.	In doing my assignments/leaning English, I prefer do it.....	<ul style="list-style-type: none"> a. in class 41.56% b. in the outside of the class 32.46% c. in library 1.29% d. in language laboratory 16.89% e. others 7.80% 	

22.	In doing my assignments/learning English, I prefer do it	<ul style="list-style-type: none"> a. by myself/individually with either teacher's help or not. b. with close friend c. in a small group (3-4 students) d. in a large group (more than 4 students) e. others 	<ul style="list-style-type: none"> 14.29% 39.29% 35.71% 9.52% 1.19%
23.	In English learning process in the class, I prefer being	<ul style="list-style-type: none"> a. active in discussion with friends or teacher b. active in answering teacher's questions spoken or written. c. active in giving opinion and questions or negotiating with teacher d. silent and concentrated while doing tasks e. silent and listening/paying attention to teacher's explanation. 	<ul style="list-style-type: none"> 48.91% 9.78% 9.78% 4.35% 27.17%
24.	In doing English tasks in the class, I prefer if the teacher	<ul style="list-style-type: none"> a. goes around in the class to observe the process of doing tasks. b. goes around and gives comment or correction directly toward tasks which have been doing by the students. c. discusses the students' works at the time d. often helps students by explaining their difficulties about materials and gives more other examples. e. gives difficult answer spontaneously. f. gives punishment to students who break the teacher rules (examples: cheating, dishonest, etc) 	<ul style="list-style-type: none"> 8.62% 31.89% 12.07% 44.83% 0.86% 1.72%
25.	Perhaps I will often use English in the form of when I work in the future.	<ul style="list-style-type: none"> a. spoken b. written c. both spoken and written 	<ul style="list-style-type: none"> 30.65% 6.45% 62.90%

APPENDIX 3

Course Grid

COURSE GRID FOR “ACCOUNTING” STUDENTS OF GRADE XI 2010/2011

SMK Negeri 1 Wonosari, Gunungkidul.

Standard of Competency : Communicating in English at *Elementary Level*

Basic Competence : 2.5 *Expressing Intention*

Unit	Theme/ Topic	Indicators	Language Function	Grammar Focus	Input Text	Activities
(I) Would You Like to Come to the Meeting this Afternoon?	Business Meeting	<ul style="list-style-type: none"> • Students are able to invite others and accept or refuse one’s invitation. • Students are able to express bargaining. • Students are able to write invitation cards and memo. 	<ul style="list-style-type: none"> • Inviting someone. • Responding one’s invitation (accepting or refusing). • Bargaining. • Responding to Bargaining. • Writing invitation cards and memo. 	<ul style="list-style-type: none"> • Degrees of Comparison • Passive Voice • Singular and plural nouns 	<ul style="list-style-type: none"> • A meeting picture • Pictures • Dialogues (spoken) • Text dialogues (written) • Situations • Expressions • Business letters 	<ol style="list-style-type: none"> 1. Building knowledge/Warming Up (Answering questions based on a picture) 2. Listening <ul style="list-style-type: none"> - Listening to dialogues and then answering the provided questions. - Taking note while listening to the dialogues. - Listening and finding certain expressions dealing with invitation and bargaining. 3. Speaking <ul style="list-style-type: none"> - Answering questions and then practicing a dialogue in front of class. - Arranging jumbled sentences into a good dialogue and then acting out it. - Making a dialogue and then acting it out. 4. Reading <ul style="list-style-type: none"> - Reading an invitation letter.

					<ul style="list-style-type: none"> • Invitation card • Memo • List of vocabulary items • Material explanations 	<ul style="list-style-type: none"> - Stating a true or false statement. - Answering questions of a reading text (the letter) - Reading a bargaining letter and answering questions. <p>5. Writing</p> <ul style="list-style-type: none"> - Changing active sentences into passive sentences. - Writing some invitation cards and memos <p>6. Grammar Focus</p> <ul style="list-style-type: none"> - Studying explanation of Degrees of Comparison, Passive Voice and notes on how to write invitation cards and memo. - Completing short dialogues using correct degrees of comparison. - Changing active sentences into passive sentences. <p>7. Vocabulary</p> <ul style="list-style-type: none"> - Defining meanings of English vocabularies. - Matching words with their meanings. - Finding synonyms of words from a passage. <p>8. Pronunciation</p> <ul style="list-style-type: none"> - Listening how to pronounce words from the teacher. - Pronouncing words after the teacher.
--	--	--	--	--	--	--

<p>(II)</p> <p>How Beautiful You Are in that New Dress!</p>	<p>New Appearance</p>	<ul style="list-style-type: none"> • Students are able to give and respond to a compliment appropriately • Students are able to express a certainty or uncertainty correctly. 	<ul style="list-style-type: none"> • Giving and responding a compliment. • Expressing a certainty or uncertainty. 	<ul style="list-style-type: none"> • Construction with “used to”: - be/get used to + V-ing - used to + V1 • Noun Clause as object, subject, and compliment. (I asked her where the general ledger was put in) 	<ul style="list-style-type: none"> • Pictures • Dialogues (spoken) • Text dialogue (written) • Situations • Expressions • Reading text • List of vocabulary items • Material explanations 	<ol style="list-style-type: none"> 1. Building Knowledge/Warming Up (Imagining the situation and answering some questions). 2. Listening <ul style="list-style-type: none"> - Listening to dialogues. - Answering questions after listening the dialogues. 3. Speaking <ul style="list-style-type: none"> - Practicing speaking in front of class. - Answering comprehending questions. - Making dialogue based on the situations given and then acting it out in front of class. 4. Reading <ul style="list-style-type: none"> - Reading text, comprehending text and answering comprehending questions. - Matching words with their related words. - Matching words based on their meanings by checking them in dictionary. 5. Writing <ul style="list-style-type: none"> - Arranging jumbled words into good sentences. - Completing blank sentences using appropriate words. - Writing sentences using correct vocabularies, structures, & punctuations
--	-----------------------	---	---	---	---	---

						<p>6. Grammar Focus</p> <ul style="list-style-type: none"> - Studying explanation of constructions with “used to” and “to be used to” and explanation of Noun Clause. - Arranging jumbled words into good sentences. - Completing blank sentences using appropriate words. <p>7. Vocabulary</p> <ul style="list-style-type: none"> - Finding and matching words with their meaning. - Defining words meanings in vocabulary list. <p>8. Pronunciation</p> <ul style="list-style-type: none"> - Listening how to pronounce words from the teacher. - Pronouncing words after the teacher.
<p>(III)</p> <p>I Think Your Idea Is Good.</p> <p>I Do Agree with Yours!</p>	Daily activities	<ul style="list-style-type: none"> • Students are able to express opinions. • Students are able to express agreement and disagreement 	<ul style="list-style-type: none"> • Expressing opinion • Expressing agreement and disagreement • Expressing argument 	• Conjunctions	<ul style="list-style-type: none"> • Pictures • Dialogues (spoken) • Expressions • Text dialogue (written) 	<p>1. Building Knowledge/Warming Up (Stating opinions based on some pictures).</p> <p>2. Listening</p> <ul style="list-style-type: none"> - Listening to dialogues. - Answering comprehending questions based on the dialogues have been heard. <p>3. Speaking</p> <ul style="list-style-type: none"> - Studying some expressions dealing with the topic. - Answering comprehending questions.

		<p>of one's opinion.</p> <ul style="list-style-type: none"> • Students are able to express an argument. 			<ul style="list-style-type: none"> • Short conversations • Reading text • List of vocabulary items • Material explanations 	<ul style="list-style-type: none"> - Practicing speaking in front of class by role-playing. - Completing short conversation using own words and then acting it out. <p>4. Reading</p> <ul style="list-style-type: none"> - Reading text, comprehending text and answering provided questions. - Deciding whether a statement is true or false based on the reading text. <p>5. Writing</p> <ul style="list-style-type: none"> - Writing main ideas of each paragraph in the passage. - Completing blank sentences. - Creating sentences. - Crating a paragraph. <p>6. Grammar Focus</p> <ul style="list-style-type: none"> - Studying the explanation of conjunctions. - Completing sentences using correct conjunctions. - Writing sentences and paragraph using provided conjunctions. <p>7. Vocabulary</p> <ul style="list-style-type: none"> - Finding words meanings. <p>8. Pronunciation</p> <ul style="list-style-type: none"> - Listening how to pronounce words from the teacher. - Pronouncing words after the teacher.
--	--	--	--	--	--	---

APPENDIX 4

The First Draft of the Materials

WOULD YOU LIKE TO COME TO THE MEETING THIS AFTERNOON?



(A meeting in an office)

Picture: 1.1

www.webimage.com

In your daily workplace later, you probably have to attend a meeting with your business relations. Don't you know that sometimes you need to invite someone or are invited by someone to come to the meeting? Do you know how to invite her/him politely or to refuse the invitation appropriately if you cannot come there? Sometimes, you also need to bargain a price or get a discount because you feel that the price is too expensive for you, so that the seller can give you some discount. But, how to do that in an appropriate way?

In this unit you can get skills on how to deal with invitation and bargaining through some interesting and challenging tasks. Enjoy your study and you will get more skills!!

A. Let's Get Ready

Task 1

Study the picture below carefully. Based on your opinion, answer the questions. Then, discuss it with your partner.



Picture: 1.2
www.google.com

1. Who are the people?
2. Where are probably the people?
3. What are they doing and talking about?
4. How many men and women in the picture?
5. Are they in formal or informal situation? What is the evidence?

B. Let's Listen and Speak



Task 2

Study the following words you are going to find in next Task by searching the Indonesians in your dictionary. Then, pronounce them after your teacher.

No.	WORDS	MEANINGS
1.	company ['kʌmpəni] (<i>kb</i>)	...
2.	additional capital [ə'dɪʃənəl 'kæpɪtəl] (<i>kb</i>)	...
3.	stock [stɒk] (<i>kb</i>)	...
4.	stockholders ['stɒkhəʊldəz] (<i>kb</i>)	...
5.	financial [faɪ'næntʃəl] (<i>ks</i>)	...
6.	report [rɪ'pɔ:t] (<i>kket</i>)	...
7.	invite [ɪn'vaɪt] (<i>kket</i>)	...
8.	celebrate ['selɪbreɪt] (<i>kket</i>)	...
9.	assets ['æsets] (<i>kb</i>)	...
10.	capital ['kæpɪtəl] (<i>kb</i>)	...
11.	liabilities [laɪə'bɪlɪtɪs] (<i>kb</i>)	...
12.	bargain ['bɑ:gɪn] (<i>kket</i>)	...
13.	price [praɪs] (<i>kb</i>)	...
14.	receipt [rɪ'si:t] (<i>kb</i>)	...
15.	purchase ['pɜ:tʃəs] (<i>kket</i>)	...

Task 3

In this task, you are going to listen three dialogues twice from your teacher. Observe the pictures before listening to them and take notes for important information. Then, answer the questions and compare your answers with your classmates'. (Transcript is in the Appendix)

Dialogue 1:

Questions:

1. Where does the conversation probably take place?
2. What company will have a meeting with Mr. Bima and co?
3. What will be discussed in the meeting?
4. What does Mr. Bima ask to the secretary before attending the meeting and why?
5. Who are the most people in the meeting?
6. What expression is used for inviting Mr. Bima?
7. What does “*Sure*” mean in the conversation?



Dialogue 2:

Questions:

1. What is Catty looking for at the store? Does she find what she want?
2. Which ring does Catty buy according to the dialogue? How much is that?
3. What does Catty do to the seller before she buy the ring?
4. Does the seller let the ring go with the Catty's price?
5. What should Catty be signed before she can take her ring?
6. How does Catty bargain the ring's price to the seller? What expression does she use to bargain?
7. *"I'm sorry I cannot let it go with the price, ..."*
What does the underlined word refer to and what does the expression mean?
8. *"I'll let you have it for Rp 2.200.000,-."* The expression shows that the seller



"Yes, I believe I can show you a diamond in that price range."

Dialogue 3:

Questions:

1. What does Yulia do in the place?
2. Can she get what she want?
3. How much the most luxurious sofas does the seller offer to Yulia?
4. What price of the sofas does Yulia buy?
5. How does she get the 5 % of discount of the price?
6. "Can you give any discount for each?"

What does the expression mean for?



Task 4 Pay attention and study these expressions related to inviting and bargaining.

Expression for inviting	Expression for accepting	Expression for refusing
<ul style="list-style-type: none"> • Could you come to the meeting? • Would you like to come John? • I want to invite you to come to ... • Could you come to the party on Saturday night? • Come over to my house on the day <p>(Other examples:)</p> <ul style="list-style-type: none"> • Can you ... • Would you like to ... • Would you mind ... • Would you care of ... • How about ... 	<ul style="list-style-type: none"> • Sure. • Absolutely Paul, I will come with my girlfriend. • Sure. I'd love too • Sure, I'll be there. • With pleasure. • I'd love too very much. • Yes, that would be ... (nice, interesting, very kind of you) • Etc. 	<ul style="list-style-type: none"> • I would love too, but my grandmother is sick now • I'm sorry I can't • It's very kind of you, but ... • Etc.

Expressing Bargaining	Responding to Bargaining
<ul style="list-style-type: none"> ▪ It's too expensive. How about Rp....? ▪ I'll offer you Rp ...? ▪ Will you take Rp ...? <p>Is there any discount for it?</p>	<ul style="list-style-type: none"> ▪ I'll /can let you have it for Rp ▪ My lowest price is Rp... . ▪ My last price is Rp ▪ That's too low. How about Rp ...? <p>OK. You can take with the price you offer.</p>

NOTE:

The use of modal “could/would” in inviting person is more polite than modal “**can/will**”. That's way if you want to invite you business relation or your boss, it is better to use the polite expressions.

Here are some expressions to ask about price.

	Examples:
Singular Nouns	<ul style="list-style-type: none"> - How much is the computer (it)? - How much does the computer (it) cost? - What is the price?
Plural Nouns	<ul style="list-style-type: none"> - How much are the calculators (they)? - How much do the calculators (they) cost?



Task 5 *Listen the dialogues in Task 3 once again and then find the expressions of inviting, accepting/refusing it and bargaining used in the dialogues. Do it by yourself, and then compare your answers with your friend's.*

Expressions of Accepting Invitation	Expressions of Refusing Invitation	Expressions of Bargaining
...
...
...
...
...

**Task 6**

Study the dialogue between professional at work and answer the questions. After that, act it out in front of the class with your friend.

Dialogue:

- Merry : Hi Jane. How is everything?
Jane : Merry!!! Great, everything is OK with me.
Merry : By the way, do you have anything to do on Tuesday night next week?
Jane : I don't have any plan yet. I think I'll just stay at home.
Merry : Come over to my house on the day. Most of our Junior High School friends will be there too, I've invited them all. We are going to have reunion in my house. Good plan, isn't it?
Jane : Sure, I'll be there. Yes, that's good idea, we miss them all, right?
Merry : Yes. Ok. See you then
Jane : See you.

1. When will the event be held?
2. Will Jane probably come to Merry's house? Show the expression as the evidence!
3. Why does Merry invite Jane to come?
4. Has Jane have a plan before?
5. "..., we miss them all ...". What does the underlined word mean?

**Task 7**

Arrange the jumbled sentences into good dialogues. Practice them with your friend.

Dialogue 1:

- Seller : Which one sir?
Bill : Ok.
Bill : How about Rp 150.000,-? I'll take three.
Seller : This is Rp 175.000,-
Bill : How much is that calculator?
Seller : That is too low sir. I can let you have it for Rp. 165.000,-
Bill : The black one.
Bill : How about Rp 150.000,-? I'll take three.

Dialogue 2:

- Amira : Yes, I believe. I can show you a Net-book in that price range. Wait for a minute.
Mr. Prabu : Well, that's ok. How long is the guarantee?
Amira : This one is Rp 4.300.000,-
Mr. Prabu : Ok.
Amira : Sorry sir, we cannot let it go with the price. Our last price is Rp 4.100.000,-
Amira : One year only sir and this is the receipt.
Mr. Prabu : Good morning. I am looking for a Net-book with Rp 4.000.000,- in price. My Net-book has broken. I think it's more portable than computer. Can you show me it?
Mr. Prabu : Could I have it for Rp 4.000.000,-?
Mr. Prabu : Ok, thank you very much.
Amira : You are welcome.

Reviewing on “Degrees of Comparison”

1. Positive Degree

- a. as ... as and not so ... as (*adjectives or adverbs*)
- ❖ George is diligent employee. John is diligent employee.
George is **as diligent as** John.
 - ❖ The book is fifty thousand rupiah. The pen is five thousand rupiah.
The book is **NOT as cheap as** the pen. (or)
This book is **NOT so cheap as** the pen.
 - ❖ Yuli types the report carefully. Lia types the letter carefully.
Yuli types the report **as carefully as** Lia.
- b. the same ... as (*nouns*) and different from
- Your shirt is blue. My shirt is blue.
Your shirt is the same color as mine. (or) Our shirts are the same color.
There is **NO** difference. (or) Your shirt is the same as mine.
 - John’s coat is large and brown. Paul’s coat is small and black.
John’s coat is different from Paul’s. (atau)
John’s coat is **NOT** the same as Paul’s.

2. Comparative Degree (-er/more ...) than ...

- “-er” :it is used for adjectives that contain one syllable.
e.g: tall, clear, fast, hard, nice, quick, soon, fat, thin, short, long, etc.
- For adjectives that contain two syllables ending -y, -er, -ow:
e.g: busy busier simple simpler
 heavy heavier clever cleverer
 pretty prettier narrow narrower
- “more ...”: it is used for adjectives or adverbs containing two or more syllables.
e.g: expensive more expensive
 careful more careful
 correctly more correctly

3. Superlative Degree (the ...-est/most ...)

It is used for comparing 3 things or more. All **Adjectives** and **Adverbs** with –**er** in superlative degree ended by –**est**, while **more**, started by **most**.

Examples:

tall	taller	tallest
quickly	more quickly	most quickly

Exception:

Positive	Comparative	Superlative
good/well	better	best
bad/ill	worse	worst
many/much	more	most
little	less	least
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest

**Task 8**

Complete the short conversations below using the appropriate words in the box. Write in the form of correct degrees comparison. Number one has been done for you.

1. *(in a lobby)*

Jenny: Wow, this company is so nice and big. I'm a little nervous to meet Mr. Green.

Rose: Yeah, this firm is **the most famous** among others in this city. Try to manage yourself before having the interview test.

2. *(in an office)*

John: We must add our capital according to the development. What do you think adding in the form of current or fixed assets?

William: It's _____ adding in current than fixed assets.

3. *(in a supermarket)*

Michael: Look! There are some nice ties. Which one is the _____? I don't have much money.

Linda: The brown one sir. It's only Rp 47.000,-.

4. *(in a conference room)*

Bush: Our firm needs a new accountant who is as _____ Jane. It's important to check our financial development.

Roger: Therefore, we must announce a job vacancy to seek an _____ person in accounting field.

5. *(in a book exhibition)*

Keen: I am looking for an accounting book. Could you show me the _____? Do you offer any discount for it?

Seller: Is it you are looking for? It is 5% off sale.

- | | |
|-----------------|--------------|
| a. expensive | e. expert |
| b. professional | f. good |
| c. new | g. famous |
| d. cheap | h. beautiful |

C. Let's Read and Write



Task 9

Read the letter below carefully. After reading, state the statements that follow whether they are true (T) or false (F). You can open your dictionary if necessary and do it individually.

CV. UNDANG JAYA
301 Mawaria Street
Cikelek, Bandung

April 9th, 2011
Mrs. Della
Director
CV. ADIL MAKMUR
23 Main Street
Jakarta Utara

Dear Mrs. Della:

My name is Patricia Lorenz and I am writing on behalf of the CV. UNDANG JAYA company which moves on producing bag pack. We would like to invite you to attend a special event being held at our conference room in a week's time.

A significant amount of demand about our product has been improving since the last launching of our latest product. We are going to create a new one in order to add our product variety. You are invited to attend a presentation that will be held on Thursday, 14th April 2011 at 10 o'clock. In the presentation, there will be discussed the model, the reasonable price and the suitable way to attract our customers. You are hoped to be a presenter and speaker of the product model.

We would be honored by your attendance. Please reply by Monday the 11th of April to confirm your attendance to the function. We are looking forward to seeing you there.

Sincerely,

Patricia Lorenz

No.	Statements	(T) / (F)
1.	Mrs. Della is the Director of CV. UNDANG JAYA.	...
2.	The amount of the product is being increased.	...
3.	The meeting will also launch their latest product.	...
4.	Mrs. Della must confirm her attendance by Monday.	...
5.	The company produces bag pack.	...
6.	The meeting will be held in the middle of April 2011.	...
7.	The addressee is asked to be a presenter and speaker in the presentation.	...
8.	CV. UNDANG JAYA and CV. ADIL MAKMUR hasn't been in relationship before.	...
9.	Patricia Lorenz works for Mrs. Della's firm.	...
10.	The meeting will be held in conference room where Patricia works.	...

Task 10 Answer these following questions based on the letter above completely. Do it by yourself.

1. What is Mrs. Della invited to the event for?
2. When and where will the event be held?
3. Who is Patricia Lorenz?
4. What should Mrs. Della do before coming to the meeting?
5. What expression does the writer use to invite the person

Task 11 Find these synonyms from the text above. Number one has been done for you.

No.	A	B
1.	firm [fɜ:m] (<i>kb</i>)	<i>company</i>
2.	fair [feəɹ] (<i>ks</i>)	.....
3.	appropriate [ə'prəʊpriət] (<i>ks</i>)	.....
4.	waiting for [weɪtɪŋ fɔ:r] (<i>kk</i>)	.....
5.	come [kʌm] (<i>ki</i>)	.....

6.	make [meɪk] (<i>ket</i>)	.....
7.	recent ['ri:sənt] (<i>es</i>)	.....
8.	wish [wɪʃ] (<i>ki</i>)	.....
9.	increase [ɪn'kri:s] (<i>ket</i>)	.....
10.	buyers ['baɪərs] (<i>eb</i>)	.....

Task 12 Read this letter and then answer the questions that follow.

To: Mr. Bima
The Marketing Manager
“TRUSTED” St.

We are a business company in Yogyakarta, CV. INDOJAYA and we need a lot of paper and some other stationery to support our job. That’s why we are writing this letter to order them from your store considering that the well-known store provide many and various stationery.

The items that we are going to have from yours are enclosed with this letter. Due to the high quantity we need, we will ask some discount related to the items if you offer it. We are looking forward for the information

Faithfully,

Brian.

1. Why the text is written?
2. What kind of the business letter is it?
3. Why does the writer want any discount for his purchase?
4. “We are looking forward for the information”
What does the underlined word refer to?
5. Where does the vendor can find the items that are ordered?

Task 13 Match the following words in column A with their own meanings in column B. Check in your dictionary if you are in a doubt.

No.	Words (A)	Meanings (B)
1.	stationery	a. recognized by many people.
2.	items	b. a reduction in usual price.
3.	well-known	c. a high standard
4.	order	d. a large shop where you can buy many different types of goods.
5.	discount	e. to give someone something that they need.
6.	various	f. several subjects to be considered.
7.	store	g. an organization which sells goods or services in order to make money.
8.	quality	h. to ask for something to be made, supplied or delivered.
9.	company	i. the things needed for writing.
10.	provide	j. many different.

Task 14 Study the explanation of *Passive Voice* below. You will use it in the next Task.

Passive Voice

In English, there are Active and Passive voices. Active voice is used when we say that people and things “do” activity. While, Passive voice is used when we say what happens to people and things (what is done to them). The basic principle in passive voice is :

to be + V3

To Be : *is/am/are* (present)
was/were (past)
being (present/past continuous)
be (after modals)
been (present/past perfect)

	Present Tense	Past Tense
Simple	A: S + V1 + O P: O + is/am/are + V3 + by ...	A: S + V2 + O P: O + was/were + V3 + by ...
Continuous	A: S + is/am/are + V-ing + O P: O + is/am/are + being + V3 + by ...	A: S + was/were + V-ing + O P: O + was/were+ being + V3 + by ...
Perfect	A: S + have/has + V3 + O P: O + have/has + been + V3 + by ...	A: S + had + V3 + O P: O + had been + V3 + by ...
Perfect Continuous	A: S + have/has + been + V-ing + O P: O + have/has + been + being + V3+by	A: S + had been + V-ing + O P: O + had been + being V3 + by
Future	A: S + modals + V1 + O P: O + modals + be + V3 + by ...	A: S + is/am/are + going to + V1 + O P: O + is/am/are + going to + be + V3+ by

Examples:

ACTIVE Voice	PASIVE Voice
1). Simple Present Tense The secretary writes an application letter.	An application letter is written (by the secretary).
2). Present Continuous Tense Keen is reporting the transaction.	The transaction is being reported (by Keen).
3). Present Perfect Tense Ann has met her boss.	The boss has been met (by Ann).
4). Simple Past Tense Luis bought a new car yesterday.	A new car was bought (by Luis) yesterday.
5). Past Perfect Tense Jane had checked the ledger.	The ledger had been checked (by Jane).
6). Past Continuous Tense Jolly was interviewing the applicants.	The applicants were being interviewed (by Jolly).
7). Future Tense Ken will attend the meeting tomorrow.	The meeting will be attended by Ken tomorrow.

Task 15

After studying the explanation above, please change these sentences into passive voice sentences. Pay attention to the “to be” and “verbs”.

1. The main director invites the stockholders to the meeting, annually.
2. My firm has bought a new car as an inventory office.
3. Steven sent a purchase bill to his business relation.
4. Angel is posting the transaction into general ledger and subsidiary ledgers.
5. The bookkeeper was recording some sale receipts when I came.
6. Same prepares his own annual report for tomorrow meeting.
7. “CV. Kondang Makmur” will build a home branch in Yogyakarta.
8. They had submitted their application letter and curriculum vitae to the office.
9. Andy and his friends are discussing additional stock of their company.
10. Edward called Jordan to meet him in his room.

Task 16

Study to the notes below on how to write an invitation card and memo

Framework of Invitation Card

Addressee	To: George
Main Message	You are invited to Mr. Abraham’ thanksgiving party of becoming a new main Director in his company.
- Time	Day/date : Saturday/ April 23 2011
- Place	Time : 7 p.m
- Event	Place : Sudirman Street No.17 Yogyakarta.
Ending/Closing	Yours truthfully, Rodger Panggabean. R.S.V.P to Bella (0274) 339178

Sometimes, there are some additional information in an invitation card such as R.S.V.P (means to inform whether you will come or not to the event), dress code, etc.

Examples:

To: All staff members of PT. Cakrawala

A one-day meeting will be held this week.

Day/date : Wednesday, May 18th 2011

Time : 11 a.m – finish

Place : in Hotel Garuda Yogyakarta

Topic : Home Branch Addition

*Due to the importance of the meeting, please be punctual.
Bring your ideas and suggestions to make our company grow
well next year.*

The director

*The Director of Indonesia Export Company
requested the company of*

Mr. Taylor

Managing Director of Scaffindo Tbk.

*On the occasion of the fourth
anniversary of their company
At the International Hotel in Jakarta*

Friday, 31 March 2011 at 8 p.m

(Dress Formal)

RSVP

John (021) 556778

MEMO

Memo is a short message usually given from a person in top position to another in under position in the same business organization.

Example:

MEMO

To : Mr. Robbie

From : Director

Subject: Weekly Meeting

Date : May 21st 2011

Please attend the meeting in conference room on
Tuesday, 7th June 2011 at 9 a.m. Looking forward to your
report upon the completion of the meeting.

**Task 17**

Write 2 invitation cards and 1 memo based on the situations given, you can chose some of them. You can create some additional information if necessary. Use your own words. Look at the examples of invitation cards and memo.

Invitation cards:

1. The Chairman and Director of PORAJAYA Ltd. request Mr. Clinton's presence to the opening ceremony of the branch office of PORAJAYA Ltd. (RSVP, Dress Code)
2. Mr. Oshman invites his business relations to attend a thanksgiving party of becoming the General Manager in CV. SEJAHTERA ABADI.
3. Mr. Dull as the main director of PT. Mulia Agung invites all his staff members to attend the tenth-anniversary of the firm in Hotel Sriwijaya.
4. Bill is invited to attend a meeting with the board of directors. It will be held tomorrow in the meeting room at 1 p.m
5. Tom invites his director to come to the exhibition of his company's product to open the exhibition.

Memo:

1. Mr. Canon asks his accounting manager to prepare his current report.
2. The director wants the Engineering Department to show Dr. Suzan his department, starting with lunch.
3. Mr. Osama reminds his secretary to meet Mrs. Catherine as managing director of ASIA Screen Ltd. in guest room, before lunch.

**D. Let's Evaluate****Task 18**

In pair, have a dialogue to accept and refuse an invitation and to bargain based on the situations given. Then practice it.

1. You cannot attend a weekly meeting in your office because you are sick.
2. You bargain a cupboard for your room office to get a discount.
3. You are invited to come to the opening house in Jakarta Expo Center with your business relation.

E. Reflection

How much improvement have you made after learning in this unit? Put a tick (✓) in the right side according to how much you have learnt.

Aspects	Very much	Much	Little
Inviting someone			
Accepting one's invitation			
Refusing one's invitation			
Bargaining price			
Reading business letter			
Writing an invitation card and memo			
Vocabulary			

F. Let's Summarize

In this unit you learnt:

1. How to invite someone, accept and refuse one's invitation

Expression for inviting	Expression for accepting	Expression for refusing
<ul style="list-style-type: none"> • Could you come to the meeting? • Would you like to come John? • I want to invite you to come to ... <p>(Other examples:)</p> <ul style="list-style-type: none"> • Can you ... • Would you mind ... • Would you care of ... 	<ul style="list-style-type: none"> ✚ Absolutely Paul, I will come.. ✚ Sure. I'd love too ✚ Sure, I'll be there. ✚ With pleasure. 	<ul style="list-style-type: none"> ✚ I would love too, but my grandmother is sick now ✚ I'm sorry I can't ✚ It's very kind of you, but ... ✚ Etc.

2. How to bargain a price

Expressions to Bargain	Responding Bargaining
<ul style="list-style-type: none"> ▪ It's too expensive. How about Rp....? ▪ I'll offer you Rp ...? ▪ Will you take Rp ...? ▪ Is there any discount for it? 	<ul style="list-style-type: none"> ▪ I'll /can let you have it for Rp ▪ My lowest price is Rp... . ▪ My last price is Rp ▪ That's too low. How about Rp ...? ▪ OK. You can take with the price you offer.

3. Degrees of Comparison

Positive Degree	Comparative Degree	Superlative Degree
as <i>beautiful</i> as	-er/more:	-est/most:
<i>clever</i>	<i>cleverer</i>	<i>cleverest</i>
<i>carefully</i>	<i>stronger</i>	<i>strongest</i>
the same <i>old</i> as	<i>more systematically</i>	<i>most systematically</i>
<i>color</i>	<i>more carefully</i>	<i>most carefully</i>
<i>profession</i>	<i>more expensive</i>	<i>most expensive</i>

4. Passive Voice

You **are invited** to the meeting tomorrow afternoon by our Director.

The director **is asked** to be the speaker in the opening branch office.

The building **was bargained** Rp 354.000 ,-.

5. Invitation Card and Memo

To: Mr. Sihono
Accounting Manager of Quee Ltd.

You are cordially invited to the weekly meeting.
Day/date : Monday, 21st June 2011
Time/Place : at 10 am in conference room
Topic : Annual Financial Report

Due to the importance of the meeting, please come on time and prepare all things related to your business. Looking forward for your presence.

The Director
Robert A.D.

Memo

To : Yulia
From : Director
Subject : Monthly Report
Date : May 29th 2011

Please bring me the report of this month to my room before 1 p.m. tomorrow. Don't be late.

G. Vocabulary List

additional [ə'dɪʃənl] (<i>ks</i>)	: tambahan
applicant ['æplɪkənt] (<i>kb</i>)	: pelamar
asset ['æset] (<i>kb</i>)	: harta (asset)
attend [ə'tend] (<i>kkkt</i>)	: menghadiri
attendance [ə'tendənts] (<i>kb</i>)	: kehadiran
bill [bɪl] (<i>kb</i>)	: nota, bon
capital ['kæpɪtəl] (<i>kb</i>)	: modal
celebrate ['selɪbreɪt] (<i>kkkt</i>)	: merayakan
company ['kʌmpəni] (<i>kb</i>)	: perusahaan
current asset ['kʌrənt 'æset] (<i>kb</i>)	: harta lancar
demand [dɪ'mɑ:nd] (<i>kb</i>)	: permintaan
expert ['ekspɜ:t] (<i>ks</i>)	: ahli
firm [fɜ:m] (<i>kb</i>)	: perusahaan
guarantee [gə'ren'ti:] (<i>kb</i>)	: jaminan, garansi
invitation [ɪnvi'teɪʃən] (<i>kb</i>)	: undangan
invite [ɪn'vaɪt] (<i>kkkt</i>)	: mengundang
liabilities [laɪə'bɪlɪtɪs] (<i>kb</i>)	: hutang
manage ['mænɪdʒ] (<i>kkkt</i>)	: mengatur
presence ['prezənts] (<i>kb</i>)	: kehadiran
punctual ['pʌŋktjuəl] (<i>ks</i>)	: tepat waktu
purchase ['pɜ:tʃəs] (<i>kkkt</i>)	: membeli
report [rɪ'pɔ:t] (<i>kkkt</i>)	: melaporkan
stock [stɒk] (<i>kb</i>)	: saham
stockholder ['stɒkhəʊldə] (<i>kb</i>)	: pemegang saham
vacancy ['veɪkənsi] (<i>kb</i>)	: lowongan

HOW BEAUTIFUL YOU ARE WITH THE NEW DRESS!



Picture: 2.1
www.google.co.id

You will probably find your relation is in different appearance, because of his/her new style of the dress, hair, shoes, attitude, and so on. You cannot deny it that the person looks better than usual and interests your attention. Then, you want to say something to compliment her/him. How do you compliment in the correct way? How will you give a good response to someone who compliments your appearance?

Additionally, sometimes you are completely confident or in doubt about something. Do you know how to express your certainty or uncertainty about something? In this unit you will learn how to compliment others and give a good response of someone's compliment, and give a certainty or uncertainty of something through interesting activities.

A. Let's Get Ready

Task 1 Pay attention to the picture. Imagine your close-friend is wearing the dress, then answer these questions.

1. What will you say if it really suits her?
2. What will probably your friend say to you?



Picture: 2.2
www.google.co.id

B. Let's Listen and Speak



Task 2 Study the following words you are going to find in next tasks by finding the Indonesian. Then, repeat after your teacher in pronouncing the words.

No.	ENGLISH	INDONESIAN
1.	appearance [ə'piərənts] (<i>kb</i>)	...
2.	interview ['Intəvjʊ:] (<i>kb/ kkt</i>)	...
3.	confidence ['kɒnfɪdənts] (<i>kb</i>)	...
4.	leadership ['li:dəʃɪp] (<i>kb</i>)	...
5.	experience [ɪk'spiəriənts] (<i>kb</i>)	...
6.	check [tʃek] (<i>kb/ kkt</i>)	...
7.	business transactions ['bɪznɪs trænzækʃən] (<i>kb</i>)	...
8.	take over [teɪk 'əʊvər] (<i>kkt</i>)	...
9.	doubt [daʊt] (<i>kb/ kkt</i>)	...
10.	compliment ['kɒmplɪmənt] (<i>kb/ kkt</i>)	...

11.	anxious ['æŋkʃəs] (<i>k,s</i>)	...
12.	spontaneously [spɒn'teɪ.ni.ə.sli] (<i>k,k</i>)	...
13.	continue [kən'tɪnju:] (<i>k,k</i>)	...
14.	satisfied ['sætɪsfaɪd] (<i>k,s</i>)	...
15.	surprised [sə'praɪzd] (<i>k,s</i>)	...



Task 3 *Listen carefully to a dialogue between two persons talking about something new. And answer the questions that follow. (Transcript is in the Appendix)*

Dialogue 1:

1. What are they mainly talking about?
2. When and where will Dona do an interview test?
3. How does Kelly compliment Dona's hair? What expression does she use?
4. How does Kelly give a certainty to Dona's interview?
5. "I'm also positive" What does it mean?

Dialogue 2:

1. What is the news?
2. Who will be promoted to be an Accounting Manager?
3. How does Jonson respond Benny? What expression is used?
4. What expressions are used to show that Benny is certain with the new position?
5. "I have my own doubts about that." The expression shows that

**Task 4**

Pay attention and study these expressions dealing with compliment and certainty, carefully.

Statements	Giving Compliment	Responding Compliment
 How do I look like with this new blazer?	<ul style="list-style-type: none">• What a good appearance I see!• How beautiful you are!• You look great!• Fantastic!• That's great!• Well done!• Wonderful• Congratulation!• What a good news!	<ul style="list-style-type: none">• Thanks a lot.• Thank you very much.• Do you really think so?• It's very kind of you to say that.
 See, I finished the report on time.		
 Look. I got the highest score.		

Expressing Certainty	Expressing Uncertainty
<ul style="list-style-type: none">• He must be success.• Without doubt.• She was pale. Now she is absent. She must be sick.• I'm absolutely sure.• I'm quite sure.• I'm certain.• I'm positive.• Definitely.• Certainly.• Of course.	<ul style="list-style-type: none">• It's possible.• It's impossible.• It might be.• It might not be.• It could happen.• I wouldn't like to say for certain.• I'm not sure.• I doubt it.• I have my own doubts.• It's doubtful.• It's highly / very unlikely.• You never know of course.• No one can know for certain.• I can't tell you for sure.

Task 5

In pairs, study the dialogue carefully, answer the questions and then act it out with your partner in front of your class.



Picture 2.3

www.google.co.id

Mrs. Kane : Oh no, I got some trouble with this computer.

Mr. Norman : What happens with the computer?

Mrs. Kane : I don't know exactly, it cannot work well as I want. Mr. John has me finish the monthly report this afternoon. I cannot post some transactions into MYOB program if the computer cannot work like this. How do I finish it?

Mr. Norman : Don't be anxious. I'll help you. Please wait.

Mrs. Kane : Ok. Thank you. (*waiting for some minutes*)

Mr. Norman : It seems some error here.

Mrs. Kane : It's impossible. I didn't press anything.

Mr. Norman : Look! I can solve your trouble.

Mrs. Kane : Can you? How clever and kind you are Mr. Norman! I'm satisfied working with you. Thank you very much for your help. Now, I can continue posting the transactions.

Mr. Norman : It's very kind of you to say that. Thank you.

1. What is the matter of the computer?
2. Who is John?
3. What should Jane do by this afternoon?
4. What does Jane do to Mr. Norman after seeing that he can overcome the problem?
5. How does Norman respond Jane?

Task 6

Make a simple conversation related to compliment and certainty by choosing one of the situations given. Do it in a pair. And then act it out with him/her.

a. Angel is surprised with new color of Spark's hair. This is new and makes her more beautiful. Angel spontaneously compliment her style. Angel gives a certainty about the price of the hair treatment.



b. Mathew telephones Jack informing that the meeting will be canceled on Tuesday afternoon. Jack asks him about the certainty of the cancellation and compliments him that he can a professional director.

c. Andrew tells Diana that there is a mistake in her final report. Diana is not really sure about it because she has done it carefully. Andrew doesn't mind with it since she will correct it. On the other hand he compliments her, on how fast she finishes her job.



C. Let's Read and Write



Task 7

Read carefully the passage, then answer the questions.

The Advantages of Using A Computerized Accounting Package such as MYOB Accounting Software. How Fast It Is!

Small and medium sized businesses can now buy accounting programs at remarkably low cost. The accounting programs carry out functions such as invoicing, dealing with payments, paying wages and providing regular accounting reports such as trading and profit and loss accounts and balance sheets.

The introduction of computerized accounting systems provides major advantages. A typical computerized accounting package will offer a number of different facilities. When using a computerized accounting system on computer, input screens have been designed for ease of use. The main advantage is that each transaction needs only to be inputted once, unlike a manual double entry system where two or three entries are required.

The computerized ledger system is fully integrated. This means that when a business transaction is inputted on the computer it is recorded in a number of different accounting records at the same time.

The main advantages of a computerized accounting system are listed below:

- **Speed** – data entry into the computer can be carried out far more quickly than any manual processing.
- **Automatic document production** – fast and accurate invoices, credit notes, and payroll documents are all done automatically.
- **Accuracy** – there is less room for errors as only one accounting entry is needed for each transaction rather than two (or three) for a manual system.
- **Up-to-date information** – the accounting records are automatically updated and so account balances.
- **Availability of information** – the data is instantly available and can be made available to different users in different locations at the same time.
- **Management information** – reports can be produced which will help management monitor and control the business.
- **Legibility** – the onscreen and printed data should always be legible.
- **Efficiency** – better use is made of resources and time;
- **Staff motivation** – the system will require staff to be trained to use new skills, which can make them feel more motivated.
- **Cost savings** – it reduces staff time doing accounts and reduces audit expenses as records are neat, up-to-date and accurate.
- **Reduce frustration** – management can be on top of their accounts and thus reduce stress levels associated with what is not known.

Source: <http://www.tuition.com.hk/computerized-accounting.htm>

Answer the following questions based on the passage above.

1. What is the main topic of the text above?
2. What is the main idea of paragraph 2?
3. How many main advantages of using MYOB system are mentioned in the text?
4. What is the main advantage of it?
5. What can we do using the accounting programs such as MYOB accounting?
6. Why is the use of computerized accounting system more accurate than that of manual system?
7. The computerized ledger system is fully integrated. What does it mean?

Task 8

Match these key words in box A with their related words in box B. Number one has been done for you. Do it by yourself.

A. Key words

1. less room for errors
2. more quickly
3. reduce stress levels
4. automatically up dated
5. done automatically
6. reduce expenses and money
7. help management monitor and control the business.
8. legible
9. available for different users
10. saves times
11. require staff to be trained to use new skills

B. Related Words

- a. Speed
- b. Reduce frustration
- c. Staff motivation
- d. Cost savings
- e. Up-to-date information
- f. Legibility
- g. Availability of information
- h. Efficiency
- i. Management information
- j. Automatic document production
- k. Accuracy



Task 9

Find the meanings of these words from column B. Look at the example.

No.	A Words	B Meanings
1.	cost	a. correct, exact, without any mistakes.
2.	wages	b. to need or make necessary
3.	profit	c. a book in which things are regularly recorded,
4.	loss	especially business activities and money
5.	ledger	received or paid.
6.	carry out	d. not the same
7.	accurate	e. the amount of money needed to buy, do or
8.	different	make something.
9.	automatically	f. when a business spends more money than it
10.	require	earns.
		g. money which is earned in trade or business.
		h. a fixed amount of money that is paid to an
		employee.
		i. to do or complete something.
		j. independently, without human control.



Task 10 Study the explanation of constructions with “used to” and “to be used to”

There is a little difference in using “used to” and “to be used to”. The difference concerns to the time of something happened.

“used to” (past habit)		“to be used to” (present habit)
<p>: It is to express something that had been done in the past but not anymore at the present.</p> <p>S + used to + infinitive (V1)</p> <p>S + DIDN’T use to + infinitive (V1)</p> <p>DID + S + use to + infinitive (V1) ?</p> <p>Examples:</p> <p>Katherine used to come late to the office.</p> <p>My parents and I used to live in Jakarta.</p> <p>My boss didn’t use to be angry.</p> <p>Daniel didn’t use to finish his job on time.</p> <p>Did you use to prepare your breakfast by yourself?</p> <p>Did Jane use to meet her boss at the lobby?</p>	<p>+</p> <p>-</p> <p>?</p> <p>+</p> <p>-</p> <p>?</p>	<p>: It is usually to express habitual activity at the present.</p> <p>S + is/am/are + used to + V-ing</p> <p>S + is/am/are + NOT + used to + V-ing</p> <p>Is/am/are + S + used to + V-ing ?</p> <p>Examples:</p> <p>Edward is used to preparing all things for his job at home.</p> <p>I am used to checking my report before going home.</p> <p>Mr. Sam is not used to smoking in the office.</p> <p>The staffs are not used to coming late.</p> <p>Is he used to being angry to his secretary?</p> <p>Are you used to wearing the uniform to the office?</p>

**Task 11**

Arrange the jumbled words into a good sentence. Pay attention to the explanation above. Do it individually.

1. am - sleeping - used – not - to – at – noon - I.
2. Max’s - are - hard – used - to – working - employees.
3. early - didn’t - use – get – I - to - up.
4. to - be - an – Diana - accountant - used - teacher.
5. William – use - to – the - come - office - by - Did - to - his - car?

**Task 12**

Make 5 sentences using “used to” and “to be used to”. Use the words in brackets as the key verb of the sentence. Do it by yourself.

Look at the example: _____ (not/wearing)

James is not used to wearing jeans to his office.

1. _____ . (not/drive)
2. _____ . (working)
3. _____ ? (not/consuming)
4. _____ . (check)
5. _____ . (not/angry)

**Task 13**

Study the explanation of “Noun Clause”

Noun clause is a group of words containing a subject and a predicate.

Noun clauses are also dependent clauses that perform the same functions that regular nouns do: they can be subjects, direct objects, indirect objects, or objects of preposition.

Compared:

- A phrase is a group of related words. It doesn’t contain a subject and a verb .
Example: I know **his address**. (Noun phrase)

- A noun clause can begin with a question word (when, where, why, how, who, whom, what, which, whose) / embedded questions.

Examples: I know **where he lives** (Noun clause)

Do you know **how far it is** to Mr. Jack's house?

They asked me **why** I went so early yesterday.

What you told me made me sad.

- A noun clause can begin with if or whether when a yes/no question changed to noun clause.

Examples: I don't know **if** he is married.

I wonder **whether** Hilton is the new accountant in this firm.

- A noun clause can begin with "that"

Example: I know **that the sun rises from East**.

- The word that is often omitted and has the same meaning.

Example: I think (**that**) Mr. John is a good English teacher.



Task 14 *Chose an appropriate word from the box to complete the following sentences. Do it by yourself.*

1. I know she has been promoted to be the Main Director.
2. was making him angry was the main problem.
3. Mr. Gordon did not see his secretary had an accident.
4. Mrs. Diana needs a report to know transactions happened today.
5. Do you realize she left her new job? It's because of her salary.
6. Mr. Josh wants you to let him know you will go to Jakarta.
7. The boss asked me I solved the computer's problem.
8. I did not know exactly money they need.

when	how	whether
what	why	how much
that	if	how many

Task 15

Create some sentences dealing with the topic above using the key word in the bracket and your own words.

1. (*that*)

_____.

2. (*where*)

_____.

3. (*what*)

_____.

4. (*why*)

_____.

5. (*when*)

_____.

6. (*whether*)

_____.

D. Let's Evaluate

Task 16

In pair, create a dialogue showing a compliment and certainty or uncertainty. Then practice it with your friend without a note. Your teacher will evaluate your work.

E. Reflection

How much improvement have you made after learning in this unit? Put a tick (✓) in the right side according to how much you have learnt.

Aspects	Very much	Much	Little
Complementing someone			
Responding someone's compliment			
Giving a certainty			
Giving an uncertainty			
Reading passage			
Writing sentences			
Vocabulary			

F. Let's Summarize

1. Compliment and Certainty

Expressing compliment:

You look so beautiful today!

