DEVELOPING ENGLISH LEARNING MATERIALS FOR GRAPHIC VISUAL DESIGNERS AT *PETAK UMPET* ADVERTISING COMPANY, YOGYAKARTA

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of
A Sarjana Pendidikan Degree in English Language Education
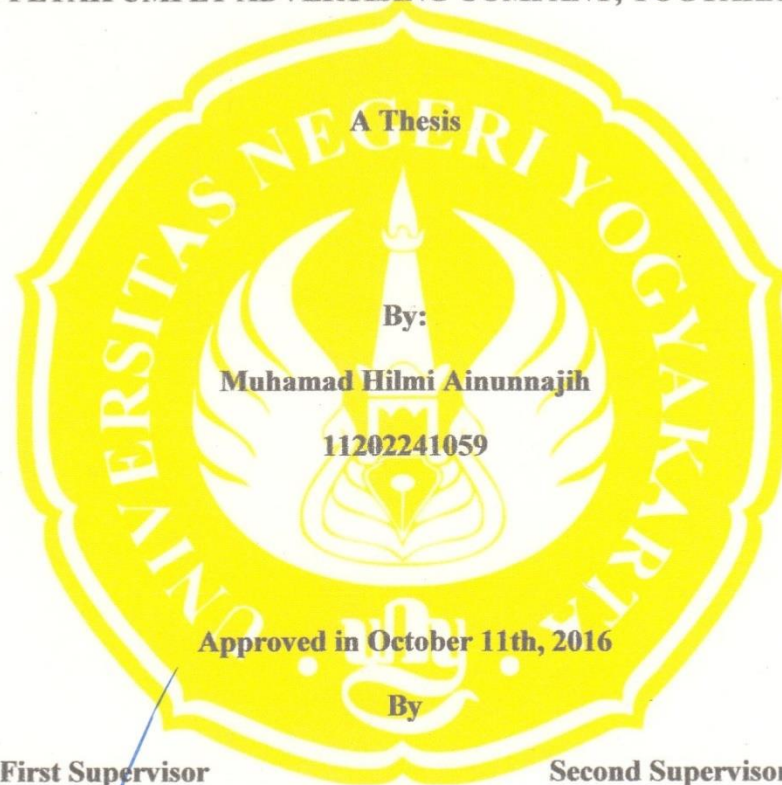
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FACULTY OF LANGUAGES AND ARTS

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DEVELOPING ENGLISH LEARNING MATERIALS

FOR GRAPHIC VISUAL DESIGNERS

AT PETAK UMPET ADVERTISING COMPANY, YOGYAKARTA

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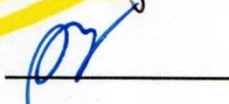
RATIFICATION

DEVELOPING ENGLISH LEARNING MATERIALS FOR GRAPHIC VISUAL DESIGNERS AT *PETAK UMPET* ADVERTISING COMPANY, YOGYAKARTA

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Accepted by the Board of Examiners of Faculty of Languages and Arts of Yogyakarta State University on October 31st, 2016 and declared to have fulfilled the requirements for the attainment of *Sarjana Pendidikan* degree in English Language Education.

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PERNYATAAN

Yang bertanda tangan di bawah ini, saya

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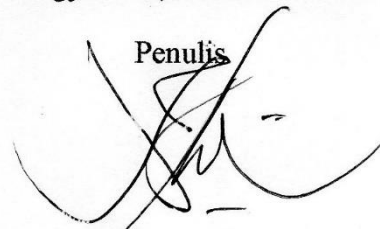Fakultas   : Bahasa dan Seni Universitas Negeri Yogyakarta

Judul Skripsi   : *Developing English Learning Materials for Graphic Visual Designers at Petak Umpet Advertising Company, Yogyakarta*

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

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MOTTOS

"Fainna ma'al 'ushriy yusron, inna ma'al 'ushriy yusron"

(Quran Al-Insyiroh 5-6)

"The best among you are those who bring greatest benefits to many others."

(Bukhari Muslim)

"Before death takes away what you are given, give away what there is to give."

(Jalaluddin Ar Rumi)

"Ngeningna cipta mandeng pucuking grana.

Madhep mantep mareng kang murba wasesa."

(Javanese wisewords)

DEDICATION

I dedicate this thesis to my beloved parents and teachers.

ACKNOWLEDGMENT

Yogyakarta, October 2016

Writer,

Muhamad Hilmi Ainunnajih

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DEVELOPING ENGLISH LEARNING MATERIALSFOR GRAPHIC VISUAL DESIGNERSAT *PETAK UMPET* ADVERTISING COMPANY, YOGYAKARTA

By Muhamad Hilmi Ainunnajih
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ABSTRACT

The objectives of this research were 1) to describe the target needs of the graphic designers of *Petak Umpet* Advertising Company Yogyakarta in learning English, 2) to describe the learning needs of the graphic designers of *Petak Umpet* Advertising Company, Yogyakarta, and 3) to develop appropriate English learning materials for the graphic visual designers of *Petak Umpet* Advertising Company Yogyakarta.

`   This research was a Research and Development (R & D) study. The procedure of this research followed the materials development process proposed by Jolly and Bolitho (1998) with some adaptations. The steps of the research were: 1) identification of the needs: 2) planning; 3) realization of materials production; 4) materials evaluation; and 5) revision and production of the final draft. The data collection techniques used in needs analysis were distributing questionnaires and conducting an informal interview to the respondents. The data collection instruments were questionnaires. They were applied to collect the needs analysis data and the materials appropriateness data. The needs analysis data were analyzed by using frequency and precentage and the data from the materials evaluation were analyzed by using descriptive statistics. The additional data from the expert were analyzed qualitatively.

The results of the needs analysis showed that the learners prefered to have materials which were related to their job in graphic design,and they wanted the teacher to be a guide and facilitator in doing their tasks and activities of learning English. The length of the text that they wanted was no more than 250 words. Based on the expert judgment, the three units of the materials were appropriate as English learning materials for graphic visual designers. It was shown by the appropriateness of all aspects, in terms of content, language, presentation, and layout, with a mean score of 2.78 which was categorized as "Good" which means that the materials were appropriate despite some revisions.

CHAPTER I
INTRODUCTION

A. Background of the Study

In this era, English has a big role in the world of technology. One of the developing technologies is graphic design. In the field of visual graphics, many experts from Indonesia have been already recognized in the world. With the inclusion of Indonesian human resources, it is a great opportunity for the graphic designers to develop working relationships, knowledge and their skills in the field of Visual Graphic Design. In their world of work, many clients are not only Indonesian but also foreign companies. In this situation, they must be able to communicate in English both written (email) and oral (video call) form. Thus, it is expected for them to reduce the occurrence of miss-communication. There are some unqualified actors' graphic design in the English language to communicate both in oral and in writing. As their case work online, they are required to be able to understand what the customers' wants are and also to reciprocate. In writing they would often communicate via e-mail, and infrequently, they would also contact their customers via video calls where they need to be able to hear and speak English orally. Therefore, English becomes one of the skills that they should learn.

There are many companies in the field of advertising in Yogyakarta. One of them is *Petak Umpet* Advertising Company which is one of the biggest advertising companies in Yogyakarta. In line with the importance of English for graphic

designers, *Petak Umpet* Advertising Company's workers also need to improve their English competence.

Materials are one of the important elements in the English teaching and learning process. However, it is difficult to find a course book for the specific purposes, especially the one that focuses on graphic design. Most English course books are for general English. This fact makes the graphic designers find it difficult to learn English.

Based on this situation, English Materials for Graphic Visual Designers, especially at *Petak Umpet* Advertising Company Yogyakarta, are highly needed.