How clever you are!

What a nice dress!

Well done!

Wonderful!

Fantastic!

Responding compliment:

Thank you very much.

Are you sure? Thank you.

It's very kind of you to say that.

Expressing Certainty

Without doubt.

I'm absolutely sure.

I'm quite sure.

I'm certain.

I'm positive.

Definitely.

Certainly.

Of course.

It's possible.

Expressing Uncertainty

It might be.

I am not sure.

I doubt it

I have my own doubts.

It's doubtful.

No one can know for certain.

It's very unlikely.

I can't tell you for sure.

It's impossible.

2. "used to" and "to be used to"

Used to:

- (+) S + used to + infinitive (V1)
- (--) S + DIDN'T use to + infinitive (V1)
- (?) DID + S + use to + infinitive (V1) ?

To be used to:

- (+) S + is/am/are + used to + V-ing
- (--) S + is/am/are + NOT + used to + V-ing
- (?) Is/am/are + S + used to + V-ing ?

3. Noun Clause

- a. A phrase is a group of related words. It doesn't contain a subject and a verb .
- b. A noun clause can begin with a question word (*when, where, why, how, who, whom, what, which, whose*).
- c. A noun clause can begin with **if** or **whether** when a yes/no question changed to noun clause.
- d. A noun clause can begin with "**that**"

G. Vocabulary List

advantage [əd'vɑ:ntɪdʒ] (<i>kb</i>)	: keuntungan
balance sheet ['bælənts ʃi:t] (<i>kb</i>)	: neraca
employee [ɪm'plɔɪ.i:] (<i>kb</i>)	: pekerja/karyawan
entry ['entri] (<i>kb</i>)	: catatan/masukan
expense [ɪk'spens] (<i>kb</i>)	: biaya
invoice ['ɪnvɔɪs] (<i>kb</i>)	: faktur
kindness ['kaɪnd.nəs] (<i>kb</i>)	: kebaikan
legible ['ledʒɪbl] (<i>ks</i>)	: dapat dibaca/terang
loss [lɒs] (<i>kb</i>)	: kerugian
pay [peɪ] (<i>kk</i>)	: membayar
payment ['peɪmənt] (<i>kb</i>)	: pembayaran/bayaran
payroll ['peɪrɒl] (<i>kb</i>)	: daftar gaji
profit ['prɒfɪt] (<i>kb</i>)	: laba/keuntungan
record [rɪ'cɔ:d] (<i>kk</i>)	: mencatat
reduce [rɪ'dju:s] (<i>kk</i>)	: mengurangi
remarkably [rɪ'mɑ:kəbli] (<i>kk</i>)	: dengan sungguh
skill [skɪl] (<i>kb</i>)	: keahlian
wage [weɪdʒ] (<i>kb</i>)	: gaji/upah

I THINK YOUR IDEA IS GOOD I DO AGREE WITH YOURS



Picture: 3.1
www.google.co.id

One day, you will probably face a complicated situation which forces you to have an idea, opinion or argument to solve it. Then you will give an idea, opinion or an argument related to the problem. What will you say to show your idea, opinion or argument? And how will you say if you either agree or disagree with one's idea, opinion or argument? What expressions do you use?

You will learn much about those in this unit through various and interesting tasks.

A. Let's Get Ready

Task 1

In your opinion, what should the people in the box do based on the problem? Number one has been done for you.



Picture: 3.2
www.google.co.id

1. gets a headache



Picture: 3.3
www.google.co.id

2. tired



Picture: 3.4
www.google.co.id

3. confused



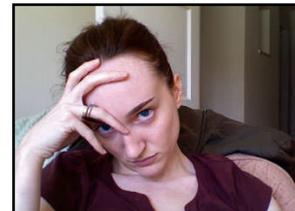
Picture: 3.5
www.google.co.id

4. angry



Picture: 3.6
www.google.co.id

5. oversleep



Picture: 3.7
www.google.co.id

6. bored

Your opinions:

1. I think she should stop working and go to a doctor.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

B. Let's Listen and Speak



Task 2

Study these words you are going to find in next tasks by finding the Indonesian. Then, repeat after your teacher in pronouncing the words.

No.	ENGLISH	INDONESIAN
1.	chance [tʃɑ:n t s] (<i>kb</i>)	...
2.	decision [dɪ'sɪʒ. ə n] (<i>kb</i>)	...
3.	foreign ['fɔɪr.ən] (<i>ks</i>)	...
4.	hire [haɪə] (<i>kk</i>)	...
5.	important [ɪm'pɔ:t ə nt] (<i>ks</i>)	...
6.	learn [lɜ:n] (<i>kk</i>)	...
7.	lucky ['lʌk.i] (<i>ks</i>)	...
8.	poor [pɔ: r] (<i>ks</i>)	...
9.	spare time [speə r taɪm] (<i>kb</i>)	...
10.	unfortunately [ʌn'fɔ:tʃ ə n.ət.li] (<i>kk</i>)	...

Task 3

Listen carefully to these conversations between two persons. Then, answer the questions that follow. (the listening script is in the Appendix)

Questions dialogue 1:

1. Who is looking for a new job?
2. What is Burt's opinion about his job interview? What expression does he use?
3. "I think so, too". What does it mean?
4. What is Burt's opinion about the chances of getting that new job? Why?
5. How does Sarah respond Burt's last opinion? What expression does she use?

Questions dialogue 2:

1. What is Nanda’s opinion about English?
2. Does Aan agree with her opinion? How do you know?
3. Does Aan think it is easy to learn English? How do you know and why?
4. In Aan’s opinion about foreign languages for English people, does Nanda agree with him? How do you know?
5. Why does Nanda say that learning foreign languages is very important?



Study the following expressions carefully dealing with opinion, argument, agreement and disagreement.

Opinion	Agreement	Disagreement
I think.....	<ul style="list-style-type: none"> • I agree with you. • You are right. 	<ul style="list-style-type: none"> • I don’t agree with you. • My point of view differs from yours.
I feel.....	<ul style="list-style-type: none"> • Oh, that’s interesting. • You have a good point. 	<ul style="list-style-type: none"> • I think our perspectives are different.
I believe.....	<ul style="list-style-type: none"> • I think you might be right about that. 	<ul style="list-style-type: none"> • In my point of view...
As I see it.....		<ul style="list-style-type: none"> • I see your point of view, but... • I don’t see your point of view.
In my opinion.....		<ul style="list-style-type: none"> • I think you might be wrong.
As far as I'm concerned.....	<u>Strong Agreement</u>	<u>Strong Disagreement</u>
My point of view is that.....	<ul style="list-style-type: none"> • I couldn't agree with you more. • You're absolutely right. • I agree entirely. • I totally agree. 	<ul style="list-style-type: none"> • I don't agree at all. • I totally disagree. • I couldn't agree with you less.
In my view.....		
It seems to me that.....	<u>Partly agreeing</u>	<u>Partly disagreeing</u>
I figure that.....	<ul style="list-style-type: none"> • I agree with you up to a point, but... • That's quite true, but... 	<ul style="list-style-type: none"> • I'm not sure I agree with you. • (I'm afraid) I don't agree. • (I'm afraid) I disagree.
From my point of view.....	<ul style="list-style-type: none"> • I agree with you in principle, but... 	<ul style="list-style-type: none"> • (I'm afraid) I can't agree with you. • (I'm afraid) I don't share your opinion.

**Task 5**

In pairs, study the dialogue carefully, answer the questions and then practice it out with your partner.

Julie : Her dress looks funny.

Daniel : I wouldn't say that. It looks fine to me.

Julie : Are you kidding. She is behind the times. That style went out last year.

Daniel : Oh, come on, as long as it looks good on her.

Julie : Wow, you're really as out-dated as she is.

Daniel : You're darn right. I'm out of style. So what? What's the point of keeping yourself in style?

Julie : No wonder you never buy me a new dress.

Questions:

1. What are they mainly talking about? Where are probably they talking?
2. Does Daniel agree with Julie's opinion about the person's dress? How do you know? Show the expression!
3. Why does Daniel have a positive view of the woman dress?
4. "You are darn right." What does the expression mean?

**Task 6**

Individually, complete the short conversations using your own words. After that, exchange your works with your friend's. Practice them with her/him.

1. (*asking opinion*)

Diana : What do you think of our manager? What is your opinion about his new rules for our company?

Ryan : _____.

2. (*asking and giving opinion*)

Keen : Don't you think Frank was right to resign?

James : _____?

Keen : I'm afraid he was in wrong track.

3. (*Trying to change one's opinion*)

Harry : I think Jack will not win the election to be the new director.

Albert : _____ but don't think that _____.

4. (*Asking if someone agrees*)

Angel : This is a fantastic sight! Don't you agree?

Jimmy : _____ I think it's spectacular!

5. (*Agreeing*)

Tom : I think these paintings are very expensive.

Jerry : _____. And they are really aren't very good, are they?

Tom : _____.

6. (*Disagreeing*)

Sarah : Hot weather, isn't it?

Chris : _____. It is windy.

7. (*Saying you have no opinion*)

Enrique : Who do you think will win the competition?

Iglesias : _____.

8. (*Partly agreeing*)

Mr. George: I think it will be better if there are more employees in our company.

Mrs. Jane : _____.

9. (*Giving an argument*)

Jesse : I will resign for the position. It is not really match with my competence.

Brown : That's true, but don't forget _____.

10. (*Giving an argument*)

Mario : Jack will depose Akon from his current position as a manager because of the corruption.

Justin : It may be so but _____.



Task 7 *Work in pairs. Take it turns to read one of these statements and make opinion to agree and disagree with your partner. Next, practice it out in front of class.*

1. Men are more intelligent than women.
2. A leader in a company should be a man.
3. An accountant must be able to speak English well.
4. Internet is important for supporting an accountant's job.
5. Certain television programs should be censored.

C. Let's Read and Write



Task 8

Read the text carefully, and then answer the questions that follow by yourself.

Staying Long Hours in Front of a PC Causes Health Problems



For More Visit: www.MarkJoyner.name

Picture: 3.4
www.google.co.id

It is obvious that we are living in the information and technology age, and a great percentage of people have jobs that require the usage of a computer for long hours. Today computer is a general electronic peripheral used in various job fields. Jobs that involve writing, designing, calculating, managing and creating various tasks all require the use of a computer.

Recent research proves that the number of computer users and the amount of time they spend in front of it are increasing rapidly. This is an undeniable result of the evolution of the technology and our everyday lives. Can you imagine yourself without access to a PC or internet more than a few days? I guess not.

As the number of computer users and the amount spent in front of it increase, it is certain to experience some undesired consequences like health problems. Headaches, waist aches, ankle and joint aches and similar health problems can be given as examples. Some more serious health issues like epilepsy or heart disorders are also seen as a result of this. And the worst thing is most of these problems are unique and not seen before the rise of the computer age.

Working on a computer every day, staring at the monitor screen for long hours, typing hundreds of sentences in an hour and driving the mouse like crazy is not much innocent and you might not have thought about this up to now. If this workload is combined with immobility, lack of exercise, and inappropriate nutrition, it can cause unexpected big problems at any time.

Human body is designed in such a fashion that it requires some sort of activity as much as it requires air, water and food. Staying still for hours, repeating same action for a long time will certainly have a bad effect on our skeletal and muscular systems. As a result, we will experience aches, pain and disorders.

Imagine that you work 8 hours a day 5 days a week in front of a PC. If you are not taking care of your health like giving breaks frequently while working, doing a little exercise daily, taking long walks or running at least once a week then do not think that your health will stay with you forever.

Source: taken from <http://ezinearticles.com/?Staying-Long-Hours-in-Front-of-a-PC-Causes-Health-Problems&id=3627083>

Questions:

1. What is the text talking about?
2. Why are the number of computer users and the amount of time they spend in front of it increasing rapidly?
3. What kinds of jobs mentioned in the text require the use of a computer?
4. Mention some possible health problems as the effects of staying in front of computer in a long time?
5. "...it can cause unexpected big problems at any time." What does the word "it" refer to? (the last sentence of paragraph 4)
6. In your opinion, what professions dealing with the use of computer in long hours? Mention at least 5 professions!
7. What is your main conclusion about the topic concerned in the text?



Task 9 *Read the passage again, after that state these statements if they are true "T" or false "F" and then show your evidence from the text above.*

No.	Statements	(T)/(F)
1.	Electronic device such as a computer is really important for supporting our jobs.	....
2.	The computer users and the amount of time they spend in front of computer are slowly increased.	....
3.	The increased amount of spending time in front of computer causes health problems.	....
4.	The balance of workload and exercises can lead unexpected big problems to our health.	....
5.	Aches, pain and disorders as a result of skeletal and muscular systems problems because of staying for many ours in front of computer.	....

Your Evidences:

1. _____
_____.
2. _____
_____.
3. _____
_____.
4. _____
_____.
5. _____
_____.



Task 10 Find the synonyms of these words from the passage above.

No.	Words	Synonyms
1.	need [ni:d] (<i>kk</i>)	.....
2.	look after [lʊk 'ɑ:f.tə r] (<i>kk</i>)	.....
3.	factual ['fæktjʊəl] (<i>ks</i>)	.....
4.	fast [fɑ:st] (<i>ks</i>)	.....
5.	crucial ['kru:ʃ ə l] (<i>ks</i>)	.....
6.	effects [ɪ'fekts] (<i>kb</i>)	.....
7.	rest [rest] (<i>kb</i>)	.....



Task 11 Using your own words, write the main idea of each paragraph in the text above. Then discuss it with your classmates and teacher.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:

**Task 12**

Study the explanation about “conjunctions” carefully.

Conjunction is to connect words, phrases and clauses in a sentence or sometimes to connect sentences in a paragraph. Actually, there are two kinds of conjunctions, namely co-ordinate conjunction such as; *and, but, or* and *nor*, and subordinate conjunction such as; *therefore, however, so that, nevertheless*, etc.

Here are some groups of conjunction based on its function:

1. to connect and parallelize words, phrases or clauses.

a. **And (dan) :**

Julie **and** Justin went to the market to buy some vegetables.

b. **As well as (dan juga) :**

Julie went to the market to buy some vegetables **as well as** Justin.

c. **Besides (selain itu / disamping):**

Julie and Justin went to the market to buy some vegetables **beside** fruits.

d. **Both ... and ... (Kedua ... dan ...):**

Both Julie **and** Justin went to the market to buy some vegetables.

e. **Moreover (bahkan):**

Julie and Justin went to the market to buy some vegetables **moreover** they bought fruits.

f. **Likewise (seperti halnya):**

Julie went to the market to buy some vegetables, **likewise** Justin.

g. **Furthermore (lebih lagi, ditambah lagi):**

Julie and Justin went to the market to buy some vegetables **furthermore** some fruits.

2. to connect words, phrases or clauses by showing a contrast.

a. **But (tetapi):**

Justin went to the market to buy some vegetables **but** Julie didn't it.

b. **Not only ... but also (tidak hanya ... tetapi juga):**

Justin and Julie went to the market to buy some **not only** vegetables **but also** fruits.

c. **Despite (meskipun):**

Julie and Justin went to the market to buy some vegetables **despite** the heavy rain.

d. **However (namun begitu):**

Julie and Justin went to the market to buy some vegetables, **however**, they also bought rice and fruits.

e. **In spite of the fact that (walaupun kenyataan menunjukkan bahwa):**

Julie and Justin went to the market to buy some vegetables, **in spite of** the fact that their mother didn't believe it.

f. **Though (meskipun):**

Though Julie and Justin went to the market to buy some vegetables, they only took a walk.

g. Although (walaupun):

Although Julie and Justin went to the market to buy some vegetables, they still bought a lot of spinach.

h. Even though (walaupun):

Julie and Justin went to the market for some vegetables, **even though**, it's far away.

i. Nevertheless (walau begitu):

Julie and Justin went to the market to buy some vegetables, **nevertheless**, they only bought 1kg of potatoes.

3. to connect words, phrases or clauses by showing a choice.

a. Or (atau):

Julie and Justin went to the market to buy some vegetables **or** fruits.

b. Either ... or ... (baik ... maupun ...):

Either Julie **or** Justin went to the market to buy some vegetables.

c. Or else (atau bahkan ..., apa lagi ...):

Julie and Justin went to the market to buy some vegetables **or else** some fruits.

d. Otherwise (jika tidak):

Julie and Justin went to the market to buy some vegetables, **otherwise**, some fruits.

e. Neither ... nor ... (baik...ataupun...tidak ...):

Neither Julie **nor** Justin went to the market to buy some vegetables.



Complete the following sentences using the correct conjunction provided in the box. Do it by yourself.

otherwise	even though	Although
but	neither...nor...	despite
both...and...	or	moreover
	not only... but also ...	

1. ... it rained a lot, I went to my office.
2. I did not get the job ... I had all the necessary qualifications.
3. I could not sleep well last night ... being very tired.
4. Catherine likes ... fish ... chicken. That is why she eats meat.
5. Either Brian ... Albert is a smart employee in John's company.
6. Antony is very humble person, ..., he is kind.

7. My boss never comes late, ... today he came at 9 because he got a trouble with his car on his way to the office.
8. Jane is going to apply a job as an accountant, as a secretary.
9. An applicant has to bring ... his/her application letter ... curriculum vitae (CV) before coming to do an interview test.
10. Tom Jane are hard workers.



Task 14

Individually, make some good sentences using the conjunctions in the brackets. Next, discuss them with your classmates and your teacher.

1. _____ . (*even though*)
2. _____ . (*either... or...*)
3. _____ . (*in spite of*)
4. _____ . (*furthermore*)
5. _____ . (*nether... nor...*)
6. _____ . (*however*)



Task 15

Create a paragraph using these conjunctions to connects the sentences in it. You can use three or more than of those.
Furthermore, Nevertheless, However, Therefore, and Moreover.

D. Let's Evaluate

Task 16

In pairs, create a dialogue showing your opinion and argument of something. Your partner will show his/her agreement or disagreement to it, and then practice it without a note.

E. Reflection

How much improvement have you made after learning in this unit? Put a tick (✓) in the right side according to how much you have learnt.

Aspects	Very much	Much	Little
Expressing an opinion			
Expressing an agreement and disagreement			
Expressing an argument			
Reading passage			
Writing sentences			
Vocabulary			

F. Let's Summarize

1. Expressing opinion

These following expressions are usually common used to express someone's opinion:

I think.....
I feel.....
I believe.....
In my opinion.....
My point of view is that.....
In my view.....

2. Expressing agreement and disagreement

In English conversations, we often say that we agree or disagree with each other. There are many ways of to express agreement or disagreement and the one we use depends on how strong we agree or disagree.

Agreement	Disagreement
<ul style="list-style-type: none"> • I agree with you. • You are right. • Oh, that's interesting. • You have a good point. <p style="text-align: center;"><u>Strong Agreement</u></p> <ul style="list-style-type: none"> • I couldn't agree with you more. • You're absolutely right. • I agree entirely. • I totally agree. <p style="text-align: center;"><u>Partly agreeing</u></p> <ul style="list-style-type: none"> • I agree with you up to a point, but... • That's quite true, but... 	<ul style="list-style-type: none"> • I don't agree with you. • My point of view differs from yours. • I see your point of view, but... • I think you might be wrong. <p style="text-align: center;"><u>Strong Disagreement</u></p> <ul style="list-style-type: none"> • I don't agree at all. • I totally disagree. • I couldn't agree with you less. <p style="text-align: center;"><u>Partly disagreeing</u></p> <ul style="list-style-type: none"> • I'm not sure I agree with you. • (I'm afraid) I don't agree. • (I'm afraid) I disagree. • (I'm afraid) I can't agree with you.

3. Conjunctions

Conjunction is to connect words, phrases and clauses in a sentence or sometimes to connect sentences in a paragraph.

Here are some groups of conjunction based on its function:

1) to connect and parallelize words, phrases or clauses.

- a. And (*dan*):
- b. As well as (*dan juga*):
- c. Besides (*selain itu / disamping*):
- d. Both ... and ... (*Kedua ... dan ...*):
- e. Moreover (*bahkan*):
- f. Likewise (*seperti halnya*):
- g. Furthermore (*lebih lagi, ditambah lagi*):

- 2) to connect words, phrases or clauses by showing a contrast.
- But (*tetapi*):
 - Not only ... but also (*tidak hanya ... tetapi juga*):
 - Despite (*meskipun*):
 - However (*namun begitu*):
 - In spite of the fact that (*walaupun kenyataan menunjukkan bahwa*):
 - Though (*meskipun*):
 - Although (*walaupun*):
 - Even though (*walaupun*):
 - Nevertheless (*walau begitu*):
- 3) to connect words, phrases or clauses by showing a choice.
- Or (*atau*)
 - Either ... or ... (*baik ... maupun ...*)
 - Or else (*atau bahkan ..., apa lagi ...*)
 - Otherwise (*jika tidak*)
 - Neither ... nor ... (*baik...ataupun...tidak ...*)

G. Vocabulary List

amount [ə'maʊnt] (<i>kb</i>)	: jumlah
applicant [ˈæp.lɪ.kənt] (<i>kb</i>)	: pelamar
apply [ə'plai] (<i>kk</i>)	: melamar (pekerjaan)
calculate [ˈkæl.kjʊ.leɪt] (<i>kk</i>)	: menghitung
depose [dɪ'pəʊz] (<i>kk</i>)	: memecat
election [ɪ'lek.ʃ ə n] (<i>kb</i>)	: pemilihan
humble [ˈhʌm.bl] (<i>ks</i>)	: rendah hati
increase [ɪn'kri:s] (<i>kk</i>)	: meningkatkan
out-dated [ˌaʊt'deɪ.tɪd] (<i>ks</i>)	: ketinggalan jaman (kuno)
prove [pru:v] (<i>kk</i>)	: membuktikan
resign [rɪ'zaɪn] (<i>kk</i>)	: mengundurkan diri
require [rɪ'kwaɪə] (<i>kk</i>)	: memerlukan/membutuhkan
task [tɑ:sk] (<i>kb</i>)	: tugas

References

Murphy, Raymond. 1994. *English Grammar in Use (2nd Edition)*. Cambridge: Cambridge University Press.

Nanan, Suryana. 2007. *Bring Me to the World, of A Professional Worker, English for Vocational High School*. Bandung: Armico.

Widyantoro, Agus, at all. 2008. *Effective Communication: An Integrated Course of English for Vocational High School (BSE)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

.2003. *Cambridge Advanced Learner's Dictionary 3rd Edition*. Oxford: Oxford University Press.

<http://www.ezinearticles.com>

<http://www.focusenglish.com/dialogues/fashion/readyforalift.html>

<http://www.google.co.id>

<http://www.tuition.com.hk/computerized-accounting.htm>

Listening Script

UNIT 1:

Dialogue 1:

(The dialogue happens in a workplace between a secretary and her manager).

- Vina : Excuse me Mr. Bima. CV. Budi Luhur and our company will have a meeting today. You are invited to be the speaker of our company, sir. The meeting will discuss our further cooperation with the company for two years, focuses on additional capital in the form of stock. Could you come to the meeting?
- Mr. Bima : What time will the meeting be held today?
- Vina : After lunch, sir. At 1 p.m in our conference room, this afternoon.
- Mr. Bima : How many people of the CV. Budi Luhur will be there?
- Vina : It's about 6 people will be there, and most of them are stockholders in the company.
- Mr. Bima : Sure. Please prepare all things we need in the meeting before 12 o'clock, including our financial report of this year. And please put them on my desk. I'll check them first.
- Vina : OK sir.

Dialogue 2:

(The conversation happens in a jewelry store).

- Catty : Excuse me, sir.
- Seller : Yes. Can I help you madam?
- Catty : I'm looking for a beautiful small diamond ring, please.
- Seller : Let me show you some our newest rings, you can choose one.
- Catty : How much is this?
- Seller : It's Rp 2.350.000,-
- Catty : It's too expensive sir. How about that one?
- Seller : It's cheaper than before. It's Rp 2.000.000,-
- Catty : Will you take Rp 2.000.000,- for the previous ring, sir? Because it's more beautiful than it I think.
- Seller : I'm sorry, I cannot let it go with the price, because it's too low. I'll let you have it for Rp 2.200.000,-
- Catty : Well. If that is your last price, I'll take it.
- Seller : Ok. Please sign on this receipt first. Then, I'll pack it for you.
- Catty : I have signed.
- Seller : This is your ring, mam. Thank you very much for the purchase in our store.
- Catty : You are welcome.

Dialogue 3:

(The conversation happens in a furniture store).

Seller : Good morning. What can I do for you?

Yulia : Good morning. My office needs a set of sofa soon. Do you have any recommendation for it? I mean the best quality here?

Seller : Yes, we have. There are three kinds of sofas we have. Those are our current sofas.

Yulia : Could I see them?

Seller : Of course yes, let me show you the sofas. Shall we!

It is the most luxurious soft sofa that we have. It's almost perfect. The second one is at the corner. It is colorful sofa I think, with beautiful model at the back. And this is the last. It's the cheapest among those before, but seems nice and simple sofa. Which one do you like?

Yulia : Hmm, how about the price?

Seller : Oh I'm sorry. The first is quite expensive Rp 4.750.000,-, the second one is Rp 3.500.000,- and the last is Rp 3.000.000,-.

Yulia : Can you give any discount for each?

Seller : We will give 5% discount if the total of your payment is more than Rp 3.250.000,-. So, which one do you want to buy?

Yulia : They all are nice, but I prefer the first one to others. Please send them to my office by this day. This is the address.

Seller : Ok. Your payment is Rp 4.512.500,-

Yulia : This is the money.

Seller : Thank you very much for buying it in our store.

Yulia : You're welcome.

UNIT 2:

Dialogue 1:

Dona : Hi, Kelly. How do I look like with my new hair-style?

Kelly : Hi Don. Fantastic! You look more beautiful.

Dona : Are you sure?

Kelly : Absolutely. By the way, where will you go with the new-hair style?

Dona : Today, at 10, I have to attend an interview job test for being an accountant in Amindo firm.

Kelly : You must be success in the interview with the nice appearance. It will support your confidence. Good luck girl.

Dona : I'm also positive. Thank you very much Kelly.

Dialogue 2:

Benny : Guest!!! I am going to be promoted as the Accounting Manager here.

Jonson : What a good news. Congratulation Benny!

Benny : Yes. Thanks a lot.

Jonson : You will have a lot of leadership experiences with the new position.

Benny : Of course. Experience is a good teacher for me and I'm quite sure that I can be a professional accounting manager as well as my study. Hopefully there is no corruption in this firm, I will really check all of the business transactions during the next three months.

Jonson : Will Jane take over your old position?

Benny : I have my own doubts about that. Our Director does not tell us yet. I hope so.

UNIT 3:

Dialogue 1:

Sarah : Hi, Burt. I heard you're looking for a new job.

Burt : Yeah. I just had an interview yesterday.

Sarah : Oh. How did it go?

Burt : I think I did well although I had a little nervous. They said they would make a decision by this Friday.

Sarah : This Friday? Looks like they want to hire the person as quickly as possible.

Burt : Yeah! I think so, too.

Sarah : What are your chances of getting that job?

Burt : I believe I have a very good chance. The director seems to like me.

Sarah : Well, good luck, then.

Burt : Thanks. I hope it helps.

Dialogue 2:

Nanda : English is a very important language, isn't it?

Aan : Yes, it is. But unfortunately, most of us in this office can't speak English well.

Nanda : Actually, it is very easy to learn.

Aan : I wouldn't say that. I've been studying English for two years, but my English is still poor.

Nanda : If you want to be able to speak English well, you have to practice it everyday.

Aan : That's true. But I have no friends to talk to everyday.

Nanda : You can practice with me if you want to. Please come to my house if you have spare time.

Aan : All right then. By the way, English people don't need to learn foreign languages. It's really lucky, isn't?

Nanda : I disagree entirely. Learning foreign languages is important.

Aan : Oh, do you think so? Why?

Nanda : Yes. It helps to understand and make friends with other people.

APPENDIX 5

The Second Draft of the Materials

WOULD YOU LIKE TO COME TO THE MEETING THIS AFTERNOON?



(A meeting in an office)

Picture: 1.1

www.webimage.com

meeting with your
invite someone or
to invite her/him
not come there?
use you feel that
some discounts.

n and bargaining
and you will get

A. Let's Get Ready

Task 1

Study the picture below carefully. Based on your opinion, answer the questions. Then, discuss them with your partner.



Picture: 1.2
www.google.com

1. Who are the people?
2. Where are probably the people?
3. What are they doing and talking about?
4. How many men and women are there in the picture?
5. Are they in a formal or an informal situation? How do you know?

B. Let's Listen and Speak



Task 2

Study the following words you are going to find in the next tasks by searching their meanings in your dictionary. Then, pronounce them after your teacher.

No.	ENGLISH	INDONESIAN
1.	additional capital [ə'dɪʃənəl 'kæpɪtəl] (<i>kb</i>)	...
2.	assets ['æsɛts] (<i>kb</i>)	...
3.	bargain ['bɑ:gɪn] (<i>kk</i>)	...
4.	capital ['kæpɪtəl] (<i>kb</i>)	...
5.	celebrate ['selɪbreɪt] (<i>kk</i>)	...
6.	company ['kʌmpəni] (<i>kb</i>)	...
7.	financial [faɪ'næntʃəl] (<i>ks</i>)	...
8.	invite [ɪn'vaɪt] (<i>kk</i>)	...
9.	liabilities [laɪə'bɪlɪtɪs] (<i>kb</i>)	...
10.	price [praɪs] (<i>kb</i>)	...
11.	purchase ['pɜ:tʃəs] (<i>kk</i>)	...
12.	receipt [rɪ'si:t] (<i>kb</i>)	...
13.	report [rɪ'pɔ:t] (<i>kk</i>)	...
14.	stock [stɒk] (<i>kb</i>)	...
15.	stockholders ['stɒkhəʊldə] (<i>kb</i>)	...

Task 3

In this task, you are going to listen to three dialogues twice from your teacher. Observe the pictures before listening to them and take notes for important information. Then, answer the questions and compare your answers with your classmates'.

Dialogue 1:

Questions:

1. Where does the conversation probably take place?
2. What company will have a meeting with Mr. Bima?
3. What will be discussed in the meeting?
4. What does Mr. Bima ask the secretary before attending the meeting and why?
5. Who are the most people in the meeting?
6. What expression is used for inviting Mr. Bima?
7. What does “*Sure*” mean in the conversation?



Picture: 1.3
www.google.com

Dialogue 2:

Questions:

1. What is Catty looking for at the store? Does she find what she wants?
2. Which ring does Catty buy according to the dialogue? How much is that?
3. What does Catty do to the seller before she buys the ring?
4. Does the seller let the ring go with the Catty's price?
5. What should Catty sign before she can take her ring?
6. How does Catty bargain the ring's price to the seller? What expression does she use to bargain the ring?
7. “*I'm sorry I cannot let it go with the price, ...*”
What does the underlined word refer to and what does the expression mean?
8. “*I'll let you have it for Rp 2.200.000,-.*” The expression shows that the seller



Picture: 1.4
www.google.com

Dialogue 3:

Questions:

1. What does Yulia do in the place?
2. Can she get what she wants?
3. How much are the most luxurious sofas that the seller offers to Yulia?
4. How much are the sofas that Yulia buys?
5. How can she get the 5 % of discount of the price?
6. "Can you give any discount for each?"

What does the expression mean for?



Picture: 1.5
www.google.com



Task 4 Study these expressions related to inviting and bargaining.

Expression for inviting	Expression for accepting	Expression for refusing
<ul style="list-style-type: none"> • Could you come to the meeting? • Would you like to come John? • I want to invite you to come to ... • Could you come to the party on Saturday night? • Come over to my house on the day <p><i>(Other examples :)</i></p> <ul style="list-style-type: none"> • Can you ... • Would you like to ... • Would you mind ... • Would you care of ... • How about ... 	<ul style="list-style-type: none"> • Sure. • Absolutely Paul, I will come with my girlfriend. • Sure. I'd love too. • Sure, I'll be there. • With pleasure. • I'd love too very much. • Yes, that would be ... (nice, interesting, very kind of you) • Etc. 	<ul style="list-style-type: none"> • I would love too, but my grandmother is sick now. • I'm sorry I can't • It's very kind of you, but ... • Etc.

Expressing Bargaining	Responding to Bargaining
<ul style="list-style-type: none"> ▪ It's too expensive. How about Rp....? ▪ I'll offer you Rp ...? ▪ Will you take Rp ...? ▪ Is there any discount for it? 	<ul style="list-style-type: none"> ▪ I'll /can let you have it for Rp ▪ My lowest price is Rp... . ▪ My last price is Rp ▪ That's too low. How about Rp ...? ▪ OK. You can take with the price you offer.

NOTE:

The use of modal **“could/would”** in inviting person is more polite than modal **“can/will”**. That's way if you want to invite you business relation or your boss, it is better to use the polite expressions.

Here are some expressions to ask about price.

	Examples:
Singular Nouns	<ul style="list-style-type: none"> - How much is the computer (it)? - How much does the computer (it) cost? - What is the price?
Plural Nouns	<ul style="list-style-type: none"> - How much are the calculators (they)? - How much do the calculators (they) cost?



Task 5 *Listen to the dialogues in Task 3 once again and then find the expressions of inviting, accepting/refusing and bargaining used in the dialogues. Do it by yourself, and then compare your answers with your friend's.*

Expressions of Inviting	Expressions of Accepting Invitation	Expressions of Refusing Invitation	Expressions of Bargaining
...
...
...
...
...

**Task 6**

Study the dialogue between two professionals at work and answer the questions. After that, act it out in front of the class with your friend.

Dialogue:

Merry : Hi Jane. How is everything?

Jane : Merry!!! Great, everything is OK with me.

Merry : By the way, do you have anything to do on Tuesday night next week?

Jane : I don't have any plan yet. I think I'll just stay at home.

Merry : Come over to my house on the day. Most of our Junior High School friends will be there too. I've invited them all. We are going to have reunion in my house. Good plan, isn't it?

Jane : Sure, I'll be there. Yes, that's good idea. We miss them all, right?

Merry : Yes. OK. See you then.

Jane : See you.

1. Has Jane had a plan before?
2. When will the event be held?
3. Why does Merry invite Jane to come?
4. Will Jane probably come to Merry's house? Show the expression as the proof.
5. "..., we miss them all ...". What does the underlined word mean?

**Task 7**

Arrange the jumbled sentences into good dialogues. Practice them with your friend.

Dialogue 1:

1. Seller : What color do you like sir?
2. Bill : OK.
3. Seller : I'll show you some of our collections.
4. Bill : How about Rp 150.000,-? I'll take three.
5. Seller : This is Rp 175.000,-.
6. Bill : Yes. I need some calculators.
7. Bill : How much is that calculator?
8. Seller : That is too low sir. I can let you have it for Rp. 165.000,-.
9. Bill : The black one.
10. Seller : Good morning. Can I help you sir?

Dialogue 2:

1. Sarah : Yes, I believe. I can show you a Net-book in that price range. Wait for a minute.
2. Mr. Robert : Well, that's ok. How long is the guarantee?
3. Sarah : This one is Rp 4.300.000,-.
4. Mr. Robert : OK.
5. Sarah : Sorry sir, we cannot let it go with the price. Our last price is Rp 4.100.000,-.
6. Sarah : One year only sir and this is the receipt.
7. Mr. Robert : Good morning. I am looking for a Net-book with Rp 4.000.000,- in price. My Net-book has broken. I think it's more portable than a computer. Can you show me the Net-book?
8. Mr. Robert : Could I have it for Rp 4.000.000,-?
9. Mr. Robert : OK. Thank you very much.
10. Sarah : You are welcome.

“Degrees of Comparison”

1. Positive Degree

- a. as ... as and not so ... as (*adjectives or adverbs*)
- ❖ George is diligent employee. John is diligent employee.
George is **as diligent as** John.
 - ❖ The book is fifty thousand rupiah. The pen is five thousand rupiah.
The book is **NOT as cheap as** the pen. (or)
This book is **NOT so cheap as** the pen.
 - ❖ Yulia types the report carefully. Lia types the letter carefully.
Yulia types the report **as carefully as** Lia.
- b. the same ... as (*nouns*) and different from
- Your shirt is blue. My shirt is blue.
Your shirt is the same color as mine. (or) Our shirts are the same color.
There is **NO** difference. (or) Your shirt is the same as mine.
 - John’s coat is large and brown. Paul’s coat is small and black.
John’s coat is different from Paul’s. (or)
John’s coat is **NOT** the same as Paul’s.

2. Comparative Degree (-er/more ...) than ...

- “-er” :it is used for adjectives that contain one syllable.
e.g: tall, clear, fast, hard, nice, quick, soon, fat, thin, short, long, etc.
- For adjectives that contain two syllables ending -y, -er, -ow:
e.g: busy busier simple simpler
 heavy heavier clever cleverer
 pretty prettier narrow narrower
- “more ...”: it is used for adjectives or adverbs containing two or more syllables.
e.g: expensive more expensive
 careful more careful
 correctly more correctly

3. Superlative Degree (the ...-est/most ...)

It is used for comparing 3 things or more. All **Adjectives** and **Adverbs** with –**er** in superlative degree ended by –**est**, while **more**, started by **most**.

Examples:

tall	taller	tallest
quickly	more quickly	most quickly

Exception:

Positive	Comparative	Superlative
good/well	better	best
bad/ill	worse	worst
many/much	more	most
little	less	least
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest

**Task 8**

Complete the short conversations below using the appropriate words in the box. Write in the form of correct degrees of comparison. Number one has been done for you.

1. *(in a lobby)*

Jenny: Wow, this company is so nice and big. I'm a little nervous to meet Mr. Green.

Rose: Yeah, this firm is **the most famous** among others in this city. Try to manage yourself before having the interview test.

2. *(in an office)*

John: We must add our capital according to the development. What do you think adding in the form of current or fixed assets?

William: It's _____ adding in current than fixed assets.

3. *(in a supermarket)*

Michael: Look! There are some nice ties. Which one is the _____? I don't have much money.

Linda: The brown one sir. It's only Rp 47.000,-.

4. *(in a conference room)*

Bush: Our firm needs a new accountant who is as _____ Jane. It's important to check our financial development.

Roger: Therefore, we must announce a job vacancy to seek an _____ person in accounting field.

5. *(in a book exhibition)*

Keen: I am looking for an accounting book. Could you show me the _____? Do you offer any discount for it?

Seller: Is it you are looking for? It is 5% off sale.

- | | |
|-----------------|--------------|
| a. expensive | e. expert |
| b. professional | f. good |
| c. new | g. famous |
| d. cheap | h. beautiful |

C. Let's Read and Write



Task 9

Read the letter below carefully. After reading, decide whether the statement is true (T) or false (F). You can open your dictionary if necessary and do it individually.

CV. UNDANG JAYA
301 Mawaria Street
Cikelek, Bandung

April 9th, 2011
Mrs. Della
Director
CV. ADIL MAKMUR
23 Main Street
Jakarta Utara

Dear Mrs. Della:

My name is Patricia Lorenz and I am writing on behalf of the CV. UNDANG JAYA Company which moves on producing bags. We would like to invite you to attend a special event being held at our conference room in a week's time.

A significant amount of demand about our product has been improving since the last launching of our latest product. We are going to create a new one in order to add our product variety. You are invited to attend a presentation that will be held on Thursday, 14th April 2011 at 10 o'clock. In the presentation, there will be discussed the model, the reasonable price and the suitable way to attract our customers. You are hoped to be a presenter and speaker of the product model.

We would be honored by your attendance. Please reply by Monday the 11st of April to confirm your attendance to the function. We are looking forward to seeing you there.

Sincerely,

Patricia Lorenz

No.	Statements	(T) / (F)
1.	Mrs. Della is the Director of CV. UNDANG JAYA.	...
2.	The number of the products is being increased.	...
3.	The meeting will also launch their latest product.	...
4.	Mrs. Della must confirm her attendance by Monday.	...
5.	The company produces bags.	...
6.	The meeting will be held in the middle of April 2011.	...
7.	The addressee is asked to be a presenter and speaker in the presentation.	...
8.	CV. UNDANG JAYA and CV. ADIL MAKMUR have not been in relationship before.	...
9.	Patricia Lorenz works for Mrs. Della's firm.	...
10.	The meeting will be held in a conference room where Patricia works.	...

Task 10 Answer these following questions based on the letter completely. Do it by yourself.

1. What is Mrs. Della invited to the event for?
2. When and where will the event be held?
3. Who is Patricia Lorenz?
4. What should Mrs. Della do before coming to the meeting?
5. What expression does the writer use to invite the person?

Task 11 Find these synonyms from the letter above. Number one has been done for you.

No.	A	B
1.	firm [fɜ:m] (<i>kb</i>)	<i>company</i>
2.	fair [feəɹ] (<i>ks</i>)	.....
3.	appropriate [ə'prəʊpriət] (<i>ks</i>)	.....
4.	waiting for [weɪtɪŋ fɔ:r] (<i>kk</i>)	.....
5.	come [kʌm] (<i>ki</i>)	.....

6.	make [meɪk] (<i>ket</i>)	.....
7.	recent ['riːsənt] (<i>ks</i>)	.....
8.	wish [wɪʃ] (<i>ki</i>)	.....
9.	increase [ɪn'kriːs] (<i>ket</i>)	.....
10.	buyers ['baɪərs] (<i>kb</i>)	.....

Task 12 Read this letter and then answer the questions that follow.

To: Mr. Bima
The Marketing Manager
“TRUSTED” St.

We are a business company in Yogyakarta, CV. INDOJAYA and we need a lot of paper and some other stationery to support our job. That’s why we are writing this letter to order them from your store considering that the well-known store provide many and various stationery.

The items that we are going to have from yours are enclosed with this letter. Due to the high quantity we need, we will ask some discount related to the items if you offer it. We are looking forward for the information.

Faithfully,

Brian.

1. Why is the text written?
2. What kind of the business letter is it?
3. Why does the writer want any discount for his purchase?
4. “We are looking forward for the information”
What does the underlined word refer to?
5. Where does the vendor can find the items that are ordered?

Task 13 Match the following words in column A with their meanings in column B. Check in your dictionary if you are in a doubt and do it individually.

No.	Words (A)	Meanings (B)
1.	stationery	a. recognized by many people.
2.	items	b. a reduction in usual price.
3.	well-known	c. a high standard
4.	order	d. a large shop where you can buy many different types of goods.
5.	discount	e. to give someone something that they need.
6.	various	f. several subjects to be considered.
7.	store	g. an organization which sells goods or services in order to make money.
8.	quality	h. to ask for something to be made, supplied or delivered.
9.	company	i. the things needed for writing.
10.	provide	j. many different.

Task 14 Study the explanation of Passive Voice below. You will use it in the next task.

Passive Voice

In English, there are Active and Passive voices. Active voice is used when we say that people and things “do” activity. While, Passive voice is used when we say what happens to people and things (what is done to them). The basic principle in passive voice is :

to be + V3

To Be : *is/am/are* (present)
was/were (past)
being (present/past continuous)
be (after modals)
been (present/past perfect)

	Present Tense	Past Tense
Simple	A: S + V1 + O P: O + is/am/are + V3 + by ...	A: S + V2 + O P: O + was/were + V3 + by ...
Continuous	A: S + is/am/are + V-ing + O P: O + is/am/are + being + V3 + by ...	A: S + was/were + V-ing + O P: O + was/were+ being + V3 + by ...
Perfect	A: S + have/has + V3 + O P: O + have/has + been + V3 + by ...	A: S + had + V3 + O P: O + had been + V3 + by ...
Perfect Continuous	A: S + have/has + been + V-ing + O P: O + have/has + been + being + V3+by	A: S + had been + V-ing + O P: O + had been + being V3 + by
Future	A: S + modals + V1 + O P: O + modals + be + V3 + by ...	A: S + is/am/are + going to + V1 + O P: O + is/am/are + going to + be + V3+ by

Examples:

ACTIVE Voice	PASIVE Voice
1). Simple Present Tense The secretary writes an application letter.	An application letter is written (by the secretary).
2). Present Continuous Tense Keen is reporting the transaction.	The transaction is being reported (by Keen).
3). Present Perfect Tense Ann has met her boss.	The boss has been met (by Ann).
4). Simple Past Tense Luis bought a new car yesterday.	A new car was bought (by Luis) yesterday.
5). Past Perfect Tense Jane had checked the ledger.	The ledger had been checked (by Jane).
6). Past Continuous Tense Jolly was interviewing the applicants.	The applicants were being interviewed (by Jolly).
7). Future Tense Ken will attend the meeting tomorrow.	The meeting will be attended by Ken tomorrow.

Task 15 After studying the explanation above, please change these sentences into passive voice sentences. Pay attention to the “to be” and “verbs”.

1. The main director invites the stockholders to the meeting, annually.
2. My firm has bought a new car as an inventory office.
3. Steven sent a purchase bill to his business relation.
4. Angel is posting the transaction into a general ledger and some subsidiary ledgers.
5. The bookkeeper was recording some sale receipts when I came.
6. Same prepares his own annual report for tomorrow meeting.
7. “CV. Kondang Makmur” will build a home branch in Yogyakarta.
8. They had submitted their application letter and curriculum vitae to the office.
9. Andy and his friends are discussing an additional stock of their company.
10. Edward called Jordan to meet him in his room.

Task 16 Study the notes below on how to write an invitation card and memo.

Framework of Invitation Card

Addressee	To: George
Main Message	You are invited to Mr. Abraham’ thanksgiving party of becoming a new main Director in his company.
- Time	Day/date : Saturday/ April 23 2011
- Place	Time : 7 p.m
- Event	Place : Sudirman Street No.17 Yogyakarta.
Ending/Closing	Yours truthfully, Rodger Panggabean. R.S.V.P to Bella (0274) 339178

NOTE : Sometimes, there are additional information in an invitation card such as R.S.V.P (means to inform whether you will come or not to the event), dress code, etc.

Examples:

To: All staff members of PT. Cakrawala

A one-day meeting will be held this week.

Day/date : Wednesday, May 18th 2011

Time : 11 a.m – finish

Place : in Hotel Garuda Yogyakarta

Topic : Home Branch Addition

Due to the importance of the meeting, please be punctual. Bring your ideas and suggestions to make our company grow well next year.

The director

Mr. Achmad Wahab

*The Director of Indonesia Export Company
requested the company of*

Mr. Taylor

Managing Director of Scaffindo Tbk.

*On the occasion of the fourth
anniversary of their company
At the International Hotel in Jakarta*

Friday, 31 March 2011 at 8 p.m

(Dress Formal)

RSVP

John (021) 556778

MEMO

A memo is a short message usually given from a person in top position to another in under position in the same business organization.

Example:

MEMO

To : Mr. Robbie

From : Director

Subject: Weekly Meeting

Date : May 21st 2011

Please attend the meeting in conference room on Tuesday, 7th June 2011 at 9 a.m. Looking forward to your report upon the completion of the meeting.

**Task 17**

Write 2 invitation cards and 1 memo based on the situations given, you can chose some of them. You can create some additional information if necessary. Use your own words. Look at the examples of invitation cards and memo above.