B. Identification of the Problems

Based on the preliminary observation done in *Petak Umpet* Advertising Company Yogyakarta, there are many problems identified related to English. The first problem was that many of the graphic designers did not have enough time to learn English in order to improve their skills in English. It was really hard for them to have spare time.

Petak Umpet Advertising Company's workers are divided into some divisions, e.g. Human and Resource division, Finance division, Marketing division, Materials Supply division, Visual Graphic division. Each division is commandedby a manager who has his own employees with the difference of the tasks. Therefore, every person in each division has different needs in English.

The different levels of English proficiency became the next problem. Although some of graphic designers at *Petak Umpet* Advertising Company hadgood English, the average of them hadlow level. Here, the additional time to learn English was really needed for them.

As the community that really needs to master English, graphic designers, at *Petak Umpet* Yogyakarta, did not have any specific way to learn it. Lack of opportunity and support make them difficult to learn English. In the internet, they were difficult to find any specific English materials related to their job. Therefore, they needed some English learning materials related to their job.

C. Limitation of the Problems

As stated in the identification of the problem, there were many problems involved in the Visual Graphic world related to English. Therefore, this study focused on how to design an English course book for the beginner level of Visual Graphic Designers at *Petak Umpet* Advertising Company, Yogyakarta.

D. Objectives Formulation

In reference to the background of the study, the problems of this research were formulated as follows:

1. What are the target needs of graphic designers of *Petak Umpet* Advertising Company, Yogyakarta?

2. What is the English learning needs of designers of *Petak Umpet* Advertising Company, Yogyakarta?

3. What are the appropriate English learning materials for graphic designers at *Petak Umpet* Advertising Company, Yogyakarta?

E. Research Objectives

In line with the research questions, the research objectives are:

1. to describe the target needs of the graphic designers of *Petak Umpet*Advertising Company, Yogyakarta;

2. to describe the English learning needs of the graphic designers of *Petak Umpet* Advertising Company,Yogyakarta; and

3. to develop the appropriate English learning materials for the graphic designers at *Petak Umpet* Advertising Company, Yogyakarta.

F. Significance of the Study

This study is expected to give some contributions to the following parties:

1. For English teachers

   This research can encourage the teachers to develop the materials based on what the students need.

2. For other researchers

   This research can be additional information to the othe researchers in developing English learning materials.

3. For graphic visual designers

   The results of this research will contribute great benefits for graphic visual designers in increasing their English competence.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter discusses some theories underlying the topic of the study. It is divided into four parts. The first part deals with the literature review of the theoretical descriptions, covering graphic design, adult learners, ESP, TBLT, task design, and materials development. The second part deals with the conceptual framework of the study.

A. Literature Review

1. Graphic Design

Cezzar (2005) states that graphic design is the art and practice of planning and projecting ideas and experiences with visual and textual content. It is also known as communication design. The variety of the communication can be physical or virtual, and may include images, words, or graphic forms. The experience can take place in instant or over a long period of time. It can also be for any purpose, whether commercial, educational, cultural, or political.

For over a decade, designers have arranged type, form, and image on posters, advertisements, packages, and other printed matter, as well as information visualizations and graphics for newspapers and magazines. Motion graphics are equally predetermined and crafted, but are meant to be experienced over a fixed time span, such as for the opening credits of a movie or an online video meant to accompany a newspaper article.

A graphic designer uses texts, illustrations, symbols, photography, textures, colors and letter forms to create print and web-based design for a huge variety of clients. They are essentially visual problem-solvers who work for various fields such as branding, packaging, publishing, advertising and digital design. Movie posters, concert tickets, corporate reports, and favorite apps all rely on an effective design to get the user's attention and get to the heart of what the client is trying to say.

The term of graphic design can be easily found everywhere, for example, at brochures, newspapers, letters bills, credit cards, utility bills, a Facebook page, twitter, BB, iPad, magazine ads, billboards, traffic signs, logos, nameplate restaurant, a candy wrapper, cards, and others.

All objects used to communicate convey identity and messages from one party to another, for example, a billboard shows motorcycle ads.It aims to convey identity and an invitation message from the producer to the public: "Let's buy this bike, agile, efficient".

Based on the job description of the graphic designers, it can be known that graphic designers need English as the tools to have communication with the clients. They have to communicate both in oral and written media. It means that English used by the graphic designer is in the scope of graphic design. Thus, the language used is different from English for general purpose. English for specific purposes needs the specific way of teaching and specific materials. It isstrengthened by Satwika (2014)

that in teaching English for specific purposes, the teacher must consider the students' program and field of the study.

It can be concluded that English for graphic design is categorized as English for specific purpose. Therefore, it needs a special attention in teaching and learning it.

2. Adult Learners

In this research, the ones who will be the English learners are graphic designers who are commonly in the productive age. Therefore, they are categorized as adult learners.

As stated by Harmer (2001: 40), adult learners are notable for a number of special characteristics, e.g.

a. They can engage with abstract thought. This suggests that we do not have to rely exclusively on activities such as games and songs – though these may be appropriate for some students.

b. They have a whole range of life experiences to draw on.

c. They have expectations about the learning process, and may already have their own set patterns of learning.

d. Adults tend to be more disciplined than teenagers.

e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.

f. They often have a clear understanding of why they are learning and what they want to get out of it.

Pappas (2013) describes how adult learners learn through some points of their habits.

a. Self-direction

Adults have the need to take responsibilities for their lives and decisions and this is why it is important for them to have control over their learning. Therefore, self-assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support are all imperative.

b. Practical and results-oriented

Adult learners, usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence. This is why it is important to create a course that will cover their individual needs and have a more utilitarian content.

c. Less open-minded and therefore more resistant to change.

Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, instructional designers need to provide the "why" behind the change, new concepts that can be linked to already established ones, and promote the need to explore.

d. Slower learning, yet more integrative knowledge

Aging does affect learning. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels.

e. Use personal experience as a resource

Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it is crucial to form a class with adults that have similar life experience levels, encourage discussion and sharing, and generally create a learning community consisting of people who can profoundly interact.

f. Motivation

Learning in adulthood is usually voluntary. It is a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it is crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.

g. Multi-level responsibilities

Adult learners have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it is more difficult for an adult to make room for learning while it is absolutely crucial to prioritize. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an

instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.

h. High expectations

Adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money. This is why it is important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

Then, Harmer (2001: 41) says about good teachers of adults wherethey should be aware that their learners will often be prepared to stick with an activity for longer than younger learners. Besides involving their students in more indirect learning, they also allow them to use their intellectual and their own life experience where this is appropriate in the learning process. Therefore, as the teachers of adults, they should recognize the needs to minimize the bad effects of past learning experiences. Moreover, they learn English as graphic designers which means that the learning of English is not a general English but categorized as English for specific purposes.

3.   English for Specific Purposes (ESP)

a.   Definition of ESP

One of the branches of English as a foreign language is English for Specific purpose. The discussions covered by ESP are more specific than General English.

According to Basturkmen (2006: 6), ESP has functioned to help language learners with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace. Hutchinson and Waters (1987: 16) define that the foundation of ESP is thesimplequestionwhichaskswhyalearnerneedstolearnEnglish.Theanswerto this question relates to the learners, the language required, and the learning context.Thistheorysupportsthepprevioustheory whichsaysthat the contentofESPisdifferentfromtheoneofgeneralEnglish.

AnothertheoryaboutESPcourseisproposedbyRobinson(1991: 12).Hesays thatESPisagoal-orientedcourseanditisdevelopedfromneedsanalysiswhich aimstospecifyascloselyaspossiblewhatexactlyitisthatstudentshavetodo through the mediumof English.

On the other hand, Hutchinson and Waters prefer to show "what ESP is not" (1987: 18-19):

1)   ESP is not a matter of teaching 'specialized varieties' of English.

2)   ESP is not just a matter of Science words and grammar for Scientists, hotel words and grammar for hotel staff and so on.

3)   ESP is not different from any other form of language teaching, in that it should be based on the first instance on the principles of effective and efficient learning.

They state that ESP has to be seen as an "approach" to language learning based

on learners 'needs rather than as a "product". It is "an approach to language teaching in which all decisions, such as content and method are based on the learners' reason for learning".

It can be concluded that ESP is different from English for general. In this study, the teaching of English for graphic designers also will be different from general English teaching. ESP needs to adapt the slearners' needs discipline, profession, and workplace while English for general adapt the general needs.

b. Needs Analysis

In designing the materials of English for specific purposes, needs analysis is badly needed. This is because what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. If learners and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited.

Graves (2000: 153) explains much about needs analysis. He says that the process of needs analysis involves a set of decisions, actions, and reflections that are cyclical in nature:

1) Deciding what information to gather and why.

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

3) Gathering the information.

4) Interpreting the information.

5) Acting on the information.

6) Evaluating the effect and effectiveness of the action.

7) Deciding on further or new information to gather.

In order to meet the learners' needs, it is necessary to gather information about the current state of the learners, where they stand in terms of language ability, learning preferences, and the desired goals or change, and where they would like to be or what they want to achieve, change, and so on.

Hutchinson and Waters (1987: 54) state that it would be more useful to find out the 'target needs' (i.e. what the learners need to do in the target situation) which will be used to determine the 'learning needs' (i.e. what the learners need to do in order to learn). They suggest conducting needs analysis by considering necessities, lacks, and wants.

1) Necessities

It is what learners have to know in order to function effectively in the target situation. It is a matter of observing what situations the learner will need to function in and analyzing the constituent parts of them.

2) Lacks

It is what the learner knows already in the target situation. It would be useful to decide which of the necessities that the learners lack. It can be defined as the gap between the target proficiency and the present existing proficiency of the learners.

3) Wants

It is the learners point of view related to what they want to learn.

Further, Hutchinson and Waters (1987: 59-60) suggest several means that can be used to gather information about needs.

1) Questionnaire

2) Interviews

3) Observation

4) Data collection, e.g. gathering text

5) Informal consultation with sponsors, learners and others.

They state that the analysis of target situation needs can be conducted by asking questions about the target situation and the attitudes of learners in the learning process. The analysis framework to collect information about target situation needs are:

1) Why is the language needed?

2) How will the language be used?

3) What will the content areas be?

4) Who will the learners use the language with?

5) Where will the language be used?

6) When will the language be used?

Further information about learners' learning needs is attained through needs analysis. Questions about the target situation and the attitudes of learners in the learning process are directed to find out their necessities, lacks, and wants.

4. Task-Based Language Teaching

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

Task-based language teaching is also known as Task-based instruction. It is the process-based methodology in language classroom activities. According to TBLT, the language learning in class can be achieved through the use of instructional tasks. It also becomes a boost to enable the classroom interaction (Richards, 2006).

In addition, Bradden (2006: 1) says that to a great extent, the introduction of Task-based language teaching (TBLT) into the world of language education has been a 'top-down' process. Nunan (1993: 81) states that top-down processing is the opposite direction from bottom-up processing: listeners or readers make a sense of discourse by moving from the highest units of analysis to the lowest ones.

TBLT is an effective way to do a teaching-learning process because the materials used are the phenomena which happen in students' daily life. Besides, a task forces the students to use the language in the process of completing it. A task

insures that classroom activities will make the students practice using language they are learning. Furthermore, the use of tasks is the heart of the ultimate suggestions of Task-Based Instruction or TBLT. It is because the task used promotes meaningful interaction and communication which bring the principles of second language acquisition into language learning (Renandya and Richards, 2002).

Nunan (2004: 35) suggest seven principles for task-based language teaching.

1) Scaffolding

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

2) Task dependency

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

3) Recycling

    Recycling language maximizes opportunities for learning and activates the 'organic' learning principles.

4) Active learning

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

5) Integration

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

6) Reproduction to creation

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

7) Reflection

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

To have communicative and effective tasks, the tasks should be arranged in some stages. Willis (1996) in Hammer(2001) suggests three basic stagesas the framework of TBLT; the Pre-task, the Task-cycle, and Language focus.

In the Pre-task, a teacher explores the topic with the class and also can highlight useful words and phrases. Further, the teacher assists learners to understand the task instructions.

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

found in the previous tasks while the teacher may conduct some forms of practice of specific language features which have been promoted in the previous tasks.

5. Task Design

a. Definition of Task

According to Long (1985) in Nunan (1989: 5), a task is a piece of work undertaken for oneself or for other freely or for some reward. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between. Richards, Platt, and Weber (1986: 289) also say that a task is an activity or action which is carried out as the result of processing or understanding language. For example, drawing a map while listening to the recorder, listening to an instruction and performing a command, may be referred to as tasks.

A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative.

From all the definitions above, it can be concluded that task involves communicative language use which is focused on meaning rather than on linguistic structure. It should be both meaningful and communicative.

b. The Components of Tasks
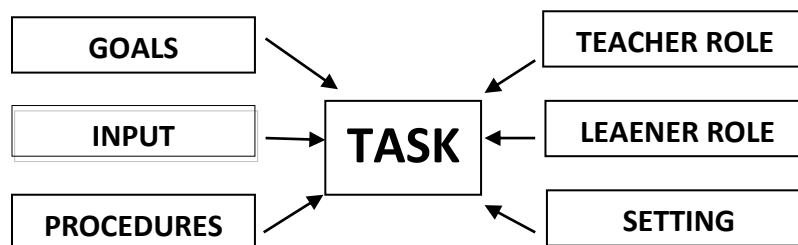
Figure 1: **A Framework for Analyzing Tasks**

In analytic terms, Nunan (2004 : 109) states that tasks will contain some forms of input data which might be verbal (for example, a dialogue or reading passage) or non-verbal (for example a picture sequence) and an activity which is in some ways derived from the input and which sets out what learners are to do. The tasks will also have a goal and roles for teachers and learners. The coherence of such lessons or units will depend on the extent to which the tasks have been integrated and sequenced in some ways.

Based on this description, there are some components of task design, i. e:

1) Goals

'Goals' are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. They are what to reach behind the learning. They are not always explicitly stated, but they are as good starting points to be designed in the syllabus.

Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learners' behavior. Another point

which is worth noting is that they can usually be inferred from the task itself. Additionally, there is not always a simple one-to-one relationship between goals and tasks. In some cases, a complex task such as a simulation with several steps and sub-tasks may have more than one underlying goal.

2）Input

'Input' refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other sources. Alternatively, it can be derived from the learners themselves. In other words, it can be said that input refers to the data that form the point of departure for the task. It can be found in many sources, such as letters, picture stories, memo notes, drawings, family trees, photographs, shopping lists, street maps, menus, recipes, etc. Since the sources are various, the teacher should be selective in deciding which input that will be used to design the communicative tasks.

3）Procedures

'Procedures' specifies what learners will actually do with the input that forms the point of departure for the learning task. In considering criteria for task selection, some issues arise similar to those encountered when considering input.

Another way of analyzing procedures is in terms of their focus or goal. In skill getting, learners master phonological, lexical and grammatical forms through memorization and manipulation. In skill using, they apply these skills in communicative interaction. Proponents of audio-lingual, with its 3Ps (presentation,

practice, production), assumed that skill getting should logically precede skill using. It also overlooks, or denies, the notion that learners can learn by doing.