Invitation cards:

1. The Chairman and Director of PORAJAYA Ltd. request Mr. Clinton's presence to the opening ceremony of the branch office of PORAJAYA Ltd. (RSVP, Dress Code)
2. Mr. Osama invites his business relations to attend a thanksgiving party of becoming the General Manager in CV. SEJAHTERA ABADI.
3. Mr. Dull as the main director of PT. Mulia Agung invites all his staff members to attend the tenth-anniversary of the firm in Hotel Sriwijaya.
4. Bill is invited to attend a meeting with the board of directors. It will be held tomorrow in the meeting room at 1 p.m.
5. Tom invites his director to come to the exhibition of his company's product to open the exhibition.

Memos:

1. Mr. Canon asks his accounting manager to prepare his current report.
2. The director wants the Engineering Department to show Dr. Suzan his department, starting with lunch.
3. Mr. Osama reminds his secretary to meet Mrs. Catherine as managing director of ASIA Screen Ltd. in guest room, before lunch.

D. Let's Evaluate

Task 18 *In pairs, have a dialogue to accept and refuse an invitation and to bargain based on the situations given. Then, practice it.*

1. You cannot attend a weekly meeting in your office because you are sick.
2. You bargain a cupboard for your room office to get a discount.
3. You are invited to come to the opening house in Jakarta Expo Center with your business relation.

E. Reflection

How much improvement have you made after learning in this unit? Put a tick (✓) in the right side according to how much you have learnt.

Aspects	Very much	Much	Little
Inviting someone			
Accepting one's invitation			
Refusing one's invitation			
Bargaining price			
Reading business letter			
Writing an invitation card and memo			
Vocabulary			

F. Let's Summarize

In this unit you learnt:

1. How to invite someone, accept and refuse one's invitation

Expression for inviting	Expression for accepting	Expression for refusing
<ul style="list-style-type: none"> • Could you come to the meeting? • Would you like to come John? • I want to invite you to come to ... <p><i>(Other examples :)</i></p> <ul style="list-style-type: none"> • Can you ... • Would you mind ... • Would you care of ... 	<ul style="list-style-type: none"> • Absolutely Paul, I will come. • Sure. I'd love too. • Sure, I'll be there. • With pleasure. • Etc. 	<ul style="list-style-type: none"> • I would love too, but my grandmother is sick now. • I'm sorry I can't. • It's very kind of you, but ... • Etc.

2. How to bargain a price

Expressions to Bargain	Responding Bargaining
<ul style="list-style-type: none"> ▪ It's too expensive. How about Rp....? ▪ I'll offer you Rp ...? ▪ Will you take Rp ...? ▪ Is there any discount for it? 	<ul style="list-style-type: none"> ▪ I'll /can let you have it for Rp ▪ My lowest price is Rp... . ▪ My last price is Rp ▪ That's too low. How about Rp ...? ▪ OK. You can take with the price you offer.

3. Degrees of Comparison

Positive Degree	Comparative Degree	Superlative Degree
as beautiful as	-er/ more:	-est/ most:
<i>clever</i>	<i>cleverer</i>	<i>cleverest</i>
<i>carefully</i>	<i>stronger</i>	<i>strongest</i>
the same old as	<i>more systematically</i>	<i>most systematically</i>
<i>color</i>	<i>more carefully</i>	<i>most carefully</i>
<i>profession</i>	<i>more expensive</i>	<i>most expensive</i>

4. Passive Voice

You **are invited** to the meeting tomorrow afternoon by our Director.

The director **is asked** to be the speaker in the opening branch office.

The building **was bargained** Rp 354.000.000,-.

5. Invitation Card and Memo

To: Mr. Sihono
Accounting Manager of Quee Ltd.

You are cordially invited to the weekly meeting.

Day/date : Monday, 21st June 2011

Time/Place : at 10 am in conference room

Topic : Annual Financial Report

Due to the importance of the meeting, please be punctual and prepare all things related to your business. We are looking forward for your presence.

The Director
Robert A.D.

Memo

To : Yulia

From : Director

Subject : Monthly Report

Date : May 29th 2011

Please bring me the report of this month to my room before 1 p.m. tomorrow. Don't be late.

G. Vocabulary List

additional [ə'dɪʃənl] (<i>ks</i>)	: tambahan
applicant ['æplɪkənt] (<i>kb</i>)	: pelamar
asset ['æset] (<i>kb</i>)	: harta (asset)
attend [ə'tend] (<i>kk</i>)	: menghadiri
attendance [ə'tendənts] (<i>kb</i>)	: kehadiran
bill [bɪl] (<i>kb</i>)	: nota, bon
capital ['kæpɪtəl] (<i>kb</i>)	: modal
celebrate ['selɪbreɪt] (<i>kk</i>)	: merayakan
company ['kʌmpəni] (<i>kb</i>)	: perusahaan
current asset ['kʌrənt 'æset] (<i>kb</i>)	: harta lancar
demand [dɪ'mɑ:nd] (<i>kb</i>)	: permintaan
expert ['ekspɜ:t] (<i>ks</i>)	: ahli
firm [fɜ:m] (<i>kb</i>)	: perusahaan
guarantee [gə'ren'ti:] (<i>kb</i>)	: jaminan, garansi
invitation [ɪnvi'teɪʃən] (<i>kb</i>)	: undangan
invite [ɪn'vaɪt] (<i>kk</i>)	: mengundang
liabilities [laɪə'bɪlɪtɪs] (<i>kb</i>)	: hutang
manage ['mænɪdʒ] (<i>kk</i>)	: mengatur
presence ['prezənts] (<i>kb</i>)	: kehadiran
punctual ['pʌŋktjuəl] (<i>ks</i>)	: tepat waktu
purchase ['pɜ:tʃəs] (<i>kk</i>)	: membeli
report [rɪ'pɔ:t] (<i>kk</i>)	: melaporkan
stock [stɒk] (<i>kb</i>)	: saham
stockholder ['stɒkhəʊldər] (<i>kb</i>)	: pemegang saham
vacancy ['veɪkənsi] (<i>kb</i>)	: lowongan

HOW BEAUTIFUL YOU ARE IN THAT NEW DRESS!



Picture: 2.1

www.google.co.id

You will probably find your relation is in different appearance, because of his/her new style of the dress, hair, shoes, attitude, and so on. You cannot deny that the person looks better than usual and interests your attention. Then, you want to say something to compliment him/her. How do you compliment in the correct way? How will you give a good response to someone who compliments your appearance?

Additionally, sometimes you are completely confident or in doubt about something. Do you know how to express your certainty or uncertainty about something? In this unit you will learn how to compliment others and give a good response of someone's compliment, and give a certainty or uncertainty of something through interesting activities.

A. Let's Get Ready

Task 1 → Pay attention to the picture. Imagine your close-friend is wearing the dress. Then, answer these questions.

1. What will you say if it really suits her?
2. What will probably your friend say to you?



Picture: 2.2
www.google.co.id

B. Let's Listen and Speak



Task 2 → Study the following words you are going to find in the next tasks by finding their meanings. Then, repeat after your teacher in pronouncing the words.

No.	ENGLISH	INDONESIAN
1.	anxious ['æŋkʃəs] (<i>kɹ</i>)	...
2.	appearance [ə'piərənts] (<i>kb</i>)	...
3.	business transactions ['biznis træ'nzækʃən] (<i>kb</i>)	...
4.	check [tʃek] (<i>kb/kkt</i>)	...
5.	compliment ['kɒmplɪmənt] (<i>kb/kkt</i>)	...
6.	confidence ['kɒnfɪdənts] (<i>kb</i>)	...
7.	continue [kən'tɪnju:] (<i>kkt</i>)	...
8.	doubt [daʊt] (<i>kb/kkt</i>)	...
9.	experience [ɪk'spiəriənts] (<i>kb</i>)	...
10.	interview ['ɪntəvjʊ:] (<i>kb/kkt</i>)	...

11.	leadership ['li:dəʃɪp] (k b)	...
12.	satisfied ['sætɪsfɑɪd] (k s)	...
13.	spontaneously [spɒn'teɪ.ni.ə.sli] (k k)	...
14.	surprised [sə'praɪzd] (k s)	...
15.	take over [teɪk 'əʊvər] (k kt)	...



Task 3 Listen carefully to these dialogues between two persons talking about something new. Then, answer the questions that follow.

Dialogue 1:

1. What are they mainly talking about?
2. When and where will Dona do an interview test?
3. How does Kelly compliment Dona on her new hair style? What expression does she use?
4. How does Kelly give a certainty to Dona's interview?
5. "I'm also positive" What does it mean?

Dialogue 2:

1. What is the news?
2. Who will be promoted to be an Accounting Manager?
3. How does Jonson respond to Benny? What expression is used?
4. What expressions are used to show that Benny is certain with the new position?
5. "I have my own doubts about that." The expression shows that

Task 4

Pay attention to and study these expressions dealing with compliment and certainty.

Statements	Giving Compliment	Responding Compliment
<ul style="list-style-type: none"> How do I look like with this new blazer? See, I finished the report on time! Look. I got the highest score! 	<ul style="list-style-type: none"> What a good appearance I see! How beautiful you are! You look great! Fantastic! That's great! Well done! Wonderful! Congratulation! What a good news! 	<ul style="list-style-type: none"> Thanks a lot. Thank you very much. Do you really think so? It's very kind of you to say that.

Expressing Certainty	Expressing Uncertainty
<ul style="list-style-type: none"> He must be success. Without doubt. She was pale. Now she is absent. She must be sick. I'm absolutely sure. I'm quite sure. I'm certain. I'm positive. Definitely. Certainly. Of course. 	<ul style="list-style-type: none"> It's possible. It's impossible. It might be. It might not be. It could happen. I wouldn't like to say for certain. I'm not sure. I doubt it. I have my own doubts. It's doubtful. It's highly / very unlikely. You never know of course. No one can know for certain. I can't tell you for sure.

Task 5

In pairs, study the dialogue carefully. Answer the questions and then act it out with your partner in front of your class.



Picture 2.3
www.google.co.id

- Mrs. Kane : Oh no, I got some trouble with this computer.
- Mr. Norman : What happens with the computer?
- Mrs. Kane : I don't know exactly, it cannot work well as I want. Mr. John has me finish the monthly report this afternoon. I cannot post some transactions into MYOB program if the computer cannot work like this. How do I finish it?
- Mr. Norman : Don't be anxious. I'll help you. Please wait.
- Mrs. Kane : OK. Thank you. (*waiting for some minutes*)
- Mr. Norman : It seems some errors here.
- Mrs. Kane : It's impossible. I didn't press anything.
- Mr. Norman : Look! I can solve your trouble.
- Mrs. Kane : Can you? How clever and kind you are Mr. Norman! I'm satisfied working with you. Thank you very much for your help. Now, I can continue to post the transactions.
- Mr. Norman : It's very kind of you to say that. Thank you.

1. What is the matter of the computer?
2. Who is John?
3. What should Jane do by this afternoon?
4. What does Jane do to Mr. Norman after seeing that he can overcome the problem?
5. How does Norman respond to Jane?

Task 6

Make a simple conversation related to compliment and certainty by choosing one of the situations given. Do it in pairs.

Then, act it out with him/her.

a. Angel is surprised with new color of Spark's hair. This is new and makes her more beautiful. Angel spontaneously compliments her style. Angel gives a certainty about the price of the hair treatment.



b. Mathew telephones Jack informing that the meeting will be canceled on Tuesday afternoon. Jack asks him about the certainty of the cancellation and compliments him that he can be a professional director.

c. Andrew tells Diana that there is a mistake in her final report. Diana is not really sure about it because she has done it carefully. Andrew doesn't mind with it since she will correct it. On the other hand he compliments her, on how fast she finishes her job.



C. Let's Read and Write



Task 7

Read carefully the passage. Then, answer the questions.

The Advantages of Using A Computerized Accounting Package such as MYOB Accounting Software. How Fast It Is!

Small and medium sized businesses can now buy accounting programs at remarkably low cost. The accounting programs carry out functions such as invoicing, dealing with payments, paying wages and providing regular accounting reports such as trading and profit and loss accounts and balance sheets.

The introduction of computerized accounting systems provides major advantages. A typical computerized accounting package will offer a number of different facilities. When using a computerized accounting system on computer, input screens have been designed for ease of use. The main advantage is that each transaction needs only to be inputted once, unlike a manual double entry system where two or three entries are required.

The computerized ledger system is fully integrated. This means that when a business transaction is inputted on the computer it is recorded in a number of different accounting records at the same time.

The advantages of a computerized accounting system are listed below:

- **Speed** – data entry into the computer can be carried out far more quickly than any manual processing.
- **Automatic document production** – fast and accurate invoices, credit notes, and payroll documents are all done automatically.
- **Accuracy** – there is less room for errors as only one accounting entry is needed for each transaction rather than two (or three) for a manual system.
- **Up-to-date information** – the accounting records are automatically updated and so account balances.
- **Availability of information** – the data is instantly available and can be made available to different users in different locations at the same time.
- **Management information** – reports can be produced which will help management monitor and control the business.
- **Legibility** – the onscreen and printed data should always be legible.
- **Efficiency** – better use is made of resources and time;
- **Staff motivation** – the system will require staff to be trained to use new skills, which can make them feel more motivated.
- **Cost savings** – it reduces staff time doing accounts and reduces audit expenses as records are neat, up-to-date and accurate.
- **Reduce frustration** – management can be on top of their accounts and thus reduce stress levels associated with what is not known.

Source: <http://www.tuition.com.hk/computerized-accounting.htm>

Answer the following questions based on the passage above.

1. What is the main topic of the text above?
2. What is the main idea of paragraph 2?
3. How many advantages of using MYOB system are mentioned in the text?
4. What is the main advantage of using MYOB system based on the text?
5. What can we do by using the accounting programs such as MYOB accounting?
6. Why is the use of a computerized accounting system on computer more accurate than that of a manual system?
7. The computerized ledger system is fully integrated. What does it mean?

Task 8

Match these key words in box A with their related words in box B. Number one has been done for you. Do it by yourself.

A. Key words

1. less room for errors
2. more quickly
3. reduce stress levels
4. automatically up dated
5. done automatically
6. reduce expenses and money
7. help management monitor and control the business.
8. legible
9. available for different users
10. saves times
11. require staff to be trained to use new skills

B. Related Words

- a. Speed
- b. Reduce frustration
- c. Staff motivation
- d. Cost savings
- e. Up-to-date information
- f. Legibility
- g. Availability of information
- h. Efficiency
- i. Management information
- j. Automatic document production
- k. Accuracy



Task 9

Find the meanings of these words from column B. Look at the example.

No.	A Words	B Meanings
1.	cost	a. correct, exact, without any mistakes.
2.	wages	b. to need or make necessary
3.	profit	c. a book in which things are regularly recorded,
4.	loss	especially business activities and money
5.	ledger	received or paid.
6.	carry out	d. not the same
7.	accurate	e. the amount of money needed to buy, do or
8.	different	make something.
9.	automatically	f. when a business spends more money than it
10.	require	earns.
		g. money which is earned in trade or business.
		h. a fixed amount of money that is paid to an
		employee.
		i. to do or complete something.
		j. independently, without human control.



Task 10 Study the explanation of constructions with “used to” and “to be used to”.

There is a little difference in using “used to” and “to be used to”. The difference concerns the time of something happens.

“used to” (past habit)		“to be used to” (present habit)
<p>: It is to express something that had been done in the past but not anymore at the present.</p> <p>S + used to + infinitive (V1)</p> <p>S + DIDN’T use to + infinitive (V1)</p> <p>DID + S + use to + infinitive (V1) ?</p> <p>Examples:</p> <p>Katherine used to come late to the office.</p> <p>My parents and I used to live in Jakarta.</p> <p>My boss didn’t use to be angry.</p> <p>Daniel didn’t use to finish his job on time.</p> <p>Did you use to prepare your breakfast by yourself?</p> <p>Did Jane use to meet her boss at the lobby?</p>	<p>+</p> <p>-</p> <p>?</p> <p>+</p> <p>-</p> <p>?</p>	<p>: It is usually to express habitual activity at the present.</p> <p>S + is/am/are + used to + V-ing</p> <p>S + is/am/are + NOT + used to + V-ing</p> <p>Is/am/are + S + used to + V-ing ?</p> <p>Examples:</p> <p>Edward is used to preparing all things for his job at home.</p> <p>I am used to checking my report before going home.</p> <p>Mr. Sam is not used to smoking in the office.</p> <p>The staffs are not used to coming late.</p> <p>Is he used to being angry to his secretary?</p> <p>Are you used to wearing the uniform to the office?</p>

**Task 11**

Arrange the jumbled words into good sentences. Pay attention to the explanation above. Do it individually.

1. am - sleeping - used - not - to - at - noon - I.
2. Max's - are - hard - used - to - working - employees.
3. early - didn't - use - get - I - to - up.
4. to - be - an - Diana - accountant - used - teacher.
5. William - use - to - the - come - office - by - Did - to - his - car?

**Task 12**

Make 5 sentences using “used to” and “to be used to”. Use the words in brackets as the key verb of the sentence. Do it by yourself.

Look at the example: _____ (not/wearing)

James is not used to wearing jeans to his office.

1. _____ . (not/drive)
2. _____ . (working)
3. _____ ? (not/consuming)
4. _____ . (check)
5. _____ . (not/angry)

**Task 13**

Study the explanation of “Noun Clause”

A noun clause is a group of words containing a subject and a predicate.

Noun clauses are also dependent clauses that perform the same functions that regular nouns do: they can be subjects, direct objects, indirect objects, or objects of preposition.

Compared:

- A phrase is a group of related words. It doesn't contain a subject and a verb.
Example: I know **his address**. (Noun phrase)

- A noun clause can begin with a question word (when, where, why, how, who, whom, what, which, whose) / embedded questions.

Examples: I know **where he lives** (Noun clause)

Do you know **how far it is** to Mr. Jack's house?

They asked me **why** I went so early yesterday.

What you told me made me sad.

- A noun clause can begin with if or whether when a yes/no question changed to noun clause.

Examples: I don't know **if** he is married.

I wonder **whether** Hilton is the new accountant in this firm.

- A noun clause can begin with "that"

Example: I know **that the sun rises from East**.

- The word that is often omitted and has the same meaning.

Example: I think (**that**) Mr. John is a good English teacher.



Task 14 *Chose the appropriate word from the box to complete the following sentences. Do it by yourself.*

1. I know she has been promoted to be the Main Director.
2. was making him angry was the main problem.
3. Mr. Gordon did not see his secretary had an accident.
4. Mrs. Diana needs a report to know transactions happened today.
5. Do you realize she left her new job? It's because of her salary.
6. Mr. Josh wants you to let him know you will go to Jakarta.
7. The boss asked me I solved the computer's problem.
8. I did not know exactly money they need.

when	how	whether
what	why	how much
that	if	how many



Task 15

Create some sentences dealing with the topic above using the key word in the bracket and your own words.

1. (*that*)

_____.

2. (*where*)

_____.

3. (*what*)

_____.

4. (*why*)

_____.

5. (*when*)

_____.

6. (*whether*)

_____.



D. Let's Evaluate



Task 16

In pairs, create a dialogue showing a compliment and certainty or uncertainty. Then, practice it with your friend without a note. Your teacher will evaluate your work.

E. Reflection

How much improvement have you made after learning in this unit? Put a tick (✓) in the right side according to how much you have learnt.

Aspects	Very much	Much	Little
Complementing someone			
Responding someone's compliment			
Giving a certainty			
Giving an uncertainty			
Reading passage			
Writing sentences			
Vocabulary			

F. Let's Summarize

1. Compliment and Certainty

Expressing compliment:

You look so beautiful today!

How clever you are!

What a nice dress!

Well done!

Wonderful!

Fantastic!

Responding compliment:

Thank you very much.

Are you sure? Thank you.

It's very kind of you to say that.

Expressing Certainty

Without a doubt.

I'm absolutely sure .

I'm quite sure.

I'm certain.

I'm positive.

Definitely.

Certainly.

Of course.

It's possible.

Expressing Uncertainty

It might be.

I am not sure.

I doubt it.

I have my own doubts.

It's doubtful.

No one can know for certain.

It's very unlikely.

I can't tell you for sure.

It's impossible.

2. "used to" and "to be used to"

Used to:

(+) S + used to + infinitive (V1)

(--) S + DIDN'T use to + infinitive (V1)

(?) DID + S + use to + infinitive (V1) ?

To be used to:

(+) S + is/am/are + used to + V-ing

(--) S + is/am/are + NOT + used to + V-ing

(?) Is/am/are + S + used to + V-ing ?

3. Noun Clause

- A phrase is a group of related words. It doesn't contain a subject and a verb.
- A noun clause can begin with a question word (*when, where, why, how, who, whom, what, which, whose*).
- A noun clause can begin with **if** or **whether** when a yes/no question changed to noun clause.
- A noun clause can begin with "**that**"

G. Vocabulary List

advantage [əd'vɑ:ntɪdʒ] (<i>kb</i>)	: keuntungan
balance sheet ['bælənts ʃi:t] (<i>kb</i>)	: neraca
employee [ɪm'plɔɪ.i:] (<i>kb</i>)	: pekerja/karyawan
entry ['entri] (<i>kb</i>)	: catatan/masukan
expense [ɪk'spens] (<i>kb</i>)	: biaya
invoice ['ɪnvɔɪs] (<i>kb</i>)	: faktur
kindness ['kaɪnd.nəs] (<i>kb</i>)	: kebaikan
legible ['ledʒɪbl] (<i>ks</i>)	: dapat dibaca/terang
loss [lɒs] (<i>kb</i>)	: kerugian
pay [peɪ] (<i>kk</i>)	: membayar
payment ['peɪmənt] (<i>kb</i>)	: pembayaran/bayaran
payroll ['peɪrɒl] (<i>kb</i>)	: daftar gaji
profit ['prɒfɪt] (<i>kb</i>)	: laba/keuntungan
record [rɪ'kɔ:d] (<i>kk</i>)	: mencatat
reduce [rɪ'dju:s] (<i>kk</i>)	: mengurangi
remarkably [rɪ'mɑ:kəbli] (<i>kk</i>)	: dengan sungguh
skill [skɪl] (<i>kb</i>)	: keahlian
wage [weɪdʒ] (<i>kb</i>)	: gaji/upah

I THINK YOUR IDEA IS GOOD I DO AGREE WITH YOURS



Picture: 3.1
www.google.co.id

One day, you will probably face a complicated situation which forces you to have an idea, opinion or argument to solve it. Then you will give an idea, an opinion or an argument related to the problem. What will you say to show your idea, opinion or argument? And how will you say if you either agree or disagree with one's idea, opinion or argument? What expressions do you use?

You will learn much about those in this unit through various and interesting tasks.

A. Let's Get Ready

Task 1

In your opinion, what should the people in the box do to solve the problem? Number one has been done for you.



*Picture: 3.2
www.google.co.id*

1. gets a headache



*Picture: 3.3
www.google.co.id*

2. tired



*Picture: 3.4
www.google.co.id*

3. confused



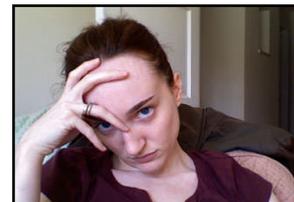
*Picture: 3.5
www.google.co.id*

4. angry



*Picture: 3.6
www.google.co.id*

5. oversleep



*Picture: 3.7
www.google.co.id*

6. bored

Your opinions:

1. I think she should stop working and go to a doctor.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

B. Let's Listen and Speak



Task 2

Study these words you are going to find in the next task by finding their meanings. Then, repeat after your teacher in pronouncing the words.

No.	ENGLISH	INDONESIAN
1.	chance [tʃɑ:n t s] (<i>kb</i>)	...
2.	decision [dɪ'sɪʒ. ə n] (<i>kb</i>)	...
3.	foreign ['fɔr.ən] (<i>ks</i>)	...
4.	hire [haɪə] (<i>kk</i>)	...
5.	important [ɪm'pɔ:t ə nt] (<i>ks</i>)	...
6.	learn [lɜ:n] (<i>kk</i>)	...
7.	lucky ['lʌk.i] (<i>ks</i>)	...
8.	poor [pɔ: r] (<i>ks</i>)	...
9.	spare time [speə r taɪm] (<i>kb</i>)	...
10.	unfortunately [ʌn'fɔ:tʃ ə n.ət.li] (<i>kk</i>)	...

Task 3

Listen carefully to the conversations between two persons. Then, answer the questions that follow.

Questions dialogue 1:

1. Who is looking for a new job?
2. What is Burt's opinion about his job interview? What expression does he use?
3. "I think so, too". What does it mean?
4. What is Burt's opinion about the chances of getting that new job? Why?
5. How does Sarah respond to Burt's last opinion? What expression does she use?

Questions dialogue 2:

1. What is Nanda’s opinion about English?
2. Does Aan agree with her opinion? How do you know?
3. Does Aan think it is easy to learn English? How do you know and why?
4. In Aan’s opinion about foreign languages for English people, does Nanda agree with him? How do you know?
5. Why does Nanda say that learning foreign languages is very important?



Study the following expressions carefully.

Opinion	Agreement	Disagreement
I think.....	<ul style="list-style-type: none"> • I agree with you. • You are right. 	<ul style="list-style-type: none"> • I don’t agree with you. • My point of view differs from yours.
I feel.....	<ul style="list-style-type: none"> • Oh, that’s interesting. • You have a good point. 	<ul style="list-style-type: none"> • I think our perspectives are different.
I believe.....	<ul style="list-style-type: none"> • I think you might be right about that. 	<ul style="list-style-type: none"> • In my point of view...
As I see it.....		<ul style="list-style-type: none"> • I see your point of view, but... • I don’t see your point of view.
In my opinion.....		<ul style="list-style-type: none"> • I think you might be wrong.
As far as I'm concerned.....	<u>Strong Agreement</u>	<u>Strong Disagreement</u>
My point of view is that.....	<ul style="list-style-type: none"> • I couldn't agree with you more. • You're absolutely right. • I agree entirely. • I totally agree. 	<ul style="list-style-type: none"> • I don't agree at all. • I totally disagree. • I couldn't agree with you less.
In my view.....		
It seems to me that.....	<u>Partly agreeing</u>	<u>Partly disagreeing</u>
I figure that.....	<ul style="list-style-type: none"> • I agree with you up to a point, but... • That's quite true, but... • I agree with you in principle, but... 	<ul style="list-style-type: none"> • I'm not sure I agree with you. • (I'm afraid) I don't agree. • (I'm afraid) I disagree. • (I'm afraid) I can't agree with you. • (I'm afraid) I don't share your opinion.
From my point of view.....		

**Task 5**

In pairs, study the dialogue carefully, answer the questions and then practice it out with your partner.

Julie : Her dress looks funny.

Daniel : I wouldn't say that. It looks fine to me.

Julie : Are you kidding. She is behind the times. That style went out last year.

Daniel : Oh, come on, as long as it looks good on her.

Julie : Wow, you're really as out-dated as she is.

Daniel : You're darn right. I'm out of style. So what? What's the point of keeping yourself in style?

Julie : No wonder you never buy me a new dress.

Questions:

1. What are they mainly talking about?
2. Does Daniel agree with Julie's opinion about the person's dress? How do you know? Show the expressions.
3. Why does Daniel have a positive view of the woman dress?
4. "You are darn right." What does the expression mean?

**Task 6**

Individually, complete the short conversations using your own words. After that, exchange your works with your friend's. Practice them with her/him.

1. (*asking for one's opinion*)

Diana : What do you think of our manager? What is your opinion about his new rules for our company?

Ryan : _____.

2. (*asking for and giving an opinion*)

Keen : Don't you think Frank was right to resign?

James : _____.

Keen : I'm afraid he was in wrong track.

3. *(Trying to change one's opinion)*

Harry : I think Jack will not win the election to be the new director.

Albert : _____ but don't think that _____.

4. *(Asking if someone agrees)*

Angel : This is a fantastic sight! Don't you agree?

Jimmy : _____ I think it's spectacular!

5. *(Agreeing)*

Tom : I think these paintings are very expensive.

Jerry : _____. And they are really aren't very good, are they?

Tom : _____.

6. *(Disagreeing)*

Sarah : Hot weather, isn't it?

Chris : _____. It is windy.

7. *(Saying you have no opinion)*

Enrique : Who do you think will win the competition?

Iglesias : _____.

8. *(Partly agreeing)*

Mr. George: I think it will be better if there are more employees in our company.

Mrs. Jane : _____.

9. *(Giving an argument)*

Jesse : I will resign for the position. It is not really match with my competence.

Brown : That's true, but don't forget _____.

10. *(Giving an argument)*

Mario : Jack will depose Akon from his current position as a manager because of the corruption.

Justin : It may be so but _____.

**Task 7**

Work in pairs. Take it turns to read one of these statements and state an opinion to agree and disagree with your partner. Next, practice it out in front of class.

1. Men are more intelligent than women.
2. A leader in a company should be a man.
3. An accountant must be able to speak English well.
4. Internet is important for supporting an accountant's job.
5. Certain television programs should be censored.

C. Let's Read and Write



Task 8

Read the text carefully, and then answer the questions that follow. Do it individually.

Staying Long Hours in Front of a PC Causes Health Problems



For More Visit: www.MarkJoyner.name

Picture: 3.4
www.google.co.id

It is obvious that we are living in the information and technology age, and a great percentage of people have jobs that require the usage of a computer for long hours. Today computer is a general electronic peripheral used in various job fields. Jobs that involve writing, designing, calculating, managing and creating various tasks all require the use of a computer.

Recent research proves that the number of computer users and the amount of time they spend in front of it are increasing rapidly. This is an undeniable result of the evolution of the technology and our everyday lives. Can you imagine yourself without access to a PC or internet more than a few days? I guess not.

As the number of computer users and the amount spent in front of it increase, it is certain to experience some undesired consequences like health problems. Headaches, waist aches, ankle and joint aches and similar health problems can be given as examples. Some more serious health issues like epilepsy or heart disorders are also seen as a result of this. And the worst thing is most of these problems are unique and not seen before the rise of the computer age.

Working on a computer every day, staring at the monitor screen for long hours, typing hundreds of sentences in an hour and driving the mouse like crazy is not much innocent and you might not have thought about this up to now. If this workload is combined with immobility, lack of exercise, and inappropriate nutrition, it can cause unexpected big problems at any time.

Human body is designed in such a fashion that it requires some sort of activity as much as it requires air, water and food. Staying still for hours, repeating same action for a long time will certainly have a bad effect on our skeletal and muscular systems. As a result, we will experience aches, pain and disorders.

Imagine that you work 8 hours a day 5 days a week in front of a PC. If you are not taking care of your health like giving breaks frequently while working, doing a little exercise daily, taking long walks or running at least once a week then do not think that your health will stay with you forever.

Source: taken from <http://ezinearticles.com/?Staying-Long-Hours-in-Front-of-a-PC-Causes-Health-Problems&id=3627083>

Questions:

1. What is the text talking about?
2. Why are the number of computer users and the amount of time they spend in front of it increasing rapidly?
3. What kinds of jobs mentioned in the text require the use of a computer?
4. Mention some possible health problems as the effects of staying in front of computer in a long time?
5. "...it can cause unexpected big problems at any time." What does the word "it" refer to? (the last sentence of paragraph 4)
6. In your opinion, what professions are dealing with the use of computer in long hours? Mention at least 5 professions.
7. What is your main conclusion about the topic concerned in the text?



Task 9 *Read the passage again. Next, decide whether the statement is true "T" or false "F". Then, show your evidence from the text.*

No.	Statements	(T)/(F)
1.	Electronic device such as a computer is really important for supporting our jobs.	.....
2.	The computer users and the amount of time they spend in front of computer are slowly increased.	.....
3.	The increased amount of spending time in front of computer causes health problems.	.....
4.	The balance of workload and exercises can lead unexpected big problems to our health.	.....
5.	Aches, pain and disorders as a result of skeletal and muscular systems problems because of staying for many ours in front of computer.	.....

Your Evidence:

1. _____
_____.
2. _____
_____.
3. _____
_____.
4. _____
_____.
5. _____
_____.



Task 10 Find the synonyms of these words from the passage.

No.	Words	Synonyms
1.	need [ni:d] (<i>kk</i>)	.....
2.	look after [lʊk 'ɑ:f.tə r] (<i>kk</i>)	.....
3.	factual ['fæktjʊəl] (<i>ks</i>)	.....
4.	fast [fɑ:st] (<i>ks</i>)	.....
5.	crucial ['kru:ʃ ə l] (<i>ks</i>)	.....
6.	effects [ɪ'fekts] (<i>kb</i>)	.....
7.	rest [rest] (<i>kb</i>)	.....



Task 11 *Using your own words, write the main idea of each paragraph in the text above. Then, discuss it with your classmates and teacher.*

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:



Task 12 Study the explanation about “conjunctions” carefully.

A **conjunction** is to connect words, phrases and clauses in a sentence or sometimes to connect sentences in a paragraph. Actually, there are two kinds of conjunctions, namely co-ordinate conjunction such as; *and, but, or* and *nor*, and subordinate conjunction such as; *therefore, however, so that, nevertheless*, etc.

Here are some groups of conjunction based on its function:

1. to connect and parallelize words, phrases or clauses.
 - a. **And (dan) :**
Julie **and** Justin went to the market to buy some vegetables.
 - b. **As well as (dan juga) :**
Julie went to the market to buy some vegetables **as well as** Justin.
 - c. **Besides (selain itu / disamping):**
Julie and Justin went to the market to buy some vegetables **beside** fruits.
 - d. **Both ... and ... (Baik... maupun ...):**
Both Julie **and** Justin went to the market to buy some vegetables.
 - e. **Moreover (bahkan):**
Julie and Justin went to the market to buy some vegetables **moreover** they bought fruits.
 - f. **Likewise (seperti halnya):**
Julie went to the market to buy some vegetables, **likewise** Justin.
 - g. **Furthermore (lebih lagi, ditambah lagi):**
Julie and Justin went to the market to buy some vegetables **furthermore** some fruits.

2. to connect words, phrases or clauses by showing a contrast.
 - a. **But (tetapi):**
Justin went to the market to buy some vegetables **but** Julie didn't it.
 - b. **Not only ... but also (tidak hanya ... tetapi juga):**
Justin and Julie went to the market to buy some **not only** vegetables **but also** fruits.
 - c. **Despite (meskipun):**
Julie and Justin went to the market to buy some vegetables **despite** the heavy rain.
 - d. **However (namun begitu):**
Julie and Justin went to the market to buy some vegetables, **however**, they also bought rice and fruits.
 - e. **In spite of the fact that (walaupun kenyataan menunjukkan bahwa):**
Julie and Justin went to the market to buy some vegetables, **in spite of** the fact that their mother didn't believe it.
 - f. **Though (meskipun):**
Though Julie and Justin went to the market to buy some vegetables, they only took a walk.

- g. **Although (walaupun):**
Although Julie and Justin went to the market to buy some vegetables, they still bought a lot of spinach.
- h. **Even though (walaupun):**
 Julie and Justin went to the market for some vegetables, **even though**, it's far away.
- i. **Nevertheless (walau begitu):**
 Julie and Justin went to the market to buy some vegetables, **nevertheless**, they only bought 1kg of potatoes.
3. **to connect words, phrases or clauses by showing a choice.**
- a. **Or (atau):**
 Julie and Justin went to the market to buy some vegetables **or** fruits.
- b. **Either ... or ... (baik ... maupun ...):**
Either Julie **or** Justin went to the market to buy some vegetables.
- c. **Or else (atau bahkan ..., apa lagi ...):**
 Julie and Justin went to the market to buy some vegetables **or else** some fruits.
- d. **Otherwise (jika tidak):**
 Julie and Justin went to the market to buy some vegetables, **otherwise**, some fruits.
- e. **Neither ... nor ... (baik...ataupun...tidak ...):**
Neither Julie **nor** Justin went to the market to buy some vegetables.



Complete the following sentences using the correct conjunction provided in the box. Do it by yourself.

otherwise	even though	Although
but	neither...nor...	despite
both...and...	or	moreover
	not only... but also ...	

- ... it rained a lot, I went to my office.
- I did not get the job ... I had all the necessary qualifications.
- I could not sleep well last night ... being very tired.
- Catherine likes ... fish ... chicken. That is why she eats meat.
- Either Brian ... Albert is a smart employee in John's company.

6. Antony is very humble person, ..., he is kind.
7. My boss never comes late, ... today he came at 9 because he got a trouble with his car on his way to the office.
8. Jane is going to apply a job as an accountant, as a secretary.
9. An applicant has to bring ... his/her application letter ... curriculum vitae (CV) before coming to do an interview test.
10. Tom Jane are hard workers.

Task 14

Individually, make some good sentences using the conjunctions in the brackets. Next, discuss them with your classmates and your teacher.

1. _____ . (*even though*)
2. _____ . (*either... or...*)
3. _____ . (*in spite of*)
4. _____ . (*furthermore*)
5. _____ . (*nether... nor...*)
6. _____ . (*however*)

Task 15

Create a paragraph using these conjunctions to connect the sentences in it. You can use three or more of the conjunctions. Furthermore, Nevertheless, However, Therefore, and Moreover.

D. Let's Evaluate

Task 16

In pairs, create a dialogue showing your opinion and argument of something. Your partner will show his/her agreement or disagreement to it, and then practice it without a note.

E. Reflection

How much improvement have you made after learning this unit? Put a tick (✓) in the right column according to how much you have learnt.

Aspects	Very much	Much	Little
Expressing an opinion			
Expressing an agreement and disagreement			
Expressing an argument			
Reading passage			
Writing sentences			
Vocabulary			

F. Let's Summarize

1. Expressing opinion

These following expressions are usually common used to express someone's opinion:

I think.....
I feel.....
I believe.....
In my opinion.....
My point of view is that.....
In my view.....

2. Expressing agreement and disagreement

In English conversations, we often say that we agree or disagree with each other. There are many ways of to express agreement or disagreement and the one we use depends on how strong we agree or disagree.

Agreement	Disagreement
<ul style="list-style-type: none"> • I agree with you. • You are right. • Oh, that's interesting. • You have a good point. <p style="text-align: center;"><u>Strong Agreement</u></p> <ul style="list-style-type: none"> • I couldn't agree with you more. • You're absolutely right. • I agree entirely. • I totally agree. <p style="text-align: center;"><u>Partly agreeing</u></p> <ul style="list-style-type: none"> • I agree with you up to a point, but... • That's quite true, but... 	<ul style="list-style-type: none"> • I don't agree with you. • My point of view differs from yours. • I see your point of view, but... • I think you might be wrong. <p style="text-align: center;"><u>Strong Disagreement</u></p> <ul style="list-style-type: none"> • I don't agree at all. • I totally disagree. • I couldn't agree with you less. <p style="text-align: center;"><u>Partly disagreeing</u></p> <ul style="list-style-type: none"> • I'm not sure I agree with you. • (I'm afraid) I don't agree. • (I'm afraid) I disagree. • (I'm afraid) I can't agree with you.

3. Conjunctions

A *conjunction* is to connect words, phrases and clauses in a sentence or sometimes to connect sentences in a paragraph.

Here are some groups of conjunction based on its function:

a) to connect and parallelize words, phrases or clauses.

- 1) And (*dan*):
- 2) As well as (*dan juga*):
- 3) Besides (*selain itu / disamping*):
- 4) Both ... and ... (*Kedua ... dan ...*):
- 5) Moreover (*bahkan*):
- 6) Likewise (*seperti halnya*):
- 7) Furthermore (*lebih lagi, ditambah lagi*):

b) to connect words, phrases or clauses by showing a contrast.

- 1) But (*tetapi*):
- 2) Not only ... but also (*tidak hanya ... tetapi juga*):
- 3) Despite (*meskipun*):
- 4) However (*namun begitu*):
- 5) In spite of the fact that (*walaupun kenyataan menunjukkan bahwa*):
- 6) Though (*meskipun*):
- 7) Although (*walaupun*):
- 8) Even though (*walaupun*):
- 9) Nevertheless (*walau begitu*):

c) to connect words, phrases or clauses by showing a choice.

- 1) Or (*atau*)
- 2) Either ... or ... (*baik ... maupun ...*)
- 3) Or else (*atau bahkan ..., apa lagi ...*)
- 4) Otherwise (*jika tidak*)
- 5) Neither ... nor ... (*baik...ataupun...tidak ...*)

G. Vocabulary List

amount [ə'maʊnt] (<i>kb</i>)	: jumlah
applicant [ˈæp.li.kənt] (<i>kb</i>)	: pelamar
apply [ə'plai] (<i>kk</i>)	: melamar (pekerjaan)
calculate [ˈkæl.kjʊ.leɪt] (<i>kk</i>)	: menghitung
depose [di'pəʊz] (<i>kk</i>)	: memecat
election [ɪ'lek.ʃ ə n] (<i>kb</i>)	: pemilihan
humble [ˈhʌm.bl] (<i>ks</i>)	: rendah hati
increase [ɪn'kri:s] (<i>kk</i>)	: meningkatkan
out-dated [ˌaʊt'deɪ.tɪd] (<i>ks</i>)	: ketinggalan jaman (kuno)
prove [pru:v] (<i>kk</i>)	: membuktikan
resign [ri'zaɪn] (<i>kk</i>)	: mengundurkan diri
require [rɪ'kwaɪə] (<i>kk</i>)	: memerlukan/membutuhkan
task [tɑ:sk] (<i>kb</i>)	: tugas

References

Blundell, Jon.et all. 1982. *Function in English*. Oxford: Oxford University Press.

Murphy, Raymond. 1994. *English Grammar in Use*. Cambridge: Cambridge University Press.

Nanan, Suryana. 2007. *Bring Me to the World, of A Professional Worker, English for Vocational High School*. Bandung: Armico.

Widyantoro, Agus (et all). 2008. *Effective Communication: An Integrated Course of English for Vocational High School (BSE)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

.2003. *Cambridge Advanced Learner's Dictionary, 3rd Edition*. Oxford: Oxford University Press.

<http://www.ezinearticles.com>

<http://www.focusenglish.com/dialogues/fashion/readyforalift.html>

<http://www.google.co.id>

<http://www.tuition.com.hk/computerized-accounting.htm>

Listening Script

UNIT 1:

Dialogue 1:

(The dialogue happens in a workplace between a secretary and her manager).

- Vina : Excuse me Mr. Bima. CV. Budi Luhur and our company will have a meeting today. You are invited to be the speaker of our company, sir. The meeting will discuss our further cooperation with the company for two years, focuses on additional capital in the form of stock. Could you come to the meeting?
- Mr. Bima : What time will the meeting be held today?
- Vina : After lunch, sir. At 1 p.m in our conference room, this afternoon.
- Mr. Bima : How many people of the CV. Budi Luhur will be there?
- Vina : It's about 6 people will be there, and most of them are stockholders in the company.
- Mr. Bima : Sure. Please prepare all things we need in the meeting before 12 o'clock, including our financial report of this year. And please put them on my desk. I'll check them first.
- Vina : OK sir.

Dialogue 2:

(The conversation happens in a jewelry store).

- Catty : Excuse me, sir.
- Seller : Yes. Can I help you madam?
- Catty : I'm looking for a beautiful small diamond ring, please.
- Seller : Let me show you some our newest rings, you can choose one.
- Catty : How much is this?
- Seller : It's Rp 2.350.000,-
- Catty : It's too expensive sir. How about that one?
- Seller : It's cheaper than before. It's Rp 2.000.000,-
- Catty : Will you take Rp 2.000.000,- for the previous ring, sir? Because it's more beautiful than it I think.
- Seller : I'm sorry, I cannot let it go with the price, because it's too low. I'll let you have it for Rp 2.200.000,-
- Catty : Well. If that is your last price, I'll take it.
- Seller : OK. Please sign on this receipt first. Then, I'll pack it for you.
- Catty : I have signed.
- Seller : This is your ring, mam. Thank you very much for the purchase in our store.
- Catty : You are welcome.

Dialogue 3:

(The conversation happens in a furniture store).

Seller : Good morning. What can I do for you?

Yulia : Good morning. My office needs a set of sofa soon. Do you have any recommendation for it? I mean the best quality here?

Seller : Yes, we have. There are three kinds of sofas we have. Those are our current sofas.

Yulia : Could I see them?

Seller : Of course yes, let me show you the sofas. Shall we!

It is the most luxurious soft sofa that we have. It's almost perfect. The second one is at the corner. It is colorful sofa I think, with beautiful model at the back. And this is the last. It's the cheapest among those before, but seems nice and simple sofa. Which one do you like?

Yulia : Hmm, how about the price?

Seller : Oh I'm sorry. The first is quite expensive Rp 4.750.000,-, the second one is Rp 3.500.000,- and the last is Rp 3.000.000,-.

Yulia : Can you give any discount for each?

Seller : We will give 5% discount if the total of your payment is more than Rp 3.250.000,-. So, which one do you want to buy?

Yulia : They all are nice, but I prefer the first one to others. Please send them to my office by this day. This is the address.

Seller : OK. Your payment is Rp 4.512.500,-

Yulia : This is the money.

Seller : Thank you very much for buying it in our store.

Yulia : You're welcome.

UNIT 2:

Dialogue 1:

Dona : Hi, Kelly. How do I look like with my new hair-style?

Kelly : Hi Don. Fantastic! You look more beautiful.

Dona : Are you sure?

Kelly : Absolutely. By the way, where will you go with the new-hair style?

Dona : Today, at 10, I have to attend an interview job test for being an accountant in Amindo firm.

Kelly : You must be success in the interview with the nice appearance. It will support your confidence. Good luck girl.

Dona : I'm also positive. Thank you very much Kelly.

Dialogue 2:

Benny : Guest!!! I am going to be promoted as the Accounting Manager here.

Jonson : What a good news. Congratulation Benny!

Benny : Yes. Thanks a lot.

Jonson : You will have a lot of leadership experiences with the new position.

Benny : Of course. Experience is a good teacher for me and I'm quite sure that I can be a professional accounting manager as well as my study. Hopefully there is no corruption in this firm. I will really check all of the business transactions during the next three months.

Jonson : Will Jane take over your old position?

Benny : I have my own doubts about that. Our Director does not tell us yet. I hope so.

UNIT 3:

Dialogue 1:

Sarah : Hi, Burt. I heard you're looking for a new job.

Burt : Yeah. I just had an interview yesterday.

Sarah : Oh. How did it go?

Burt : I think I did well although I had a little nervous. They said they would make a decision by this Friday.

Sarah : This Friday? Looks like they want to hire the person as quickly as possible.

Burt : Yeah! I think so, too.

Sarah : What are your chances of getting that job?

Burt : I believe I have a very good chance. The director seems to like me.

Sarah : Well, good luck, then.

Burt : Thanks. I hope it helps.

Dialogue 2:

Nanda : English is a very important language, isn't it?

Aan : Yes, it is. But unfortunately, most of us in this office can't speak English well.

Nanda : Actually, it is very easy to learn.

Aan : I wouldn't say that. I've been studying English for two years, but my English is still poor.

Nanda : If you want to be able to speak English well, you have to practice it everyday.

Aan : That's true. But I have no friends to talk to everyday.

Nanda : You can practice with me if you want to. Please come to my house if you have spare time.

Aan : All right then. By the way, English people don't need to learn foreign languages. It's really lucky, isn't?

Nanda : I disagree entirely. Learning foreign languages is important.

Aan : Oh, do you think so? Why?

Nanda : Yes. It helps to understand and make friends with other people.