4) Teacher's Role and Learners' Role

The next components are teacher's and learners' roles. The role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the purpose of the tasks is to stimulate the real communication in the target language. When the learners are being involved in the tasks, they are trying to arrange what they want to say and to express what they think or feel. It means that the tasks provide opportunities for them to use the language for its natural purpose to communicate in the real life. It is expected that by the tasks related to vocabulary mastery, the learners can learn new words and phrases in the target language and can communicate better.

The tasks develop the communicative skills and the linguistic skills of the learners. Therefore, fluency and accuracy of the tasks are important. Fluency refers to the way how the learners deliver and communicate meaning. On the other hand, accuracy refers to the correctness of the language form. However, the focus of communicative tasks is more on the meaning and on the communication than on the correctness of the language form.

5) Setting

'Setting' refers to the classroom arrangements specified or implied in the tasks. It also requires the consideration of whether the tasks is to be carried out

wholly or partly outside the classroom.

c. Task Types

Pattison (1987: 7) sets out seven tasks and activity types.

1) Questions and answers

These activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the location of a person or object). The aim is for learners to discover their classmates' secret choice. This activity can be used to practice almost any structure, function or notion.

2) Dialogues and role plays

These can be wholly scripted or wholly improvised. However, if learners are given some choices of what to say, and if there is a clear aim to be achieved by what they say in their role plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs.

3) Matching activities

Here, the task of the learners is match items, or to complete pairs or sets. 'Bingo', 'Happy families' and 'Split dialogues' (where learners match given phrases) are examples of matching activities.

4) Communication strategies

These are activities designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback and simplifying.

5) Pictures and picture stories

Many communication activities can be stimulated through the use of pictures (e.g. spot the difference, memory test, and sequencing pictures to tell a story).

6) Puzzles and problems

There are many different types of puzzles and problems. These require learners to make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning.

7) Discussions and decisions

These require learners to collect and share information to reach a decision (e.g. to decide which items from a list are essential to have on a desert island).

More recently, Richards (2001: 162) has proposed the following typology of pedagogical tasks:

1) Jigsaw Tasks

These tasks involve learners in combining different pieces of information to form a whole (e.g. three individuals or groups may have three different parts of a story and have to piece the story together).

2) Information-gap Tasks

These are tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

3) Problem-solving Tasks

Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

4) Decision-making Tasks

Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

5) Opinion Exchange Tasks

Learners engage in discussion and exchange of ideas. They do not need to reach an agreement. All of these typologies are based on an analysis of communicative language use. An alternative method of classifying tasks is to group them according to the strategies underpinning them. The following scheme proposes five different strategy types: cognitive, interpersonal, linguistic, affective and creative.

d. Grading and Sequencing Tasks

According to Richard, Platt, and Weber (1983) in Nunan (1989: 40), grading is the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, and others are presented. Gradation maybe based on the complexity of an item, its frequency in written or spoken English, or its importance for the learners. In line with Richard, Platt, and Weber, Nunan (2004: 111) states that grading and sequencing tasks are decisions on what to teach first, what second, and what last in a course book or a program.

Tasks must be graded and sequenced from the easiest to the difficult one. In reading and listening skills, input becomes an important part that must be sequenced. Grammatical factors influence the complexity of the input. The difficulty will be affected by the length of a text, propositional density, the amount of low-frequency vocabulary, the speed of spoken text and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which it signaled (Nunan, 2004: 115). In addition, the same input can be used for more than one task with different level of task difficulty. It can be done by adjusting the procedural demands on the learners. Tasks must also be sequenced from the less demanding to the more demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction.

6. Materials Development

a. The nature of materials

Tomlinson (1998: 2) states that materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in a way which maximizes the likelihood of intake; in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. In addition, materials could obviously be cassettes, videos, dictionaries, grammar books, readers, workbooks or photocopied exercises.

Brown (1995: 139) defines materials as any systematic description of the techniques and exercises to be set in classroom teaching. The key in developing sound materials is to ensure that they are described and organized well so that teacher can use them with no confusion and with minimum time for preparation. The material itself contains crafted teaching materials that will suit the specific field or particular learners (Hutchinson and Waters, 1987).

b. The process of materials development

The process of materials writing covers several stages that not all the materials developers have the same process to cover. However, all kinds of material development are specific in several ways. Jolly and Bolitho (1998: 90) illustrate a flexible process of material developing in the following figure.
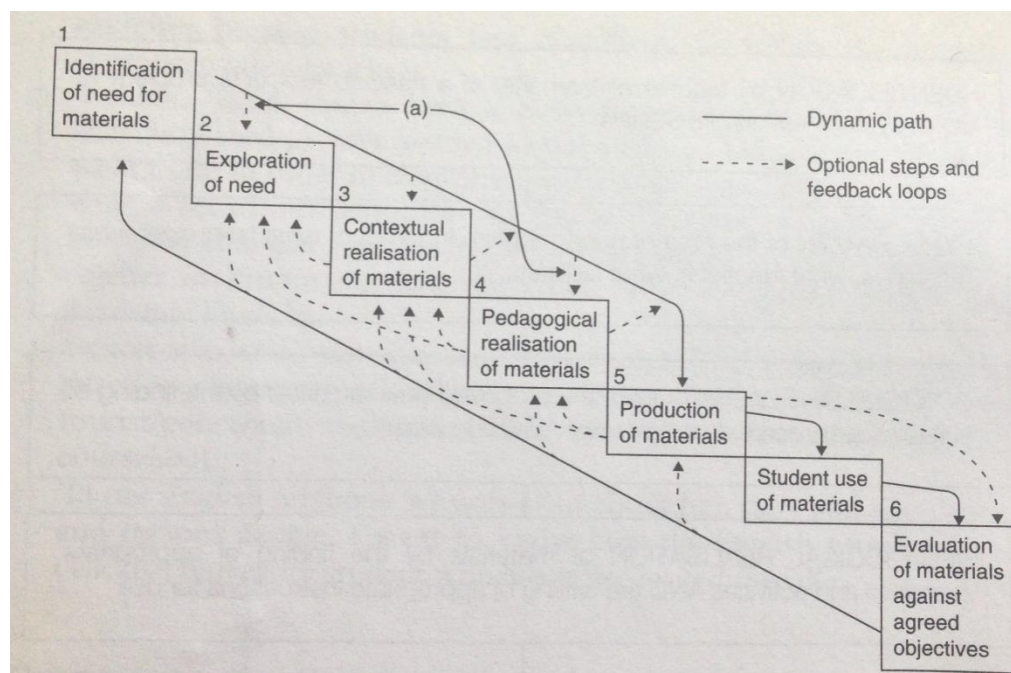
Figure 2: **The Process of Material Writing** (Jolly & Bolitho, 1998)

From Figure 2, the process of writing materials consists of the following steps.

1) Identification of need for materials

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

2) Exploration of need

After identifying the needs, material developer must think about the skills and language functions that the learners need to practice. The materials should help learners in their learning process.

3) Contextual realization of materials

At this step, the material developer has to know how to make learners interested to learn English using the avaliable materials. The materials should be suitable with the culture, needs, and learners' daily activity.

4) Pedagogical realization

This step means translating or putting the materials that have been processed in steps a and b into appropriate texts, exercises, repetition of language use, activities, and instructions to enable the achievement of the goals using the materials that have been identified and selected.

5) Physical production

This step refers to the writing of the first draft of materials. In writing the draft, the materials developer must consider the language and content of the materials. He also has to consider the layout, type and size of font used, visuals, tape lengths, number of pages in each unit, etc.

6) Learners' use of materials

This step refers to the try-out or the use of the materials in the classroom followed by the assignment given to be done at home or outside the classroom. The purpose is to find the learners' impression, whether or not they like the materials after they have used them in their learning process.

7) Evaluation of materials against agreed objectives

There are two kinds of evaluation, expert judgment and try-out. In the expert judgment process, the materials are evaluated by the experts in the materials development. In try-out process, the materials are used in the teaching and learning process. After using the materials in teaching and learning process and completing the assignment at home, the learners are asked to comment on the materials used. The material developer needs to know whether or not the materials are already appropriate for the learners and enable them to achieve the learning objectives that have been determined in advance.

c. Criteria of Good Materials

Tomlinson (1998) proposes several criteria of the good language materials:

1) Materials should achieve impact.

2) Materials should help learners feel at ease.

3) Materials should help learners develop confidence.

4) What is being taught should be perceived by learners as relevant and useful.

5) Materials should require and facilitate learners' self-investment.

6) Learners must be ready to acquire the points being taught.

7) Materials should expose the learners to language in authentic use.

8) The learners' attention should be drawn to linguistic features of the input.

9) Materials should provide the learners with opportunities to use the target language to achieve communication purposes.

10) Materials should take into account that the positive effects of instruction are usually delayed.

11) Materials should take into account that learners 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 simulates both right and left brain activities.

15) Materials should not rely too much on controlled practice.

16) Materials should provide opportunities for outcome feedback.

B. **Conceptual Framework**

Graphic design is the art and practice of planning and projecting ideas and experiences with visual and textual content.Graphic designers are essentially visual problem-solvers who work for various fields such as branding, packaging, publishing, advertising and digital design. They need English as the tools for them to have communication with the clients. In some occasion, they have to communicate both in oral and written media. It means that English used by the graphic designer is in the scope of graphic design which is categorized as English for Specific Purposes.

As stated in Chapter I, the graphic designers of *Petak Umpet* have the main problem related to English learning. This problem will be solved through developing English materials. The materials will be developed through process proposed by Jolly

and Bolitho (1998). Thus, therearesomefactorsthatneedtobeconsideredindevelopingEnglish learning materials for graphic designers at *Petak Umpet* Advertising Company, Yogyakarta.

Graphic designers are classified as adult learners. They have their characteristicsthat the way they learn language is different from how young learners learn. As adult learners, the teacher also should give the ways of teaching for the adults which are not simply adapted from teaching English as in a school.

Englishforgraphic designers iscategorizedasEnglishforSpecific Purposes(ESP)sinceitfocusesonaspecificfield.Thefirstwhich sould be done in ESPis conducting needsanalysis. In thisresearch, theneedsanalysis is conducted by distributingquestionnaire.Thequestionnaireanalyzethesubjectstargetneedsand learningneeds.

In this study, the materialswhicharedevelopedintheformofstudents'bookconsistof someunits.Theunitsarebuiltaroundthemes which fit to the graphic design world.Those supportgoalsorobjectivesof thestudy.Aunitconsistsofseveraltasksthatenablethe learnerstoachievethe goal. The tasks are sequenced from the easiest to the hardest one and from the receptivetoproductiveactivities.

Thisstudy is needed tobeconductedsinceitaimstodeveloptheappropriatelearningmaterialsbasedon their

needs. Finally, it is assumed thatthisEnglish learning materials can help them improve their English based on their field of graphic design.

CHAPTER III
RESEARCH METHOD

A.   Type of the Research

This study examinedthe developing of English learning materials for graphic designers.Educational research and development was adopted as a guideline to developEnglish learning materials for graphic designers.Borg and Gall (2003) state that Research and Development is a process used to develop educational products and validate the product by testing it. Some common products developed in R&D are a variety of teaching tools such as curriculum, syllabus, learning modules, includingteaching materials.Therefore, this research belonged to Research and Development. There were five major steps of educational research anddevelopment employed in this research, namely research and information collection, planning, prelimenary form of product developing, prelimenary field testing, and main product revision.

B. Subject of the Research

The subject of this research wasthe graphic designersat*Petak Umpet* Advertising, Mantrijeron, Yogyakarta. Theywere labelled as subjects. The number of the subject was thirty people.

C. Setting

The research took place at*Petak Umpet* Company located at Jalan Gedongkiwo MJ No. 1001, Mantrijeron, Yogyakarta. It has three main divisions of the advertising service; they are the planning sector which has the duty as the maker of the script, the main designer sector which uses the creativity and artistic soul in producing the design, and the marketing sector which has to have interaction and promotion to the public. The observation was held on August 2015.

D. Data Collecting Technique and Instruments

There were two types of data in this research. They were quantitative daata and qualitative data. In terms of quantitative data, the first were used to identify the information related learning and target needs which were taken from the learners. The second were used to gain the iinformation to evaluate the materials. This data was gathered from the evaluator.

Based on the types of data in this research, there were two kinds of data collection techniques.

1. Survey

This technique was used twice. The first was in collecting quantitative data of learning needs and target needs. The second wasin collecting quantitative data of the materials evaluations.

2. Interview

This technique that was used in this research was non-formal interview. The qualitative data were gained through interviewing some graphic designers and the manager of human resources at *Petak Umpet* Advertising Company Yogyakarta in order to support the information about learning needs and target needs. The manager's information was used to trace the designers' problem related to English in their job.

This study used two questionnaires as the research instruments. The first questionnaire was used to assess the learners' needs. The second questionnaire was used to evaluate the designed materials and to find out whether the materials were already suitable with the learners' needs or not. This questionnaire was distributed to evaluator.

In the first questionnaire, the subjects were asked several questions related to their learning needs by answering multiple choice questions. The questionnaire was given to knowthe learners' needs. The organization of the first questionnaire is presented in Table 1.

Table 1: **Organization of the Questionnaire for Needs Analysis**

Aspect	Item Number	The Purpose of the Questionnaire	References
Learners' Identities	Part A	To find out who the students are	Hutchinson and Waters (1987: 104)
Learners' goal	Part B 1	To find out the learners' goal in using and learning English	Graves (2000: 104)
Necessities	2, 3	To find out what the learners need in the target situation for their job at the time.	Hutchinson and Waters (1987: 55)
Wants	4	To find out what the students want to be included in the materials	Hutchinson and Waters (1987: 56)
Lacks	5	To find out the gap between what the students have known and what they should know	Hutchinson and Waters (1987: 55-56)
Input	6, 7, 8, 9, 10, 11, 12, 13, 14	To find out the spoken, written, and visual data that should be included in the materials	Nunan (2004: 47)
Procedure	15, 16, 17, 18, 19, 20, 21	To find out what the students should do with the input within the tasks	Nunan (2004: 52)
Setting	22, 23	To find out in what situations the learning process will take place	Nunan (2004: 70)
Students' role	24	To find out what the students expect to take in carrying out the tasks	Nunan (2004: 64-69)
Teachers' role	25	To find out what the teachers expect to do in teaching the tasks	Nunan (2004: 69-70)

In the second questionnaire, the evaluators were asked for their opinion on the designed materials. The evaluators were asked to respond whether they were Strongly

Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). The questions of this questionnaire were derived from the instruments item of evaluation of English learning materials for graphic designers. The questions were divided into four parts, i.e. content, language, presentation, and graphic.

E. Data Analysis Techniques

The data from the questionnaires were analyzed quantitatively.Those from non-formal interview were analized qualitatively. The questionnaires result was analyzed by using several steps.

The quantitative data were analyzed to yield frequencies and percentages of respondents checking each respond category on particular closed-form questions (Borg& Gall, 2007: 242). After that, the results of the analyzed data were presented in table. In order to interpret the result, he made the interpretation of the questionnaire result in the form of paragraph.

In addition, non-formal interview to the one of the senior designers in *Petak Umpet* Advertising was held. It was used as the additional data to strengthen the quantitative data.

The second questionnaire used Likert-Scale model. The formula was used to calculate the result of the second questionnaire which was based on the one proposed by Suharto (2005).