APPENDIX 6

**The Final Draft of the
Materials**

SCHOOL BASED CURRICULUM

2011

***ENGLISH FOR VOCATIONAL HIGH
SCHOOL XI "Accounting"***



Yuliyanti

**Yogyakarta State
University**

3/31/2011

Pronunciation Symbols

Vowel sounds:

Short vowels

ɪ	as in pit
e	as in wet
æ	as in cat
ʌ	as in run
ɒ	as in hot (UK)
ʊ	as in put
ə	as in ago
i	as in cozy
u	as in influence

Long vowels

i:	as in see
a:	as in arm
ɔ:	as in saw
u:	as in too
ɜ:	as in her (UK)
ɝ:	as in bird (US)

Diphthongs

eɪ	as in day
aɪ	as in my
ɔɪ	as in boy
əʊ	as in low (UK)
oʊ	as in low (US)
aʊ	as in how
ɪə	as in near
eə	as in hair
ʊə	as in pure
aɪə	as in fire
aʊə	as in sour

Consonant sounds:

b	as in bee	n	as in nose	dʒ	as in general
d	as in do	p	as in pen	ŋ	as in hang
f	as in fat	r	as in red	ð	as in that
g	as in go	s	as in sun	θ	as in thin
h	as in hat	t	as in ten	ʃ	as in ship
j	as in yet	t̬	as in better (US)	ʒ	as in measure
k	as in key	v	as in vat	tʃ	as in chin
l	as in led	w	as in wet		
m	as in map	z	as in zip		

List of Abbreviations

kb : kata benda

kki : kata kerja intransitif

kkt : kata kerja transitif

ks : kata sifat

kk : kata keterangan

WOULD YOU LIKE TO COME TO THE MEETING THIS AFTERNOON?



(A meeting in an office)

Picture: 1.1

www.webimage.com

meeting with your
invite someone or
to invite her/him
not come there?
use you feel that
some discounts.

n and bargaining
and you will get

A. Let's Get Ready

Task 1

Study the picture below carefully. Based on your opinion, answer the questions. Then, discuss them with your partner.



*Picture: 1.2
www.google.com*

1. Who are the people?
2. Where are probably the people?
3. What are they doing and talking about?
4. How many men and women are there in the picture?
5. Are they in a formal or an informal situation? How do you know?

B. Let's Listen and Speak



Task 2

Study the following words you are going to find in the next tasks by searching their meanings in your dictionary. Then, pronounce them after your teacher.

No.	ENGLISH	INDONESIAN
1.	additional capital [ə'dɪʃənəl 'kæpɪtəl] (<i>kb</i>)	...
2.	assets ['æsɛts] (<i>kb</i>)	...
3.	bargain ['bɑ:gɪn] (<i>kk</i>)	...
4.	capital ['kæpɪtəl] (<i>kb</i>)	...
5.	celebrate ['selɪbreɪt] (<i>kk</i>)	...
6.	company ['kʌmpəni] (<i>kb</i>)	...
7.	financial [faɪ'næntʃəl] (<i>ks</i>)	...
8.	invite [ɪn'vaɪt] (<i>kk</i>)	...
9.	liabilities [laɪə'bɪlɪtɪs] (<i>kb</i>)	...
10.	price [praɪs] (<i>kb</i>)	...
11.	purchase ['pɜ:tʃəs] (<i>kk</i>)	...
12.	receipt [rɪ'si:t] (<i>kb</i>)	...
13.	report [rɪ'pɔ:t] (<i>kk</i>)	...
14.	stock [stɒk] (<i>kb</i>)	...
15.	stockholders ['stɒkhəʊldə] (<i>kb</i>)	...

Task 3

In this task, you are going to listen to three dialogues twice from your teacher. Observe the pictures before listening to them and take notes for important information. Then, answer the questions and compare your answers with your classmates'.

Dialogue 1:

Questions:

1. Where does the conversation probably take place?
2. What company will have a meeting with Mr. Bima?
3. What will be discussed in the meeting?
4. What does Mr. Bima ask the secretary before attending the meeting and why?
5. Who are the most people in the meeting?
6. What expression is used for inviting Mr. Bima?
7. What does “*Sure*” mean in the conversation?



Picture: 1.3
www.google.com

Dialogue 2:

Questions:

1. What is Catty looking for at the store? Does she find what she wants?
2. Which ring does Catty buy according to the dialogue? How much is that?
3. What does Catty do to the seller before she buys the ring?
4. Does the seller let the ring go with the Catty's price?
5. What should Catty sign before she can take her ring?
6. How does Catty bargain the ring's price to the seller? What expression does she use to bargain the ring?
7. “*I'm sorry I cannot let it go with the price, ...*”
What does the underlined word refer to and what does the expression mean?
8. “*I'll let you have it for Rp 2.200.000,-.*” The expression shows that the seller



"Yes, I believe I can show you a diamond in that price range."

Picture: 1.4
www.google.com

Dialogue 3:

Questions:

1. What does Yulia do in the place?
2. Can she get what she wants?
3. How much are the most luxurious sofas that the seller offers to Yulia?
4. How much are the sofas that Yulia buys?
5. How can she get the 5 % of discount of the price?
6. "Can you give any discount for each?"

What does the expression mean for?



Picture: 1.5
www.google.com

Task 4 Study these expressions related to inviting and bargaining.

Expression for inviting	Expression for accepting	Expression for refusing
<ul style="list-style-type: none"> • Could you come to the meeting? • Would you like to come John? • I want to invite you to come to ... • Could you come to the party on Saturday night? • Come over to my house on the day <p>(Other examples :)</p> <ul style="list-style-type: none"> • Can you ... • Would you like to ... • Would you mind ... • Would you care of ... • How about ... 	<ul style="list-style-type: none"> • Sure. • Absolutely Paul, I will come with my girlfriend. • Sure. I'd love too. • Sure, I'll be there. • With pleasure. • I'd love too very much. • Yes, that would be ... (nice, interesting, very kind of you) • Etc. 	<ul style="list-style-type: none"> • I would love too, but my grandmother is sick now. • I'm sorry I can't • It's very kind of you, but ... • Etc.

Expressing Bargaining	Responding to Bargaining
<ul style="list-style-type: none"> ▪ It's too expensive. How about Rp....? ▪ I'll offer you Rp ...? ▪ Will you take Rp ...? ▪ Is there any discount for it? 	<ul style="list-style-type: none"> ▪ I'll /can let you have it for Rp ▪ My lowest price is Rp... . ▪ My last price is Rp ▪ That's too low. How about Rp ...? ▪ OK. You can take with the price you offer.

NOTE:

The use of modal **“could/would”** in inviting person is more polite than modal **“can/will”**. That's way if you want to invite you business relation or your boss, it is better to use the polite expressions.

Here are some expressions to ask about price.

	Examples:
Singular Nouns	<ul style="list-style-type: none"> - How much is the computer (it)? - How much does the computer (it) cost? - What is the price?
Plural Nouns	<ul style="list-style-type: none"> - How much are the calculators (they)? - How much do the calculators (they) cost?



Task 5 *Listen to the dialogues in Task 3 once again and then find the expressions of inviting, accepting/refusing and bargaining used in the dialogues. Do it by yourself, and then compare your answers with your friend's.*

Expressions of Inviting	Expressions of Accepting Invitation	Expressions of Refusing Invitation	Expressions of Bargaining
...
...
...
...
...

**Task 6**

Study the dialogue between two professionals at work and answer the questions. After that, act it out in front of the class with your friend.

Dialogue:

Merry : Hi Jane. How is everything?

Jane : Merry!!! Great, everything is OK with me.

Merry : By the way, do you have anything to do on Tuesday night next week?

Jane : I don't have any plan yet. I think I'll just stay at home.

Merry : Come over to my house on the day. Most of our Junior High School friends will be there too. I've invited them all. We are going to have reunion in my house. Good plan, isn't it?

Jane : Sure, I'll be there. Yes, that's good idea. We miss them all, right?

Merry : Yes. OK. See you then.

Jane : See you.

1. Has Jane had a plan before?
2. When will the event be held?
3. Why does Merry invite Jane to come?
4. Will Jane probably come to Merry's house? Show the expression as the proof.
5. "..., we miss them all ...". What does the underlined word mean?



Task 7

Arrange the jumbled sentences into good dialogues. Practice them with your friend.

Dialogue 1:

1. Seller : What color do you like sir?

2. Bill : OK.

3. Seller : I'll show you some of our collections.

4. Bill : How about Rp 150.000,-? I'll take three

6. Seller : This is Rp 175.000,-.

7. Bill : The black one.

8. Bill : Yes. I need some calculators.

9. Seller : That is too low sir. I can let you have it for Rp. 165.000,-.

10. Bill : How much is that calculator?

10. Seller : Good morning. Can I help you sir?

Dialogue 2:

1. Sarah : Yes, I believe. I can show you a Net-book in that price range. Wait for a minute.

2. Mr. Robert : Well, that's OK. How long is the guarantee?

3. Sarah : This one is Rp 4.300.000,-.

4. Mr. Robert : OK.

5. Sarah : Sorry sir, we cannot let it go with the price. Our last price is Rp 4.100.000,-.

6. Sarah : One year only sir and this is the receipt.

7. Mr. Robert : Good morning. I am looking for a Net-book with Rp 4.000.000,- in price. My Net-book has broken. I think it's more portable than a computer. Can you show me the Net-book?

8. Mr. Robert : Could I have it for Rp 4.000.000,-?

9. Mr. Robert : OK. Thank you very much.

10. Sarah : You are welcome.

“Degrees of Comparison”

1. Positive Degree

a. as ... as and not so ... as (*adjectives or adverbs*)

- ❖ Agnes Monica is beautiful.
Serina Munaf is beautiful.
Agnes Monica is **as beautiful as** Serina Munaf.
- ❖ George is diligent employee.
John is diligent employee.
George is **as diligent as** John.
- ❖ The book is fifty thousand rupiah.
The pen is five thousand rupiah.
The book is **NOT as cheap as** the pen. (or)
This book is **NOT so cheap as** the pen.
- ❖ Yulia types the report carefully. Lia types the letter carefully.
Yulia types the report **as carefully as** Lia.



Picture: 1.6
m.google.co.id

b. the same ... as (*nouns*) and different from

- ❖ Agnes Monica is a singer. Serina Munaf is a singer.
Agnes Monica is **the same** profession as Serina Munaf. (or)
Agnes Monica and Serina Munaf have **the same** profession.
- ❖ Your shirt is blue. My shirt is blue.
Your shirt is **the same color as** mine. (or) Our shirts are **the same color**.
There is **NO** difference. (or) Your shirt is **the same as** mine.
- ❖ John's coat is large and brown. Paul's coat is small and black.
John's coat is **different** from Paul's. (or)
John's coat is **NOT the same as** Paul's.

2. Comparative Degree (-er/more ...) than ...

- “-er” :it is used for adjectives that contain one syllable.
e.g: tall, clear, fast, hard, nice, quick, soon, fat, thin, short, long, etc.
- For adjectives that contain two syllables ending -y, -er, -ow:
e.g: busy busier simple simpler
 heavy heavier clever cleverer
 pretty prettier narrow narrower
- “more ...”: it is used for adjectives or adverbs containing two or more syllables.
e.g: expensive more expensive
 careful more careful
 correctly more correctly

Usher is 178 cm.
Justin Bieber is 160 cm.

So:

Usher is **taller than** Justin Bieber. (or)
Justin Bieber is **shorter than** Usher.



Picture : 1.7
m.google.co.id

3. Superlative Degree (the ...-est/most ...)

It is used for comparing 3 things or more. All **Adjectives** and **Adverbs** with –**er** in superlative degree ended by –**est**, while **more**, started by **most**.

Examples:

tall	taller	tallest
quickly	more quickly	most quickly

Exception:

Positive

good/well
bad/ill
many/much
little
far
old

Comparative

better
worse
more
less
farther/further
older/elder

Superlative

best
worst
most
least
farthest/furthest
oldest/eldest

Usher is 178 cm.

Justin Bieber is 160 cm.

Jaden Smith is 145 cm.

So:

Usher is **the tallest** among others.

Jaden Smith is **the shortest** among others.



Picture : 1.8
www.google.co.id



Task 8

Complete the short conversations below using the appropriate words in the box. Write in the form of correct degrees of comparison. Number one has been done for you.

1. *(in a lobby)*

Jenny: Wow, this company is so nice and big. I'm a little nervous to meet Mr. Green.

Rose: Yeah, this firm is **the most famous** among others in this city. Try to manage yourself before having the interview test.

2. *(in an office)*

John: We must add our capital according to the development. What do you think adding in the form of current or fixed assets?

William: It's _____ adding in current than fixed assets.

3. *(in a supermarket)*

Michael: Look! There are some nice ties. Which one is the _____? I don't have much money.

Linda: The brown one sir. It's only Rp 47.000,-.

4. *(in a conference room)*

Bush: Our firm needs a new accountant who is as _____ Jane. It's important to check our financial development.

Roger: Therefore, we must announce a job vacancy to seek an _____ person in accounting field.

5. *(in a book exhibition)*

Keen: I am looking for an accounting book. Could you show me the _____? Do you offer any discount for it?

Seller: Is it you are looking for? It is 5% off sale.

- | | |
|-----------------|--------------|
| a. expensive | e. expert |
| b. professional | f. good |
| c. new | g. famous |
| d. cheap | h. beautiful |

C. Let's Read and Write



Task 9

Read the letter below carefully. After reading, decide whether the statement is true (T) or false (F). You can open your dictionary if necessary and do it individually.

CV. UNDANG JAYA
301 Mawaria Street
Cikelek, Bandung

April 9th, 2011
Mrs. Della
Director
CV. ADIL MAKMUR
23 Main Street
Jakarta Utara

Dear Mrs. Della:

My name is Patricia Lorenz and I am writing on behalf of the CV. UNDANG JAYA Company which moves on producing bags. We would like to invite you to attend a special event being held at our conference room in a week's time.

A significant amount of demand about our product has been improving since the last launching of our latest product. We are going to create a new one in order to add our product variety. You are invited to attend a presentation that will be held on Thursday, 14th April 2011 at 10 o'clock. In the presentation, there will be discussed the model, the reasonable price and the suitable way to attract our customers. You are hoped to be a presenter and speaker of the product model.

We would be honored by your attendance. Please reply by Monday the 11st of April to confirm your attendance to the function. We are looking forward to seeing you there.

Sincerely,

Patricia Lorenz

No.	Statements	(T) / (F)
1.	Mrs. Della is the Director of CV. UNDANG JAYA.	...
2.	The number of the products is being increased.	...
3.	The meeting will also launch their latest product.	...
4.	Mrs. Della must confirm her attendance by Monday.	...
5.	The company produces bags.	...
6.	The meeting will be held in the middle of April 2011.	...
7.	The addressee is asked to be a presenter and speaker in the presentation.	...
8.	CV. UNDANG JAYA and CV. ADIL MAKMUR have not been in relationship before.	...
9.	Patricia Lorenz works for Mrs. Della's firm.	...
10.	The meeting will be held in a conference room where Patricia works.	...

Task 10 Answer these following questions based on the letter completely. Do it by yourself.

1. What is Mrs. Della invited to the event for?
2. When and where will the event be held?
3. Who is Patricia Lorenz?
4. What should Mrs. Della do before coming to the meeting?
5. What expression does the writer use to invite the person?

Task 11 Find these synonyms from the letter above. Number one has been done for you.

No.	A	B
1.	firm [fɜ:m] (<i>k/b</i>)	<i>company</i>
2.	fair [feə] (<i>k/s</i>)	.....
3.	appropriate [ə'prəʊpriət] (<i>k/s</i>)	.....
4.	waiting for [weɪtɪŋ fɔ:r] (<i>k/kt</i>)	.....
5.	come [kʌm] (<i>k/ki</i>)	.....

6.	make [meɪk] (<i>ket</i>)	.....
7.	recent ['riːsənt] (<i>kes</i>)	.....
8.	wish [wɪʃ] (<i>keti</i>)	.....
9.	increase [ɪn'kriːs] (<i>ket</i>)	.....
10.	buyers ['baɪərs] (<i>keb</i>)	.....

Task 12 Read this letter and then answer the questions that follow.

To: Mr. Bima
The Marketing Manager
“TRUSTED” St.

We are a business company in Yogyakarta, CV. INDOJAYA and we need a lot of paper and some other stationery to support our job. That’s why we are writing this letter to order them from your store considering that the well-known store provide many and various stationery.

The items that we are going to have from yours are enclosed with this letter. Due to the high quantity we need, we will ask some discount related to the items if you offer it. We are looking forward for the information.

Faithfully,

Brian.

1. Why is the text written?
2. What kind of the business letter is it?
3. Why does the writer want any discount for his purchase?
4. “We are looking forward for the information”
What does the underlined word refer to?
5. Where does the vendor can find the items that are ordered?

Task 13 Match the following words in column A with their meanings in column B. Check in your dictionary if you are in a doubt and do it in pairs.

No.	Words (A)	Meanings (B)
1.	stationery	a. recognized by many people.
2.	items	b. a reduction in usual price.
3.	well-known	c. a high standard
4.	order	d. a large shop where you can buy many different types of goods.
5.	discount	e. to give someone something that they need.
6.	various	f. several subjects to be considered.
7.	store	g. an organization which sells goods or services in order to make money.
8.	quality	h. to ask for something to be made, supplied or delivered.
9.	company	i. the things needed for writing.
10.	provide	j. many different.

Task 14 Study the explanation of *Passive Voice* below. You will use it in the next task.

Passive Voice

In English, there are Active and Passive voices. Active voice is used when we say that people and things “do” activity. While, Passive voice is used when we say what happens to people and things (what is done to them). The basic principle in passive voice is :

to be + V3

To Be : *is/am/are* (present)
was/were (past)
being (present/past continuous)
be (after modals)
been (present/past perfect)

	Present Tense	Past Tense
Simple	A: S + V1 + O P: O + is/am/are + V3 + by ...	A: S + V2 + O P: O + was/were + V3 + by ...
Continuous	A: S + is/am/are + V-ing + O P: O + is/am/are + being + V3 + by ...	A: S + was/were + V-ing + O P: O + was/were+ being + V3 + by ...
Perfect	A: S + have/has + V3 + O P: O + have/has + been + V3 + by ...	A: S + had + V3 + O P: O + had been + V3 + by ...
Perfect Continuous	A: S + have/has + been + V-ing + O P: O + have/has + been + being + V3+by	A: S + had been + V-ing + O P: O + had been + being V3 + by
Future	A: S + modals + V1 + O P: O + modals + be + V3 + by ...	A: S + is/am/are + going to + V1 + O P: O + is/am/are + going to + be + V3+ by

Examples:

ACTIVE Voice	PASIVE Voice
1). Simple Present Tense The secretary writes an application letter.	An application letter is written (by the secretary).
2). Present Continuous Tense Keen is reporting the transaction.	The transaction is being reported (by Keen).
3). Present Perfect Tense Ann has met her boss.	The boss has been met (by Ann).
4). Simple Past Tense Luis bought a new car yesterday.	A new car was bought (by Luis) yesterday.
5). Past Perfect Tense Jane had checked the ledger.	The ledger had been checked (by Jane).
6). Past Continuous Tense Jolly was interviewing the applicants.	The applicants were being interviewed (by Jolly).
7). Future Tense Ken will attend the meeting tomorrow.	The meeting will be attended by Ken tomorrow.

Task 15 After studying the explanation above, please change these sentences into passive voice sentences. Pay attention to the “to be” and “verbs”.

1. The main director invites the stockholders to the meeting, annually.
2. My firm has bought a new car as an inventory office.
3. Steven sent a purchase bill to his business relation.
4. Angel is posting the transaction into a general ledger and some subsidiary ledgers.
5. The bookkeeper was recording some sale receipts when I came.
6. Same prepares his own annual report for tomorrow meeting.
7. “CV. Kondang Makmur” will build a home branch in Yogyakarta.
8. They had submitted their application letter and curriculum vitae to the office.
9. Andy and his friends are discussing an additional stock of their company.
10. Edward called Jordan to meet him in his room.

Task 16 Study the notes below on how to write an invitation card and memo.

Framework of Invitation Card

Addressee	To: George
Main Message	You are invited to Mr. Abraham’ thanksgiving party of becoming a new main Director in his company.
- Time	Day/date : Saturday/April 23 2011
- Place	Time : 7 p.m
- Event	Place : Sudirman Street No.17 Yogyakarta.
Ending/Closing	Yours truthfully, Rodger Panggabean. R.S.V.P to Bella (0274) 339178

NOTE: Sometimes, there are additional information in an invitation card such as R.S.V.P (means to inform whether you will come or not to the event), dress code, etc.

Examples:

To: All staff members of PT. Cakrawala

A one-day meeting will be held this week.

Day/date : Wednesday, May 18th 2011

Time : 11 a.m – finish

Place : in Hotel Garuda Yogyakarta

Topic : Home Branch Addition

Due to the importance of the meeting, please be punctual. Bring your ideas and suggestions to make our company grow well next year.

The director

Mr. Achmad Wahab

*The Director of Indonesia Export Company
requested the company of*

Mr. Taylor

Managing Director of Scaffindo Tbk.

*On the occasion of the fourth
anniversary of their company*

At the International Hotel in Jakarta

Friday, 31 March 2011 at 8 p.m

(Dress Formal)

RSVP

John (021) 556778

MEMO

A memo is a short message usually given from a person in top position to another in under position in the same business organization.

Example:

MEMO

To : Mr. Robbie

From : Director

Subject: Weekly Meeting

Date : May 21st 2011

Please attend the meeting in conference room on Tuesday, 7th June 2011 at 9 a.m. Looking forward to your report upon the completion of the meeting.

**Task 17**

Write 2 invitation cards and 1 memo based on the situations given, you can chose some of them. You can create some additional information if necessary. Use your own words. Look at the examples of invitation cards and memo above.

Invitation cards:

1. The Chairman and Director of PORAJAYA Ltd. request Mr. Clinton's presence to the opening ceremony of the branch office of PORAJAYA Ltd. (RSVP, Dress Code)
2. Mr. Osama invites his business relations to attend a thanksgiving party of becoming the General Manager in CV. SEJAHTERA ABADI.
3. Mr. Dull as the main director of PT. Mulia Agung invites all his staff members to attend the tenth-anniversary of the firm in Hotel Sriwijaya.
4. Bill is invited to attend a meeting with the board of directors. It will be held tomorrow in the meeting room at 1 p.m.
5. Tom invites his director to come to the exhibition of his company's product to open the exhibition.

Memos:

1. Mr. Canon asks his accounting manager to prepare his current report.
2. The director wants the Engineering Department to show Dr. Suzan his department, starting with lunch.
3. Mr. Osama reminds his secretary to meet Mrs. Catherine as managing director of ASIA Screen Ltd. in guest room, before lunch.

D. Let's Evaluate

Task 18 *In pairs, have a dialogue to accept and refuse an invitation and to bargain based on the situations given. Then, practice it.*

1. You cannot attend a weekly meeting in your office because you are sick.
2. You bargain a cupboard for your room office to get a discount.
3. You are invited to come to the opening house in Jakarta Expo Center with your business relation.

E. Reflection

How much improvement have you made after learning in this unit? Put a tick (✓) in the right side according to how much you have learnt.

Aspects	Very much	Much	Little
Inviting someone			
Accepting one's invitation			
Refusing one's invitation			
Bargaining price			
Reading business letter			
Writing an invitation card and memo			
Vocabulary			

F. Let's Summarize

In this unit you have learnt:

1. How to invite someone, accept and refuse one's invitation

Expression for inviting	Expression for accepting	Expression for refusing
<ul style="list-style-type: none"> • Could you come to the meeting? • Would you like to come John? • I want to invite you to come to ... <p><i>(Other examples :)</i></p> <ul style="list-style-type: none"> • Can you ... • Would you mind ... • Would you care of ... 	<ul style="list-style-type: none"> • Absolutely Paul, I will come. • Sure. I'd love too. • Sure, I'll be there. • With pleasure. • Etc. 	<ul style="list-style-type: none"> • I would love too, but my grandmother is sick now. • I'm sorry I can't. • It's very kind of you, but ... • Etc.

2. How to bargain a price

Expressions to Bargain	Responding Bargaining
<ul style="list-style-type: none"> ▪ It's too expensive. How about Rp....? ▪ I'll offer you Rp ...? ▪ Will you take Rp ...? ▪ Is there any discount for it? 	<ul style="list-style-type: none"> ▪ I'll /can let you have it for Rp ▪ My lowest price is Rp... . ▪ My last price is Rp ▪ That's too low. How about Rp ...? ▪ OK. You can take with the price you offer.

3. Degrees of Comparison

Positive Degree	Comparative Degree	Superlative Degree
as beautiful as	-er/ more:	-est/most:
<i>clever</i>	<i>cleverer</i>	<i>cleverest</i>
<i>carefully</i>	<i>stronger</i>	<i>strongest</i>
the same old as	<i>more systematically</i>	<i>most systematically</i>
<i>color</i>	<i>more carefully</i>	<i>most carefully</i>
<i>profession</i>	<i>more expensive</i>	<i>most expensive</i>

4. Passive Voice

You **are invited** to the meeting tomorrow afternoon by our Director.

The director **is asked** to be the speaker in the opening branch office.

The building **was bargained** Rp 354.000.000,-.

5. Invitation Card and Memo

To: Mr. Sihono
Accounting Manager of Quee Ltd.

You are cordially invited to the weekly meeting.

Day/date : Monday, 21st June 2011

Time/Place : at 10 am in conference room

Topic : Annual Financial Report

Due to the importance of the meeting, please be punctual and prepare all things related to your business. We are looking forward for your presence.

The Director
Robert A.D.

Memo

To : Yulia
From : Director
Subject : Monthly Report
Date : May 29th 2011

Please bring me the report of this month to my room before 1 p.m. tomorrow. Don't be late.

G. Vocabulary List

additional [ə'dɪʃənl] (<i>ks</i>)	: tambahan
applicant ['æplɪkənt] (<i>kb</i>)	: pelamar
asset ['æset] (<i>kb</i>)	: harta (asset)
attend [ə'tend] (<i>kk</i>)	: menghadiri
attendance [ə'tendənts] (<i>kb</i>)	: kehadiran
bill [bɪl] (<i>kb</i>)	: nota, bon
capital ['kæpɪtəl] (<i>kb</i>)	: modal
celebrate ['selɪbreɪt] (<i>kk</i>)	: merayakan
company ['kʌmpəni] (<i>kb</i>)	: perusahaan
current asset ['kʌrənt 'æset] (<i>kb</i>)	: harta lancar
demand [dɪ'mɑ:nd] (<i>kb</i>)	: permintaan
expert ['ekspɜ:t] (<i>ks</i>)	: ahli
firm [fɜ:m] (<i>kb</i>)	: perusahaan
guarantee [gə'ren'ti:] (<i>kb</i>)	: jaminan, garansi
invitation [ɪnvi'teɪʃən] (<i>kb</i>)	: undangan
invite [ɪn'vaɪt] (<i>kk</i>)	: mengundang
liabilities [laɪə'bɪlɪtɪs] (<i>kb</i>)	: hutang
manage ['mænɪdʒ] (<i>kk</i>)	: mengatur
presence ['prezənts] (<i>kb</i>)	: kehadiran
punctual ['pʌŋktjuəl] (<i>ks</i>)	: tepat waktu
purchase ['pɜ:tʃəs] (<i>kk</i>)	: membeli
report [rɪ'pɔ:t] (<i>kk</i>)	: melaporkan
stock [stɒk] (<i>kb</i>)	: saham
stockholder ['stɒkhəʊldə] (<i>kb</i>)	: pemegang saham
vacancy ['veɪkənsi] (<i>kb</i>)	: lowongan

HOW BEAUTIFUL YOU ARE IN THAT NEW DRESS!



Picture: 2.1
www.google.co.id

ance, because of
cannot deny that
s, you want to say
the correct way?
our appearance?
in doubt about
uncertainty about
and give a good
nty of something

A. Let's Get Ready

Task 1 → Pay attention to the picture. Imagine your close-friend is wearing the dress. Then, answer these questions.

1. What will you say if it really suits her?
2. What will probably your friend say to you?



Picture: 2.2
www.google.co.id

B. Let's Listen and Speak



Task 2 → Study the following words you are going to find in the next tasks by finding their meanings. Then, repeat after your teacher in pronouncing the words.

No.	ENGLISH	INDONESIAN
1.	anxious ['æŋkʃəs] (<i>ks</i>)	...
2.	appearance [ə'piərənts] (<i>kb</i>)	...
3.	business transactions ['biznis træn'zækʃən] (<i>kb</i>)	...
4.	check [tʃek] (<i>kb/kkt</i>)	...
5.	compliment ['kɒmplɪmənt] (<i>kb/kkt</i>)	...
6.	confidence ['kɒnfɪdənts] (<i>kb</i>)	...
7.	continue [kən'tɪnju:] (<i>kkt</i>)	...
8.	doubt [daʊt] (<i>kb/kkt</i>)	...
9.	experience [ɪk'spiəriənts] (<i>kb</i>)	...
10.	interview ['ɪntəvjʊ:] (<i>kb/kkt</i>)	...

11.	leadership ['li:dəʃɪp] (k b)	...
12.	satisfied ['sætɪsfaɪd] (k s)	...
13.	spontaneously [spɒn'teɪ.ni.ə.sli] (k k)	...
14.	surprised [sə'praɪzd] (k s)	...
15.	take over [teɪk 'əʊvər] (k kt)	...

Task 3

Listen carefully to these dialogues between two persons talking about something new. Then, answer the questions that follow.

Dialogue 1:

1. What are they mainly talking about?
2. When and where will Dona do the interview test?
3. How does Kelly compliment Dona on her new hair style? What expression does she use?
4. How does Kelly give a certainty to Dona's interview?
5. "I'm also positive" What does it mean?

Dialogue 2:

1. What is the news?
2. Who will be promoted to be an Accounting Manager?
3. How does Jonson respond to Benny? What expression is used?
4. What expressions are used to show that Benny is certain with the new position?
5. "I have my own doubts about that." The expression shows that

Task 4

Pay attention to and study these expressions dealing with compliment and certainty.

Statements	Giving Compliment	Responding Compliment
<ul style="list-style-type: none"> How do I look like with this new blazer? 	<ul style="list-style-type: none"> What a good appearance I see! How beautiful you are! You look great! Fantastic! That's great! 	<ul style="list-style-type: none"> Thanks a lot. Thank you very much. Do you really think so? It's very kind of you to say that.
<ul style="list-style-type: none"> See, I finished the report on time! 	<ul style="list-style-type: none"> Well done! Wonderful! 	
<ul style="list-style-type: none"> Look. I got the highest score! 	<ul style="list-style-type: none"> Congratulation! What a good news! 	

Expressing Certainty	Expressing Uncertainty
<ul style="list-style-type: none"> He must be success. Without doubt. She was pale. Now she is absent. She must be sick. I'm absolutely sure. I'm quite sure. I'm certain. I'm positive. Definitely. Certainly. Of course. 	<ul style="list-style-type: none"> It's possible. It's impossible. It might be. It might not be. It could happen. I wouldn't like to say for certain. I'm not sure. I doubt it. I have my own doubts. It's doubtful. It's highly / very unlikely. You never know of course. No one can know for certain. I can't tell you for sure.

Task 5

In pairs, study the dialogue carefully. Answer the questions and then act it out with your partner in front of your class.



*Picture 2.3
www.google.co.id*

Mrs. Kane : Oh no, I got some trouble with this computer.

Mr. Norman : What happens with the computer?

Mrs. Kane : I don't know exactly, it cannot work well as I want. Mr. John has me finish the monthly report this afternoon. I cannot post some transactions into MYOB program if the computer cannot work like this. How do I finish it?

Mr. Norman : Don't be anxious. I'll help you. Please wait.

Mrs. Kane : OK. Thank you. (*waiting for some minutes*)

Mr. Norman : It seems some errors here.

Mrs. Kane : It's impossible. I didn't press anything.

Mr. Norman : Look! I can solve your trouble.

Mrs. Kane : Can you? How clever and kind you are Mr. Norman! I'm satisfied working with you. Thank you very much for your help. Now, I can continue to post the transactions.

Mr. Norman : It's very kind of you to say that. Thank you.

1. What is the matter of the computer?
2. Who is John?
3. What should Jane do by this afternoon?
4. What does Jane do to Mr. Norman after seeing that he can overcome the problem?
5. How does Norman respond to Jane?

Task 6

Make a simple conversation related to compliment and certainty by choosing one of the situations given. Do it in pairs. Then, act it out with him/her.



is
w
ie



C. Let's Read and Write



Task 7

Read carefully the passage. Then, answer the questions in pairs.

The Advantages of Using A Computerized Accounting Package such as MYOB Accounting Software. How Fast It Is!

Small and medium sized businesses can now buy accounting programs at remarkably low cost. The accounting programs carry out functions such as invoicing, dealing with payments, paying wages and providing regular accounting reports such as trading and profit and loss accounts and balance sheets.

The introduction of computerized accounting systems provides major advantages. A typical computerized accounting package will offer a number of different facilities. When using a computerized accounting system on computer, input screens have been designed for ease of use. The main advantage is that each transaction needs only to be inputted once, unlike a manual double entry system where two or three entries are required.

The computerized ledger system is fully integrated. This means that when a business transaction is inputted on the computer it is recorded in a number of different accounting records at the same time.

The advantages of a computerized accounting system are listed below:

- **Speed** – data entry into the computer can be carried out far more quickly than any manual processing.
- **Automatic document production** – fast and accurate invoices, credit notes, and payroll documents are all done automatically.
- **Accuracy** – there is less room for errors as only one accounting entry is needed for each transaction rather than two (or three) for a manual system.
- **Up-to-date information** – the accounting records are automatically updated and so account balances.
- **Availability of information** – the data is instantly available and can be made available to different users in different locations at the same time.
- **Management information** – reports can be produced which will help management monitor and control the business.
- **Legibility** – the onscreen and printed data should always be legible.
- **Efficiency** – better use is made of resources and time;
- **Staff motivation** – the system will require staff to be trained to use new skills, which can make them feel more motivated.
- **Cost savings** – it reduces staff time doing accounts and reduces audit expenses as records are neat, up-to-date and accurate.
- **Reduce frustration** – management can be on top of their accounts and thus reduce stress levels associated with what is not known.

Source: <http://www.tuition.com.hk/computerized-accounting.htm>

Answer the following questions based on the passage above.

1. What is the main topic of the text above?
2. What is the main idea of paragraph 2?
3. How many advantages of using MYOB system are mentioned in the text?
4. What is the main advantage of using MYOB system based on the text?
5. What can we do by using the accounting programs such as MYOB accounting?
6. Why is the use of a computerized accounting system on computer more accurate than that of a manual system?
7. The computerized ledger system is fully integrated. What does it mean?

Task 8

Match these key words in box A with their related words in box B. Number one has been done for you. Do it by yourself.

A. Key words

1. less room for errors
2. more quickly
3. reduce stress levels
4. automatically up dated
5. done automatically
6. reduce expenses and money
7. help management monitor and control the business.
8. legible
9. available for different users
10. saves times
11. require staff to be trained to use new skills

B. Related Words

- a. Speed
- b. Reduce frustration
- c. Staff motivation
- d. Cost savings
- e. Up-to-date information
- f. Legibility
- g. Availability of information
- h. Efficiency
- i. Management information
- j. Automatic document production
- k. Accuracy



Task 9 *In pairs, find the meanings of these words from column B.
Look at the example.*

No.	A Words	B Meanings
1.	cost	a. correct, exact, without any mistakes.
2.	wages	b. to need or make necessary
3.	profit	c. a book in which things are regularly recorded,
4.	loss	especially business activities and money
5.	ledger	received or paid.
6.	carry out	d. not the same
7.	accurate	e. the amount of money needed to buy, do or
8.	different	make something.
9.	automatically	f. when a business spends more money than it
10.	require	earns.
		g. money which is earned in trade or business.
		h. a fixed amount of money that is paid to an
		employee.
		i. to do or complete something.
		j. independently, without human control.



Task 10 Study the explanation of constructions with “used to” and “to be used to”.

There is a little difference in using “used to” and “to be used to”. The difference concerns the time of something happens.

“used to” (past habit)		“to be used to” (present habit)
<p>: It is to express something that had been done in the past but not anymore at the present.</p> <p>S + used to + infinitive (V1)</p> <p>S + DIDN'T use to + infinitive (V1)</p> <p>DID + S + use to + infinitive (V1) ?</p> <p>Examples:</p> <p>Katherine used to come late to the office.</p> <p>My parents and I used to live in Jakarta.</p> <p>My boss didn't use to be angry.</p> <p>Daniel didn't use to finish his job on time.</p> <p>Did you use to prepare your breakfast by yourself?</p> <p>Did Jane use to meet her boss at the lobby?</p>	<p></p> <p>+</p> <p>-</p> <p>?</p> <p>+</p> <p>-</p> <p>?</p>	<p>: It is usually to express habitual activity at the present.</p> <p>S + is/am/are + used to + V-ing</p> <p>S + is/am/are + NOT + used to +V-ing</p> <p>Is/am/are + S + used to + V-ing ?</p> <p>Examples:</p> <p>Edward is used to preparing all things for his job at home.</p> <p>I am used to checking my report before going home.</p> <p>Mr. Sam is not used to smoking in the office.</p> <p>The staffs are not used to coming late.</p> <p>Is he used to being angry to his secretary?</p> <p>Are you used to wearing the uniform to the office?</p>

Task 11 Arrange the jumbled words into good sentences. Pay attention to the explanation above. Do it individually.

1. am - sleeping - used - not - to - at - noon - I.
2. Max's - are - hard - used - to - working - employees.
3. early - didn't - use - get - I - to - up.
4. to - be - an - Diana - accountant - used - teacher.
5. William - use - to - the - come - office - by - Did - to - his - car?

Task 12 Make 5 sentences using "used to" and "to be used to". Use the words in brackets as the key verb of the sentence. Do it by yourself.

Look at the example: _____ (not/wearing)

James is not used to wearing jeans to his office.

1. _____ . (not/drive)
2. _____ . (working)
3. _____ ? (not/consuming)
4. _____ . (check)
5. _____ . (not/angry)

Task 13 Study the explanation of "Noun Clause"

A noun clause is a group of words containing a subject and a predicate.

Noun clauses are also dependent clauses that perform the same functions that regular nouns do: they can be subjects, direct objects, indirect objects, or objects of preposition.

Compared:

- A phrase is a group of related words. It doesn't contain a subject and a verb.
Example: I know **his address**. (Noun phrase)

- A noun clause can begin with a question word (when, where, why, how, who, whom, what, which, whose) / embedded questions.

Examples: I know **where he lives** (Noun clause)

Do you know **how far it is** to Mr. Jack's house?

They asked me **why** I went so early yesterday.

What you told me made me sad.

- A noun clause can begin with if or whether when a yes/no question changed to noun clause.

Examples: I don't know **if** he is married.

I wonder **whether** Hilton is the new accountant in this firm.

- A noun clause can begin with "that"

Example: I know **that the sun rises from East**.

- The word that is often omitted and has the same meaning.

Example: I think (**that**) Mr. John is a good English teacher.



Task 14 *Chose the appropriate word from the box to complete the following sentences. Do it by yourself.*

1. I know she has been promoted to be the Main Director.
2. was making him angry was the main problem.
3. Mr. Gordon did not see his secretary had an accident.
4. Mrs. Diana needs a report to know transactions happened today.
5. Do you realize she left her new job? It's because of her salary.
6. Mr. Josh wants you to let him know you will go to Jakarta.
7. The boss asked me I solved the computer's problem.
8. I did not know exactly money they need.

when	how	whether
what	why	how much
that	if	how many

**Task 15**

Create some sentences dealing with the topic above using the key word in the bracket and your own words.

1. (*that*)

_____.

2. (*where*)

_____.

3. (*what*)

_____.

4. (*why*)

_____.

5. (*when*)

_____.

6. (*whether*)

_____.

**D. Let's Evaluate****Task 16**

In pairs, create a dialogue showing a compliment and certainty or uncertainty. Then, practice it with your friend without a note. Your teacher will evaluate your work.

E. Reflection

How much improvement have you made after learning in this unit? Put a tick (✓) in the right side according to how much you have learnt.

Aspects	Very much	Much	Little
Complementing someone			
Responding someone's compliment			
Giving a certainty			
Giving an uncertainty			
Reading passage			
Writing sentences			
Vocabulary			

F. Let's Summarize

1. Compliment and Certainty

Expressing compliment:

You look so beautiful today!

How clever you are!

What a nice dress!

Well done!

Wonderful!

Fantastic!

Responding compliment:

Thank you very much.

Are you sure? Thank you.

It's very kind of you to say that.

Expressing Certainty

Without a doubt.

I'm absolutely sure .

I'm quite sure.

I'm certain.

I'm positive.

Definitely.

Certainly.

Of course.

It's possible.

Expressing Uncertainty

It might be.

I am not sure.

I doubt it.

I have my own doubts.

It's doubtful.

No one can know for certain.

It's very unlikely.

I can't tell you for sure.

It's impossible.

2. "used to" and "to be used to"

Used to:

- (+) S + used to + infinitive (V1)
- (--) S + DIDN'T use to + infinitive (V1)
- (?) DID + S + use to + infinitive (V1) ?

To be used to:

- (+) S + is/am/are + used to + V-ing
- (--) S + is/am/are + NOT + used to + V-ing
- (?) Is/am/are + S + used to + V-ing ?

3. Noun Clause

- a. A phrase is a group of related words. It doesn't contain a subject and a verb.
- b. A noun clause can begin with a question word (*when, where, why, how, who, whom, what, which, whose*).
- c. A noun clause can begin with **if** or **whether** when a yes/no question changed to noun clause.
- d. A noun clause can begin with "**that**"

G. Vocabulary List

advantage [əd'vɑ:ntɪdʒ] (<i>kb</i>)	: keuntungan
balance sheet ['bælənts ʃi:t] (<i>kb</i>)	: neraca
employee [ɪm'plɔɪ.i:] (<i>kb</i>)	: pekerja/karyawan
entry ['entri] (<i>kb</i>)	: catatan/masukan
expense [ɪk'spens] (<i>kb</i>)	: biaya
invoice ['ɪnvɔɪs] (<i>kb</i>)	: faktur
kindness ['kaɪnd.nəs] (<i>kb</i>)	: kebaikan
legible ['ledʒɪbl] (<i>ks</i>)	: dapat dibaca/terang
loss [lɒs] (<i>kb</i>)	: kerugian
pay [peɪ] (<i>kk</i>)	: membayar
payment ['peɪmənt] (<i>kb</i>)	: pembayaran/bayaran
payroll ['peɪrəʊl] (<i>kb</i>)	: daftar gaji
profit ['prɒfɪt] (<i>kb</i>)	: laba/keuntungan
record [rɪ'kɔ:d] (<i>kk</i>)	: mencatat
reduce [rɪ'dju:s] (<i>kk</i>)	: mengurangi
remarkably [rɪ'mɑ:kəbli] (<i>kk</i>)	: dengan sungguh
skill [skɪl] (<i>kb</i>)	: keahlian
wage [weɪdʒ] (<i>kb</i>)	: gaji/upah

I THINK YOUR IDEA IS GOOD I DO AGREE WITH YOURS



Picture: 3.1
www.google.co.id

ich forces you to
i idea, an opinion
our idea, opinion
e with one's idea,
is and interesting

A. Let's Get Ready

Task 1

In your opinion, what should the people in the box do to solve the problem? Number one has been done for you.



*Picture: 3.2
www.google.co.id*

1. gets a headache



*Picture: 3.3
www.google.co.id*

2. tired



*Picture: 3.4
www.google.co.id*

3. confused



*Picture: 3.5
www.google.co.id*

4. angry



*Picture: 3.6
www.google.co.id*

5. oversleep



*Picture: 3.7
www.google.co.id*

6. bored

Your opinions:

1. I think she should stop working and go to a doctor.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

B. Let's Listen and Speak



Task 2 Study these words you are going to find in the next task by finding their meanings. Then, repeat after your teacher in pronouncing the words.

No.	ENGLISH	INDONESIAN
1.	chance [tʃɑ:n t s] (<i>kb</i>)	...
2.	decision [di'siʒ. ə n] (<i>kb</i>)	...
3.	foreign ['fɔr.ən] (<i>ks</i>)	...
4.	hire [haɪə] (<i>kk</i>)	...
5.	important [ɪm'pɔ:t ə nt] (<i>ks</i>)	...
6.	learn [lɜ:n] (<i>kk</i>)	...
7.	lucky ['lʌk.i] (<i>ks</i>)	...
8.	poor [pɔ: r] (<i>ks</i>)	...
9.	spare time [speə r taɪm] (<i>kb</i>)	...
10.	unfortunately [ʌn'fɔ: tʃ ə n.ət.li] (<i>kk</i>)	...

Task 3 Listen carefully to the conversations between two persons. Then, answer the questions that follow.

Questions for dialogue 1:

1. Who is looking for a new job?
2. What is Burt's opinion about his job interview? What expression does he use?
3. "I think so, too". What does it mean?
4. What is Burt's opinion about the chances of getting that new job? Why?
5. How does Sarah respond to Burt's last opinion? What expression does she use?

Questions for dialogue 2:

1. What is Nanda's opinion about English?
2. Does Aan agree with her opinion? How do you know?
3. Does Aan think it is easy to learn English people? How do you know and why?
4. In Aan's opinion about foreign languages for the English, does Nanda agree with him? How do you know?
5. Why does Nanda say that learning foreign languages is very important?

 **Task 4** Study the following expressions carefully.

Opinion	Agreement	Disagreement
I think.....	<ul style="list-style-type: none"> • I agree with you. • You are right. 	<ul style="list-style-type: none"> • I don't agree with you. • My point of view differs from yours.
I feel.....	<ul style="list-style-type: none"> • Oh, that's interesting. • You have a good point. 	<ul style="list-style-type: none"> • I think our perspectives are different.
I believe.....	<ul style="list-style-type: none"> • I think you might be right about that. 	<ul style="list-style-type: none"> • In my point of view...
As I see it.....		<ul style="list-style-type: none"> • I see your point of view, but... • I don't see your point of view.
In my opinion.....		<ul style="list-style-type: none"> • I think you might be wrong.
As far as I'm concerned.....	<u>Strong Agreement</u>	<u>Strong Disagreement</u>
My point of view is that.....	<ul style="list-style-type: none"> • I couldn't agree with you more. • You're absolutely right. • I agree entirely. • I totally agree. 	<ul style="list-style-type: none"> • I don't agree at all. • I totally disagree. • I couldn't agree with you less.
In my view.....		
It seems to me that.....	<u>Partly agreeing</u>	<u>Partly disagreeing</u>
I figure that.....	<ul style="list-style-type: none"> • I agree with you up to a point, but... • That's quite true, but... • I agree with you in principle, but... 	<ul style="list-style-type: none"> • I'm not sure I agree with you. • (I'm afraid) I don't agree. • (I'm afraid) I disagree. • (I'm afraid) I can't agree with you. • (I'm afraid) I don't share your opinion.
From my point of view.....		

**Task 5**

In pairs, study the dialogue carefully, answer the questions and then practice it out with your partner.

Julie : Her dress looks funny.

Daniel : I wouldn't say that. It looks fine to me.

Julie : Are you kidding. She is behind the times. That style went out last year.

Daniel : Oh, come on, as long as it looks good on her.