Then, the result of the data was converted to descriptive analysis as proposed by Suharto (2005: 52-53). The means (X) were calculated by using the following data conversion.

Table 2**: Data Conversion Table** (Suharto, 2005)

Scales	Interval	Descriptive Categories
1	$1.00 \leq X \leq 1.74$	Poor
2	$1.75 \leq X \leq 2.24$	Fair
3	$2.25 \leq X \leq 3.25$	Good
4	$3.25 \leq X \leq 4$	Very Good

F. Procedure of the Research

This research followed the steps of R & D proposed by Borg and Gall (1983). The steps are:

1. Research and information collection

This step was used to gather the information on the background of the learners' needs. The data were collected in the needs survey by distributing the questionnaires to the employers of *Petak Umpet* Advertising, Yogyakarta in order to find out the learners' interests, needs, and difficulties.

2. Planning

The step was used to design the materials. It was done by stating the goals, topics and general purposes based on the data from the questionnaires.

3. Preliminary Form of Product Developing

In this step, the materials were designed. It was based on the planning in the previous step. In this study, a set of English learning material was designed for graphic designers of *Petak Umpet*, Yogyakarta.

4. Preliminary Field Testing

When the designed materials were completed, they should be evaluated. Since this design was not implemented, the researcher distributedthe questionnaires to a lecturerof English Language Education Study Program, Faculty of Languages and Arts, Yogyakarta State University. The purpose of this step was to gain opinions, comments, suggestions, and criticisms as an evaluation for the designed materials.

5. Main Product Revision

After the materials were evaluated, they were revised into the final version.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter provides the description of the research findings and discussion. The research findings consist of the results of the needs analysis, the syllabus, the first draft of the materials, the expert judgment data, and the final draft of the materials.

A. Research Findings

1. The Results of the Needs Analysis

The needs analysis was conducted to assess the target and learning needs of the learners by distributing the questionnaire on 4[th]December 2015. There were some questions in which the respondents were only allowed to choose one option, and there were some others in which they were allowed to choose more than one option. The high percentages were considered as the subjects' needs.

a. Target needs

According to Hutchinson and Waters (1987: 54), a target need is what learners need to do in the target situation. The analysis of the target needs is divided into three points, i.e. necessities, lacks, and wants.

1) Necessities

Necessities are defined as what the learners have to know in order to function effectively in the target situation. Table 3 shows PetakUmpet Visual Graphic Designers' view on the target goals and the demand of their target situation.

Table 3**: Subjects' View about Target Goals**

Question	Items	N	F	Percentage
What is your purpose of learning English?	a. to support the jobs as graphic designers	30	20	66.67%
	b. to support the education in the next level	30	2	6.67%
	c. to get foreign relations	30	13	43.33%
	d. to get the knowledge of English and its culture so that I can communicate in English well	30	7	23.33%
	e. to be able to communicate in English both spoken and written form	30	14	46.67%
	f. others ...	30	0	0%

The result shows that to support their job as graphic designers took the highest percentage for the respondents to learn English (66.67%). The other reasons of learning English were that they wanted to be able to have English communication in written and spoken (46.67%)and to get foreign relations. Those were their mostly wants in learning English (43.33%).

Table 4**: Subjects' View about the Demands of the Target Situation**

Question	Items		N	F	Percentage
To be able to support your job now, you should be in the level of ...	a.	beginner: can understand simple sentences and expressions used in a daily life	30	8	26.67%
	b.	intermediate:canunderstand the main idea or purpose of complicated texts and give comments about that	30	18	60%
	c.	advanced: can understand a variety of texts and understand implicit ideas in a text	30	4	13.33%
	d.	others ...	30	0	0%
To be able to support the next level of your education or your future job, you should be in the level of ...	a.	beginner: can understand simple sentences and expressions used in a daily life	30	3	10%
	b.	intermediate: can understand the main idea or purpose of complicated texts and give comments about that	30	6	20%
	c.	advanced: can understand a variety of texts and understand implicit ideas in a text	30	20	66.67%
	d.	others ...	30	0	0%

The table shows that 60% of the respondents believed that they needed to be in the intermediate level in order to support their job now as graphic designers, and 66.67% of the respondents claimed that they needed to be in the advance level in order to support their later education and job.

2) Lacks

Lacks is the gap between what the learners have known already and what the learners have not known. The respondents' views on their lacks are shown in the following table.

Table 5: **Subjects' Current Levels of English Proficiency**

Question	Items	N	F	Percentage
Your current level of English proficiency is in the level of ...	a. beginner: can understand simple sentences and expressions used in a daily life	30	22	73.33%
	b. intermediate: can understand the main idea or purpose of complicated texts and give comments about that	30	8	26.67%
	c. advanced: can understand a variety of texts and understand implicit ideas in a text	30	0	0%
	d. others ...	30	0	0%

From the provided choices, the respondents only chose two of them. The table shows that the respondents mostly stated that they were in the beginner level of English proficiency. However, a few of them claimed that they were in the intermediate level of English proficiency.

3) Wants

Wants is learners' view as to what their needs are. The following table shows respondents' general wants in learning English.

Table 6: **Subjects' General Wants in Learning English**

Question	Items	N	F	Percentage
English teaching and learning process should enable you to …	a. understand expressions in English	30	9	30%
	b. understand a variety of texts in English	30	3	10%
	c. understand English vocabularies including the appropriate meaning and pronunciation	30	12	40%
	d. communicate well in English	30	21	70%
	e. others ...	30	0	0%

According to the table, 70% of the respondents claimed that English language teaching and learning process should make them communicate well in English while 40% of them stated understanding English vocabularies including the appropriate meaning and pronunciation as their wants. It means that most of them wanted to have English teaching and learning process as their quality time in improving their vocabulary in order to have good communication.

Table 7: **Subjects' View about Topics They Want to Learn in Learning English**

Question	Items	N	F	Percentage
What kind of topics or themes that you want?	a. topics related to daily life in family, school, and society	30	5	16.67%
	b. topics related to your job on visual graphic design	30	22	73.33%
	c. topics related to politics, economics, and socio-cultural life	30	8	26.67%
	d. topics related to religion and law	30	3	10%
	e. other topics....	30	0	0%

Based on Table 7, 73.33% of the respondents choose topics related to their job in visual graphic design. The comparison of the results from respondents' view about topic is too high. Therefore, it will be better to give the topics that they mostly want.

b.   Learning needs

The analysis of learning needs of the students is divided into some points, e.g. input, procedures, setting, learners' role,and teacher's role.

1) Input

The respondents' view on the input that should be carried out in the designed task is shown in Table 8.

Table 8: **Learning Needs (listening input)**

Question	Items	N	F	Percentage
In listening activities, what kind of texts as learning input do you want?	a. monologues and dialogues without pictures	30	1	333%
	b. monologues and dialogues with pictures	30	11	36.67%
	c. monologue and dialogue with new vocabulary provided	30	17	56.67%
	d. others ...	30	1	3.33%
How long is the listening input that you can understand?	a. >250 words (long)	30	4	13.33%
	b. >200 words (medium)	30	11	36.67%
	c. >150 words (short)	30	15	50%

According to the table, it can be seen that 56.67% of respondents thought that the appropriate materials for listening activities were monologues and dialogues with new vocabulary provided. Then, in terms of the length of listening input, 50% of the respondents claimed that they could understand short number of words.