Julie : Wow, you're really as out-dated as she is.

Daniel : You're darn right. I'm out of style. So what? What's the point of keeping yourself in style?

Julie : No wonder you never buy me a new dress.

Questions:

1. What are they mainly talking about?
2. Does Daniel agree with Julie's opinion about the person's dress? How do you know? Show the expressions.
3. Why does Daniel have a positive view of the woman dress?
4. "You are darn right." What does the expression mean?

**Task 6**

Individually, complete the short conversations using your own words. After that, exchange your works with your friend's. Practice them with her/him.

1. (*asking for one's opinion*)

Diana : What do you think of our manager? What is your opinion about his new rules for our company?

Ryan : _____.

2. (*asking for and giving an opinion*)

Keen : Don't you think Frank was right to resign?

James : _____.

Keen : I'm afraid he was in wrong track.

3. *(Trying to change one's opinion)*

Harry : I think Jack will not win the election to be the new director.

Albert : _____ but don't think that _____.

4. *(Asking if someone agrees)*

Angel : This is a fantastic sight! Don't you agree?

Jimmy : _____ I think it's spectacular!

5. *(Agreeing)*

Tom : I think these paintings are very expensive.

Jerry : _____. And they are really aren't very good, are they?

Tom : _____.

6. *(Disagreeing)*

Sarah : Hot weather, isn't it?

Chris : _____. It is windy.

7. *(Saying you have no opinion)*

Enrique : Who do you think will win the competition?

Iglesias : _____.

8. *(Partly agreeing)*

Mr. George: I think it will be better if there are more employees in our company.

Mrs. Jane : _____.

9. *(Giving an argument)*

Jesse : I will resign for the position. It is not really match with my competence.

Brown : That's true, but don't forget _____.

10. *(Giving an argument)*

Mario : Jack will depose Akon from his current position as a manager because of the corruption.

Justin : It may be so but _____.



Task 7

Work in pairs. Take it turns to read one of these statements and state an opinion to agree and disagree with your partner. Next, practice it out in front of class.

1. Men are more intelligent than women.
2. A leader in a company should be a man.
3. An accountant must be able to speak English well.
4. Internet is important for supporting an accountant's job.
5. Certain television programs should be censored.

C. Let's Read and Write



Task 8

Read the text carefully, and then answer the questions that follow. Do it individually.

Staying Long Hours in Front of a PC Causes Health Problems



For More Visit: www.MarkJoyner.name

Picture: 3.8
www.google.co.id

It is obvious that we are living in the information and technology age, and a great percentage of people have jobs that require the usage of a computer for long hours. Today computer is a general electronic peripheral used in various job fields. Jobs that involve writing, designing, calculating, managing and creating various tasks all require the use of a computer.

Recent research proves that the number of computer users and the amount of time they spend in front of it are increasing rapidly. This is an undeniable result of the evolution of the technology and our everyday lives. Can you imagine yourself without access to a PC or internet more than a few days? I guess not.

As the number of computer users and the amount spent in front of it increase, it is certain to experience some undesired consequences like health problems. Headaches, waist aches, ankle and joint aches and similar health problems can be given as examples. Some more serious health issues like epilepsy or heart disorders are also seen as a result of this. And the worst thing is most of these problems are unique and not seen before the rise of the computer age.

Working on a computer every day, staring at the monitor screen for long hours, typing hundreds of sentences in an hour and driving the mouse like crazy is not much innocent and you might not have thought about this up to now. If this workload is combined with immobility, lack of exercise, and inappropriate nutrition, it can cause unexpected big problems at any time.

Human body is designed in such a fashion that it requires some sort of activity as much as it requires air, water and food. Staying still for hours, repeating same action for a long time will certainly have a bad effect on our skeletal and muscular systems. As a result, we will experience aches, pain and disorders.

Imagine that you work 8 hours a day 5 days a week in front of a PC. If you are not taking care of your health like giving breaks frequently while working, doing a little exercise daily, taking long walks or running at least once a week then do not think that your health will stay with you forever.

Source: taken from <http://ezinearticles.com/?Staying-Long-Hours-in-Front-of-a-PC-Causes-Health-Problems&id=3627083>

Questions:

1. What is the text talking about?
2. Why are the number of computer users and the amount of time they spend in front of it increasing rapidly?
3. What kinds of jobs mentioned in the text require the use of a computer?
4. Mention some possible health problems as the effects of staying in front of computer in a long time?
5. "...it can cause unexpected big problems at any time." What does the word "it" refer to? (the last sentence of paragraph 4)
6. In your opinion, what professions are dealing with the use of computer in long hours? Mention at least 5 professions.
7. What is your main conclusion about the topic concerned in the text?



Task 9 *Read the passage again. Next, decide whether the statement is true "T" or false "F". Then, show your evidence from the text.*

No.	Statements	(T)/(F)
1.	Electronic device such as a computer is really important for supporting our jobs.	.....
2.	The computer users and the amount of time they spend in front of computer are slowly increased.	.....
3.	The increased amount of spending time in front of computer causes health problems.	.....
4.	The balance of workload and exercises can lead unexpected big problems to our health.	.....
5.	Aches, pain and disorders as a result of skeletal and muscular systems problems because of staying for many ours in front of computer.	.....

Your Evidence:

1. _____
_____.
2. _____
_____.
3. _____
_____.
4. _____
_____.
5. _____
_____.



Task 10 Find the synonyms of these words from the passage.

No.	Words	Synonyms
1.	need [ni:d] (<i>kk</i>)	.....
2.	look after [lʊk 'ɑ:f.tə r] (<i>kk</i>)	.....
3.	factual ['fæktjʊəl] (<i>ks</i>)	.....
4.	fast [fɑ:st] (<i>ks</i>)	.....
5.	crucial ['kru:ʃ ə l] (<i>ks</i>)	.....
6.	effects [ɪ'fekts] (<i>kb</i>)	.....
7.	rest [rest] (<i>kb</i>)	.....



Task 11 *Using your own words, write the main idea of each paragraph in the text above. Then, discuss it with your classmates and teacher.*

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:

Task 12 Study the explanation about “conjunctions” carefully.

A **conjunction** is to connect words, phrases and clauses in a sentence or sometimes to connect sentences in a paragraph. Actually, there are two kinds of conjunctions, namely co-ordinate conjunction such as; *and, but, or* and *nor*, and subordinate conjunction such as; *therefore, however, so that, nevertheless*, etc.

Here are some groups of conjunction based on its function:

1. to connect and parallelize words, phrases or clauses.
 - a. **And (dan) :**
Julie **and** Justin went to the market to buy some vegetables.
 - b. **As well as (dan juga) :**
Julie went to the market to buy some vegetables **as well as** Justin.
 - c. **Besides (selain itu / disamping):**
Julie and Justin went to the market to buy some vegetables **beside** fruits.
 - d. **Both ... and ... (Baik... maupun ...):**
Both Julie **and** Justin went to the market to buy some vegetables.
 - e. **Moreover (bahkan):**
Julie and Justin went to the market to buy some vegetables **moreover** they bought fruits.
 - f. **Likewise (seperti halnya):**
Julie went to the market to buy some vegetables, **likewise** Justin.
 - g. **Furthermore (lebih lagi, ditambah lagi):**
Julie and Justin went to the market to buy some vegetables **furthermore** some fruits.
2. to connect words, phrases or clauses by showing a contrast.
 - a. **But (tetapi):**
Justin went to the market to buy some vegetables **but** Julie didn't it.
 - b. **Not only ... but also (tidak hanya ... tetapi juga):**
Justin and Julie went to the market to buy some **not only** vegetables **but also** fruits.
 - c. **Despite (meskipun):**
Julie and Justin went to the market to buy some vegetables **despite** the heavy rain.
 - d. **However (namun begitu):**
Julie and Justin went to the market to buy some vegetables, **however**, they also bought rice and fruits.
 - e. **In spite of the fact that (walaupun kenyataan menunjukkan bahwa):**
Julie and Justin went to the market to buy some vegetables, **in spite of** the fact that their mother didn't believe it.
 - f. **Though (meskipun):**
Though Julie and Justin went to the market to buy some vegetables, they only took a walk.

- g. **Although (walaupun):**
Although Julie and Justin went to the market to buy some vegetables, they still bought a lot of spinach.
- h. **Even though (walaupun):**
 Julie and Justin went to the market for some vegetables, **even though**, it's far away.
- i. **Nevertheless (walau begitu):**
 Julie and Justin went to the market to buy some vegetables, **nevertheless**, they only bought 1kg of potatoes.
3. **to connect words, phrases or clauses by showing a choice.**
- a. **Or (atau):**
 Julie and Justin went to the market to buy some vegetables **or** fruits.
- b. **Either ... or ... (baik ... maupun ...):**
Either Julie **or** Justin went to the market to buy some vegetables.
- c. **Or else (atau bahkan ..., apa lagi ...):**
 Julie and Justin went to the market to buy some vegetables **or else** some fruits.
- d. **Otherwise (jika tidak):**
 Julie and Justin went to the market to buy some vegetables, **otherwise**, some fruits.
- e. **Neither ... nor ... (baik...ataupun...tidak ...):**
Neither Julie **nor** Justin went to the market to buy some vegetables.

Task 13

Complete the following sentences using the correct conjunction provided in the box. Do it by yourself.

otherwise	even though	Although
but	neither...nor...	despite
both...and...	or	moreover
	not only... but also ...	

1. ... it rained a lot, I went to my office.
2. I did not get the job ... I had all the necessary qualifications.
3. I could not sleep well last night ... being very tired.
4. Catherine likes ... fish ... chicken. That is why she eats meat.
5. Either Brian ... Albert is a smart employee in John's company.

6. Antony is very humble person, ..., he is kind.
7. My boss never comes late, ... today he came at 9 because he got a trouble with his car on his way to the office.
8. Jane is going to apply a job as an accountant, as a secretary.
9. An applicant has to bring ... his/her application letter ... curriculum vitae (CV) before coming to do an interview test.
10. Tom Jane are hard workers.

Task 14 *Individually, make some good sentences using the conjunctions in the brackets. Next, discuss them with your classmates and your teacher.*

1. _____ . (*even though*)
2. _____ . (*either... or...*)
3. _____ . (*in spite of*)
4. _____ . (*furthermore*)
5. _____ . (*nether... nor...*)
6. _____ . (*however*)

Task 15 *Create a paragraph using these conjunctions to connect the sentences in it. You can use three or more of the conjunctions. Furthermore, Nevertheless, However, Therefore, and Moreover.*

D. Let's Evaluate

Task 16 *In pairs, create a dialogue showing your opinion and argument of something. Your partner will show his/her agreement or disagreement to it, and then practice it without a note.*

E. Reflection

How much improvement have you made after learning this unit? Put a tick (✓) in the right column according to how much you have learnt.

Aspects	Very much	Much	Little
Expressing an opinion			
Expressing an agreement and disagreement			
Expressing an argument			
Reading passage			
Writing sentences			
Vocabulary			

F. Let's Summarize

1. Expressing opinion

These following expressions are usually common used to express someone's opinion:

I think.....
I feel.....
I believe.....
In my opinion.....
My point of view is that.....
In my view.....

2. Expressing agreement and disagreement

In English conversations, we often say that we agree or disagree with each other. There are many ways of to express agreement or disagreement and the one we use depends on how strong we agree or disagree.

Agreement	Disagreement
<ul style="list-style-type: none"> I agree with you. You are right. Oh, that's interesting. You have a good point. 	<ul style="list-style-type: none"> I don't agree with you. My point of view differs from yours. I see your point of view, but... I think you might be wrong.
<p><u>Strong Agreement</u></p> <ul style="list-style-type: none"> I couldn't agree with you more. You're absolutely right. I agree entirely. I totally agree. 	<p><u>Strong Disagreement</u></p> <ul style="list-style-type: none"> I don't agree at all. I totally disagree. I couldn't agree with you less.
<p><u>Partly agreeing</u></p> <ul style="list-style-type: none"> I agree with you up to a point, but... That's quite true, but... 	<p><u>Partly disagreeing</u></p> <ul style="list-style-type: none"> I'm not sure I agree with you. (I'm afraid) I don't agree. (I'm afraid) I disagree. (I'm afraid) I can't agree with you.

3. Conjunctions

A *conjunction* is to connect words, phrases and clauses in a sentence or sometimes to connect sentences in a paragraph.

Here are some groups of conjunction based on its function:

a) to connect and parallelize words, phrases or clauses.

- 1) And (*dan*):
- 2) As well as (*dan juga*):
- 3) Besides (*selain itu / disamping*):
- 4) Both ... and ... (*Kedua ... dan ...*):
- 5) Moreover (*bahkan*):
- 6) Likewise (*seperti halnya*):
- 7) Furthermore (*lebih lagi, ditambah lagi*):

b) to connect words, phrases or clauses by showing a contrast.

- 1) But (*tetapi*):
- 2) Not only ... but also (*tidak hanya ... tetapi juga*):
- 3) Despite (*meskipun*):
- 4) However (*namun begitu*):
- 5) In spite of the fact that (*walaupun kenyataan menunjukkan bahwa*):
- 6) Though (*meskipun*):
- 7) Although (*walaupun*):
- 8) Even though (*walaupun*):
- 9) Nevertheless (*walau begitu*):

c) to connect words, phrases or clauses by showing a choice.

- 1) Or (*atau*)
- 2) Either ... or ... (*baik ... maupun ...*)
- 3) Or else (*atau bahkan ..., apa lagi ...*)
- 4) Otherwise (*jika tidak*)
- 5) Neither ... nor ... (*baik... ataupun... tidak ...*)

G. Vocabulary List

amount [ə'maʊnt] (<i>kb</i>)	: jumlah
applicant [ˈæp.lɪ.kənt] (<i>kb</i>)	: pelamar
apply [ə'plaɪ] (<i>kk</i>)	: melamar (pekerjaan)
calculate [ˈkæl.kjʊ.leɪt] (<i>kk</i>)	: menghitung
depose [dɪ'pəʊz] (<i>kk</i>)	: memecat
election [ɪ'lek.ʃən] (<i>kb</i>)	: pemilihan
humble [ˈhʌm.bəl] (<i>ks</i>)	: rendah hati
increase [ɪn'kriːs] (<i>kk</i>)	: meningkatkan
out-dated [ˌaʊt'deɪ.tɪd] (<i>ks</i>)	: ketinggalan jaman (kuno)
prove [pruːv] (<i>kk</i>)	: membuktikan
resign [rɪ'zaɪn] (<i>kk</i>)	: mengundurkan diri
require [rɪ'kwaɪə] (<i>kk</i>)	: memerlukan/membutuhkan
task [tɑːsk] (<i>kb</i>)	: tugas

References

Blundell, Jon (et all). 1982. *Function in English*. Oxford: Oxford University Press.

Murphy, Raymond. 1994. *English Grammar in Use*. Cambridge: Cambridge University Press.

Nanan, Suryana. 2007. *Bring Me to the World, of A Professional Worker, English for Vocational High School*. Bandung: Armico.

Widyantoro, Agus (et all). 2008. *Effective Communication: An Integrated Course of English for Vocational High School (BSE)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

.2003. *Cambridge Advanced Learner's Dictionary, 3rd Edition*. Oxford: Oxford University Press.

<http://www.ezinearticles.com>

<http://www.focusenglish.com/dialogues/fashion/readyforalift.html>

<http://www.google.co.id>

<http://www.tuition.com.hk/computerized-accounting.htm>

Listening Script

UNIT 1:

Dialogue 1:

(The dialogue happens in a workplace between a secretary and her manager).

- Vina : Excuse me Mr. Bima. CV. Budi Luhur and our company will have a meeting today. You are invited to be the speaker of our company, sir. The meeting will discuss our further cooperation with the company for two years, focuses on additional capital in the form of stock. Could you come to the meeting?
- Mr. Bima : What time will the meeting be held today?
- Vina : After lunch, sir. At 1 p.m in our conference room, this afternoon.
- Mr. Bima : How many people of the CV. Budi Luhur will be there?
- Vina : It's about 6 people will be there, and most of them are stockholders in the company.
- Mr. Bima : Sure. Please prepare all things we need in the meeting before 12 o'clock, including our financial report of this year. And please put them on my desk. I'll check them first.
- Vina : OK sir.

Dialogue 2:

(The conversation happens in a jewelry store).

- Catty : Excuse me, sir.
- Seller : Yes. Can I help you madam?
- Catty : I'm looking for a beautiful small diamond ring, please.
- Seller : Let me show you some our newest rings, you can choose one.
- Catty : How much is this?
- Seller : It's Rp 2.350.000,-
- Catty : It's too expensive sir. How about that one?
- Seller : It's cheaper than before. It's Rp 2.000.000,-
- Catty : Will you take Rp 2.000.000,- for the previous ring, sir? Because it's more beautiful than it I think.
- Seller : I'm sorry. I cannot let it go with the price, because it's too low. I'll let you have it for Rp 2.200.000,-
- Catty : Well. If that is your last price, I'll take it.
- Seller : OK. Please sign on this receipt first. Then, I'll pack it for you.
- Catty : I have signed.
- Seller : This is your ring, mam. Thank you very much for the purchase in our store.
- Catty : You are welcome.

Dialogue 3:

(The conversation happens in a furniture store).

Seller : Good morning. What can I do for you?

Yulia : Good morning. My office needs a set of sofa soon. Do you have any recommendation for it? I mean the best quality here?

Seller : Yes, we have. There are three kinds of sofas we have. Those are our current sofas.

Yulia : Could I see them?

Seller : Of course yes, let me show you the sofas. Shall we!

It is the most luxurious soft sofa that we have. It's almost perfect. The second one is at the corner. It is colorful sofa I think, with beautiful model at the back. And this is the last. It's the cheapest among those before, but seems nice and simple sofa. Which one do you like?

Yulia : Hmm, how about the price?

Seller : Oh I'm sorry. The first is quite expensive Rp 4.750.000,-, the second one is Rp 3.500.000,- and the last is Rp 3.000.000,-.

Yulia : Can you give any discount for each?

Seller : We will give 5% discount if the total of your payment is more than Rp 3.250.000,-. So, which one do you want to buy?

Yulia : They all are nice, but I prefer the first one to others. Please send them to my office by this day. This is the address.

Seller : OK. Your payment is Rp 4.512.500,-

Yulia : This is the money.

Seller : Thank you very much for buying it in our store.

Yulia : You're welcome.

UNIT 2:

Dialogue 1:

Dona : Hi, Kelly. How do I look like with my new hair-style?

Kelly : Hi Don. Fantastic! You look more beautiful.

Dona : Are you sure?

Kelly : Absolutely. By the way, where will you go with the new-hair style?

Dona : Today, at 10, I have to attend an interview job test for being an accountant in Amindo firm.

Kelly : You must be success in the interview with the nice appearance. It will support your confidence. Good luck girl.

Dona : I'm also positive. Thank you very much Kelly.

Dialogue 2:

Benny : Guest!!! I am going to be promoted as the Accounting Manager here.

Jonson : What a good news. Congratulation Benny!

Benny : Yes. Thanks a lot.

Jonson : You will have a lot of leadership experiences with the new position.

Benny : Of course. Experience is a good teacher for me and I'm quite sure that I can be a professional accounting manager as well as my study. Hopefully there is no corruption in this firm. I will really check all of the business transactions during the next three months.

Jonson : Will Jane take over your old position?

Benny : I have my own doubts about that. Our Director does not tell us yet. I hope so.

UNIT 3:

Dialogue 1:

Sarah : Hi, Burt. I heard you're looking for a new job.

Burt : Yeah. I just had an interview yesterday.

Sarah : Oh. How did it go?

Burt : I think I did well although I had a little nervous. They said they would make a decision by this Friday.

Sarah : This Friday? Looks like they want to hire the person as quickly as possible.

Burt : Yeah! I think so, too.

Sarah : What are your chances of getting that job?

Burt : I believe I have a very good chance. The director seems to like me.

Sarah : Well, good luck, then.

Burt : Thanks. I hope it helps.

Dialogue 2:

Nanda : English is a very important language, isn't it?

Aan : Yes, it is. But unfortunately, most of us in this office can't speak English well.

Nanda : Actually, it is very easy to learn.

Aan : I wouldn't say that. I've been studying English for two years, but my English is still poor.

Nanda : If you want to be able to speak English well, you have to practice it everyday.

Aan : That's true. But I have no friends to talk to everyday.

Nanda : You can practice with me if you want to. Please come to my house if you have spare time.

Aan : All right then. By the way, English people don't need to learn foreign languages. It's really lucky, isn't?

Nanda : I disagree entirely. Learning foreign languages is important.

Aan : Oh, do you think so? Why?

Nanda : Yes. It helps to understand and make friends with other people.

APPENDIX 7

The Evaluation Questions (2nd Questionnaire)

Angket Evaluasi Materi Pembelajaran Bahasa Inggris Jurusan Akuntansi Kelas XI, SMK N 1 Wonosari Gunungkidul

EVALUASI UNIT 1

Nama : _____

Kelas : _____

Pilihlah jawaban dengan memberi tanda centang (√) pada salah satu kolom yang sesuai dengan pendapat Anda.

Keterangan:

5 : sangat setuju

2 : tidak setuju

4 : setuju

1 : sangat tidak setuju

3 : kurang setuju

Keseluruhan Unit 1

No.	Pernyataan	5	4	3	2	1
1.	Materi ini dapat membantu meningkatkan kemampuan bahasa Inggris sesuai dengan bidang dan kebutuhan saya.					
2.	Latihan-latihan (keseluruhan <i>tasks</i>) dalam materi mampu mempersiapkan saya untuk menghadapi situasi kerja sesuai dengan bidang dan keahlian saya, terutama ungkapan-ungkapan <i>inviting, accepting/refusing invitation, bargaining</i> dan <i>memo</i> .					
3.	Materi ini sesuai dengan kebutuhan saya.					
4.	Input materi dalam unit 1 beragam dan menarik.					
5.	Kegiatan dalam unit 1 beragam dan menarik.					
6.	Latihan-latihan (keseluruhan <i>tasks</i>) dalam unit 1 tersusun secara baik dari yang terpandu hingga yang mandiri.					
7.	Latihan dalam materi unit 1 tersusun secara bertahap, dari mudah ke yang lebih sulit, dari yang menuntut pemahaman saya hingga kemampuan saya untuk berbahasa dengan baik.					
8.	Bahasa yang digunakan dalam materi dapat saya pahami.					
9.	Instruksi (perintah) yang ada dalam setiap kegiatan (<i>task</i>) di dalam materi jelas sehingga dapat saya dipahami.					
10.	Tampilan materi (<i>layout</i>) menarik dan bagus, memotivasi saya untuk belajar Bahasa Inggris.					
11.	Penyusunan materi secara keseluruhan terstruktur dengan baik dan dapat diikuti.					
12.	Peran guru beragam dalam Unit 1 ini.					
13.	Peran siswa beragam yaitu mandiri, kelompok, aktif dan kreatif.					
14.	Materi yang dibuat sesuai dengan tingkat kemampuan saya.					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 1 – Warming Up

No.	Pernyataan	5	4	3	2	1
1.	Task 1 memberikan gambaran tentang topik yang akan saya bahas selanjutnya di <i>unit 1</i> .					
2.	Gambar di Task 1 dapat saya mengerti/pahami maksudnya.					
3.	Gambar di Task 1 jelas dan menarik bagi saya.					
4.	Gambar di Task 1 memudahkan saya menjawab pertanyaan yang diberikan.					
5.	Kegiatan di Task 1 dapat mempermudah saya mengerjakan Task-task selanjutnya.					
6.	Saya dapat mengerjakan Task 1 kurang lebih dalam waktu 5 menit.					
7.	Saya dapat mengerjakan Task 1 secara mandiri dan kemudian berpasangan.					
8.	Guru hanya berperan sebagai <i>prompter</i> yaitu membantu memancing pemahaman awal.					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 2 – Listening, Vocabulary and Pronunciation

No.	Pernyataan	5	4	3	2	1
1.	Task 2 dapat menambah kosakata bahasa Inggris (<i>vocabulary</i>) saya yang berhubungan dengan Akuntansi dan cara pengucapan kata yang benar (<i>pronunciation</i>).					
2.	Kosakata di Task 2 memudahkan saya mengerjakan <i>task</i> berikutnya.					
3.	Kosakata di Task 2 cukup lengkap dan bervariasi serta diperjelas dengan cara baca yang benar.					
4.	Saya dapat mengikuti Task 2 dengan baik.					
5.	Kegiatan di <i>task</i> ini dapat meningkatkan ketelitian saya dalam mengucapkan kosakata Bahasa Inggris.					
6.	Saya dapat bekerja mandiri di <i>task</i> ini.					
7.	Saya dapat berperan aktif dalam menyelesaikan Task 2 ini terutama dalam mengucapkan kosakata dengan benar.					
8.	Guru berperan sebagai narasumber (<i>resource</i>) dan mengatur jalannya kegiatan dalam Task 2 ini (<i>controller</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 3 – Listening

No.	Pernyataan	5	4	3	2	1
1.	Task 3 dapat menambah kemampuan saya untuk mendengarkan (<i>listening</i>).					
2.	Input yang berupa gambar-gambar memudahkan saya untuk mengerti gambaran pada dialog yang akan saya dengar.					

3.	Input (dialog) dalam <i>Task 3</i> ini dapat saya dengarkan dan pahami dengan baik					
4.	Dialog yang diulang mempermudah saya dalam memperoleh informasi dalam dialog dan menjawab pertanyaan.					
5.	Saya dapat aktif menyimak dengan baik materi/dialog dalam <i>Task 3</i> .					
6.	Kegiatan yang dilakukan dalam <i>Task 3</i> ini dapat saya kerjakan dengan baik.					
7.	Saya dapat bekerja mandiri dan sekaligus bekerja sama dengan teman sebangku saya dalam mengerjakan <i>task</i> ini.					
8.	Kegiatan dalam <i>Task 4</i> ini dapat meningkatkan kemampuan mencatat (<i>taking note</i>) sembari mendengarkan.					
9.	Guru berperan sebagai narasumber (<i>resource</i>) dan mengatur jalannya pembelajaran <i>Task 3</i> ini (<i>controller</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 4 – Communicative Language

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 4</i> ini membantu dan memudahkan saya dalam mengerti ungkapan-ungkapan tertentu yang sesuai dengan topik yang dibahas					
2.	Materi dalam <i>Task 4</i> ini mudah dipahami.					
3.	Materi di <i>task</i> ini menarik bagi saya.					
4.	Kegiatan dalam <i>Task 4</i> ini dapat menambah pengetahuan saya dalam bahasa Inggris.					
5.	Saya dapat menyelesaikan <i>Task 4</i> ini secara mandiri dan aktif.					
6.	Guru berperan sebagai narasumber (<i>resource</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 5 – Listening

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 5</i> ini dapat meningkatkan kemampuan mendengarkan dengan detail (<i>listening</i>).					
2.	Input (teks) dalam <i>Task 5</i> ini mudah dimengerti					
3.	Kegiatan dalam <i>Task 5</i> ini dapat saya ikuti dengan baik.					
4.	Kegiatan dalam <i>Task 5</i> ini membantu saya detail dalam memahami isi teks dan fokus pada ungkapan-ungkapan tertentu.					
5.	Saya dapat menyelesaikan <i>Task 5</i> ini secara mandiri dan aktif mendengarkan.					
6.	Guru mengoreksi pekerjaan siswa (<i>corrector</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 6 – Speaking

No.	Pernyataan	5	4	3	2	1
1.	Task 6 ini meningkatkan bahasa Inggris saya, terutama dalam berbicara (<i>speaking</i>).					
2.	Input (dialog) dalam Task 6 ini jelas dan mudah dipahami.					
3.	Saya dapat mempelajari beberapa ekspresi dalam dialog di Task 6 ini.					
4.	Saya dapat memahami dialog dan menjawab soal-soal serta aktif <i>speaking</i>					
5.	Kegiatan dalam Task 6 ini mudah saya ikuti.					
6.	Saya dapat menyelesaikan Task 6 ini dengan berpasangan dengan teman sebangku saya.					
7.	Guru mengatur jalannya pembelajaran di task ini (<i>controller</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 7 – Speaking

No.	Pernyataan	5	4	3	2	1
1.	Task 7 ini membantu meningkatkan kemampuan berbicara (<i>speaking</i>) saya sesuai dengan topik yang diberikan.					
2.	Input di task ini cukup jelas.					
3.	Kegiatan di task ini melatih ketelitian saya dalam menyusun kalimat acak menjadi dialog yang baik.					
4.	Saya dapat mengerjakan task ini dengan baik.					
5.	Saya dapat berperan aktif dalam kegiatan Task 7 ini.					
6.	Saya dapat mengerjakan Task 7 ini secara mandiri dan berpasangan dengan teman sebangku saya.					
7.	Guru berperan sebagai pengawas (<i>observer</i>) dan penilai (<i>assessor</i>) selama jalannya pembelajaran ini.					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 8 – Grammar Focus

No.	Pernyataan	5	4	3	2	1
1.	Task 8 meningkatkan pengetahuan tata bahasa (<i>grammar</i>) saya yaitu kalimat perbandingan.					
2.	Input yang diberikan menarik dan bervariasi.					
3.	Kegiatan di task ini mudah diikuti karena instruksinya jelas.					
4.	Saya dapat bekerja mandiri di task ini.					
5.	Saya dapat aktif dalam task ini.					
6.	Guru berperan sebagai pengawas (<i>controller</i>) dan penilai (<i>assessor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 9 – Reading

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 9</i> meningkatkan kemampuan membaca saya (<i>reading</i>) dan mencari informasi-informasi tersurat pada teks.					
2.	Input di <i>task</i> ini menarik, karena kosakata bervariasi dan berhubungan dengan jurusan saya yaitu <i>invitation</i> .					
3.	Input yang diberikan memberikan gambaran tertulis berkaitan dengan <i>invitation</i> .					
4.	Kegiatan di <i>task</i> ini mudah diikuti.					
5.	Saya dapat bekerja mandiri di <i>task</i> ini dan aktif membaca.					
6.	Guru berperan sebagai pembimbing (<i>guide</i>) dan pemeriksa (<i>corrector</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 10 – Reading

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 10</i> menambah kemampuan saya dalam mencari informasi-informasi detail dalam teks sebelumnya dan informasi tersurat maupun tersirat.					
2.	Input mudah karena terkait dengan <i>task</i> sebelumnya.					
3.	Kegiatannya mudah untuk diikuti dan menarik.					
4.	Melatih untuk bekerja mandiri dan lebih bebas dalam mengerjakan disbanding dari <i>task</i> sebelumnya serta aktif membaca.					
5.	Guru membantu mengecek jawaban yang benar dan membenarkan jawaban siswa (<i>corrector</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 11 – Vocabulary

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 11</i> dapat menambah banyak kosakata saya dalam belajar Bahasa Inggris dengan mencari sinonim kata.					
2.	Input yang diberikan cukup jelas dan dapat juga membantu saya meningkatkan <i>pronunciation</i> selain <i>vocabulary</i> .					
3.	Input menarik karena berhubungan dengan jurusan saya.					
4.	Saya dapat mengerjakan latihan dengan baik dan secara mandiri.					
5.	Guru membenarkan jika ada kesalahan (<i>corrector</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 12 – Reading

No.	Pernyataan	5	4	3	2	1
1.	Task 12 ini dapat meningkatkan kemampuan saya dalam membaca dan memahami teks.					
2.	Teks yang diberikan sederhana dan mudah dimengerti.					
3.	Saya dapat menemukan teks serupa di dalam kehidupan nyata.					
4.	Kegiatan ini melatih saya untuk menemukan informasi-informasi tersurat maupun tersurat.					
5.	Saya dapat mengikuti latihan yang diberikan dalam Task 12 dengan baik.					
6.	Saya dapat mengerjakan latihan ini secara mandiri.					
7.	Guru membantu saya jika ada kesulitan dan mengoreksi pekerjaan saya bersama-sama.					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 13 – Vocabulary

No.	Pernyataan	5	4	3	2	1
1.	Task 13 ini menambah kosakata bahasa Inggris saya dengan mencari arti kata.					
2.	Input cukup jelas.					
3.	Kegiatan ini melatih ketelitian saya dalam memberikan arti kata.					
4.	Kegiatan ini menuntut saya untuk paham betul terhadap kosakata bahasa Inggris.					
5.	Saya dapat mengikuti latihan ini dengan baik dan mandiri.					
6.	Guru bertindak sebagai pengontrol (<i>controller</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 14 – Grammar Focus

No.	Pernyataan	5	4	3	2	1
1.	Task 14 ini membantu saya belajar tata bahasa (<i>grammar</i>) dengan mudah.					
2.	Materi yang diberikan cukup jelas dan menarik tidak bertele-tele.					

3.	Kegiatan ini menuntut saya untuk memahami materi bahasa Inggris (<i>passive voice</i>).					
4.	Saya dapat bekerja dengan mandiri dalam <i>task</i> ini. Serta aktif memahami.					
5.	Guru sebagai narasumber (<i>resource</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 15 – Writing

No.	Pernyataan	5	4	3	2	1
1.	<i>Task</i> 15 ini mampu meningkatkan kemampuan berbahasa Inggris saya terutama dalam menulis (<i>writing</i>) kalimat dengan struktur bahasa Inggris yang benar.					
2.	Input yang diberikan dalam bentuk kalimat sederhana.					
3.	Kegiatan ini menuntut saya untuk cermat dan benar dalam menulis kalimat menggunakan tata bahasa terkait dengan <i>task</i> sebelumnya.					
4.	Saya dapat mengikuti latihan yang diberikan dalam <i>Task 15</i> ini dengan baik.					
5.	Saya dapat lebih paham dengan materi yang telah saya pelajari sebelumnya.					
6.	Saya dapat mengerjakan latihan dalam <i>Task 15</i> ini secara mandiri.					
7.	Guru mengecek benar atau tidaknya saya dalam menulis kalimat berdasarkan tata bahasa Inggris (<i>assesor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 16 – Language Focus

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 16</i> ini meningkatkan kemampuan berbahasa Inggris saya berhubungan dengan kartu undangan dan memo.					
2.	Materi yang diberikan jelas, menarik dan <i>colorful</i> membuat saya semangat dalam belajar..					
3.	Kegiatan ini menuntut saya untuk paham tentang bagaimana menulis kartu undangan dan memo dengan benar.					
4.	Saya dapat mengikuti pelajaran di <i>Task 16</i> ini dengan baik.					
5.	Saya dapat berkonsentrasi dengan bekerja sendiri di <i>task</i> ini.					
6.	Guru menerangkan dengan jelas semua materi di <i>task 16</i> (<i>resource</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 17 - Writing

No.	Pernyataan	5	4	3	2	1
1.	Task 17 ini meningkatkan kemampuan menulis saya (<i>writing</i>).					
2.	Input berupa situasi-situasi tertentu dan jelas dipahami.					
3.	Kegiatan ini menuntut saya untuk mampu menulis kartu undangan dan memo dengan benar.					
4.	Saya dapat lebih bebas dalam mengerjakan <i>task</i> ini karena menggunakan kata-kata saya sendiri.					
5.	Saya dapat terlatih bekerja mandiri di <i>task</i> ini.					
6.	Guru mengecek, mengontrol dan menilai pekerjaan saya (<i>controller assessor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 18 – Evaluation

No.	Pernyataan	5	4	3	2	1
1.	Task 18 bertujuan mengevaluasi pemahaman dan kemampuan saya terhadap materi yang sudah saya pelajari di Unit 2.					
2.	Input cukup bagi saya.					
3.	Kegiatannya memberikan kesempatan bagi saya untuk bebas dan kreatif.					
4.	Saya dapat aktif dan kreatif di Task 18 dengan membuat dialog dan mempraktekannya.					
5.	Saya dapat mengerjakan Task 18 dengan berpasangan.					
6.	Guru berperan sebagai penilai (<i>assessor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Tanggapan Umum terhadap Materi:

1. Secara umum bagaimana pendapat adik-adik mengenai materi yang telah saya kembangkan?

2. Apakah adik-adik merasa kesulitan dalam mengikuti pelajaran Bahasa Inggris menggunakan materi yang telah saya kembangkan? Dimana kesulitannya?

3. Apakah adik-adik merasa ada kekurangan dari materi tersebut? Apa kekurangannya?

4. Apakah saran adik-adik dalam memperbaiki kekurangan itu?

TERIMAKASIH !!!

Angket Evaluasi Materi Pembelajaran Bahasa Inggris Jurusan Akuntansi Kelas XI, SMK N 1 Wonosari Gunungkidul

EVALUASI UNIT 2

Nama : _____

Kelas : _____

Pilihlah jawaban dengan memberi tanda centang (√) pada salah satu kolom yang sesuai dengan pendapat Anda.

Keterangan:

5 : sangat setuju

2 : tidak setuju

4 : setuju

1 : sangat tidak setuju

3 : kurang setuju

Keseluruhan Unit 2

No.	Pernyataan	5	4	3	2	1
1.	Materi ini dapat membantu meningkatkan kemampuan bahasa Inggris sesuai dengan bidang dan kebutuhan saya.					
2.	Latihan-latihan (keseluruhan <i>tasks</i>) dalam materi mampu mempersiapkan saya untuk menghadapi situasi kerja sesuai dengan bidang dan keahlian saya, terutama ungkapan-ungkapan <i>complimenting</i> dan <i>certainty/uncertainty</i> .					
3.	Materi ini sesuai dengan kebutuhan saya.					
4.	Input materi dalam unit 2 beragam dan menarik.					
5.	Kegiatan dalam unit 2 beragam dan menarik.					
6.	Latihan-latihan (keseluruhan <i>tasks</i>) dalam unit 2 tersusun secara baik dari yang terpandu hingga yang mandiri.					
7.	Latihan dalam materi unit 2 tersusun secara bertahap, dari mudah ke yang lebih sulit, dari yang menuntut pemahaman saya hingga kemampuan saya untuk berbahasa dengan baik.					
8.	Bahasa yang digunakan dalam materi dapat saya pahami.					
9.	Instruksi (perintah) yang ada dalam setiap kegiatan (<i>task</i>) di dalam materi jelas sehingga dapat saya pahami.					
10.	Tampilan materi (<i>layout</i>) menarik dan bagus, memotivasi saya untuk belajar Bahasa Inggris.					
11.	Penyusunan materi secara keseluruhan terstruktur dengan rapi, baik dan dapat diikuti.					
12.	Peran guru beragam dalam Unit 2 ini.					
13.	Peran siswa beragam yaitu mandiri, kelompok, aktif dan kreatif.					
14.	Materi yang dibuat sesuai dengan tingkat kemampuan saya.					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 1 – Warming Up

No.	Pernyataan	5	4	3	2	1
1.	Task 1 memberikan gambaran tentang topik yang akan saya bahas selanjutnya di <i>unit 2</i> .					
2.	Gambar di <i>Task 1</i> dapat saya mengerti/pahami maksudnya.					
3.	Gambar di <i>Task 1</i> jelas dan menarik bagi saya.					
4.	Gambar di <i>Task 1</i> memudahkan saya menjawab pertanyaan yang diberikan.					
5.	Kegiatan di <i>Task 1</i> dapat mempermudah saya mengerjakan <i>Task-task</i> selanjutnya.					
6.	Saya dapat mengerjakan <i>Task 1</i> kurang lebih dalam waktu 5 menit.					
7.	Saya dapat mengerjakan <i>Task 1</i> secara mandiri.					
8.	Guru hanya berperan sebagai <i>prompter</i> yaitu membantu memancing pemahaman awal.					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 2 – Listening, Vocabulary and Pronunciation

No.	Pernyataan	5	4	3	2	1
1.	Task 2 dapat menambah kosakata bahasa Inggris (<i>vocabulary</i>) saya yang berhubungan dengan Akuntansi dan cara pengucapan kata yang benar (<i>pronunciation</i>).					
2.	Kosakata di <i>Task 2</i> memudahkan saya mengerjakan <i>task</i> berikutnya.					
3.	Kosakata di <i>Task 2</i> cukup lengkap dan bervariasi serta diperjelas dengan cara baca yang benar.					
4.	Saya dapat mengikuti <i>Task 2</i> dengan baik.					
5.	Kegiatan di <i>task</i> ini dapat meningkatkan ketelitian saya dalam mengucapkan kosakata Bahasa Inggris.					
6.	Saya dapat bekerja mandiri di <i>task</i> ini.					
7.	Saya dapat berperan aktif dalam menyelesaikan <i>Task 2</i> ini terutama dalam mengucapkan kosakata dengan benar.					
8.	Guru berperan sebagai narasumber (<i>resource</i>) dan mengatur jalannya kegiatan dalam <i>Task 2</i> ini.					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 3 – Listening

No.	Pernyataan	5	4	3	2	1
1.	Task 3 dapat menambah kemampuan saya untuk mendengarkan (<i>listening</i>).					
2.	Input yang berupa dialog tidak terlalu panjang bagi saya.					

2.	Input (dialog) dalam <i>Task 3</i> ini dapat saya dengarkan dan pahami dengan baik					
3.	Dialog yang diulang mempermudah saya dalam memperoleh informasi dalam dialog dan menjawab pertanyaan.					
4.	Saya dapat menyimak dengan baik materi/dialog dalam <i>Task 3</i> .					
5.	Kegiatan yang dilakukan dalam <i>Task 3</i> ini dapat saya kerjakan dengan baik.					
6.	Saya dapat bekerja mandiri dan sekaligus bekerja sama dengan teman sebangku saya dalam mengerjakan <i>task</i> ini.					
7.	Kegiatan dalam <i>Task 3</i> ini dapat meningkatkan kemampuan mencatat (<i>taking note</i>) sembari mendengarkan.					
8.	Guru berperan sebagai narasumber (<i>resource</i>) dan mengatur jalannya pembelajaran <i>Task 3</i> ini (<i>controller</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 4 – Communicative Language

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 4</i> ini membantu dan memudahkan saya dalam mengerti ungkapan-ungkapan tertentu yang sesuai dengan topik yang dibahas					
2.	Materi dalam <i>Task 4</i> ini mudah dipahami.					
3.	Materi di <i>task</i> ini menarik bagi saya.					
4.	Kegiatan dalam <i>Task 4</i> yaitu mempelajari materi ini dapat menambah pengetahuan saya dalam bahasa Inggris.					
5.	Saya dapat menyelesaikan <i>Task 4</i> ini secara mandiri.					
6.	Saya dapat aktif mempelajari dan memahami materi ini (<i>complimenting dan giving certainty/uncertainty</i>).					
7.	Guru berperan sebagai narasumber (<i>resource</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 5 – Speaking

No.	Pernyataan	5	4	3	2	1
1.	<i>Task</i> ini meningkatkan bahasa Inggris saya, terutama dalam berbicara (<i>speaking</i>).					
2.	Input (dialog) dalam <i>Task 5</i> sesuai dengan kebutuhan dan tidak terlalu panjang bagi saya.					
3.	Saya dapat mempelajari beberapa ekspresi dalam dialog di <i>Task 5</i> ini.					
4.	Saya dapat memahami dialog dan menjawab soal-soal.					
5.	Kegiatan dalam <i>Task 5</i> ini mudah saya ikuti.					
6.	Saya dapat menyelesaikan <i>Task 5</i> ini dengan berpasangan dengan teman sebangku saya.					
7.	Saya dapat berperan aktif menjawab pertanyaan, berbicara dan berperan dalam <i>task</i> ini.					
8.	Guru mengatur jalannya pembelajaran di <i>task</i> ini (<i>controller</i>) dan memonitoring saya (<i>monitor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 6 – Speaking

No.	Pernyataan	5	4	3	2	1
1.	Task 6 ini membantu meningkatkan kemampuan berbicara (<i>speaking</i>) saya sesuai dengan topik yang diberikan.					
2.	Input di <i>task</i> ini cukup jelas dan menarik bagi saya yaitu berupa situasi-situasi dan gambar-gambar.					
3.	Kegiatan di <i>task</i> ini memberikan kesempatan bagi saya untuk bebas dan kreatif dalam membuat dialog dan berbicara.					
4.	Saya dapat mengerjakan <i>task</i> ini dengan baik.					
5.	Saya dapat berperan aktif dalam kegiatan <i>Task</i> 6 ini dengan praktek membuat dialog dan berbicara langsung dan kreatif.					
6.	Saya dapat mengerjakan <i>Task</i> 6 ini secara berpasangan dengan teman sebangku saya.					
7.	Guru berperan sebagai pengawas (<i>observer</i>) dan penilai (<i>assesor</i>) selama jalannya pembelajaran ini.					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 7 – Reading

No.	Pernyataan	5	4	3	2	1
1.	Task 7 meningkatkan kemampuan membaca saya (<i>reading</i>) dan mencari informasi-informasi tersurat dan tersirat pada teks.					
2.	Input di <i>task</i> ini menarik, karena kosakata bervariasi dan berhubungan dengan jurusan saya yaitu MYOB Accounting.					
3.	Input cukup bagi saya sebagai media bacaan dan sesuai dengan tingkat kemampuan saya..					
4.	Kegiatan di <i>task</i> ini menuntut saya untuk tepat memberikan informasi yang ditanyakan sesuai teks.					
5.	Saya dapat bekerja mandiri di <i>task</i> ini.					
6.	Saya dapat aktif membaca, memahami dan berdiskusi saat mengerjakan <i>task</i> ini.					
7.	Guru berperan sebagai pembimbing (<i>guide</i>) dan pemeriksa (<i>corrector</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 8 – Reading

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 8</i> menambah kemampuan saya dalam mencari informasi-informasi detail dalam teks.					
2.	Input sama dengan dengan <i>task</i> sebelumnya sehingga tidak terlalu sulit bagi saya.					
3.	Input mudah untuk diikuti dan menarik karena sudah dipelajari sebelumnya					
4.	Kegiatan ini dapat melatih ketepatan dan ketelitian dalam memahami teks dan menjawab.					
5.	Saya dapat bekerja mandiri.					
6.	Saya dapat aktif membaca detail dalam mengerjakan latihan ini					
7.	Guru membantu mengecek jawaban yang benar dan membenarkan jawaban siswa (<i>assessor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 9 – Vocabulary

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 9</i> dapat menambah banyak kosakata saya dalam belajar Bahasa Inggris dengan mencari <i>meaning</i> kata.					
2.	Input yang diberikan cukup jelas					
3.	Input menarik karena berhubungan dengan jurusan saya.					
4.	Saya tidak kesulitan dalam mengerjakan latihan ini, yaitu mencari arti kata.					
5.	Saya dapat mengerjakan latihan dengan baik dan secara mandiri.					
6.	Saya dapat aktif mencari arti kata dengan cara menjodohkan.					
7.	Guru membenarkan jika ada kesalahan (<i>corrector</i>) dan sebagai narasumber (<i>resource</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

Task 10 – Grammar Focus

No.	Pernyataan	5	4	3	2	1
1.	<i>Task 10</i> ini membantu saya belajar tata bahasa (<i>grammar</i>) dengan lebih mudah.					
2.	Materi yang diberikan cukup jelas dan menarik tidak bertele-tele.					
3.	Materi sesuai dengan kebutuhan saya (<i>silabus</i>).					
4.	Kegiatan ini menuntut saya untuk memahami materi bahasa Inggris (" <i>used to</i> " dan " <i>to be used to</i> ").					
5.	Saya dapat bekerja dengan mandiri dalam <i>task</i> ini.					

6.	Saya lebih aktif untuk memperhatikan guru saat menerangkan dan berdiskusi.					
7.	Guru sebagai narasumber (<i>resource</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 11 – Writing

No.	Pernyataan	5	4	3	2	1
1.	Task 11 ini mampu meningkatkan kemampuan berbahasa Inggris saya terutama dalam menulis (<i>writing</i>) kalimat dengan struktur bahasa Inggris yang benar.					
2.	Input yang diberikan dalam bentuk kalimat acak sederhana, yang tidak terlalu panjang bagi saya.					
3.	Kegiatan ini menuntut saya untuk cermat dan benar dalam menulis kalimat menggunakan tata bahasa terkait dengan <i>task</i> sebelumnya.					
4.	Saya dapat lebih paham dengan materi yang telah saya pelajari sebelumnya dengan mengerjakan <i>task</i> ini.					
5.	Saya dapat aktif dalam menulis kalimat yang baik dan benar sesuai dengan tata bahasa Inggris.					
6.	Saya dapat mengerjakan latihan dalam <i>Task</i> 11 ini secara mandiri.					
7.	Guru mengecek benar atau tidaknya saya dalam menulis kalimat berdasarkan tata bahasa Inggris (<i>assesor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 12 - Writing

No.	Pernyataan	5	4	3	2	1
1.	Task 12 ini meningkatkan kemampuan menulis saya (<i>writing</i>).					
2.	Input cukup sederhana dan mudah bagi saya/sesuai kemampuan saya.					
3.	Kegiatan ini menuntut saya untuk mampu kreatif dan leluasa dalam membuat kalimat sendiri.					
4.	Saya dapat lebih bebas dalam mengerjakan <i>task</i> ini karena menggunakan kata-kata saya sendiri.					
5.	Saya dapat aktif menulis kalimat sederhana sesuai topik sebelumnya.					
6.	Saya dapat terlatih bekerja mandiri di <i>task</i> ini.					
7.	Guru mengecek, mengontrol dan menilai pekerjaan saya (<i>controller and assessor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 13 – Grammar Focus

No.	Pernyataan	5	4	3	2	1
1.	Task 13 ini membantu saya belajar tata bahasa (<i>grammar</i>) dengan lebih mudah.					
2.	Materi yang diberikan cukup sederhana, jelas dan menarik tidak bertele-tele.					
3.	Materi sesuai dengan kebutuhan saya (<i>silabus</i>).					
4.	Kegiatan ini menuntut saya untuk memahami materi bahasa Inggris (<i>noun clause</i>).					
5.	Saya dapat bekerja dengan mandiri dalam <i>task</i> ini.					
6.	Saya lebih aktif untuk memperhatikan guru saat menerangkan dan menjawab dan berdiskusi.					
7.	Guru sebagai narasumber (<i>resource</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 14 - Writing

No.	Pernyataan	5	4	3	2	1
1.	Task 14 ini meningkatkan kemampuan menulis saya (<i>writing</i>) dan pemahaman saya tentang materi " <i>noun clause</i> ".					
2.	Input cukup sederhana dan mudah bagi saya.					
3.	Kegiatan ini menuntut saya untuk paham terhadap topik sebelumnya.					
4.	Latihan ini sesuai dengan kemampuan saya.					
5.	Saya dapat aktif melengkapi kalimat sederhana yang runpang sesuai topik sebelumnya.					
6.	Saya dapat terlatih bekerja mandiri di <i>task</i> ini.					
7.	Guru mengecek, mengontrol dan menilai pekerjaan saya (<i>controller and assessor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 15 - Writing

No.	Pernyataan	5	4	3	2	1
1.	Task 15 ini meningkatkan kemampuan menulis saya (<i>writing</i>) dan pemahaman saya tentang materi " <i>noun clause</i> ".					
2.	Input cukup sederhana dan tidak terlalu sulit bagi saya.					
3.	Kegiatan ini menuntut saya untuk benar-benar paham terhadap topik sebelumnya.					
4.	Latihan ini sesuai dengan kemampuan saya dan menuntut kebebasan saya dalam membuat kalimat.					
5.	Saya dapat aktif dan kreatif membuat kalimat sesuai topik sebelumnya.					
6.	Saya dapat terlatih bekerja mandiri di <i>task</i> ini.					
7.	Guru mengecek, mengontrol dan menilai pekerjaan saya (<i>controller and assessor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....

.....

Task 16 – Evaluation

No.	Pernyataan	5	4	3	2	1
1.	Task 16 bertujuan mengevaluasi pemahaman dan kemampuan saya terhadap materi yang sudah saya pelajari di Unit 2.					
2.	Input cukup bagi saya.					
3.	Kegiatannya memberikan kesempatan bagi saya untuk bebas dan kreatif.					
4.	Saya dapat aktif dan kreatif di Task 16 dengan membuat dialog dan mempraktekannya.					
5.	Saya dapat mengerjakan Task 16 dengan berpasangan.					
6.	Guru berperan sebagai penilai (<i>assessor</i>).					

Bila Anda memilih jawaban TIDAK (untuk tiap nomor), tuliskanlah alasannya di tempat yang tersedia di bawah ini:

.....
.....

Tanggapan Umum terhadap Materi:

1. Secara umum bagaimana pendapat adik-adik mengenai materi yang telah saya kembangkan?

.....
.....

2. Apakah adik-adik merasa kesulitan dalam mengikuti pelajaran Bahasa Inggris menggunakan materi yang telah saya kembangkan? Dimana kesulitannya?

.....
.....

3. Apakah adik-adik merasa ada kekurangan dari materi tersebut? Apa kekurangannya?

.....
.....

4. Apakah saran adik-adik dalam memperbaiki kekurangan itu?

.....
.....

TERIMA KASIH !!!

APPENDIX 8

The Result of the Evaluation Questionnaire

The Result of the Evaluation Questionnaire (Second Questionnaire) of Unit 1

Unit 1 in General

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	5	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	140	4.83
2	3	5	4	4	5	4	5	5	5	4	4	4	4	5	5	4	4	4	4	5	4	4	5	5	5	4	5	4	5	128	4.41
3	4	4	4	5	4	4	5	5	5	4	4	5	5	4	4	4	5	4	4	4	4	4	4	5	4	4	4	5	4	125	4.31
4	4	5	5	5	4	4	5	4	5	4	4	5	5	4	4	4	4	3	4	4	5	5	5	5	4	5	4	5	4	128	4.41
5	3	5	4	4	4	4	5	5	5	4	4	5	5	4	4	4	4	3	4	4	5	4	4	5	4	4	4	4	122	4.21	
6	5	4	4	4	5	4	4	4	5	5	4	5	5	3	4	4	4	5	5	4	4	4	4	5	4	4	4	4	5	125	4.31
7	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5	5	5	3	4	4	5	122	4.21
8	4	4	4	4	4	4	4	3	4	4	4	3	3	4	4	4	4	5	4	5	5	3	5	4	4	4	4	3	4	115	3.97
9	4	5	4	4	4	5	4	4	4	4	4	4	3	4	4	5	4	4	4	4	4	3	5	4	5	5	4	4	4	120	4.14
10	3	5	5	5	4	4	5	5	5	5	4	4	5	5	4	4	5	5	4	4	5	4	5	5	4	5	4	5	5	132	4.55
11	4	5	4	4	4	5	4	4	5	4	4	4	5	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	5	123	4.24
12	4	5	4	4	4	5	5	4	5	4	5	4	4	4	5	5	4	4	5	4	5	4	4	4	4	4	5	4	4	126	4.34
13	4	5	4	5	5	5	5	4	4	4	5	5	4	4	4	5	4	4	5	5	5	3	5	4	5	4	5	5	5	131	4.52
14	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	3	4	4	3	5	4	4	4	4	5	118	4.07	

TASK 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	3	5		4	4	4		5	4	4	4	5	3	4	4	4	5	5	4	4	4	4	5	5	5	4	4	5	5	116	4.30
2	4	4		4	4	5		4	5	4	4	5	4	4	4	4	4	4	4	5	5	4	5	5	5	5	4	4	5	118	4.37
3	3	4		4	4	5		5	5	4	5	5	4	4	5	5	5	4	4	5	5	4	5	5	4	4	4	5	5	121	4.48
4	3	4		5	4	5		5	5	4	4	5	3	4	4	4	4	4	4	5	5	4	5	4	4	5	4	4	5	116	4.30
5	4	4		4	4	5		4	3	3	4	4	4	4	4	4	4	3	4	4	5	4	4	4	4	3	4	4	5	107	3.96
6	3	5		3	4	4		3	4	4	4	4	3	4	3	3	4	4	3	4	3	4	5	4	4	3	3	4	4	100	3.70
7	4	5		4	5	4		4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	113	4.19
8	3	5		4	4	5		4	5	4	4	5	5	4	4	4	4	3	3	4	4	4	5	3	3	4	4	4	5	110	4.07

TASK 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	5		4	5	5		5	5	5	5	5	5	5	5	5	4	4	5	5	5	4	5	5	5	4	4	5	5	128	4.74
2	4	5		4	4	5		4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	4	4	5	114	4.22
3	3	5		4	5	5		4	5	4	5	5	5	5	4	4	4	3	4	4	5	3	5	4	5	5	4	5	5	119	4.41
4	3	4		4	4	4		4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	105	3.89
5	3	5		4	4	5		4	5	4	4	5	5	5	5	4	5	4	4	4	5	3	5	4	5	4	5	5	5	120	4.44
6	3	4		4	4	4		4	3	4	3	4	3	4	4	4	4	3	3	4	3	3	5	4	3	4	3	4	4	99	3.67
7	3	4		4	4	4		4	3	4	4	4	4	4	4	4	4	4	3	4	3	4	5	3	4	4	4	4	5	105	3.89
8	4	5		4	5	5		5	4	4	4	5	5	4	4	5	4	5	4	5	5	4	5	4	4	4	5	4	5	121	4.48

Task 3

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	5		4	4	5	5	5	5	4	4	5	5	4	5	4	4	4	4	5	5	3	5	4	4	4	5	4	5	124	4.43
2	4	5		5	4	4	5	5	5	4	4	5	4	4	4	5	5	4	5	5	5	4	5	5	4	5	5	5	5	129	4.61
3	3	5	4	4	4	4	4	3	5	4	4	4	3	4	4	4	4	4	4	4	3	4	5	5	4	4	4	4	5	117	4.03
4	4	4	3	4	4	4	5	4	4	4	4	4	4	4	5	4	5	3	4	5	5	4	4	5	5	4	5	4	5	123	4.24
5	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	3	3	5	4	4	3	4	3	4	110	3.79
6	3	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	5	4	4	4	3	3	4	113	3.90
7	4	4	4	4	4	5	5	4	4	4	4	5	5	4	4	5	4	5	4	4	5	4	5	4	5	4	5	4	5	127	4.38
8	3	4	4	5	4	5	4	4	5	4	4	4	4	4	4	5	4	3	4	4	4	4	5	5	5	4	5	4	4	122	4.21
9	4	5	4	5	5	5	5	4	5	4	5	5	5	4	4	5	5	4	5	5	5	4	5	5	4	4	5	4	5	134	4.62

TASK 4

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	5	4	4	4	5	5	5	5	4	4	5	4	4	4	4	5	5	4	5	5	4	5	5	5	4	5	4	5	131	4.52
2	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	5	4	4	4	4	3	5	4	5	5	4	3	4	120	4.14
3	3	4	5	4	4	4	5	4	4	4	4	4	3	4	5	4	4	4	4	4	5	4	2	4	5	4	4	4	4	117	4.03
4	4	4	4	4	5	4	5	4	5	4	4	4	5	4	4	5	4	3	4	4	5	4	4	4	5	4	5	4	5	124	4.28
5	3	4	3	4	4	4	4	4	5	4	4	4	3	4	3	4	4	3	3	4	3	4	5	3	5	4	3	3	4	109	3.76
6	4	5	4	5	5	5	5	5	5	4	4	5	5	4	4	4	4	4	5	5	5	4	5	4	4	4	5	4	5	131	4.52

TASK 5

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	4	4	5	4	5	5	4	5	4	4	3	4	4	4	4	4	4	4	5	5	2	4	4	4	4	5	4	5	121	4.17
2	3	4	4	4	4	4	3	4	5	4	4	3	3	4	3	4	4	4	3	4	4	3	4	4	4	4	3	3	4	108	3.72
3	3	4	4	5	4	4	5	4	4	4	4	4	3	4	3	4	4	4	3	4	3	3	4	4	4	4	4	3	5	112	3.86
4	3	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	5	3	5	4	4	4	4	116	4.00
5	3	4	3	4	4	4	3	4	3	4	4	4	3	4	3	4	4	4	3	4	4	3	5	3	3	4	3	3	4	105	3.62
6	3	4	4	4	5	4	4	4	3	4	5	4	4	4	4	4	4	5	4	3	5	3	5	3	3	4	4	4	5	116	4.00

TASK 6

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	5	5	5	5	5	4	5	5	4	4	4	5	5	5	4	5	5	4	5	5	5	4	5	5	5	4	5	4	5	136	4.69
2	5	4	4	4	4	5	4	4	5	4	4	5	4	4	4	4	4	4	4	4	5	3	5	5	5	5	4	4	5	125	4.31
3	4	4	4	5	5	5	5	5	4	4	4	4	4	4	4	5	4	5	4	4	5	4	5	5	5	4	4	4	5	128	4.41
4	4	4	4	5	4	5	4	5	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	3	121	4.17
5	4	5	4	4	4	4	3	4	3	4	4	4	4	4	3	4	4	5	4	4	5	3	5	4	5	4	3	4	3	115	3.97
6	4	5	4	5	4	5	4	4	5	4	4	5	5	4	4	4	4	5	4	4	5	4	5	4	5	4	5	4	5	128	4.41
7	4	4	4	4	5	5	4	5	5	4	4	5	5	4	4	4	4	4	4	5	5	5	4	5	4	4	4	4	5	127	4.38

TASK 7

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)	
1	5	5	5	5	5	5	5	5	4	4	4	5	4	4	4	4	4	4	4	4	5	5	4	5	5	4	4	5	4	5	131	4.52
2	4	5	5	5	4	5	4	4	4	4	4	5	4	4	4	5	4	4	4	4	5	4	5	4	4	5	4	5	5	127	4.38	
3	4	5	5	5	4	5	5	5	4	4	4	4	5	5	4	4	4	5	5	5	5	4	5	4	5	4	5	5	5	133	4.59	
4	4	5	4	5	4	5	5	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	125	4.31	
5	4	5	4	4	4	5	5	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	5	3	4	4	5	4	5	119	4.10	
6	4	5	4	4	4	4	5	5	5	4	4	5	5	4	4	4	4	5	4	4	4	4	5	4	3	4	5	4	5	125	4.31	
7	4	5	4	5	5	5	5	5	5	4	5	5	5	4	4	4	4	4	5	4	5	4	5	4	5	4	4	4	5	131	4.52	

TASK 8

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	5	4	4	5	5	5	5	5	4	4	4	4	5	5	5	4	5	5	5	5	4	5	5	5	4	5	5	5	135	4.66
2	3	4	4	4	4	5	5	5	5	4	4	3	4	4	4	5	5	4	4	4	5	4	5	5	4	4	4	4	3	122	4.21
3	4	5	4	4	4	4	5	4	4	4	4	3	3	4	4	4	4	4	4	4	3	4	5	4	5	5	3	5	3	117	4.03
4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	3	3	4	4	5	4	3	4	3	111	3.83
5	3	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	3	4	5	4	4	4	3	4	3	111	3.83
6	4	5	4	5	5	5	5	5	5	4	4	5	5	4	4	4	4	4	4	4	5	4	5	5	4	4	4	4	5	129	4.45

TASK 9

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	5	5	5	4	4	5	5	5	4	4	4	3	4	4	4	4	4	4	5	5	4	5	5	4	4	5	4	5	127	4.38
2	3	5	4	5	4	5	4	4	5	4	4	4	5	5	4	5	4	5	4	4	5	4	4	5	4	5	5	4	5	128	4.41
3	4	5	4	5	4	5	4	5	5	4	4	3	4	4	4	5	4	4	4	4	5	4	4	5	4	5	4	4	4	124	4.28
4	3	4	4	4	4	5	4	4	5	4	4	3	3	4	4	4	4	5	4	4	5	3	4	5	4	4	4	4	3	116	4.00
5	3	4	3	4	4	5	3	4	4	4	4	4	3	4	3	4	4	5	3	4	4	3	4	4	4	3	3	4	3	108	3.72
6	4	5	4	5	5	5	5	5	5	4	4	5	5	4	4	4	4	5	4	4	5	3	5	4	5	4	4	4	5	129	4.45

TASK 10

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	4	4	5	5	4	5	5	5	4	4	5	4	4	4	4	4	4	4	5	5	4	5	5	4	4	5	5	5	129	4.45
2	3	4	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4	5	4	5	4	4	5	5	4	4	4	4	3	121	4.17
3	3	4	4	5	4	4	4	4	5	4	4	4	3	4	4	4	4	5	4	4	4	4	5	5	4	3	3	4	3	116	4.00
4	4	5	4	4	4	4	3	4	4	4	4	4	5	4	4	4	4	5	4	4	3	4	5	4	4	4	4	4	3	117	4.03
5	4	5	5	5	5	4	5	5	5	4	4	5	5	4	4	4	4	4	5	5	3	4	5	4	5	4	5	4	5	130	4.48

TASK 11

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)	
1	4	5	5	5	5	4	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	3	5	5	5	4	5	4	5	137	4.72	
2	4	5	5	5	5	4	5	4	5	4	4	4	5	5	4	5	4	4	4	4	4	5	4	5	5	5	4	5	4	5	131	4.52
3	3	4	5	4	4	5	5	5	5	4	4	5	4	4	4	4	4	4	4	4	4	3	5	5	5	4	4	4	3	122	4.21	
4	3	4	4	5	4	4	5	4	3	4	4	4	4	4	3	4	4	4	3	4	3	3	5	4	5	3	4	3	3	111	3.83	
5	4	5	5	5	5	5	5	5	4	4	4	4	5	5	4	4	4	4	5	5	5	3	5	4	5	4	5	4	5	131	4.52	

TASK 12

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	4	4	4	4	5	5	5	5	4	4	5	4	4	5	5	5	4	4	5	5	4	5	5	4	4	5	4	5	130	4.48
2	3	4	4	4	4	5	4	4	5	4	4	4	3	4	4	4	4	5	4	4	3	4	4	5	4	5	4	4	3	117	4.03
3	4	4	4	5	4	4	4	4	5	4	4	5	3	4	4	4	4	5	4	4	5	4	5	4	5	4	3	4	3	120	4.14
4	4	5	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	3	5	4	5	5	5	4	3	122	4.21
5	3	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	5	4	4	4	4	3	3	113	3.90
6	3	4	3	4	4	4	4	4	3	4	4	4	3	4	4	4	3	3	3	4	3	4	5	4	3	3	3	3	3	104	3.59
7	4	5	5	5	4	4	5	5	4	4	4	5	4	4	4	5	4	4	5	4	5	3	5	4	3	4	5	4	5	126	4.34

TASK 13

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	4	4	5	5	4	5	5	5	4	5	4	5	138	4.76
2	4	4	5	5	4	5	5	4	5	4	4	4	4	4	4	4	4	5	4	5	5	3	5	4	5	4	3	4	5	125	4.31
3	4	5	4	5	5	5	5	5	5	4	4	5	5	4	4	4	4	4	5	4	5	4	5	5	5	5	4	4	5	132	4.55
4	4	4	5	5	5	5	5	4	4	4	4	5	5	4	4	4	4	4	5	4	5	4	5	5	5	4	5	4	5	130	4.48
5	4	4	4	5	4	4	5	4	4	4	4	4	4	4	3	4	4	4	4	4	5	4	5	4	5	4	3	3	3	117	4.03
6	4	5	4	4	5	5	5	5	5	4	4	5	5	4	4	4	4	4	5	5	4	4	5	4	5	4	4	4	5	129	4.45

TASK 14

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	4	4	4	4	5	5	5	5	4	4	5	5	4	5	5	4	4	4	5	5	4	5	5	5	4	5	5	5	132	4.55
2	4	4	4	4	4	5	5	4	5	4	4	4	5	4	4	5	4	5	4	4	5	4	4	5	4	4	4	4	3	123	4.24
3	4	4	4	5	5	5	4	4	5	4	4	5	5	4	4	4	4	5	4	5	5	4	5	5	5	4	5	4	4	129	4.45
4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	4	3	4	5	5	3	3	3	4	3	111	3.83
5	4	5	4	5	5	5	5	5	5	4	4	5	5	4	4	4	4	4	5	5	5	4	5	5	4	4	5	4	5	132	4.55

TASK 15

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	5	4	5	5	4	5	5	5	4	4	4	4	4	4	5	4	4	4	5	5	4	5	5	5	4	5	5	5	131	4.52
2	3	4	4	5	4	4	4	4	5	4	4	3	5	4	4	4	4	5	4	4	3	4	4	4	4	4	3	4	3	115	3.97
3	3	5	4	4	5	4	4	4	4	4	4	5	5	4	4	5	4	5	5	4	5	4	5	4	4	4	4	4	4	124	4.28
4	3	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	3	113	3.90
5	3	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	3	4	4	3	5	4	3	4	3	4	3	113	3.90
6	3	4	4	4	4	4	4	3	3	4	4	5	3	4	3	4	3	4	3	4	3	3	5	4	3	3	3	3	3	104	3.59
7	4	5	4	5	4	5	4	5	5	4	4	5	4	4	4	5	4	4	4	4	5	4	5	5	5	5	4	4	5	129	4.45

TASK 16

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)
1	4	5	4	5	5	5	5	5	5	5	4	5	3	4	4	5	4	4	4	5	5	4	5	5	5	4	4	5	5	132	4.55
2	4	4	4	4	5	5	4	5	5	4	4	4	4	4	4	5	4	4	4	5	5	4	4	5	5	5	4	5	5	128	4.41
3	4	5	4	4	5	4	5	4	4	4	4	5	4	4	4	4	4	4	4	5	5	4	5	4	5	4	4	4	5	125	4.31
4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	5	4	4	4	3	4	4	5	4	4	4	5	116	4.00
5	3	4	4	4	4	4	4	4	3	4	4	3	3	4	3	4	4	4	4	4	4	4	4	5	4	4	3	3	4	110	3.79
6	4	5	4	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	5	4	4	5	4	5	126	4.34

TASK 17

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)	
1	3	5	4	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	5	4	4	4	5	123	4.24	
2	3	4	4	4	4	4	4	4	5	4	4	3	3	4	4	4	4	4	4	5	5	4	4	5	5	4	4	4	4	118	4.07	
3	3	5	3	4	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	5	4	5	4	5	4	4	117	4.03	
4	4	5	4	3	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	5	4	4	5	5	4	3	118	4.07	
5	4	4	3	4	4	4	4	4	5	4	4	4	3	4	4	4	4	3	4	4	4	4	5	4	4	4	4	3	3	113	3.90	
6	4	5	4	5	4	5	5	4	5	4	4	5	4	4	4	4	4	4	4	5	4	5	4	5	4	3	4	5	4	5	126	4.34

TASK 18

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Σ	X (Mean)	
1	5	5	5	4	4	5	5	4	5	4	5	5	4	4	5	4	4	4	5	4	5	5	5	5	5	4	5	5	5	134	4.62	
2	4	5	4	3	4	3	4	4	4	4	4	4	4	5	4	4	5	4	4	5	5	4	4	4	5	4	5	4	5	122	4.21	
3	4	4	4	4	4	4	5	5	5	4	4	5	4	4	4	5	4	4	4	4	4	4	5	5	5	4	5	4	4	125	4.31	
4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	5	4	4	5	4	4	4	5	5	3	4	4	4	5	5	123	4.24	
5	4	4	5	4	4	4	4	4	3	3	4	4	3	4	4	4	4	3	4	4	4	4	5	4	4	4	4	3	3	112	3.86	
6	4	3	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	4	4	5	4	4	120	4.14

The Result of the Evaluation Questionnaire (Second Questionnaire) of Unit 2

Unit 2 in General

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	4	5	4	5	5	4	4	4	5	4	4	5	4	4	5	5	4	4	5	4	4	4	4	4	4	4	5	4	4	138	4.31
2	4	4	4	5	4	4	5	5	5	4	4	4	4	3	4	4	5	4	4	4	5	4	4	5	5	5	4	4	4	4	4	4	136	4.25
3	4	4	5	4	4	4	5	4	4	5	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	134	4.19
4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	3	4	5	5	4	5	3	4	4	4	5	3	131	4.09
5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	3	4	5	4	4	5	3	4	4	4	4	3	129	4.03
6	4	4	4	4	3	4	5	4	4	5	5	5	4	3	4	4	4	5	4	4	4	5	4	5	4	4	4	4	4	4	5	4	134	4.19
7	5	3	5	4	4	3	5	4	4	5	5	5	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5	4	135	4.22
8	4	3	4	3	4	3	4	3	4	4	4	3	4	4	3	4	3	3	3	4	3	3	4	4	3	3	3	4	5	3	4	3	113	3.53
9	4	4	3	4	4	4	5	5	4	4	4	4	4	4	4	4	5	5	3	4	3	3	4	4	3	4	5	4	4	4	4	3	127	3.97
10	4	4	4	4	4	4	5	5	5	4	5	4	4	4	4	5	5	4	4	5	4	4	5	5	4	5	5	4	5	5	5	5	143	4.47
11	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	3	5	5	4	4	4	5	4	5	4	4	5	4	5	5	4	5	137	4.28
12	5	4	4	4	4	5	4	4	4	4	4	5	4	5	4	4	5	4	4	5	4	4	5	5	4	5	4	4	4	5	4	4	138	4.31
13	4	4	4	4	5	5	5	5	4	4	5	4	4	5	4	4	5	4	5	5	5	5	4	5	4	3	5	4	5	5	5	4	143	4.47
14	4	4	5	4	4	3	4	4	4	4	5	4	4	5	5	4	5	4	4	4	3	4	5	4	4	4	4	4	4	4	5	4	133	4.16

TASK 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	5	4	5	5	4	4	5	4	5	4	4	4	5	5	4	137	4.28
2	4	4	4	4	5	4	5	5	4	4	5	4	4	4	4	4	5	5	4	5	5	4	4	5	4	5	5	4	4	4	5	4	140	4.38
3	4	5	5	4	5	5	4	5	4	5	4	5	4	4	4	3	5	5	4	4	4	4	5	5	4	4	4	4	5	4	4	4	139	4.34
4	4	4	4	5	4	5	4	5	5	4	5	5	4	4	4	3	5	5	4	4	4	5	5	5	4	4	5	4	5	4	4	4	140	4.38
5	5	4	4	4	4	4	5	4	4	3	5	5	4	3	4	4	5	4	3	4	4	4	4	4	4	4	3	4	5	4	5	4	131	4.09
6	3	4	3	3	3	4	5	4	4	3	4	3	4	3	3	3	4	4	4	5	4	3	4	5	4	4	3	4	4	3	4	4	119	3.72
7	3	3	4	3	4	4	5	5	4	4	4	3	4	3	4	3	4	3	4	4	4	4	4	5	5	4	5	4	4	4	5	3	126	3.94
8	4	3	4	4	4	3	4	5	4	4	4	3	4	3	4	4	3	4	3	5	3	4	4	4	4	5	3	4	4	4	4	4	123	3.84

TASK 2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)	
1	4	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	155	4.84	
2	4	4	4	4	4	4	5	5	4	4	5	5	4	4	4	5	5	4	4	5	4	5	4	5	4	5	5	4	5	5	5	5	143	4.47	
3	4	5	4	4	4	4	5	5	4	4	5	5	4	5	4	4	5	4	4	4	5	5	4	5	5	5	5	4	5	4	4	5	143	4.47	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	4	4	4	4	4	5	4	4	5	4	133	4.16	
5	4	4	5	4	5	4	5	5	4	4	5	5	4	5	5	4	5	5	5	5	5	4	5	5	4	4	3	4	4	5	5	4	144	4.50	
6	3	3	4	3	4	3	4	5	4	4	4	3	5	3	4	3	4	3	4	4	3	4	3	5	3	4	4	4	4	4	4	4	120	3.75	
7	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	5	4	5	5	4	4	5	4	4	5	5	4	4	5	4	137	4.28
8	4	4	4	4	4	5	5	5	4	5	4	4	4	4	5	5	5	4	4	4	4	4	5	4	5	4	5	5	5	5	4	4	4	141	4.41

TASK 3

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	5	4	4	5	4	4	5	5	5	4	3	4	4	4	4	5	5	4	5	5	5	4	3	5	4	4	4	5	4	139	4.34
2	3	4	4	5	3	4	4	4	4	4	5	3	4	4	4	3	4	3	4	4	3	4	4	5	5	4	5	4	4	4	4	4	127	3.97
3	4	4	3	4	4	3	3	3	4	4	4	3	4	3	3	3	3	2	4	4	3	3	3	4	3	3	3	4	4	4	4	3	110	3.44
4	4	4	5	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	5	5	3	5	4	5	4	4	5	5	5	5	5	5	140	4.38
5	4	3	4	4	3	4	5	3	4	4	4	4	4	3	3	3	3	3	4	4	3	4	4	4	3	3	3	5	4	4	4	4	118	3.69
6	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	3	4	4	4	3	3	3	5	4	4	5	4	121	3.78
7	5	4	5	4	4	5	5	4	4	4	5	4	5	4	4	5	4	4	4	5	4	4	5	5	5	3	4	5	5	4	5	5	142	4.44
8	4	4	3	3	4	4	4	4	5	5	4	4	4	4	5	5	4	4	5	3	3	3	5	5	4	4	3	4	4	4	4	4	129	4.03
9	4	4	4	4	4	4	5	5	4	5	4	4	4	4	5	5	5	5	4	4	4	4	4	4	5	4	5	3	4	4	4	4	136	4.25

TASK 4

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	5	4	5	4	5	5	5	4	5	5	5	4	5	4	5	4	5	5	5	5	4	5	5	4	5	4	4	4	4	5	4	146	4.56
2	3	4	4	4	3	4	5	4	3	3	4	4	4	4	4	4	5	4	5	4	5	4	5	4	4	4	4	5	4	4	4	4	130	4.06
3	3	4	4	4	4	4	4	5	3	4	5	4	4	5	4	4	5	5	4	5	5	4	5	5	4	4	3	4	4	4	5	3	134	4.19
4	4	4	5	4	4	4	5	5	4	5	4	4	4	5	5	4	5	5	5	5	5	4	5	5	5	3	5	5	5	4	5	5	146	4.56

5	4	3	4	3	3	4	5	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	5	3	4	4	5	3	3	4	4	123	3.84	
6	5	4	4	4	4	4	4	5	4	3	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	5	5	4	4	4	4	133	4.16	
7	4	4	4	4	5	5	4	5	4	5	4	4	4	5	4	5	4	5	3	4	3	4	4	5	5	5	5	4	5	4	5	3	138	4.31

TASK 5

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	4	4	4	4	5	4	4	5	4	4	5	4	4	5	5	5	5	4	5	5	5	4	4	5	5	4	4	5	5	143	4.47
2	4	4	4	5	3	3	5	4	3	4	5	4	4	4	4	3	4	5	5	4	4	3	4	4	4	4	3	4	4	4	4	4	127	3.97
3	3	4	4	4	4	4	5	5	4	4	4	5	4	5	4	4	5	4	4	4	4	4	4	5	5	3	4	4	4	4	5	5	135	4.22
4	4	4	4	4	3	4	4	5	3	3	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	5	130	4.06
5	5	4	4	4	3	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	5	4	4	4	126	3.94
6	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	4	5	4	3	5	5	4	4	5	5	137	4.28
7	4	3	4	4	3	3	4	4	3	3	4	3	5	4	4	4	4	3	4	5	4	4	3	4	3	3	4	4	4	4	5	4	121	3.78
8	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	5	4	5	4	4	4	130	4.06

TASK 6

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	4	4	5	5	4	4	4	5	4	4	5	4	5	5	4	5	5	4	5	5	5	4	3	5	4	4	4	4	5	141	4.41
2	4	4	5	4	4	4	4	4	5	4	4	5	4	5	4	4	5	5	4	4	4	4	5	5	4	3	3	4	5	4	5	5	137	4.28
3	4	4	4	4	5	4	4	5	4	5	4	5	4	4	4	4	4	4	5	4	4	5	4	5	5	3	5	4	5	4	4	5	138	4.31
4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	2	4	4	4	4	4	123	3.84
5	5	4	4	4	4	3	4	4	4	4	4	5	5	3	4	4	5	4	4	5	4	4	4	4	4	3	5	4	4	4	5	5	133	4.16
6	4	4	4	4	5	4	5	4	4	4	4	5	5	4	4	4	5	4	4	5	4	4	4	5	5	2	5	4	5	4	5	5	138	4.31
7	4	4	4	4	5	4	5	5	4	5	4	4	4	5	4	4	4	4	3	5	4	4	4	5	3	4	5	4	5	4	4	5	136	4.25

TASK 7

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	5	5	5	5	4	5	5	4	5	4	5	5	5	5	5	5	5	3	5	4	5	4	4	5	4	5	4	5	5	148	4.63
2	4	3	3	5	4	4	5	5	4	4	4	5	4	5	4	4	4	5	4	4	1	3	4	4	5	4	3	4	5	4	4	5	130	4.06
3	5	3	3	3	4	4	5	4	4	4	4	4	4	5	4	4	4	4	4	4	2	3	3	4	3	3	2	4	4	4	5	5	122	3.81
4	4	4	4	4	4	4	4	4	4	3	4	4	4	5	5	4	4	5	5	4	4	4	4	5	4	3	4	5	4	4	4	4	132	4.13
5	4	3	4	4	3	3	4	4	3	4	4	4	4	4	4	3	4	3	4	4	3	4	3	4	3	2	2	5	4	4	5	4	117	3.66
6	4	4	4	4	4	4	5	4	3	4	5	4	4	4	4	4	5	3	4	5	3	4	4	4	4	3	4	5	4	4	5	5	131	4.09
7	4	4	4	4	4	5	4	5	4	5	4	4	4	5	4	4	5	5	4	5	4	5	4	4	5	4	5	4	5	4	3	4	138	4.31

TASK 8

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)	
1	4	4	5	4	4	5	5	5	4	5	4	5	4	4	4	5	5	5	5	5	5	4	5	5	5	5	5	4	4	4	5	5	5	147	4.59
2	4	4	5	4	4	3	4	4	3	4	4	5	4	3	5	5	5	3	5	5	5	5	4	4	4	5	4	4	4	4	4	4	134	4.19	
3	5	4	4	4	4	4	4	4	3	4	5	5	4	4	5	4	5	4	5	5	5	5	4	5	4	4	4	4	4	4	4	4	137	4.28	
4	4	4	4	4	4	4	5	4	4	3	5	5	4	4	5	5	5	4	5	5	5	4	4	5	4	4	3	4	4	5	5	5	139	4.34	
5	3	3	4	3	3	4	5	4	3	4	4	5	4	4	4	4	4	3	5	4	4	4	4	5	3	5	4	5	4	4	4	4	127	3.97	
6	4	4	4	4	4	4	5	4	3	4	4	5	4	4	5	4	5	3	4	4	3	4	4	4	4	4	3	4	4	4	5	5	130	4.06	
7	3	4	4	4	5	5	4	5	4	5	4	5	4	4	5	5	4	5	4	4	4	4	4	4	4	5	5	5	4	4	4	3	4	137	4.28

TASK 9

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)	
1	5	4	5	4	5	5	5	4	5	4	5	5	4	5	5	5	5	5	5	5	4	4	5	5	5	5	5	4	4	5	5	5	5	151	4.72
2	4	4	3	4	4	4	4	3	4	5	4	5	4	4	5	4	5	5	4	4	3	4	4	5	3	5	4	4	4	4	4	4	131	4.09	
3	3	4	4	4	5	4	5	4	4	4	4	5	4	4	4	4	4	5	4	5	2	4	4	5	4	5	3	4	4	4	4	4	131	4.09	
4	4	3	3	4	3	4	5	4	4	3	4	5	4	3	4	3	4	4	4	4	2	3	4	5	3	4	4	4	4	4	3	4	120	3.75	
5	4	3	3	3	3	3	4	3	3	4	4	5	5	3	4	3	4	3	4	4	2	3	4	5	3	4	4	4	4	4	4	4	117	3.66	
6	5	4	4	4	4	4	4	4	4	4	5	5	5	4	5	4	5	3	4	5	3	5	5	5	4	5	5	4	4	4	5	4	139	4.34	
7	4	4	4	4	5	5	4	4	4	5	4	5	4	4	5	4	4	5	5	4	4	4	4	5	4	5	5	4	5	4	4	4	139	4.34	

TASK 10

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	4	4	5	5	5	4	5	5	5	4	5	5	4	5	5	5	5	5	4	5	5	4	4	5	4	4	5	5	5	148	4.63
2	5	4	4	4	3	4	5	4	4	4	4	4	4	5	5	4	4	4	5	4	5	4	4	5	5	5	4	4	4	5	4	5	138	4.31
3	3	4	4	4	4	5	4	4	4	4	4	5	4	5	5	4	4	4	5	4	4	4	4	5	3	5	5	4	4	5	3	4	134	4.19
4	4	4	4	4	5	4	5	5	4	5	4	5	4	5	5	5	4	5	5	5	5	4	5	5	4	4	5	4	4	4	5	5	145	4.53
5	5	3	3	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	3	3	4	4	3	3	4	4	4	4	4	125	3.91
6	4	4	4	4	4	4	4	5	4	4	4	5	4	5	4	5	4	5	5	4	5	4	5	5	4	4	5	4	4	4	3	4	137	4.28
7	5	4	4	4	4	5	5	5	4	5	4	4	4	5	5	4	4	4	5	4	3	4	4	4	3	5	5	4	4	4	5	4	137	4.28

TASK 11

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	4	4	4	5	5	5	3	4	5	4	5	5	5	4	4	5	5	5	5	5	5	5	4	4	4	4	4	5	5	144	4.50
2	4	4	5	5	3	5	4	5	4	3	5	5	4	4	5	5	5	5	4	4	5	4	4	5	5	4	5	4	4	4	4	4	140	4.38
3	5	5	4	4	4	4	5	4	4	4	4	5	4	4	5	5	4	5	5	5	5	4	4	4	5	4	5	5	4	4	4	5	142	4.44
4	4	4	4	4	4	4	4	5	4	3	4	5	4	4	5	4	4	4	5	4	4	4	5	4	5	3	3	5	4	4	5	5	134	4.19
5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4	3	4	4	5	4	4	4	5	2	4	4	4	4	4	5	130	4.06
6	3	4	4	4	3	4	5	5	3	3	4	4	5	3	4	5	4	3	4	3	4	3	4	4	4	3	3	4	4	4	4	4	122	3.81
7	5	4	4	4	4	5	4	4	4	5	4	5	4	4	3	4	5	4	5	4	4	5	4	4	5	5	5	4	5	4	5	5	140	4.38

TASK 12

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	4	4	5	5	5	5	5	4	5	4	5	5	5	5	5	5	4	4	5	4	5	4	4	5	5	4	4	5	5	147	4.59
2	5	4	3	4	4	4	4	5	3	4	4	4	4	3	4	4	4	5	4	4	4	4	3	4	3	4	4	4	4	4	4	4	126	3.94
3	4	4	4	4	4	4	5	4	4	5	4	5	4	4	4	4	4	5	5	5	4	4	4	4	4	4	5	4	4	4	3	5	135	4.22
4	5	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	5	5	3	4	5	4	4	4	4	5	4	4	5	4	5	132	4.13
5	3	4	4	4	4	4	4	5	4	4	4	5	4	3	4	4	4	5	4	4	4	4	3	4	4	4	5	4	4	4	3	4	128	4.00
6	3	3	4	4	4	3	4	4	4	4	4	4	5	3	5	4	4	3	4	4	3	4	4	4	3	4	5	4	4	4	4	4	124	3.88
7	4	4	4	4	4	5	5	5	4	5	4	5	4	5	4	4	4	3	5	4	4	5	4	4	5	4	5	4	5	4	4	4	138	4.31

TASK 13

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	5	4	4	5	5	4	4	4	4	4	5	4	4	4	5	5	4	4	4	5	4	3	3	4	4	4	5	5	5	137	4.28
2	5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	5	4	4	3	3	4	4	4	4	3	4	4	5	4	4	126	3.94
3	3	4	4	5	4	4	5	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	133	4.16	
4	4	4	4	4	3	4	5	4	5	5	5	5	5	4	4	5	5	5	5	4	5	5	4	5	4	5	4	4	4	5	5	143	4.47	
5	5	3	3	4	4	3	4	4	3	4	4	3	5	3	4	4	4	4	4	4	4	3	3	4	3	3	4	4	4	4	3	4	119	3.72
6	4	4	4	4	4	5	4	5	4	4	5	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	5	5	4	4	5	5	137	4.28
7	5	4	4	4	4	5	5	4	4	5	4	4	4	5	5	5	5	4	4	4	3	4	4	4	3	5	4	4	5	4	4	3	135	4.22

TASK 14

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)	
1	5	4	5	5	4	5	5	5	5	4	5	5	4	5	5	4	4	5	5	5	5	4	4	5	5	4	3	5	5	4	3	5	146	4.56	
2	5	3	4	4	3	4	4	4	3	3	5	3	4	4	4	5	4	5	4	4	4	3	4	4	4	4	5	4	4	4	4	4	127	3.97	
3	4	4	4	4	4	4	5	4	4	4	4	4	5	4	5	5	5	5	4	4	4	4	5	4	4	4	5	4	4	5	4	5	139	4.34	
4	4	4	4	4	4	4	5	4	4	3	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	3	5	4	4	4	3	4	128	4.00	
5	5	4	4	4	3	4	4	4	3	4	4	3	5	3	4	4	5	5	3	4	4	4	4	4	3	3	5	4	4	4	4	5	127	3.97	
6	4	4	5	4	3	4	4	5	3	4	4	3	5	4	5	4	5	4	4	4	4	4	4	4	3	3	5	5	4	4	5	4	131	4.09	
7	5	4	4	4	4	5	5	5	4	5	4	4	4	4	4	4	5	4	3	4	4	4	4	4	4	5	4	4	5	5	4	5	5	138	4.31

TASK 15

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	4	5	3	4	5	5	5	4	4	5	4	5	5	5	5	5	5	4	5	4	4	5	5	4	5	5	5	4	5	5	146	4.56
2	5	3	3	4	3	3	4	4	3	3	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	3	4	5	4	4	4	4	124	3.88
3	5	4	4	5	4	4	5	4	4	4	4	5	4	3	5	5	5	4	4	4	4	4	5	4	5	4	5	4	4	5	5	5	140	4.38
4	4	4	4	4	4	3	4	5	4	3	4	5	4	3	4	4	4	5	4	4	3	4	5	4	5	4	4	4	4	4	5	4	130	4.06
5	3	4	4	5	3	3	4	5	4	4	5	5	5	4	4	4	5	4	4	4	4	4	4	4	5	4	5	4	4	4	4	4	133	4.16
6	5	4	3	4	4	3	5	5	3	4	4	4	5	3	5	4	4	3	4	4	3	4	4	4	5	3	4	4	4	4	3	4	126	3.94
7	5	4	4	4	4	5	5	5	4	5	4	4	4	4	4	5	4	3	4	4	3	5	4	4	5	5	4	5	5	4	5	5	139	4.34

TASK 16

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Σ	X (Mean)
1	4	4	5	5	4	5	4	5	5	5	5	4	5	5	4	4	5	5	4	5	4	5	4	5	4	4	5	4	5	5	5	4	146	4.56
2	4	4	5	3	3	4	5	4	4	5	5	3	4	4	4	4	4	4	3	4	4	3	4	3	4	3	4	4	4	4	4	4	125	3.91
3	4	4	4	4	4	5	5	4	5	4	5	3	3	4	4	4	3	5	3	4	4	5	4	3	3	4	4	4	3	4	4	5	128	4.00
4	5	5	5	4	5	4	5	4	4	4	4	4	4	3	3	4	4	4	4	5	4	4	4	4	4	4	5	5	5	4	5	5	137	4.28
5	3	3	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	3	3	5	4	4	4	3	4	4	4	4	4	4	122	3.81
6	4	5	5	4	5	4	4	4	4	5	4	4	4	5	4	5	5	4	5	5	5	4	4	4	4	3	4	4	4	5	5	4	139	4.34

APPENDIX 9

The Field Notes

Field Note of the First Try-out of Unit 1 (Spoken Cycle)

Day : Monday, June 20th, 2011
Time : 11.00 am – 13.00 pm
Place : SMK N 1 Wonosari
Class : XI Accounting 1
Number of students : 34 students

It was the first time for the researcher to try out the designed materials to the students. It was class-meeting time, so she could try out the materials after the students had passed the semester examination. Therefore, it did not disturb the students in the process of studying at the school. As the researcher had had the permission from the head master at the school to try out the materials at the time, therefore she started to try out it in class XI Accounting 1. She entered the class and then opened the class and greeted the students. She played as well as the English teacher there who taught them. Unfortunately, there was no English teacher who could accompany her since the try out, because most of the teachers there were so busy in preparing and processing the students' results of the examination, at the time. The condition did not disturb the researcher in doing the try out.

After she greeted the students in the class, she introduced herself to them and asked for permission. She continued to give the materials and then asked them to open and pay attention to the first page. First, the students were so enthusiastic after seeing the materials which were colorful. Actually, they were interested. Next, the researcher asked them about the picture, the title and the objectives they had read in the first page. The students actually could understand them. She then asked them to open the second page, in which they could see another picture in Task 1. She asked them about the picture and the questions in this task. They agreed to her that this task could lead the students' background knowledge and let them know what they will learn after this task. Indeed, the students enjoyed the picture as the input of the task, because it was clear, interesting and colorful and also related to their field. Next, she asked them to do the task. The researcher guided the students in doing Task 1 by leading them to their background knowledge. The students gave their own opinions to answer the questions. Because they had different opinions, the researcher asked them to do in pairs. The students were active participants and could answer the questions in Task 1 not more than five minutes. They were active in giving opinion when they were asked to guess the picture. Finally, the students were successful in doing Task 1, because the activity was quite easy to be done and the instruction was so clear to them.

Next, she wanted the students to read the instruction of Task 2. The students understood what they would do in Task 2 and seemed had no difficulties to pronounce the words accurately. She then asked about the usefulness of doing the task. The students felt that the task was so useful for them in increasing their

knowledge competence of vocabulary and pronunciation. It was proved that they were so enthusiastic in doing the task by searching the words meanings and then pronouncing them. Indeed, the students seemed to be enjoyable in doing the task, and they were interested and motivated in pronouncing the words loudly. Of course, the researcher was as resource in pronouncing the words and then was repeated by the students. Indeed, she controlled the activity in the task during the implementation. The students were so active in searching the words meanings and in repeating her pronunciation. They tried to do this task individually and then repeated her together. Finally, they could do this task as well as Task 1.