Table 9: **LearningNeeds (speaking input)**

Question	Items	N	F	Percentage
In speaking activities, what kind of texts as learning input do you want?	a. monologues and dialogues without pictures.	30	6	20%
	b. monologues and dialogues with pictures provided.	30	7	23,33%
	c. monologue and dialogue with new vocabulary provided.	30	17	56,67%
	d. others ...	30	0	0%

In the spaking input, 56.67% of the respondents liked to learn monologues and dialogues in the intermediate number of words with new vocabulary provided while some other respondents liked to learn monologue and dialogue with provided pictures (23.33%).

Table 10: **Learning Needs (reading input)**

Question	Items	N	F	Percentage
In reading activities, what kind of texts as learning input do you want?	a. text which consist of paragraph	30	10	33.33%
	b. texts with pictures provided	30	10	33.33%
	c. texts with diagrams, and provided	30	8	26.67%
	d. texts with list of vocabulary provided	30	19	63.33%
	e. others ...	30	0	0%
How long is the reading input that you can understand?	a. > 250 words	30	1	3.33%
	b. 150-250 words	30	11	36.67%
	c. < 150 words	30	18	60%

From Table 10, it can be seen that 63.33% of the respondents choose a text with the list of vocabulary provided as the reading input. Then, 33.33% of respondents choose a text with pictures provided as their reading activities. It seems that the combination of three of them as their activities of reading becomes the best way. The length of the text that they can understand was about less than 150 words. However, the results show that there was a respondent that can understand the text which has more than 250 words.

Table 11: **Learning Needs (writing input)**

Question	Items	N	F	Percentage
In writing activities, what kind of texts as learning input do you want?	a. the example oftextmodel that will be learnt in writing activities	30	13	43.33%
	b. new vocabularies related to the text	30	12	40%
	c. the explanation of grammar or sentence structures related to the text	30	10	33.33%
	d. pictures, tables, diagrams, or graphics	30	4	13.33%
	e. others ...	30	0	0%
How long is the text that you want in writing activities?	a. > 250 words	30	4	13.33%
	b. 150-250 words	30	12	40%
	c. < 150 words	30	14	46.67%

In writing activities, the students' expectation of the materials was about equivalent. It is shown that 43.33% and 40% of the respondents liked to have the example of text model that will be learnt in writing activities and new vocabularies related to the text as the inputs with less than250 numbers of words.

2) Procedures

The following table shows the students' view on the procedures of what they should do with the tasks.

Table 12: **Learning Needs (listening learning activities)**

Question	Items	N	F	Percentage
What kind of listening activities do you want?	a. identifying the content of the text	30	11	36.67%
	b. identifying the detail information of the text by answering the questions provided	30	20	66.67%
	c. identifying specific expressions of the text	30	2	6.67%
	d. retelling the content of the text with your own words	30	1	3.33%
	e. completing missing words	30	13	43.33%
	f. identifying the meaning and pronunciation	30	16	53.33%
	g. others ...	30	0	0%

It can be seen from the table that most respondents,66.67%, wanted to learn listening by identifying detail information of the text by answering the questions provided and more than a half of them wanted to have identifying the meaning and pronunciation in their listening activities.

Table 13: **Learning Needs (speaking learning activities)**

Question	Items	N	F	Percentage
What kind of speaking activities do you want?	a. practicing a model of dialogue or monologue provided on the course book	30	17	56.67%
	b. making a dialogue then practicing it	30	7	23.33%
	c. presenting a report, story, speech or discussion result	30	3	10%
	d. discussing a topic and giving opinion related to the topics	30	10	33.33%
	e. role-playing	30	6	20%
	f. interviewing other friends	30	11	36.67%
	g. others ...	30	0	0%

In speaking activities, the highest tendency of the respondents, 56.67%, wished to learn speaking by practicing a model of dialogue or monologue provided in the course-book. Then, some of them, 36.67%, were interested in interviewing each other as the model of real situation of their job in having conversation.

Table 14: **Learning Needs (reading learning activities)**

Question	Items	N	F	Percentage
What kind of reading activities do you want?	a. reading a text to find general idea of the text	30	16	53.33%
	b. reading a text to find detail information on the text	30	14	46.67%
	c. reading a text then answering questions related to the text	30	18	60%
	d. arranging jumbled paragraphs or sentences to be good paragraphs or sentences	30	5	16.67%
	e. summarizing the content of the text	30	2	6.67%
	f. discussing the content or the meaning of certain expressions on the text and the meaning or the use of those expressions based on the context	30	7	23.33%
	g. others ...	30	0	0%

From the results, it can be seen that the highest percentageof the respondents, 60%, claimed that they wanted to learn reading by reading a text and then answering questions related to the text. They wanted the reading activity is to find the general idea and detail information of the text which is proved by 53.33% and 46.67% of respondents choose it as their tendencies.

Table 15: **Learning Needs (writing learning activities)**

Question	Items	N	F	Percentage
What kind of writing activities that you want?	a. writing the same text as the given model text based on the correct grammar and sentence structures	30	11	36.67%
	b. arranging jumbled words to be a good sentence	30	9	30%
	c. writing a text based on pictures, tables, diagrams, or graphics	30	20	66.67%
	d. completing the missing words with your own words	30	12	40%
	e. correcting wrong sentence structures, spellings and punctuations	30	14	46.67%
	f. writing a conclusion of a text	30	6	20%
	g. others ...	30	0	0%

In terms of writing activities, 66.67% of the students liked to learn writing by writing a text based on pictures, tables, diagrams, or graphics. Some of them, 46.67%, wished to have correcting wrong sentence structures, and completing the missing words. The difference of the learning needs in writing activities could be solved by making some tasks which cover their needs.

Table 16: **Learning Needs (vocabularies learning activities)**

Question	Items	N	F	Percentage
What kind of vocabulary activities do you want?	a. finding new vocabulary on a text and finding the meaning on a dictionary	30	21	70%
	b. matching words with pictures provided	30	10	33.33%
	c. searching the synonyms or antonyms of words	30	14	46.67%
	d. matching the words with the meanings provided	30	13	43.33%
	e. classifying new vocabulary on a table then finding the meaning based on the context	30	14	46.67%
	f. completing sentences or paragraphs with your own knowledge	30	5	16.67%
	g. others ...	30	0	0%

For vocabulary activities, the respondents had variety needs. It can be seen that70% of them preferred to learn vocabulary by finding new vocabulary on a text then finding the meaning on a dictionary. Then, 46.67% tent to learn vocabulary by searching the synonyms or antonyms, classifying new vocabularies and finding the meaning, and matching words both with the meaning provided or pictures provided.

Table 17: **Learning Needs (grammar learning activities)**

Question	Items	N	F	Percentage
What kind of grammar or structureactivities do you want?	a. memorizing sentence structure/grammar patterns	30	2	16.67%
	b. doinggrammar exercises	30	19	56.67%
	c. identifying and correcting the wrong sentence structures	30	11	23.33%
	d. completing the missing words on the text based on the context	30	14	40%
	e. making your own sentences based on the given pattern	30	7	23.33%
	f. making a text as the need of graphic designers	30	5	16.67%
	g. others ...	30	0	0%

For the grammar activities, respectively the respondents, 56.67%, wished to learn grammar by doing grammar exercise and 40% completing the missing words on the text based on the context. The others, 23.33%,wanted to make their own sentences and identifying and correcting the wrong sentence structures.

Table 18: **Learning Needs (pronunciation learning activities)**

Question	Items	N	F	Percentage
What kind of pronunciation activities do you want?	a. searching the pronunciation on a dictionary	30	10	33.33%
	b. reading aloud and looking for the pronunciation on a dictionary	30	4	13.33%
	c. listening and repeating the pronunciation from the teacher	30	7	23.33%
	d. learning to pronounce every sentence including the stress and intonation	30	16	53.33%
	e. others ...	30	0	0%

Learning to pronounce every sentence including the stress and intonation was considered to be the most frequent way chosen as the pronunciation activities that 53.33% of the respondents wished. Besides, searching the pronunciation on the dictionary and listening it from the teacher were also considered to do in their activities in order to have correct pronunciation in English.