After they had finished doing Task 2, the researcher asked them to do Task 3. The students were asked to observe the pictures and then to listen the dialogues and answer the questions. Most of them took note for the important information while listening to the dialogues. The colorful pictures helped them to imagine the situations of the conversations so that they could be more easily in doing the task. They also motivated the students during the implementation. The students were active in listening, taking note and answering the questions and lastly active in discussing the answers. They tried to do this task individually and then discussed the answers with classmates and teacher (the researcher) to get the correct information. In this task, the researcher was as a resource in reading the dialogues for the students and as a controller during the process of doing the task. Finally, through Task 3, the students could improve their listening skills, and describe the picture for detail information. Next, she asked to open the next page. She only asked the students to read and learn the materials and then continued to explain the materials to them. All of them learned the materials seriously. They read the materials by themselves. They were active participants in reading and understanding those expressions and active in listening to the teacher's explanation. They were interested in doing the task and could easily understand the input. Through this task, most of the students could be familiar with some expressions dealing with invitation.

After that, she asked them to listen the dialogues once again. The students understood the inputs that were used to finish Task 5. Then, they listened and wrote the expressions related to invitation and bargaining in each column, next, they compared their answers with their partners'. They did this task individually. They tried to get full concentration to do the task. Here, the researcher played well in the class as a corrector of the students' works or answers. As the students were active in listening dialogues and writing the expressions, thus through Task 5, they could listen for detail expressions in the dialogues and identify and also differentiate those expressions. Next, the researcher asked them to move to Task 6. This task could facilitate learners to increase their speaking skill because, here, they were asked to practice a dialogue after answering some comprehending questions. The students tried to answer the questions individually, but there were some students who did them in pairs. The researcher just discussed the answers, and then asked some of them to practice speaking in front of the class. During the practice, she corrected the students' pronunciation. Actually, they could answer all the questions in this task easily and practice speaking fluently, which meant that the input of the task was clear and understandable for them. They seemed to

be enthusiastic in practicing speaking in front of the class and were active participants in doing role playing and speaking.

So far, there was no problem among the students. Therefore, the researcher asked them to do the next task; Task 7, by reading the instruction first. The students understood what they would do in Task 7, then she asked them what the goal of the task was. The students answered that the goal was to increase their speaking skill. Thus, the goal played well. The task facilitated learners to practice their speaking skill and could increase the students' accuracy in arranging jumbled sentences into good dialogues. In doing the task, the students seemed fine with the input, but some of them wasted a longer time in finishing the task because of the input format. They said that the input format was so good, which seemed that the input was in good order, but actually they were so active and motivated in doing the task. They did this task individually at first and then continued in pairs to practice the dialogues. Here, the researcher played as an observer when the students did the task, and as an assessor when the students practice speaking in front of the class.

The last task in spoken cycle was Task 8. Firstly, the students paid attention to the degrees of comparison materials before doing the task while the researcher explained the materials. Then, they continued to complete the short dialogues using correct degrees of comparison, by choosing the words in the box. They were interested in doing the task and could easily understand the input. They were active participants in understanding degrees of comparison materials and completing the short dialogues. Most of them could do the task individually, even though some students did it with friend beside them. They seemed enjoyable in doing that. The researcher controlled the students in doing the task, and then corrected the students' works and explained if the students were confused with the answers. This task facilitated students in learning English grammar, considering that they will face it in the final examination.

After doing the tasks the researcher then closed the class because the time was over, that was 13.00 pm. The students had also been tired, because they had passed the MYOB examination before joining this class at the morning. She closed the class by summarizing the materials they had learned in the day and asking the students if there was a question, but they seemed have no question. Therefore, she leaded them to have a pray together before going home. That was the first day try out of Unit 1. The researcher planed to continue the try out the next day, Tuesday 21st June, at 7.30 in the morning.

Field Note of the First Try-out of Unit 1 (Written Cycle)

Day : Tuesday, June 21st, 2011
Time : 07.30 am – 09.30 am
Place : SMK N 1 Wonosari
Class : XI Accounting 1
Number of students : 31 students

The researcher continued the tryout of Unit 1 (written cycle) on Tuesday morning. She entered the same class and opened the class. She then greeted students and led them to have a pray before starting the process of teaching and learning. This second meeting was followed by 31 students only, some students were absent because of sickness and no reason. She started the lesson by reminding the students about the lessons they had learned on Monday and leading them into written cycle.

She started the lesson of written cycle from Task 9. She asked the students to read the instruction and the invitation letter of the task and then asked some questions related to the input. The students read the letter carefully and then they did the task. Since the reading activity, some students were little confused with some unfamiliar vocabularies in the letter, but finally they could understand them because of the researcher's guide. She was as a guide in helping the students who had a difficulty in understanding the meanings of unfamiliar words when they were reading and was as a corrector in the end of the task. Even though some students felt that the letter was quite difficult but, most of them had no problem since the letter was still related to accounting. They were also motivated by the letter of invitation. The students were active in reading the invitation letter and active in deciding whether the statements are true or false. Most of them did this task individually, but there were unconfident students who did it with their friend beside her. The researcher did not forbid them since they were serious in doing the task. Thus, through Task 9, the students could practice their reading skill and some techniques in reading.

After that, she guided the students into Task 10. In the task, the students were asked to read and answer some questions related to the letter before, both implicitly and explicitly. They read and answered the task individually, even though there were some students who did the task in pairs because they seemed unconfident with their answers. Most of them could easily follow the task, but some students were in difficulty. Therefore, the researcher helped them and then continued to correct the students' works together with them by discussing the answers. Basically, most of them seemed had no problem with the input because it was related to the previous letter, so that they did the task well. They were actually active participants in reading and doing the task. They also seemed motivated and enjoyed the task. Thus, this task facilitated the students in

increasing their reading skill, particularly in searching detail information in the previous letter and searching both implicit and explicit information.

So far, the students were still spirited by the try out. They were really cooperative with the researcher so that they followed the try out well. Task 11 was then given to them. In this task, the students were asked to find the synonyms of words from the text in Task 9. They seemed enthusiastic to finish the task because it was not too difficult for them. They were interested in doing Task 11, because it emphasized different aspect from the previous tasks. The task was focusing on students' vocabulary. They were quite active in doing this task. They tried to do the task by themselves and all of the students did the task individually. Here, the researcher just asked them to do the task and then continued to correct the students' answers and gave a little explanation because there were some questions. Hence, through Task 11, the students could increase their English vocabularies related to accounting.

The next section was doing Task 12. In this task, the students were asked to read a bargaining letter and then to answer some questions both implicitly and explicitly. They could increase their reading skill, particularly comprehending text, through this task. This task seemed appropriate to the students. The input was not really difficult for the students, because they could do the task well, and no one who claimed about the input. They were also in good spirit since the input match with the students' needs. Most of them could do the task individually, but some of them did it in pairs. Indeed, they were active participants in reading and answering the written questions. Since the tryout of Task 12, the researcher only helped the students if they were in difficulties, and corrected the students' works.

The researcher continued to guide students into task 13. In this task, the students were asked to match words with their meanings. They could do the task well and could be familiar with some new words through the task. They were interested in doing the task and seemed had no problem with the input. Most of them did Task 13 individually, even though there were some students did in pairs, but there was no problem since they understood the real meaning of the words. The researcher just controlled the students in doing the task, and finally she corrected the students' works together with the students themselves. They actually were little active in doing the task. Next, she leaded the students into Task 14, which provided materials of "Passive Voice". Firstly, they were asked to study the explanation of passive voice and then listened to the explanation of the researcher. Some students asked her questions because they didn't understand yet. She explained the materials in Task 14 and the students were little active in producing, but they were still active in understanding and listening to the explanation. Most of the students worked individually in this task. They were interested in doing the task and could easily understand the input. Thus, this task facilitated students in learning English grammar, particularly *Passive Voice*, considering that they will face it in the final examination. They seemed enjoyable in doing that.

After finishing in explaining the materials of passive voice, she then asked the students to read the instruction and do Task 15. She asked whether the instructions was clear enough or not and asked about the input of it. Based on the students, the input was quite appropriate for them because it was in the form of

simple sentences and related to the previous materials, that was passive voice. The students paid attention to the previous materials, and then changed the sentences into passive forms. In doing the task, some students were still confused to determine the subjects of passive form sentences. Therefore, the researcher guided them and finally checked the students' answers whether they were true or not based on the English grammar (as an assessor). The task was not too difficult for the students, because they all could do the task well without many questions. Most of them did this task individually, but there were unconfident students who did it with their friend beside her. The teacher did not forbid the students since they were serious in doing the task. Hence, Task 15 could facilitate students study English grammar.

Next, in Task 16, the students were asked to study some notes on how to write invitation and memo cards correctly. They seemed interested to the input, because it was enough clear, simple, and colorful for them. Here, the researcher was as a resource in explaining and giving other examples of invitation and memo cards and the students were active in listening to the researcher's explanation and paying attention to her. They faced this task individually by trying to concentrate in learning the materials in Task 16 and paying attention to the teacher. Therefore, through Task 16, they could increase their English related to invitation cards and memos that was to understand the way on how to write the invitation and memo cards.

After that, the researcher asked them to read the instruction of Task 17. The students had understood the instruction of what they would do in this task. They were asked to write two invitations cards and one memo based on the situations given. The inputs that were certain situations made the students to feel free in doing the task, so that the inputs were appropriate for them. They were also enough clear. The students did the task individually, because the task wanted them to write invitations and memo using their own words, so that the condition forced them to work individually, and finally the students did. In this task, the researcher was as a controller, when the students were doing the task, and finally as assessor when the students had finished doing the task. Hence, the task could facilitate students in increasing their writing skill, because here they were asked to write some invitation cards and memo, so that the students were active in writing as the production activity in this unit.

The last section was doing Task 18, which was as evaluation task in Unit 1. In this task the students were asked to have a dialogue related to invitation and bargaining by choosing the situations given as the input. They understood what they should do in the task, because the input was actually related to the invitation and bargaining. At the first time, the students made a short dialogue by choosing one of the situations given. They did it in pairs, and then continued to practice it in front of the class with the pair. Because of the limited time, not all students could practice it in front of the class, but they could do that in their sits. It seemed that there was no problem among students during the process of doing the last task. They could do it well. The researcher was just as an assessor for the students' works. She assessed their works at the end of the learning process. Since, the students were so active and creative in creating a dialogue using their own words

and finally practicing the dialogue with their partner, the goal was achieved well. The last task could evaluate the students' understanding toward the materials had been learned before in the unit.

All tasks in Unit 1 had been tried out to the students in two meetings. Therefore, it was time for the researcher to end the class. Before the class would be ended, she summarized all of the materials in Unit 1 and then gave the students opportunity to ask questions if there was a difficulty related to the materials they had learned or suggestions to the developed materials. There was no question but there were some impressions from the students about the materials. They said that, generally, the developed materials were interesting and appropriate with their field and various in activities. They were satisfied with the materials because they met the students' needs.

After chatting for a while with the students about the materials in general, in the last meeting the researcher said her gratitude to the students for their times, good cooperation and participation during the implementation of the Unit. She then closed the class by leading the students to have a pray together. She then said "Goodluck for you. See you next time and Assalamu'alaikum warrahmatullahi wabarrakatuh. Love you" (giving nice smile and waving a hand to the students).

Field Note of the First Try-out of Unit 2 (Spoken Cycle)

Day : Monday, June 20th, 2011
Time : 08.00 am – 10.30 am
Place : SMK N 1 Wonosari
Class : XI Accounting 2
Number of students : 31 students

On Monday 20th June 2011, the researcher began to try out Unit 2 to the students of XI Accounting 2. It was done earlier than it in class XI Accounting 1, because it was done in the morning while Unit 1 was done in the afternoon. The researcher tried to make the students to feel comfortable and motivated during the process of the try out, because they would pass MYOB examination after the class. She entered the class after the students had gathered there. She opened the class by saying “Assalamu’alaikum warrahmatullahi wabarrakatuh” and then greeted them. As well as a new comer in the class, she then introduced herself to them and asked for a permission to try out the materials. She also said that she would teach them English for two days as she had told before in the same class. She would be as a teacher during the try out without any English teacher of the school accompanied her in the class. It was because most of the teachers there were so busy in preparing students’ reports.

After introducing herself, she displayed the materials to the students and asked them to pay attention to the title, the picture and the objectives of the unit in the first page. She asked some questions about those. The students understood about the general topic they would learn. She then asked them to read the instruction of Task 1. They were asked to imagine a situation given and then answer the questions based on their feelings and the picture. They gave their own opinions to answer the questions, so that there were some different answers. But, there was no problem since the answers were appropriate with the questions. The researcher prompted them in doing task 1 by leading them to their background knowledge. Therefore, the students seemed very helpful and interested to the picture. They could understand the goal of the picture. That was why they could answer the questions. They were successful in doing the Task 1. They were active participants and could answer the questions in Task 1 not more than five minutes. They were active in giving opinion when they were asked to guess the picture. Thus, through this task the students knew what they were going to learn in Unit 2. The task also prompted them to the topic would be discussed and was as warming up for the students.

Next, she asked the students to find the words meaning in Task 2 and repeat her. The students tried to do this task individually and then repeated the researcher together. She was as a resource in pronouncing the words. Indeed she controlled the activity in the task during the implementation. The students seemed

to be enjoyable in doing the task, and they were interested and motivated in pronouncing the words loudly because of the complete and correct phonetic transcription. They also seemed to have no difficulties in doing Task 2 that were translating and pronouncing the words accurately, because the researcher guided them. They were so active and enthusiastic in searching the words meanings and in repeating the researcher's pronunciation. The students felt that the task was so useful for them in increasing their knowledge competence of vocabulary and pronunciation.

The researcher then asked the students to open the next page, in which they would find Task 3. The students were asked to listen two short dialogues and answer the questions that followed. Most of them took note for the important information while listening to the dialogues. The researcher was as a resource in reading the dialogues for the students and as a controller during the process of doing the task. The inputs of the task were in the form of dialogues which were quite simple and short for them in doing listening practice, so that they seemed didn't have any difficulties, but perhaps they need pictures to make them easier. They did this task individually at first, because there was no instruction to do individually, then they discussed the answers with their friend and finally with classmates and the researcher to get the correct information. They were active in listening, taking note and answering the questions and lastly active in discussing the answers with the classmates and teacher. Because of that, through the Task 3, the students could improve their listening skills by answering some comprehending questions. Next, she discussed Task 4. In Task 4, the researcher asked the students to read the expressions individually and then to pay attention to her explanations about the materials. The students could easily understand the input, because it was clear enough, and some of them said that the input was colorful and interesting. They seemed easy in understanding the materials related to compliment and certainty and could be active in understanding the materials and listening to the teacher's explanation. They could study the expressions individually, even though the researcher also explained them. Through this task, most of them could be familiar with some expressions dealing with compliment and certainty.

Next, she asked them to study the dialogue in Task 5, then answer the questions based on the text and finally practice the dialogue with their partner in front of class. They seemed no difficulty in doing the task. The students could understand the dialogue, because it was also completed by a colorful picture, which was suitable with the dialogue. It would help them in understanding the content of the dialogue. The students did this task in pairs because the activity wanted students to practice speaking by role playing a dialogue, so that they were actually active participants. The researcher controlled the students in doing the task and finally monitored them when they were practicing speaking. This task facilitated students to increase their speaking skills, because it really emphasized to the skill. She continued to teach them. She asked them to read the instruction of Task 6. They understood the instruction. They were asked to make a simple conversation related to compliment and certainty by choosing one of the situations given, and then to act it with their partner in front of the classroom. This activity

was free-guided activity, because the students were really free and creative in making the dialogue using their own words. At the first time, the students made a short dialogue by choosing one of the situations given. They did it in pairs, and then continued to practice it in front of the class with the pair. Because of the limited time, not all students could practice it in front of the class, but they could do that in their sits. The students seemed enthusiastic in doing the task, perhaps it was because of the input, which was clear enough, interesting and so colorful (the pictures), so that they could be motivated well. The researcher played as an observer when the students did the task, and as an assessor when the students practiced speaking in front of the class. The students were so active and creative in creating a dialogue using their own words and finally practicing the dialogue with their partner. They seemed no difficulty doing the task, they could do it well. Thus, the goal played well. The task facilitated learners to practice their speaking skill.

It was 10.20 am and the class was going to be over. That was why the researcher then summarized the materials and ended the teaching and learning process up to Task 6. After summarizing, she gave the students opportunity to ask questions, but there was no question. Indeed, they also had to prepare themselves to pass MYOB examination after this class. Therefore, the researcher then closed the class and then led them to take a break.

Field Note of the First Try-out of Unit 1 (Written Cycle)

Day : Tuesday, June 21st, 2011
Time : 11.00 am – 13.00 pm
Place : SMK N 1 Wonosari
Class : XI Accounting 2
Number of students : 32 students

The researcher continued the tryout of Unit 2 in the next day, Tuesday 21st 2011 that followed by 32 students, some of them were absent. In the beginning of the lesson she opened the class and then reminded the students about the materials they had learned yesterday. After that, she asked them to open and read the instruction of Task 7. She added to read the text and answer the questions that followed. The students then read the text and answered the questions that followed the text, and finally discussed them with classmates and the researcher. Here, she was as a guide in helping some students who had a difficulty in understanding the meanings of unfamiliar words when they were reading and was as a corrector in the end of the task. Most of the students could do the task well, because the input was related to their field, which was about MYOB Accounting. They seemed interested with the task. A student said that the length of the input was quite enough for them, not too long. Some of them could do the task individually, but some others did it in pairs by discussing the answers, perhaps they were not confident. They were active in reading the text and discussing. Therefore, through Task 7, they could practice their reading skill and some techniques in reading. They could also increase their ability in searching information in the text, implicitly or explicitly.

In Task 8, the students were asked to match some certain words in column A with their related words in the text before in column B. The input was not difficult for the students, because it was still related to Task 7, so they could do the task well, and no one who claimed about the input. The instruction was also clear enough for them. Most of them could do the task individually, because the task seemed to be easy for the students. They were active participants in reading for detail information and matching the words with their related words. In this task, the researcher finally checked and assessed the students' works. Finally, the students could increase their reading skill, particularly comprehending text and searching the detail information from the text, through this task. This task seemed appropriate for them. The researcher then asked the students to read Task 9. The instruction of the task was so clear for the students. The sequence of task seeing from difficulty level was appropriate, because most of the students said that this task was more difficult than the previous task. The students were asked to match words in column A with their meanings in English in column B. They were active in matching the words in this task, just it and most them seemed had a little

difficulty in doing this task, so that they did it in pairs. Here, the researcher just corrected the students' works together with the students themselves in the end of the task. Hence, this task could add their vocabulary mastery and could be familiar with some new words. They were interested and enthusiastic in doing the task.

In Task 10, firstly, the students were asked to study the explanation in the task and then listened to the explanation of the researcher. The researcher explained the materials in Task 10 and the students were not little active in producing, but they were still active in understanding and listening to the explanation. Some students asked her questions because they didn't understand yet. The students were interested in doing the task and they could easily understand the input. Almost they worked individually in this task. This task facilitated students in learning English grammar, particularly the used of *used to* and *to be used to*. Next, the researcher asked to move to Task 11. In this task the students were asked to arrange jumbled words into good sentences with correct grammar. The activity could be said as semi-guided activity, because the students were still guided by some words to create sentences. The input was quite appropriate for them because the instruction was clear, and it was still related to the previous task. The task was not too difficult because they all could do the task well without many questions. Most of them could do this task individually. Here, the teacher just discussed the correct answers and finally assessed the students' works. Task 11 could facilitate students study English grammar.

After that, the students continued into Task 12. They had understood the instruction of what they would do in this task. They were asked to write free sentences using some key words and their own words. So this could be said as free-guided activity, because the students created it by themselves. The input was suitable with the students' level. The students did the task individually, because the task wanted them to create sentences using their own words, so that the condition forced them to work individually, and finally they did. They were so active and creative in writing sentences using their own words as the production activity in this unit. The researcher was just as a controller, when the students were doing the task, and finally as assessor when the students had finished doing the task. Thus, the students could write sentences using their own words freely and their writing skill could be increased. The researcher then asked the students to read the next task. This task facilitated students in learning English grammar, particularly *Noun Clause*. They seemed enjoyable in doing that. Firstly, the students were asked to study the materials about Noun Clause, and then paid attention to the researcher's explanation. The researcher explained the materials in Task 13 about Noun Clause to the students. The students were little active in producing, but they were still active in understanding and listening to the explanation. Most of them worked individually in this task. They were interested in doing the task and they could easily understand the input about *Noun Clause*.

Next, the researcher introduced Task 14 that could facilitate students study English grammar and increase their writing skill. The input was quite appropriate for the students because it was in the form of simple sentences and related to the previous materials, that was Noun Clause. In the task, the students were asked to complete the sentences using the appropriate best answer in the box. This activity

could be called as semi-guided activity of writing skill, because they just chose the best answer, but did not produce the sentences. The students seemed to be a little active in writing in this task and seemed had no difficulty in doing this task and most of them did this task individually. The researcher guided them and finally checked the students' answers whether they were true or not based on the English grammar (as an assessor).

After guided them in finishing Task 14, she then asked them to do Task 15. The input of the task was suitable in term of the level of difficulty. There was also enough clear instruction. The students were asked to make sentences using their own words related to Noun Clouse materials discussed before. They were so active in writing as the production activity in this unit. It could be said as free-guided activity, because they were free in creating the sentences. Thus, they did the task individually. The researcher assessed the students' works at the end of the task. Further, the task could facilitate students in increasing their writing skill, because here they were asked to write some sentences related to the previous materials, freely. Next, in the last task the students were asked to have a dialogue showing a compliment and certainty or uncertainty. After that, they practiced it with our partner. The instruction of it was clear enough for the students. They were so active and creative in creating a dialogue using their own words and finally practicing the dialogue well with their partner. They could do the task well with their partner. The teacher was just as an assessor for the students' works. She assessed their works at the end of the learning process. The last task could evaluate the students' understanding toward the materials had been learned before in the unit. Thus, the goal was achieved well.

After the students finishing the whole tasks in Unit 2, the researcher then ended the teaching learning process by summarizing all materials she had taught to the students. She also asked them some questions related the designed materials. She also gave them opportunity to ask questions if there were some unclear explanations. There was no question, and then she closed the class by saying her gratitude to the students for their cooperation and participation during the implementation. The students seemed very welcome to her.

APPENDIX 10

The Interview Transcript

Interview Transcript of UNIT 1

R : The Researcher

S : Sari (Student 1)

K : Kusnia (Student 2)

Task 1:

R: Menurut kamu dik Kusnia, apakah tujuan dari Task 1 sudah membantu kamu utk mengetahui apa yang ingin kamu pelajari pada task berikutnya? (How about you Kusnia, has the goal of Task 1 helped you to know what you will learn in the next tasks?)

K: Kalo menurut saya ini udah cukup mengetahui materi yang akan dipelajari setelah ini. (In my opinion, this was enough to know the materials that will be learned after this.)

R: Perintahnya di Task 1 ini cukup jelas tidak dik? Gambarnya menarik tidak? (Is the instruction of Task 1 clear enough? Is the picture interesting?)

K: Perintahnya cukup jelas. Gambarnya lumayan menarik dan jelas juga, warnanya maksudnya. (The instruction is clear enough. The picture is interesting and also clear. I meant the color)

R: Kalo gambarnya bisa membantu menjawab pertanyaan? (Does the picture help you to answer the questions?)

K: ya...bisa. (Yes, it can.)

R: Kegiatan ini jelas tidak dik? Disuruh ngapain kamu di task ini? (Is this activity clear or not? What should you do in this task?)

K: Jelas. Disuruh njawab pertanyaan berdasarkan gambar mbak. (It is clear. We are asked to answer the questions based on the picture miss.)

R: Kalau peran guru di task ini kira-kira sebagai apa dik? (What is probably the teacher role in this task?)

S: Mungkin di sini guru hanya membacakan pertanyaannya atau cuma memancing siswa, hayo ini bagaimana, gitu aja. (Perhaps, here, teacher only reads the questions or only prompts the students; hayoo it should be ..., that is all.)

R: Apa peran siswa di task ini dik? (What is the learners' role in this task?)

S: Siswa harus active mbak, mengeluarkan pendapat berdasarkan gambar itu. (The students should be active miss, giving opinion based on the picture.)

R: Berapa menit kamu bisa menyelesaikan task ini? (How many minutes can you finish this task?)

S: 1 pertanyaan mungkin satu menit. (One question is perhaps in a minute.)

R: Berarti 5 menit cukup ya untuk mnegerjakan semua pertanyaan? (It meant five minutes was enough to do all the questions?)

S: Ya. (Yes.)

R: Task ini sebaiknya dikerjakan individu atau dalam group dik? (This task is better done individually or in group?)

S: Karena ini mengeluarkan pendapat, mungkin individu bisa trus dalam group mbak biar bisa sharing. (Because it was giving opinions, perhaps could be done individually and then in group, so we can share.)

R: Berarti task ini sudah cocok ya karena dikerjakan sendiri dulu trus baru dengan partner? (It means that the task was appropriate because it was done individually and then with a partner?)

S: Ya mbak. (Yes, miss.)

Task 2:

R: *Apa tujuan dari Task 2 ini menurut kamu dik Sari?* (What is the goal of Task 2 in your opinion Sari?)

S: *Tujuannya memperlancar speakingnya, pronunciation nya, kemudian juga menambah vocab nya, trus bisa juga belajar listening juga, trus ehmm, ya kurang lebih seperti itu mbak.* (The goals are training speaking skill, pronunciation, and adding vocabulary, then also studying listening skill. Yeah, like those miss.)

R: *Input di Task 2 sudah cukup belum dik? Atau masih kurang berdasarkan tujuannya tadi?* (Has the input of Task 2 been enough for you? Or still less based on the goal?)

S: *Mungkin untuk vocabnya sudah cukup mbak, apalagi ada cara bacanya dengan benar.* (Perhaps, the vocabulary was enough miss, indeed there was the correct phonetic transcription).

R: *Kalau ada task yang kegiatannya seperti ini menarik tidak atau bermanfaat tidak menurut kamu dik?* (If there is a task which has an activity like this, is it interesting or not, useful or not?)

S: *Cukup menarik dan bermanfaat juga menurut saya.* (It is quite interesting miss and also useful I think.)

R: *Kalau kamu dik Kusnia? Intruksinya jelas atau tidak di kegiatan ini?* (How about you Kusnia? Is the instruction clear or not in this task?)

K: *Udah jelas mbak.* (It has been clear miss.)

R: *Di sini peran guru diharapkan menjadi resource, setuju tidak dik Sari?* (In this task, the teacher role was expected to be a resource, do you agree Sari?)

S: *Ya, setuju mbak.* (Yes miss. I agree.)

R: *Kalau kamu dik Kusnia? (How about you Kusnia? Do you agree?)*

K: *Sama mbak, setuju heehee....* (I have the same opinion, miss, I agree hehehe)

R: *Peran siswa harus bagaimana ini dik di task ini?* (What should the students be in this task?)

S: *Pertama kan ini siswa diminta translate jadi harus aktif mentranslate, trus disuruh menirukan itu juga harus aktif mengucapkan. Gitu mbak.* (Firstly, the students were asked to be active to translate, and then asked to repeat, means that they should be active too in pronouncing the words. Like that miss.)

R: *Kalau task seperti ini harusnya dikerjakan sendiri-sendiri atau kelompok?* (If there is a task like this, it should be done individually or in group?)

S: *Kalau menurut saya harus dikerjakan dengan gurunya mbak. Tapi kalau pertamanya bisa dikerjakan sendiri-sendiri yang mentranslate itu. Tapi setelah itu harus dengan gurunya.* (I think, this task should be done with the teacher miss. But, at the beginning it could be done individually in translating, after that should be done with the teacher.)

Task 3:

R: *Apa hayoo tujuan utama dari Task 3 ini dik?* (What is the main goal of Task 3?)

S: *Listening mbak, terutama mendeskripsikan gambar-gambar seperti materi untuk ujian nasional itu lho mbak.* (Listening, miss. Especially, describing pictures like for National Examination miss.)

R: *iya bagus.* (Yes, good)

R: *Input yang berupa gambar dapat membantu kalian di kegiatan mendengarkan ini tidak dik?* (The pictures as the input can help you in this listening activity or not?)

K: *Ehmm ya cukup membantu.* (Ehmm...yes quite helpful)

R: *Kalau kamu dik Sari?* (How about you Sari?)

S: *Sangat membantu mbak.* (Very helpful miss)

- R: *Gambar-gambarnya jelas dan menarik tidak buat kamu?*(Are the pictures clear and interesting for you?)
- S: *Ya jelas dan menarik, berwarna hehe.* (Yes, It is clear and interesting, colorful hehe.)
- R: *Dialog nya sudah urut belum dari yang lebih mudah ke yang lebih sulit?* (Had the dialogues been sequenced from the easiest to more difficult?)
- S: *Sudah.* (Yes)
- R: *Kegiatan di task ini apa dik?* (What are the activities in this task?)
- S: *Ya mendengarkan mbak dan menjawab soal-soal yang ada, serta mengingat informasi-informasi penting dalam dialog itu.* (Listening miss, and answering the provided questions and then remembering the important information in the dialogues.)
- R: *Apa peran guru di task ini dik?*(What are the teacher roles in this task?)
- S: *Menurutku ada dua mbak, bisa menjadi sumber dan juga sebagai guide mbak. Sebagai sumber mungkin saat dialog itu dibacakan oleh guru kalau tidak memakai kaset, Sebagai guide, misal ada yang bingung dengan gambar atau ekspresi-ekspresi atau memancing untuk menunjukkan ekspresi-ekspresi tertentu.*(I think, there were two roles miss, become a resource and become a guide. As a resource, perhaps when the dialogues were read by the teacher if there was not in cassette. As a guide, perhaps when students were confused with pictures or certain expressions or when the teacher guides in showing some certain expressions.)
- R: *Apa peran siswa di task ini dik?*(What is the learners role?)
- S: *Mencermati gambarnya kemudian ...emm mendengarkan...terus...* (Observing the pictures... emm listening...then ...)
- R: *Aaktif atau pasif?*(Active or passive?)
- S: *ehmm, pasif, ya tapi kan aktif juga mbak, aktif mendengarkan, mencermati gambar, aktif berfikir hahahaha...* (ehmm, passive, but they were also active miss, active in listening, observing, thinking hahahaha...)
- R: *Menurut kamu task ini lebih baik dikerjakan sendiri atau berpasangan?*(How about you Kusnia, it will be better if the task is done individually or with partner?)
- K: *Sendiri mbak, karean ini listening, nanti kalo udah selesai baru didiskusikan dengan teman kemudian dengan guru.* (Individually miss, because this is listening activity. Then it would be discussed with partner and teacher, if we have finished.)

Task 4:

- R: *Task 4 membantu kamu mengetahui ekspresi-ekspresi yang berkaitan dengan topik kita tidak?* (Does Task 4 help you in knowing some expressions that related to our topic?)
- S: *Ya mbak, membantu.* (Yes miss, it does.)
- R: *Bagaimana dengan kamu Kusnia?* (How about you, Kusnia?)
- K: *Membantu kok mbak.* (It is helpful miss.)
- R: *Input di task ini jelas tidak? Instruksinya juga jelas tidak? Inputnya sesuai tidak dengan materi yang seharusnya kamu dapat?*(Is the input in this task clear? Is the instruction also clear? Is the input suitable with the materials that you should learn?)
- S: *Ya.* (Yes)
- K: *Ya ... sesuai.* (Yes, it was suitable.)
- R: *Di task ini kamu disuruh apa hayoo?* (What should you do in this task?)
- S: *Disuruh mempelajari ekspresi-ekspresi tentang yang berkaitan dengan undangan dan tawar menawar.* (We asked to learn the expressions related to invitation and bargaining.)
- R: *Iya, bagus..* (Yes, good..)

- R: *Peran guru di task ini sebagai apa?* (What is the role of teacher in this task?)
 S: *Perannya? Sebagai... ehm... pemandu aja dan juga sumber yaitu menerangkan.* (The role? As...ehm.. a guide and also a source in explaining.)
 R: *Ok, bagus.* (OK. Good.)
 R: *Di sini siswa aktif atau tidak kira-kira? Kalau aktif, aktif ngapain?*(Here, are the students active or not? If they are active, what are they active for?)
 S: *Ya aktiflah mbak, mesti cuma membaca, kan itu juga mikir hahaha.* (Yes, they are active miss, even though they just reading the materials. But the activity is also thinking hahaha...)
 R: *Ya juga ya hahaha, ok ok.* (Yes, I see. Hahaha...ok ok)
 R: *Task ini jelas dikerjakan secara individu karena memahami. Setuju tidak?* (This task is clear to be done individually because it just understanding. Do you agree or not?)
 S: *Ya mbak.* (Yes, miss. I agree.)
 R: *Kalau kamu dik?* (How about you?)
 K: *Setuju mbak.* (I agree miss.)

Task 5:

- R: *Tujuan dari task ini kira-kira apa dik?* (What are probably the goals of the task?)
 S: *Menganalisa task taks sebelumnya, membedakan mana yang undangan, tawar menawar dan lain-lain.* (The goals are analyzing the previous tasks, differencing which one is invitation, bargaining or others).
 R: *Ok. Good. Kalau kamu dik?* (OK. Good. How about you?)
 K: *Ya seperti itu mbak.* (Yes, I agree with Sari)
 R: *Input di Task 5 ini cukup mudah dimengerti ya dik, karena sama dengan di Task 3?* (The inputs in Task 5 are quite understandable, because they are same with those in Task 3, aren't they?)
 K: *Iya mbak, ini kan menganalisis ekspresi-ekspresi tertentu.* (Yes, miss. This is just analyzing some certain expressions.)
 R: *Kegiatan di Task ini siswa ngapain dik?* (What are the activities in this task?)
 S: *Mendengarkan dan menulis ekspresi-ekspresi berkaitan dengan undangan dan tawar menawar.* (The activities are listening and writing the expressions related to invitation and bargaining).
 R: *Di sini apa peran guru dik?* (Here, what is the teacher's role?)
 S: *Sebagai corrector mungkin mbak.* (She is as a corrector, miss.)
 R: *Ok.* (OK)
 R: *Apakahh siswa di sini harus dituntut aktif?* (Should the students be active in this task?)
 S: *Ya mbak.* (Yes, miss.)
 R: *Task ini enaknya dikerjakan sendiri-sendiri, berpasangan atau kelompok atau malah bareng-bareng sekelas? Hahaha idealnya maksudku??* (Is this task better done individually, with partner, or in group or with classmates? Hahaha Ideally, I meant??)
 S: *Hehehe... ehmm sendiri-sendiri, tapi nanti harus dibahas bareng-bareng mbak...* (Hehehe...ehmm individually, but later it should be discussed together miss...)

Task 6:

- R: *Tujuan dari task ini kira-kira apa dik?* (What is the goal of the task?)
 K: *Melatih kemampuan speaking kita mbak.* (Its goal is training our speaking skill, miss)
 R: *Input di Task ini yang berbentuk dialogue sudah cukup atau belum? terlalu panjang atau kurang panjang? Hehe...* (Is the input that in the form of dialogue quite enough or not? Is it too long or not?)
 S: *hahaha... udah cukup mbak...* (hahaha... it is quite enough miss...)

- R: *Jelas dan mudah dipahami tidak? (Is it clear and understandable or not?)*
 S: *Ya, jelas dan mudah. (Yes, it is clear and understandable.)*
 R: *Setuju kan kalau kegiatan di task ini adalah menekankan pada kemampuan berbicara? (Do you agree whether the activity in this task emphasizes speaking skill?)*
 S: *Ya, setuju. (Yes, I do.)*
 R: *Peran guru sebagai apa di sini dik? (What is the role of teacher here?)*
 S: *Pertama mengawasi kegiatan speaking, kemudian mengoreksi pengucapan trus memberikan arahan pada siswa. (First, the teacher is controlling the activity, next correcting the students' pronunciation, and then giving guidance to the students.)*
 R: *Apa peran siswa dalam kegiatan ini? (What is the learner role in this task?)*
 S: *Siswa aktif memerankan, berbicara dan mungkin juga mengingat... (The students are active in role playing, speaking and perhaps remembering...)*
 R: *Kamu mengerjakan task ini, sendiri-sendiri atau tidak? (Did you do the task individually or not?)*
 S: *Awalnya sendiri-sendiri, kalau bingung baru diskusi jawabannya hehehe, trus kalau yang praktek berbicara ya harus berdua mbak... (At the beginning, I did it individually, but if I were confused I would discussed the answers hehehe. For the speaking practice, of course, I did with my partner miss...)*

Task 7:

- R: *Tujuannya sudah jelas ya, yaitu masih fokus pada kemampuan berbicara? Meningkatkan kemampuan berbicara? Setuju tidak? (The goal has been clear, hasn't it? That is still focus on speaking skill. Is it increasing the students' speaking skill? Do you agree?)*
 S: *Ya mbak. (Yes, I do.)*
 R: *Sudah cukup belum input di sini? (Has the input in this task been enough?)*
 S: *Ya sudah cukup. Tapi kalau saya tidak baca instruksi sebelumnya saya bisa terjebak mbak, karena format dialog ini rapi sekali, jadi sekilas dialog nya sudah benar. Mungkin dialog nya dibikin lebih acak-acakkan lagi hehe. (Yes, it has. But, if I didn't read the instruction before, I could be defrauded because the format of the input was in good order. So, it seemed right. Perhaps, the dialogues are made in worse order hehehe...)*
 R: *OK, terimakasih masukannya. Terus, dialog di Task 6 dengan di Task 7, lebih sulit yang mana? (OK, thank you for the suggestion. Then, dialogs in Task 6 and in Task 7, which one is more difficult?)*
 S: *Task 7. (Task 7)*
 R: *Jadi sudah sesuai inputnya dari mudah dulu ke yang lebih sulit? (So, the input has been appropriate, starting from easy input to more difficult input, hasn't it?)*
 S: *Ya. (Yes).*
 R: *Kegiatan di sini sudah jelas, kamu disuruh apa? (Has the activity been clear? What are you asked to?)*
 S: *Ya jelas. Disuruh menyusun kalimat acak menjadi dialog yang baik. (Yes, it has. We are asked to arrange jumbled sentences to be good dialogues.)*
 R: *Alokasi waktu untuk melakukan kegiatan ini lama tidak dik? (Regarding to the allocation time to do this task, do you need much time or not?)*
 S: *Tidak. Ya tergantung banyak tidak dialognya mbak, kebetulan di sini tidak banyak sehingga tidak terlalu lama. (No, I don't. It depends on the amount of the dialogues miss. Here, the dialogues were quite enough, so that we didn't need much long time.)*
 R: *Apa peran guru di sini dik? (What is the teacher role here?)*

S: Mungkin di sini guru hanya mengawasi saja. Kalau siswa selesai, guru memanggil untuk maju ke depan terus mengoreksi benar atau salah seperti sebelumnya tadi, jadi biar siswa-siswa itu mengerjakan sebisa mereka, trus kalau benar atau salah, ya itu kemampuan mereka. (Perhaps, the teacher just observes. If the students finish, she will ask them practicing in front of the class, then she will correct them like the previous activity. So, the students are permitted to do the task based on their competence. Then if there is right or wrong answer that is the true students' competence.)

R: Kamu tadi aktif dan bisa tidak dalam mengerjakan task ini? (Did you be active and be able to do the task?)

S: Ya, saya lumayan aktif dan bisa mengerjakannya. (Yes, I was quite active and could do that.)

R: Task ini dikerjakan dengan temannya ya berarti? (This task is done in pairs, isn't it?)

S: Ya mbak. (Yes, miss)

Task 8:

R: Task ini saya buat untuk meningkatkan kemampuan grammar kalian karena siswa SMK itu harus banyak belajar grammar juga, setuju? (This task was made to increase your grammar competence because the students of SMK should study much about grammar. Do you agree?)

S: Ya, saya setuju. (Yes, I do.)

R: Instruksinya jelas tidak? (Is the instruction clear enough or not?)

S: Ya jelas. (Yes, it is clear.)

R: Inputnya cukup challenging tidak? Menarik tidak? (Is the input challenging? Is it interesting?)

S: Cukup menarik. (It is quite interesting.)

R: Yakin? (Are you sure?)

S: Iya hehe... (Yes, I am hehe...)

R: Di sini kalian kan disuruh melengkapi dialog pendek? (Here, you are asked to complete the short dialogues, aren't you?)

S: Ya... (Yes)

R: Peran guru di sini sebagai apa? (What is the teacher role?)

S: Apa ya,.. ehmm mungkin guide atau corrector dan penilai. (Ehmm..Perhaps she is as a guide or corrector and as assessor.)

R: Peran kalian di task ini apa? (What is your role in this task?)

S: Mungkin aktif mengerjakan saja dan mendengarkan penjelasan guru. (Perhaps, we are active in doing this task and listening to the teacher's explanation.)

R: Tadi di task ini kamu mengerjakan sendiri? (Did you do this task by yourself?)

S: Iya. (Yes, I did)

R: Bisa tidak? (Could you do it?)

S: Lumayan bisa.. hehehe.. (Yes, I could.)

Task 9:

R: Setelah melihat bagian atas dari task ini, berarti sudah tahu bahwa kamu mau belajar apa di task ini? (After seeing the top part of this task, you have been familiar about what you will learn in this task, haven't you?)

S: Iya. Kita mau belajar membaca surat. (Yes, we have. We will read a letter.)

R: OK. Berarti tujuan dari task ini adalah meningkatkan kemampuan membaca siswa, iya kan? (OK. It means that the goal of the task is increasing the students' reading skill, isn't it?)

- S: *Ya mbak, juga menambah vocab kita.* (Yes, miss. Indeed, it is also increasing our vocabulary).
- R: *Instruksinya jelas tidak? Inputnya menarik tidak?* (Is the instruction clear or not? Is the input interesting?)
- S: *Instruksinya sangat jelas, inputnya juga menarik tapi menurut saya cukup berat, hehehe maksudnya kosakatanya agak sulit e mbak.* (The instruction is very clear, and the input is interesting but it is quite difficult I think hehehe, I meant the vocabulary is difficult miss.)
- R: *Jadi harus disederhanakan biar lebih mudah ya?* (So, it should be simplified in order to be easier, right?)
- S: *Iya mbak.* (Yes miss)
- R: *Kegiatan di sini sudah cukup membantu kamu belajar membaca tentang undangan belum?* (The activity here has been enough to help you in learning reading about invitation, hasn't it?)
- S: *Iya, sudah cukup.* (Yes, it has.)
- R: *Yakin?* (Are you sure?)
- S: *Iya mbak.* (Yes. Miss.)
- R: *Peran guru di sini sebagai apa?* (What is the teacher role in this task?)
- S: *Membantu siswa.* (The role is helping students)
- R: *Kalau di sini juga sebagai corrector, setuju?* (If the role is also as a corrector, do you agree?)
- S: *Iya mbak.* (Yes, I do, miss.)
- R: *Apa peran siswa di task ini dik?* (What is the learners' role in this task?)
- S: *Jelas aktif dalam membaca mbak.* (Of course, the students were active in reading activity miss.)
- R: *Di task ini setuju ya kalau dikerjakan secara individu? (In this task, do you agree if the task is done individually?)*
- S: *Iya miss, tapi lebih baik dikerjakan bersama dengan diskusi hehe.* (Yes, I agree. But, it will be better if it is done in groups by discussing miss hehe.)
- R: *Oh ya? Berapa orang di setiap group?* (Are you sure? How many students should be in each group?)
- S: *Mungkin 2 sampai 4 orang.* (Perhaps 2 up to 4 students)

Task 10:

- R: *Tujuannya sama ya dengan task sebelumnya yaitu menekankan pada kemampuan membaca siswa?* (The goal is same with the previous task that is emphasizing the students' reading skill, isn't it?)
- S: *Iya.* (Yes, it is)
- R: *Inputnya mudah yang mana dengan input di task sebelumnya tadi?* (Regarding to the input, which one is easier, the input in this task or in the previous task?)
- S: *Lebih sulit ini.* (The input of this task is more difficult than that in Task 9)
- R: *Berarti sesuai ya dari yang mudah ke yang lebih sulit? Tapi tadi kamu bisa mengerjakan task ini kan?* (It means that the input is in order that is from easy to the difficult, doesn't it? But can't you do this task?)
- S: *Iya, tadi juga bisa.* (Yes, does it. Yes, I can do it.)
- R: *Kegiatan di sini mudah diikuti iya kan?* (The activity here is easy to be followed, isn't it?)
- S: *Cukup mudah, karena berkaitan dengan teks reading sebelumnya.* (Yes, it is quite easy, because is still related to the previous reading text.)
- R: *Peran guru di sini sebagai apa?* (What is the teacher role in this task?)

S: *Sebagai guide saja, ehmm dan mungkin corrector.* (She is as a guide, ehmm and perhaps as a corrector.)

R: *OK, good.* (OK, good)

R: *Apakah tadi kamu aktif di task ini? Aktif melakukan apa?* (Are you active in the task?)

S: *Tentu mbak, aktif membaca dan memahami surat tadi dan menjawab soal.* (Of course. I am active in reading and comprehending the letter and answering the questions.)

R: *Settingnya menurut kamu di task ini harus individu, berpasangan atau kelompok, yang menurut kamu paling efektif dalam mengerjakan task ini?* (In your opinion, should the setting be individually, in pairs or in group, which is the most effective for you in doing the task?)

S: *ehmm secara individu.* (Ehmm.. it should be individually.)

Task 11:

R: *Task 11 ini, tujuannya apa?* (What is the goal of Task 11?)

S: *Tujuannya agar siswa dapat menguasai banyak kosakata yang berhubungan dengan jurusan kami.* (The goal is that the students can master a lot of vocabularies which are related to our field.)

R: *Instruksinya jelas tidak? Inputnya menarik tidak?* (Is the instruction clear? Is the input interesting?)

S: *Jelas mbak. Inputnya juga menarik karena ada hubungannya dengan jurusan saya.* (It is clear. The input is also interesting because the vocabularies are related to my department.)

R: *Kamu melakukan apa di task ini?* (What do you do in this task?)

S: *Menganalisa vocab, mencari artinya kemudian menjodohkan kata.* (We analyze vocabulary, search the meanings of words and match the words.)

R: *Peran guru di sini sebagai corrector, setuju?* (The teacher role is as a corrector. Do you agree?)

S: *Ya mbak, betul.* (Yes. That's true.)

R: *Apa kamu bisa mengerjakan task ini dengan baik?* (Can you do this task well?)

S: *Iya, saya dapat mengerjakannya.* (Yes, I can.)

R: *Jelas sekali task ini harus dikerjakan secara individu, setuju kan?* (It is clear that the task should be done individually, do you agree?)

S: *Ya, secara individu.* (Yes. I do.)

Task 12:

R: *Coba diperhatikan, Task ini tujuannya apa?* (Please, pay attention to it. What is the goal of the task?)

S: *Fokus pada reading, terus belajar kosakata juga dan menjawab pertanyaan.* (The goal focuses on reading skill, and learning vocabulary and answering questions.)

R: *Ini inputnya menarik untuk kamu tidak? Input ini tentang apa?* (Is this input interesting for you or not? What is the input about?)

S: *Menarik. Itu tentang tawar-menawar hehe,..* (It is interesting. That's about bargaining hehe)

R: *Terlalu sulit untuk siswa kelas 2 SMK tidak?* (Is it too difficult for second grade students of SMK or not?)

S: *Tidak begitu sih mbak.* (Not really miss.)

R: *Isinya jelas tidak?* (Is the content clear enough?)

S: *Ya* (Yes, it is).

R: *Apa yang kamu lakukan di task ini?* (What did you did in this task?)

S: Membaca text mbak dan menjawab soal berkaitan dengan text yang diberikan. (We read text miss and answered questions related to the text given.)

R: Peran guru di task ini sebagai apa? (What is the role of teacher in this task?)

S: Sebagai pembimbing saja mungkin. (She is as a guide, perhaps.)

R: Apakah kamu aktif membaca dan bisa mengerjakan soal di task ini? (Are you active in reading and can you do the task well?)

S: Ya, sedikit aktif hehe, bisa mbak bisa. (Yes, even in a little. Yes I can do it.)

R: Kamu lebih suka individu atau berpasangan dalam mengerjakan Task ini? (Do you prefer individually or in pairs in doing the task?)

S: Lebih suka individu, trus nanti didiskusikan bersama-sama kalau sudah selesai. (Individually, then it should be discussed together after we finish.)

Task 13:

R: Apa yang kamu harapkan setelah mengerjakan Task 13? (What is your expectation after doing Task 13?)

S: Saya dapat menambah vocabulary (I can increase my vocabulary)

R: Apakah task ini cocok buat kamu? Instruksinya cukup jelas atau tidak? (Is the task appropriate for you? Is the instruction also clear enough or not?)

S: Ya cocok dengan bidang saya. Instruksinya juga jelas bagi saya. (Ya, it is appropriate with my field. The instruction is also clear enough for me.)

R: Aktifitas di task ini sesuai tidak dengan kalian? (Is the activity suitable for you?)

S: Ya. (Yes.)

R: Apa peran guru di task ini? (What is the teacher role in this task?)

S: Menjadi pengoreksi dan pengontrol pekerjaan siswa. (She is being a corrector and controller of students' works.)

R: Tadi kamu bisa mengerjakan task ini dengan baik tidak? (Can you do the task well or not?)

S: Ya mbak, saya sih bisa. (Yes, miss, I can do it well.)

R: Settingnya menurut kamu di task ini harus individu, berpasangan atau kelompok, yang menurut kamu paling efektif dalam mengerjakan task ini? (In your opinion, should the setting be individually, in pairs or in group, which is the most effective for you in doing the task?)

S: ehmm kalau saya berpasangan mbak. (Ehmm. I think it is in pairs.)

R: Oh ya? Kalau kamu dik Kusnia? Setujukah? (Really? How about you, Kusnia? Do you agree?)

K: Ehmm tidak. Kalau saya lebih suka dikerjakan sendiri baru kemudian berpasangan. (Ehmm, No, I don't. I prefer do it individually and then continue with partner).

Task 14:

R: Tujuan dari belajar task ini adalah? (What is the goal of studying this task?)

S: Memahami tata bahasa Inggris mbak. (The goal is to understand English grammar.)

R: Instruksinya jelas tidak? (Is the instruction clear enough or not?)

S: Ya jelas. (Yes, it is clear.)

R: Inputnya gimana? (How is the input?)

S: Cukup sederhana dan jelas. (It is quite simple and clear.)

R: Yakin? (Are you sure?)

S: Iya hehe... (Yes, I am hehe...)

R: Apa yang kamu lakukan di task ini? (What did you do in this task?)

S: Saya membaca dan belajar penerangan tentang kalimat pasif dan juga mendengarkan guru dalam menjelaskan materi. (I read and studied the explanation of Passive Voice and also listened the teacher in explaining the materials.)

R: Apa saja peran guru dalam task ini? (What is the teacher role in the task?)

S: Hanya sebagai sumber saja, karena guru menerangkan materi. (She is just as a resource, because she explains the materials.)

R: Peran kalian di task ini apa? (What is your role in this task?)

S: Sedikit active mbak, karena kita Cuma memahami dan mendengarkan penjelasan guru. (Being little active, because we just comprehend and listen the teacher's explanation.)

R: Siswa bekerja mandiri ya di task ini? Setuju? (The students work independently in this task, don't they? Do you agree?)

S: Iya. (Yes, they do).

Task 15:

R: Tujuannya task ini kira-kira apa? (What is probably the goal of the task?)

S: Menekankan pada kemampuan struktur kalimat. (The goal is emphasizing the grammar competence.)

R: Input di task ini relevant tidak dengan materi sebelumnya? (Is the input relevant with the materials in the previous?)

S: Iya, relevan. (Yes, it is relevant)

R: Instruksinya jelas tidak? (Is the instruction clear enough?)

S: Ya, cukup jelas. (Yes, it is clear enough).

R: Berarti aktifitas di sini ngapain aja? (So, what are the activities here?)

S: Mengenal pola kalimat, memahami kata kerja seperti to be dan mengubah kalimat dari aktif ke pasif. (The activities were to know sentence structures, understand verbs such as to be and change sentences from active into passive forms).

R: Peran guru di sini sebagai apa? (What is the teacher role in this task?)

S: Mengawasi dan mungkin menilai kerjaan siswa. (The teacher can control and maybe assess the students' works.)

R: Kamu bisa tidak mengerjakan task ini? (Can you do the task well?)

S: Iya, saya bisa mengerjakannya. (Yes, I can.)

R: Task ini sebaiknya dikerjakan sendiri-sendiri atau berpasangan? (Which one is better to do the task, individually or in pairs?)

S: Mungkin satu nomer dikerjakan bersama dulu, baru nomer berikutnya dikerjakan sendiri-sendiri. (Perhaps, number one is done with partner, and then the next numbers are done individually.)

Task 16:

R: Tujuannya sudah jelas ya, yaitu mengerti tentang kartu undangan dan memo? (The goal is clear enough, right? That is to understand invitation and memo cards.)

S: Iya, cukup jelas. (Yes, it is quite clear.)

R: Instruksinya sudah jelas belum? Dan inputnya sudah jelas dan cukup belum bagi kalian? (Has the instruction been clear? And the input is clear and quite enough for you, isn't?)

S: Ya, jelas mbak dan inputnya juga sudah cukup. (Yes, it is clear and the input is also enough.)

R: Kegiatan di task ini apa dik? (What is the activity in this task?)

S: Memahami materi tentang bagaimana menulis kartu undangan dan memo dengan benar. (It is understanding on how to write invitation and memo cards correctly.)

R: Apa peran guru di task ini dik?(What are the teacher roles in this task?)

- S: *Guru menjelaskan dan memberikan contoh contoh lain selain yang ada di sini.* (The teacher explains and gives other examples in this task, miss.)
- R: *Apa peran siswa di task ini dik?* (What is the learners' role?)
- S: *Aktif memahami materi ini dan mungkin bertanya mbak, meski tidak menulis atau berbicara.* (They are being active in understanding these materials and perhaps asking questions, even though not being active in writing or speaking.)
- R: *Setuju kan kalau task ini dilakukan secara mandiri?* (Do you agree if the task is done individually?)
- K: *Ya mbak, saya setuju.* (Yes, I agree.)

Task 17:

- R: *Tujuan dari task ini adalah menekankan kemampuan menulis siswa, betul?* (The goal of the task is to emphasize students' writing skill, isn't it?)
- S: *Iya, benar.* (Yes, it is.)
- R: *Sudah cukup belum input di sini?* (Has the input in this task been enough?)
- S: *Ya sudah cukup.* (Yes, it has.)
- R: *Inputnya masih sesuai dengan topik kalian sebelumnya kan? Jelas tidak?* (The input is still related to the previous task, isn't it? Is it clear?)
- S: *Ya, masih berhubungan dan jelas.* (Yes, it is.)
- R: *Apa yang kamu lakukan di task ini?* (What do you do in this task?)
- S: *Menulis kartu undangan dan memo sesuai dengan situasi-situasi yang kita pilih di task ini.* (I write invitations cards and memo based on the situations which have been chosen in this task.)
- R: *Apa peran guru di sini dik?* (What is the teacher role here?)
- S: *Mungkin bisa mengawasi siswa kemudian menilai pekerjaan siswa.* (Perhaps she can control students and assess students' works.)
- R: *Di task ini siswa dapat aktif tidak? Trus aktif ngapain?* (Here, are the students active? What are they active in?)
- S: *Ya siswa tetap aktif menulis dan membuat kalimat sendiri.* (Yes, the students are active in writing and creating sentences individually.)
- R: *Di task ini siswa dapat aktif tidak? Trus aktif ngapain?* (Here, are the students active? What are they active in?)
- S: *Ya siswa tetap aktif menulis dan membuat kalimat sendiri.* (Yes, the students are active in writing and creating sentences individually.)

Task 18:

- R: *Nah apa tujuan dari task terakhir di unit 1 ini menurut kalian?* (Well. What is the goal of the last task in this unit, in your opinion?)
- S: *Tujuannya adalah menilai kemampuan kita setelah belajar materi-materi sebelumnya.* (The goal is to assess our competence after learning the materials in the previous.)
- R: *Kalau kamu Kusnia, apa pendapatmu?* (How about you Kusnia, what is your opinion?)
- S: *Ya seperti itu mbak. Hehehe* (Yes, like that hehehe).
- R: *Ya bagus.* (Ok. That's good).
- R: *Input di task ini cukup belum menurutmu? Anda paham dengan situasi-situasi yang diberikan?* (In your opinion, has the input been enough for you? Do you understand about the situations given?)
- S: *Ya, sudah cukup lah. Ya saya mengerti.* (Yes, it has. Yes, I understand).
- R: *Apa kegiatan di task terakhir ini?* (What is the activity in this last task?)

S: Kegiatannya adalah membuat dialogue tentang menerima atau menerima undangan dan tawar menawar dengan memilih situasi yang ada. (The activity is to make a dialogue about accepting or refusing an invitation and about bargaining by choosing the situations given).

R: Apa peran guru di bagian ini? (What is the teacher role in this part?)

S: Dia sebagai penilai kerjaan siswa. (She is an assessor toward students' works).

R: Kalian aktif tidak di task ini? (Are you active in this task?)

S: Ya kita aktif juga kreatif membuat dialog dan mempraktekannya dengan teman. (Yes, I am active and creative in creating dialogue and practicing it with our friend.)

R: Ini dikerjakan sendiri, berpasangan atau kelompok? (Is this done individually, in pairs or in group?)

S: Berpasangan. (In pairs.)

R: Kenapa? (Why?)

S: Karena ini kan percakapan pendek jadi harus dipraktekkan berdua. (Because these are short conversations, so should be practiced with a partner.)

R: Ok. Kalau begitu, saya kira cukup interview kita hari ini. Terimakasih ya adik-adik buat partisipasinya dan kerjasamanya. Mudah-mudahan informasi yang adik berikan tadi bisa bermanfaat dan membantu saya dalam mengevaluasi materi ini menjadi lebih baik dan bermanfaat lagi. Ok. Sukses buat kalian. Terimakasih. (Ok. I think that is enough for the interview today. Thank you for your participation and cooperation. Hopefully, the information you have just given can be useful and helpful for me in evaluating the developed materials to be better. Ok. Goodluck for you all. Thanks a lot).

S & K: Iya Mbak, sama-sama. Amin. (Yes, miss. You are welcome. Amin)

Interview Transcript of UNIT 2

R : The Researcher

S : Suci (Student 1)

I : Isti (Student 2)

I : Nama saya Isti Indaryani kelas sebelas akuntansi 2. (My name is Isti Indaryani, class XI AK 2)

S : Nama saya Suci Lestari, kelas sebelas akuntansi 2. (My name is Suci Lestari, class XI AK 2)

R : Seperti temenmu sebelumnya. aku akan interview kamu. Coba perhatikan halaman pertama! Gambarnya dan judulnya, tahu tidak kira2 itu materi apa? (Like your friends before, I will interview you. Please, pay attention to the first page! Based on the picture and the title, do you know what probably the material is?)

S : Ya, tahu. Itu tentang compliment. (Yes, I do. That is about compliment.)

R : Apa itu compliment? (What is compliment?)

S : Memuji.

R : Gambarnya sudah sesuai dengan judulnya belum. (Has the picture been suitable with the title?)

S : Iya, tapi kurang begitu sesuai. (Yes, but still less suitable.)

R : Kenapa? (Why?)

S : Karena expresinya kurang jelas kalau itu memuji. (Because the expression in the picture is not clear enough that he in complementing.)

R : Tapi cukup mewakili ya? (But, is it enough?)

S : Iya cukup. (Yes, it is.)

R : Nah tujuannya kamu paham tidak? Bagian bawah ini menunjukkan tujuan dari kita belajar unit 2, setuju tidak? (Do you know the goal? The bottom part shows the goal of learning Unit 2. Do you agree?)

S : Iya setuju. (Yes, I do.)

R : Jelas tidak tujuannya? (Is the goal clear?)

S : Ya jelas mbak. (Yes, it is clear.)

Task 1:

R : OK. Mari kita perhatikan Task 1, instruksinya jelas tidak bagi kamu? (OK. Let's pay attention to Task 1. The instruction is clear, isn't it?)

S : Jelas kok. (Yes, it is.)

R : Gambarnya jelas dan menarik tidak? (Is the picture clear and interesting or not?)

S : Iya, cukup menarik dan jelas. (Yes, it is.)

R : Tujuan dari Task 1 menurut kalian apa? (In on your opinions, what is the goal of Task 1?)

S : Mengungkapkan sesuatu seperti memuji...atau memberikan komentar...ehmm. (Expressing feeling such as complementing ... or giving comments...ehmm.)

R : Tujuan dari task ini lho? Bisa tidak pertanyaan ini memancing kamu menuju topik sebelumnya, dan ini adalah merupakan kegiatan pemanasan, setuju tidak? (The goal of the task, I meant. Can these questions prompt you into the previous topic? Do you agree if it is called as warming up?)

S : Ya, itu bisa. Setuju. (Yes, it can. Yes, I do.)

- R : Di task ini, kamu ngapain aja? (In this task, what do you do?)*
S : Memperhatikan gambar, kemudian menjawab pertanyaan berdasarkan pendapat kita tentang pujian. (Paying attention to the picture and then answering the questions based on my opinion about compliment.)
R : Tadi kamu bisa melakukannya? Berapa menit kira-kira kamu mengerjakannya? (Could you do that? How many minutes could you do it?)
S : Iya, saya bisa. Ehmm ya kurang lebih lima menit, seperti yang mbak minta hehe.. (Yes, I could. Ehmm it was more less five minutes like what you wanted hehe..)
R : Kamu mengerjakannya sendiri tidak? (Did you do it individually?)
S : Iya... meskipun tidak begitu yakin jawabannya hehe... (Yes, I did. Even though I was not really sure with my answers hehe...)
R : Peran guru di sini sebagai apa? (What is the teacher role here as?)
S : Mungkin sebagai pemancing. (Perhaps, she is as a prompter.)
R : Kamu? (How about you, do you agree?)
I : Ya sama hehehe... (Yes, I agree hehehe...)

Task 2:

- R : Terus, Task 2 tujuannya apa? (Next, what is the goal of Task 2?)*
S : Supaya siswa benar dalam mengucapkan dan menterjemahkan kata-kata Inggris, sehingga bisa menambah kosakata kita dan cara pengucapannya. (The goal is that the students can pronounce and translate English words correctly, so that it can increase our vocabulary and pronunciation.)
R : Perintahnya dan inputnya jelas tidak? (Are the instruction and the input clear or not?)
S : Jelas. (Yes, it is)
R : Kosakatanya sudah cukup belum bagi kalian? (Has the vocabulary been enough for you?)
I : Iya, sudah mbak apalagi ada cara bacanya yang benar, jadi membantu kita dalam mengucapkan kata-kata tersebut. (Yes, it has. Indeed, there was the correct phonetic transcription, so it helped us in pronouncing the words.)
R : Apa yang kamu lakukan di bagian ini? (What do you do in this section?)
I : Mengartikan kosakata dan kemudian mengucapkannya dengan benar sesuai cara baca di sini. (Translating the words and then pronouncing them correctly based on the phonetic transcription here.)
R : Berarti, peran guru di sini sebagai apa? (So, what is the teacher role in this task?)
I : Membimbing siswa mungkin. (Perhaps, she is guiding students.)
R : Ok membimbing terus, bisa tidak kalau membenarkan? (Ok, as a guide, and then can the teacher be as a corrector?)
S : Bisa... (Yes, she can.)
R : Sebagai sumber bisa tidak? (As a source, can be?)
I : Bisa juga... (Yes, it can too.)
R : Task ini sebaiknya dikerjakan sendiri-sendiri atau berpasangan atau dalam kelompok? (This task will be better if it is done individually, in pairs or in group?)
S : Dikerjakan sendiri. (It is done individually.)
R : Di task ini berarti siswa harus aktif ya, setuju? (In this task, students should be active, right? Do you agree?)
S : Ya. (Yes, they should.)

Task 3:

- R : Ok. Sekarang kita ke task 3, instruksinya jelas tidak? (OK. Now we move to Task 3. Is the instruction clear?)*

- S : Sudah. (Yes, it is.)*
R : Menarik tidak inputnya? (Is the input interesting or not?)
I : Bingung... mbak hehehe... (I am confused miss... hehehe...)
R : Bingung? Ini kan mendengarkan, berarti siswa aktif ngapain disini? (Confused? It is listening, isn't it? So, the students are active in...?)
I : Mendengarkan.... (Listening...)
R : Ok, bagus, jadi input mendengarkannya sesuai tidak bagi kamu? 2 percakapan itu terlalu panjang dan banyak tidak menurutmu? (Ok, good. So, is the listening input appropriate for you or not? Are the two dialogues too long and much or not?)
S : Iya, sudah sesuai. Kalau untuk panjang dan banyaknya sih, sudah sesuai juga. (Yes, it is. The length of each dialogue is appropriate too.)
R : Peran guru apa? Sources bisa? (What is the teacher role? Can she be as a source?)
S : Bisa... (Yes, she can.)
R : Sebagai pemandu bisa? Membantu? (As a guide, who helps, can be?)
S : Ya...bisa (Yes.)
R : Aktifitasnya menarik tidak? (Is the activity interesting?)
S : Menarik. (Interesting)
R : Nah berarti, task ini tujuannya apa? (So, what is the goal of the task?)
S : Tujuannya tentu adalah meningkatkan kemampuan mendengarkan bagi saya. (Of course, the goal is increasing my listening skill.)
R : Ngomong-ngomong kamu bisa mengerjakan task ini kan? (By the way, you can do the task, cannot you?)
S : Iya, saya bisa. (Yes, I can.)
R : Terus mengerjakannya sendiri atau diskusi dengan teman sebangku tadi? (Then did you do it individually or discussing with your friend?)
S : Hehehe... awalnya sendiri ketika mendengarkan, setelah itu kita saling diskusi. (Hehehe...I did it by myself at the beginning while listening, but after that I discussed it with my friend.)

Task 4:

- R : Task 4 tujuannya apa? (What is the goal of Task 4?)*
I : Siswa agar tahu tentang memberikan pujian dan respon terhadap pujian, tahu ekspresi-ekspresinya. (Students can understand about giving compliments and response toward compliments given, and understand the expressions that are used.)
R : Jadi inputnya jelas dan menarik tidak? (So, is the input clear and interesting?)
I : Ya. (Yes, it is.)
R : Ok, peran guru berarti apa? (OK, so what is the teacher role?)
I : Memandu bisa, sebagai sumber menerangkan juga bisa... (The teacher can be a guide, and also as a resource in explaining.)
R : Terus kegiatannya cocok tidak untuk kamu? (Next, is the activity appropriate for you?)
S : Cocok. (Yes, it is.)
R : Siswanya aktif atau pasif? Aktif ngapain? (Are the students active or passive? What is active in?)
S : Aktif memahami ekspresi-ekspresi berhubungan dengan pujian. (The students are active in understanding the expressions related to compliments.)
R : Task ini sebaiknya dikerjakan sendiri, setuju? (This task will be better if done individually, do you agree?)
S : Ya, setuju. (Yes, I do)

Task 5:

R : Ok berikutnya Task 5. Coba Task 5 km baca. Perintahnya jelas tidak? (OK. Next, is Task 5. Please read Task 5. Is the instruction clear?)

S : Jelas. (Yes, it is.)

R : Dialognya terlalu panjang tidak dik? (Is the dialogue too long?)

S : Tidak mbak, cukup. (No, it is not. It has been enough.)

R : Tujuannya apa dik? (What is the goal?)

S : Mempelajari dialog, menjawab pertanyaan trus... emmm meningkatkan kemampuan kita berbicara. (Learning dialog, answering questions, an then...emmm increasing our speaking skill.)

R : Kegiatan di sini ngapain aja to? (What is the activity here?)

S : Menjawab pertanyaan berdasarkan teks bacaan kemudian mempraktekkannya dengan teman kita. (It is answering questions based on the text dialogue and then practicing it with my friend.)

R : Keingatannya mudah diikuti kan? (The activity is easy to be followed, isn't it?)

S : Ya... (Yes, it is.)

R : Berarti jelas di sini siswa aktif berbicara kan? (So, it is clear that the students are active speaking, isn't it?)

S : Iya mbak... (Yes miss...)

R : Task ini akan lebih baik dikerjakan sendiri-sendiri atau berpasangan? (Will this task will be better if it is done individually, or in pairs?)

S : Berpasangan. (in pairs.)

R : Peran guru sebagai apa di sini? Membenarkan gitu bisa tdk ? (What is the teacher role here? Can she correct the students' works?)

S : Bisa. (Yes, she can.)

R : Memonitor siswa dalam praktek speaking bisa tidak? (Can she monitor the students in practicing speaking?)

S : Bisa juga... (Yes, she can.)

Task 6:

R : Ok, next, task 6. Paham tidak perintahnya? (OK, next, Task 6. Do you understand the instruction?)

S : Paham. (Yes, I do.)

R : Jadi apa yang kamu lakukan di task ini? (So, what do you do in this task?)

S : Kita membuat percakapan sederhana berdasarkan situasi yang diberikan, kemudian praktek berbicara di depan kelas. (We make a simple conversation based on the situation given, and then practice it in front of the classroom.)

R : Kalian aktif tidak di task ini? (Are you active in this task?)

S : Ya kita aktif juga kreatif membuat dialog dan mempraktekannya dengan teman. (Yes, I am active and creative in creating dialogue and practicing it with our friend.)

R : Input ini menarik tidak? Maksudku cocok atau menantang tidak? (Is the input interesting, I meant suitable or challenging?)

S : Cocok dengan topiknya. (Yes, it is suitable with the topic.)

R : Gambarnya menarik dan cukup belum buat kamu? Kenapa? (Are the pictures interesting and enough for you? Why?)

S : Inputnya menarik dan cukup. Karena gambarnya berwarna, jelas dan penampilannya bagus... (Yes, the input is interesting and enough, because the pictures are colorful, clear and the appearance is good...)

R : Ini dikerjakan sendiri, berpasangan atau kelompok? (Is this done individually, in pairs or in group?)

- S : Berpasangan. (In pairs.)*
R : Kenapa? (Why?)
S : Karena ini kan percakapan pendek jadi harus dipraktikkan berdua. (Because these are short conversations, so should be practiced with a partner.)
R : Ok. Di task ini diharapkan siswa bisa ngapain? (Ok. In this task, what are the students expected to?)
S : Bisa berkomunikasi dengan bahasa Inggris. (They can communicate using English.)
R : Berarti menekankan pada speaking skill , bener? (So, it is emphasizing the students' speaking skill, isn't it?)
S : Bener. (Yes, it is.)
R : Jadi peran guru apa kalo siswa nya ngomong? (So, what is the teacher role if the students are speaking?)
S : Sebagai pengawas , bisa sebagai penilai. (She is as an observer or an assessor.)

Task 7:

- R : Ok. Trus sekarang task 7. Coba kalian perhatikan task 7. Ketika kamu memperhatikan task 7 akan ada "Let's read and write". Anda sudah paham belum apa yang harus kamu lakukan nanti? (OK. Next, Task 7. Please, pay attention to Task 7. When you look at Task 7, there will be "Let's read and write". Do you understand what you will do next?)*
I : Ya, paham. (Yes, I understand.)
R : Mau ngapain? (What will you do?)
I : Membaca dan menulis. (I will read and write.)
R : Ok jadi menekankan pada keahlian membaca dan menulis ya? (OK. So, it emphasizes on reading and writing skills, isn't it?)
I : Iya. (Yes, it is.)
R : Inputnya sudah cukupkah untuk memfasilitasi kamu dalam membaca? (Has the input been enough to facilitate you in reading?)
I : Sudah. (Yes, it has.)
R : Menarikk tidak? (Is that interesting?)
I : Iya menarik, dan tampilannya jelas. (Yes, it is interesting and the appearance is also clear.)
R : Sesuai tidak inputnya dengan jurusan adik? (Is the input appropriate with your department?)
S : Iya, sangat sesuai. Teks ini berhubungan dengan Akuntansi, yaitu MYOB Accounting. (Yes, it is so appropriate. The text is related to Accounting, that is MYOBY Accounting.)
R : OK, bagus. (OK, that is good.)
R : Siswa kira-kira aktif ngapain? (What are probably the students active in?)
S : Mereka aktif membaca, memahami isi bacaan dan mungkin berdiskusi. (They are active in reading, understanding the text content and perhaps in discussing.)
R : Setting bagaimana? (How is about the setting?)
S : Dikerjakan sendiri. (It is done individually.)
R : Peran guru berarti apa? (So, what is the teacher role?)
S : Membimbing siswa agar paham dengan teks bacaan tersebut kemudian mengoreksi betul atau tidak jawaban siswa. (She is guiding students to understand the reading text and correcting the students' works.)
R : Berarti tujuan task ini apa? (So, what is the goal of this task?)
S : Tujuannya meningkatkan kemampuan membaca siswa dan agar siswa bisa memahami dan menambah kosakata mereka dengan membaca teks ini.. mungkin ya..

(The goal is to increase students' reading skill and perhaps, students can understand and add their vocabulary through reading the text...)

Task 8:

R : Task 8, paham tidak dengan perintahnya? (Task 8, do you understand the instruction of it?)

S : Paham. (Yes, I do.)

R : Ok, kamu disuruh ngapain? (OK, what are you asked to?)

S : Menjodohkan keterkaitan kata di dalam teks bacaan yang ada di Task 7. (We are asked to match the related words in the reading text of Task 7.)

R : Ok berarti tujuannya siswa agar apa? (OK. So, what is the goal?)

S : Siswa benar-benar paham dengan topik dan isi bacaan dalam teks sebelumnya dan juga agar bisa menemukan informasi detail di dalam teks. (The goals are that students can truly understand the topic and content of the previous reading text and also can find the detail information in the text.)

R : Input nya ini sulit tidak bagi kamu? Kenapa? (Is the input difficult for you? Why?)

I : Tidak. Karena teks bacaan yang digunakan sama dengan yang di task sebelumnya... (No, it isn't, because the reading text that was used is same with that in the previous task.)

R : Ok. Peran siswa apa? Aktif atau pasif kalo di sini? (OK. What is the students' role? Are they active or passive here?)

I : Aktif. (They are active.)

R : Aktif ngapain? (What are they active in?)

I : Aktif membaca lagi teks bacaan sebelumnya. (They are active in reading the text again.)

R : Peran guru sebagai apa di sini? (What is the teacher role here?)

I : sebagai corrector atau assessor. (She is as a corrector or an assessor.)

R : Ini sebaiknya dikerjakan sendiri atau bersama? (Is this better done individually or in pairs?)

I : Sendiri. (Individually.)

Task 9:

R : Ok, sekarang task 9. Coba anda baca perintannya, jelas tidak? (OK, now Task 9. Please read the instruction, is it clear or not?)

I : Jelas. (Yes, it is.)

R : Terus siswa disuruh ngapain di sini? (And then, what are the students asked to in this task?)

I : Mencari arti kata. (The students are asked to search some words meanings.)

R : Aktifitas di task ini sesuai tidak dengan kalian? (Is the activity suitable for you?)

I : Ya. (Yes.)

R : Ok, ini sama task sebelumnya sulit yang mana? (Ok, this task compared with the previous task, which one is more difficult?)

S : Sulit yang ini. (This task is more difficult.)

R : Kenapa? (Why?)

S : Karena ini artinya memakai bahasa Inggris juga mbak... (Because their meanings are in English miss...)

R : Berarti ini menekankan apa? (What does it emphasize?)

S : Pemahaman sama menambah kosakata... (It emphasis in comprehending and increasing vocabulary...)

R : Dari task 1 sampai 9, tingkat kesulitannya sudah urut belum? Dan seharusnya task ini dikerjakan sendiri atau berdua? (From Task 1 up to 9, is the level of difficulty in a good order? So, should this task be done individually or in pairs?)

S : Iya, sudah. Sebaiknya dikerjakan berdua mbak, karena ini lebih sulit daripada tadi (Yes, it is. It will be better if it is done in pairs miss, because it is more difficult than Task 8.)

R : Peran guru di sini apa? (What is the teacher role here?)

S : Mengoreksi jawaban siswa. (She is correcting students' answers.)

Task 10:

R : Task 10 coba anda perhatikan. Dari instruksi itu, tujuan task ini apa? (Please, pay attention to Task 10. From the instruction, what is the goal of the task?)

S : Siswa dapat membedakan penggunaan 'used to' dan 'to be used to', pokoknya belajar tata bahasa Inggris (The goal is that the students can differentiate the use of 'used to' and 'to be used to', the point is learning English grammar.)

R : Ok good. Inputnya jelas atau belum? Sesuai tidak dengan jurusan kalian? (OK, good. Has the input been clear or not? Is it appropriate with your field?)

S : Jelas. Sesuai (Yes, it has.)

R : Berikutnya, ini harus dikerjakan sendiri atau berpasangan? (Next, should it be done individually or in pairs?)

I : Berpasangan. (in pairs...)

R : Knp alasannya kok berpasangan? (Why? What is your reason?)

I : Ya karena nanti kalau saya tidak bisa, bisa tanya ke yang lain hehehe... Ya tapi ya tidak apa-apa kalau sendiri (Yeah, because if I don't understand, I can ask the others hehehe... but it's ok if done individually)

R : Ok, berarti siswa harus aktif ngapain? (Ok, what should the students be active in...?)

I : Memahami dan bertanya...hehe (They should be active in understanding and asking... hehe)

R : Bertanya kepada siapa? (To whom they ask?)

I : Kepada yang bisa... hahaha... (To friend who is able... hahaha...)

R : Hahahaha betul , guru berarti perannya apa? (Hahahaha that's right, what is the teacher role?)

I : Menerangkan, sehingga guru sebagai sumber (The role is explaining the materials, so she is as a source.)

Task 11:

R : Kemudian kita ke task 11. Paham tidak dengan perintah itu? (Next, we move to Task 11. Do you understand the instruction?)

I : Paham. (Yes, I do.)

R : Tujuan dari task ini apa? (What is the goal of the task?)

I : Tujuannya adalah kita bisa menulis kalimat dengan struktur bahasa Inggris yang benar. (The goal is that we can write sentences using correct grammar.)

R : Inputnya cocok tidak? (Is the input appropriate?)

S : Cocok. (Yes, it is.)

R : Kegiatannya ini sesuai tidak dengan kamu? Apa itu kegiatannya? (Is the activity suitable for you? What is the activity?)

S : Sesuai. Kegiatannya adalah menyusun kata acak menjadi kalimat yang benar. (Yes, it is. The activity is arranging jumbled words into correct sentence.)

R : Kira-kira harus dikerjakan bagaimana? (How is probably it done?)

S : Sendiri. (It is done individually.)

- R : Peran siswa berarti apa? (So, what is the learner role?)*
S : Aktif mengerjakan saja... (They are active in doing the task, just it ...)
R : Peran gurunya? (The teacher role is ...?)
S : Mengoreksi dan menilai (Correcting and assessing.)

Task 12:

- R : Ok, sekarang kita ke task 12. Perintahnya jelas tidak? (Ok, now we move to Task 12. Is the instruction clear?)*
S : Jelas. (Yes, it is.)
R : Kegiatan seperti ini membantu kamu tidak? Menunjukkan variasi tidak? (The activity like this, does it help you or not? Does it show a variation or not?)
S : Membantu. Iya. (Yes, it does.)
R : Lebih sulit yang mana task 11 atau 12? (Which one is more difficult, Task 11 or 12?)
S : Task 12 (Task 12)
R : Kenapa? Tapi sesuai dengan kemampuan kalian kan? (Why? But it is appropriate with your ability, right?)
S : Hmmmm hehehe....(Yes, it is appropriate with my level)
R : Karena di sini kalian memproduksi kalimat ya kan, bikin dengan kalimatmu sendiri, lebih free activity iya kan? (Because, in this task you produce sentences using your own words, it is free activity, isn't it?)
I : Iya. (Yes, it is.)
R : Tujuannya berarti siswa bisa membuat kalimat 'used to' and 'to be used to', setuju? (So, the goal is that students can be able to make sentences of 'used to' and 'to be used to', do you agree?)
I : Setuju. (Yes, I agree.)
R : Terus peran guru apa di sini, sebagai assessor kah? Setuju? (So, what is the teacher role? Is she as an assessor? Do you agree?)
I : Setuju, iya (Yes, I do.)
R : Terus, peran siswa apa? (Then, what is the learner role?)
I : Mereka aktif mengerjakan, memproduksi atau membuat kalimat sendiri. (They are active in doing, producing or making sentences.)
R : Kamu mengerjakannya sendiri atau berdua tadi? (Did you do that individually or in pairs?)
I : Sendiri. (I did it by myself).

Task 13:

- R : Ok kemudian Task 13, coba anda perhatikan. Inputnya cukup belum, penerangannya itu tentang noun clause? (Ok, now Task 13. Please pay attention to it. Is the input enough? I meant the explanation about noun clause?)*
I : Cukup. (Yes, it is)
R : Tujuan dari belajar di task ini adalah? (What is the goal of studying in this task?)
I : Memahami tata bahasa Inggris mbak. (It is to understand English grammar.)
R : Berarti peran guru sebagai apa? (So, what is the teacher role?)
S : Full sources. Karena menerangkan materi. (Full sources, because she is explaining the materials.)
R : Peran siswa apa? (What is the learner role?)
S : Aktif mendengarkan penjelasan guru tapi pasif dalam menulis. (Students are active in listening to teacher's explanation, but passive in writing.)
R : Berarti kegiatan di sini adalah? (So, the activity here is ...?)
S : Memahami materi tentang Noun Clause. (Learning materials about Noun Clause.)

R : Dikerjakan sendiri kan task ini? This task is done individually, right?)

S : Iya miss... (Yes, it is.)

Task 14:

R : Kemudian task 14, perintahnya jelas? Tujuannya apa berarti? (Next Task 14. Is the instruction clear enough? So, what is the goal?)

S : Iya, jelas mbak. Tujuannya belajar writing dan grammar tentang materi Noun Clause (Yes, it is, miss. The goal is learning writing and grammar about Noun Clause.)

R : Inputnya bagus tidak? (Is the input good or not?)

I : Cukup bagus mbak... (It is good enough miss...)

R : Siswa nya ngapain di sini? (What are the students doing in this task?)

I : Aktif melengkapi kalimat...dengan memilih jawaban yang paling tepat pada box (They are active in completing sentences... by choosing the best answer in the box.)

R : Kamu mengerjakannya sendiri atau tidak? (Did you do that by yourself or not?)

S : Sendiri. (Yes, by myself.)

R : Peran gurunya sebagai apa kalau seperti ini? (What is the teacher role if the activity is like this?)

S : assessor sama ...dan emmm udah.. (She is as an assessor and... emmm... that's all)

Task 15:

R : Ok. Terus sekarang Task 15. Coba kamu baca dulu. Perintahnya mudeng g kamu? Dan apa tujuan task ini? (OK, now Task 15. Please read first. Do you understand the instruction? And what is the goal of the task?)

S : Iya. Tujuannya ya meningkatkan kemampuan siswa dalam menulis. (Yes, I do. The goal is to increase students' writing skill.)

R : Suruh ngapain? (What are you asked for?)

S : Membuat kalimat. (We are asked to make sentences.)

R : Itu dengan task sebelumnya sulit mana? (Which one is more difficult compared with the task before?)

S : Sulit ini. (This is more difficult than before.)

R : Terus settingnya harus bagaimana? (Then, what is the setting?)

I : Dikerjakan sendiri. (It is better done individually.)

R : Gurunya sebagai apa di sini? (What should the teacher be here?)

I : Assessor (She should be as an assessor.)

R : Terus emmm... kegiatan ini memberikan peluang bagi kamu untuk bisa praktek writing tidak? (Then emmm...does the activity give you a chance to practice writing skill or not?)

I : Iya, bisa. (Yes, it does.)

R : Apa kamu active di task ini? (Are you active in this task?)

I : Iya (Yes, I am.)

Task 16:

R : Ok, coba perhatikan "Let's Evaluate", tujuannya apa itu? (Please, pay attention to "Let's Evaluate", what is the goal of it?)

I : Mengevaluasi kita terhadap materi yang kita pelajari. Seperti ulangan. (It evaluates us toward the materials that we have learned. It is like an examination.)

R : Apa tujuan dari tast terakhir ini? (What is the goal of the last task?)

S : Sesuai dengan instruksi di sini, tujuannya adalah mengevaluasi kemampuan siswa yang sebenarnya. (Based on the instruction, the goal is to evaluate the true students' competence).

R : Jelas tidak instruksinya? (Is the instruction clear?)

S : Iya. (Yes, it is.)

R : Dengan membaca instruksinya tadi, kalian tahu apa yang harus anda kerjakan, iya kan? (By reading it, you know what should you do, don't you?)

S : Iya, tahu. (Yes, I do).

R : apa yang kamu lakukan di sini? (What do you do in this task?)

S : Kita membuat dialog yang menunjukkan pujian dan kepastian atau ketidakpastian. Kemudian mempraktekannya dengan teman. (We create a dialogue showing a compliment and certainty or uncertainty. After that, we practice it with our partner).

R : Apa peran guru di bagian ini? (What is the teacher role in this part?)

I : Dia sebagai penilai kerjaan siswa. (She is an assessor toward students' works).

R : Kalian aktif tidak di task ini? (Are you active in this task?)

I : Ya kita aktif juga kreatif membuat dialog dan mempraktekannya dengan teman. (Yes, I am active and creative in creating dialogue and practicing it with our friend.)

R : Kamu mengerjakan task ini bagaimana? (How do you do the task?)

I : Mengerjakannya berpasangan. (I do it in pairs).

R : Ok, nah sekarang apa tujuan dari 'Reflection' ini? (Ok, now what is the goal of the 'Reflection'?)

I : Mengukur seberapa jauh kemampuan kita setelah belajar unit 2 ini. (It measures how much our competence after learning Unit 2.)

R : Ok bagus, "Summary" nya cukup jelas tidak? (Ok, good. Is the "Summary" clear?)

I : Cukup. (Yes, it is.)

R : Ada tambahan lain secara umum? (Generally, do you want to add something?)

S : Tidak. Secara umum sudah baik kok mbak materinya... (No. Basically, the developed materials have been good.)

R : Yakin? Atau karena udah capek? (Are you sure? Or because you have been tired?)

S : Heheheh iya juga mbak... (Hehehehe, yes, am I miss..)

R : Ok, kalau begitu terimakasih ya udah meluangkan waktunya buat saya dan partisipasinya. (OK. Thank you so much for the participation and for the time.)

S : You are welcome...

APPENDIX 11

Documentation

DOCUMENTATION



Picture 1:

The researcher gave explanation of the materials to the students.



Picture 2:

The researcher gave explanation of the materials to the students.



Picture 3:
The students did the tasks of the developed materials.



Picture 4:
The students did the tasks in pair.



Picture 5:

The students practiced speaking of the dialogue they had made, in front of class.



Picture 6:

The researcher helped and motivated student in doing the exercises.



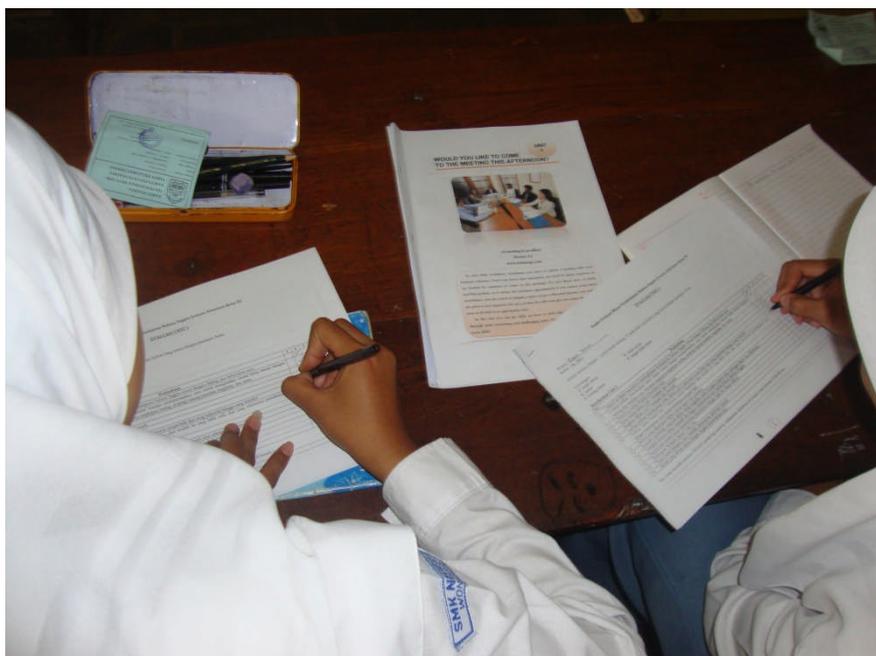
Picture 7:

The students practiced speaking and the researcher corrected their pronunciation.



Picture 8:

The researcher played as resource in pronouncing words.



Picture 9:

The students filled the evaluation questionnaire in the end of the teaching and learning process.



Picture 10:

The students filled the evaluation questionnaire in the end of the teaching and learning process.

APPENDIX 12

Research Licenses



UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

PERMOHONAN IJIN PENELITIAN

FRM/FBS/34-00
31 Juli 2008

Nomor : 1244/H.34.12/PB1/X11/2010 Yogyakarta, 10 Desember 2010
Lampiran : -
Hal : Permohonan Ijin Penelitian

Kepada Yth.
Dekan
u.b. Pembantu Dekan I
Fakultas Bahasa dan Seni UNY

Bersama ini kami kirimkan nama mahasiswa FBS UNY Jurusan/Program Studi Pend. Bhs. Inggris yang mengajukan permohonan ijin penelitian untuk keperluan penyusunan Tugas Akhir lengkap dengan deskripsi keperluan penelitian tersebut sebagai berikut.

1. Nama : YULIYANTI
2. NIM : 0620224082
3. Jurusan/Program Studi : PEND. BAHASA INGGRIS
4. Alamat Mahasiswa : KARANEMALANG A-16, DEPOK, SLEMAN YK.
5. Lokasi Penelitian : SMK N 1 WONOSARI
6. Waktu Penelitian : JUNI - SEPTEMBER
7. Tujuan dan maksud Penelitian : PENYUSUNAN TUGAS AKHIR JRIpsi (TAS)
"Developing English Instructional Materials for the 2nd grade of
8. Judul Tugas Akhir : Accounting students at SMK N.1 WONOSARI OK, in the Academic Year
2010/2011."
9. Pembimbing : 1. JAKA PRIYANA, P.HD.
2. NUR HIDAYANTO, P.SP., M.PD.

Demikian permohonan ijin tersebut untuk dapat diproses sebagaimana mestinya.

Ketua Jurusan, Pend. B. Inggris

Samsul Ma'arif, M.A.

NIP. 19530423 197903 1004



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 1880/H.34.12/PP/IX/2011
 Lampiran : --
 Hal : **Permohonan Izin Penelitian**

22 September 2011

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Propinsi DIY
 Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing English Instructional Materials for The Second Grade of "Accounting Students" at SMK Negeri 1 Wonosari, Gunungkidul in The Academic Year of 2010/2011

Mahasiswa dimaksud adalah :

Nama : YULIYANTI
 NIM : 06202244082
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Bulan Juni s.d. September 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan
 Wakil Dekan I,

Suhaini M. Saleh, M.A.
 NIP 19540120 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
 YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/6839/V/2011

Membaca Surat : Dekan Fak Bahasa dan Seni UNY. Nomor : 1880/H34.12/PP/IX/2011.
 Tanggal Surat : 22 AGUSTUS 2011. Perihal : Ijin Penelitian
 Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : YULIYANTI. NIP/NIM : 06202244082.
 Alamat : Karangmalang Yogyakarta.
 Judul : DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR THE SECOND GRADE OF ACCOUNTING STUDENTS' AT SMK NEGERI 1 WONOSARI, GUNUNGKIDUL IN THE ACADEMIC YEAR OF 2010/2011.

Lokasi : Kabupaten Gunung Kidul.
 Waktu : 3(Tiga) bulan Mulai tanggal : 23 September s/d 23 Desember 2011

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta
 Pada tanggal : 23 September 2011

An. Sekretaris Daerah
 Asisten Perekonomian dan Pembangunan
 Up. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Gunung Kidul Cq. KPPTSP
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY
4. Dekan Fak Bahasa dan Seni UNY.
5. Yang Bersangkutan





**PEMERINTAH KABUPATEN GUNUNGKIDUL
KANTOR PELAYANAN TERPADU**

Alamat : Jalan Brigjen Katamso No. 1 Tlp (0274) 391942 Wonosari 55812

SURAT KETERANGAN / IJIN

Nomor : 473/KPTS/IX/2011

- Membaca : Surat dari Setda Propinsi DIY, Nomor : 070/6839/V/2011 tanggal 23 September 2011, hal : Izin Penelitian
- Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;
- Dijijinkan kepada :
Nama : YULIYANTI
NIS : 06202244082
Fakultas/Instansi : Bahasa dan Seni Universitas Negeri Yogyakarta
Alamat Instansi : Karangmalang, Yogyakarta
Alamat Rumah : Kayugerit, Terbah, Patuk, Gunungkidul
Keperluan : Ijin penelitian untuk menyusun skripsi dengan judul "DEVELOPING ENGLISH INSTRUCTIONAL MATERIALS FOR THE SECOND GRADE OF ACCOUNTING STUDENTS AT SMK NEGERI 1 WONOSARI, GUNUNGKIDUL IN THE ACADEMIC YEARS OF 2010/2011"
- Lokasi Penelitian : SMK N 1 Wonosari Gunungkidul.
- Dosen Pembimbing : Jaka Priyono, Ph.D dan Nur Hidayanto, P.S.P, M. Pd.
Waktunya : 26 September s.d. 26 Desember 2011
Dengan ketentuan :
Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.
1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. Kepala BAPPEDA Kab. Gunungkidul) .
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan sesuai aturan yang berlaku.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.
- Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
Pada Tanggal : 26 September 2011
An. BUPATI GUNUNGKIDUL
KEPALA



Drs. AGUS PRIHASTORO
NIP. 19570821 198603 1 005

Tembusan disampaikan kepada Yth.

1. Bupati Gunungkidul (sebagai laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Dinas Pendidikan, Pemuda dan Olah Raga Kab. Gunungkidul;
4. Kepala Badan Kesbangpolinmas dan PB, Kab. Gunungkidul;
5. Kepala SMK Negeri 1 Wonosari Kabupaten Gunungkidul;
6. Arsip.