3) Setting

Setting can be defined as the arrangements of the classroom implied in the task. It involves the consideration of whether the task is to be carried out individually, in pairs or in groups. The following table shows the students' view about the setting of how the task should be carried out.

Table 19: **Setting**

Question	Items	N	F	Percentage
You feel more comfortable if the Englishlearning activities is conducted in ...	a. inside the classroom	30	20	66.67%
	b. outside the classroom	30	13	43.33%
	c. library	30	3	10%
	d. language laboratory or practice room	30	7	23.33%
	e. others ...	30	3	10%
In English teaching and learning process, you prefer to do the task ...	a. individually	30	13	43.33%
	b. in pairs	30	18	60%
	c. in a group of 3-4	30	10	33.33%
	d. in a big project group	30	4	13.33%
	e. others ...	30	0	0%

The result shows that the respondents preferred to learn inside the classroom rather than outside and more than half respondents, 60%, liked to learn in pairs. Since some of them wanted to learn individually and in small group, learning process could be set with those ways in the different tasks.

4) Learners' role and teacher's role

Role refers to the part that learners and teachers were expected to play in carrying out learning tasks as well as the social and interpersonal relationships.The following table shows students' opinion of the role they expected to play and the roles they expected the teacher to play on the learning process.

Table 20: **Learners' and Teacher's Role**

Question	Items	N	F	Percentage
When the teaching and learning process is carried out, you prefer to …	a. onlylisten to teacher's explanation	30	5	16.67%
	b. propose your questions and opinions	30	10	33.33%
	c. do discussions and actively involved in the investigation to solve problem and do the tasks	30	16	53.33%
	d. use your creativity in doing the task	30	6	20%
	e. be guided by the teacher in every task or exercise	30	13	43.33%
	f. others …	30	0	0%
When the teaching and learning process is carried out, you prefer the teacher to …	a. only explains the materials	30	0	0%
	b. answer the questions	30	3	10%
	c. give the chance to the learners to have discussion	30	19	63.33%
	d. guide the learners to show up their opinions and to solve the problems	30	22	73.33%
	e. give the learners tasks and exercises	30	10	33.33%
	f. others ...	30	1	3.33%

The table shows that half of the respondents, 53.33%, wanted to do discussion and actively involved in the investigation to solve problem and doing the task.Then, it also figures out that most of of the respondents,73.33%,wanted the teacher to guide the learners to show up their opinions and to solve the problems.

In addition, the researcher held a non-formal interview to one of the senior designers in *Petak Umpet* Advertising. It was used as the qualitative data which were to support the quantitative data from the questionnaire. It was held in non-formal way in which the researcher directly held the interview without preparing list of questions.

2. Syllabus

After the needs analysis was done, the next step was designing a syllabus by formulating the objectives of the learning. In this stage, topics were selectedand decided the objectives. The selected topics were based on the needs analysis and job description taken from *SKKNI* for graphic designer. The topics were closely related to the visual graphic commonly used in *Petak Umpet*Advertising Company Yogyakarta. Those topics are arranged as follows:

Unit 1: Good morning, Sir!

Unit 2: Could you tell me about your product?

Unit 3: Why don't you try to get the license?

The objectives stated in each topic were specified and used to lead the students in doing their job as the professional graphic designers. The objectives are stated in Table 21.

Table 21: **The Objectives of each Topic in the Materials**

No.	Topic	Objectives
1.	Unit 1: "Good morning, Sir!"	At the end of the lesson, the learners are able to: 1. greet the costumers 2. give recommendation and confirmation 3. find the social function and generic structure of email 4. analyze and make future sentences 5. distinguish the phonetic symbols
2.	Unit 2: "Could you tell me about your product?"	At the end of the lesson, the learners are able to: 1. ask information 2. describe a product design 3. find social function and generic structure of the procedure text 4. analyze and make passive sentences 5. analyze and make an English poster
3.	Unit 3: "Why don't you try to get the license?"	At the end of the lesson, the learners are able to: 1. ask and give feedback 2. present an English product related to graphic design 3. find social function and generic structure of the exposition text 4. analyze the text using signal words 5. use modal auxiliary in a sentence

After the objective of the study was formulated, the syllabus of this study was developed. It was used as the framework and as the guideline to develop the units of the materials. In this step, the researcher used some aspects such as the results of needs analysis and the job description provided in *SKKNI* for graphic designers. The syllabus consisted of number, unit name and title, indicators, language function, language focus, input text, and learning activities.

a. Syllabus of Unit 1

The title for Unit 1 was "Good Morning, Sir!" This unit was based on the results of the needs analysis and the job description of *SKKNI* for graphic designers unit code TIK.DG02.010.01about greet the client and give the recommendation to the client. In this unit, the studentswere expected to understand how to respond the customers' order, e.g. greeting, confirming something and giving recommendation. Besides, theywere also expected to comprehend email text and able to reply it.

b. Syllabus of Unit 2

The title for Unit 2 was "Could youtell me about your product?" This unit was based on the results of the needs analysis and the job description of *SKKNI* for the graphic designer unit code TIK.DG02.004.01 and TIK.DG02.008.01 about taking a note of the order. In this unit, the students were expected to understand how to asksomething related to the client's order, interview someone, and analyze the English poster. Besides, they were also expected to understand the social function and the generic structure of a procedure text.

c. Syllabus of Unit 3

The title for Unit 3 was "Why don't You Try to Get the License?" This unit was based on the results of the needs analysis and job description of *SKKNI* for graphic designer unit code TIK.DG01.003.01 about developing their knowledge. In this unit, the studentswere expected to understand how to give comment and feedback, and present product design in English related their job. Besides, they were also expected to understand the social function and the generic structure of an exposition text.

The complete form of the three units' syllabus of English materials for graphic designer can be found in Appendix D.

3. Unit Design

The next step was developing the materials. In this stp, the researcher used three parts in each unit. They were Introduction, Main Lesson, and Reinforcement.

The units started with the title of the unit and the objectives of the unit. The first part was introduction. It is the form of getting started activity on Task 1. This part consisted of questions related to the topic. The activity brought the learners to understand the topic and prepared them for the main lesson. The next part was the main lesson which has many tasks containing the skills of language. In this part, learners started to do the tasks given by the teachers while the teachers monitor the learners' work. Besides, learners also started to draft and rehearse what they wanted to say or write. Finally, they were given a chance to report their findings briefly with the whole class. This part also gave learners a chance to use the language.

The next part of the materials design was reinforcement. It covered homework, review and the vocabulary list. This part aimed to give learners an opportunity to have more practices outside the classroom what they learnt in the unit through activities of homework while in the review part, learners were given a chance to measure their understanding on how well they learnt the materials in this unit. The last one was the vocabulary list. It provided the lists of vocabularies with the meaning in Indonesian that learners learnt in this unit.

The developed materials consist of three units.

a. Unit 1

Unit 1 referred to the developed syllabus. The title of Unit 1 was "*Good Morning, Sir!*" The topic of this unit was greeting and responding clients' order with the confirmation and recommendation. This unit focused on how to greet the clients. Besides, this unit discussed a text of email. The grammar focused on future tense.

In this unit, the learners were expected to achieve the objectives of the unit consisting of greeting and addressing the clients, giving confirmation and recommendation to the clients' order, and understanding the text of an email.

The first unit consisted of 23 tasks including a task of getting started activity, an activity of homework, review and vocabulary list. In the end of this unit, the references of any pictures and texts used were presented.

b. Unit 2

Unit 2 referred to the developed syllabus. The title of Unit 2 was "*Could You Tell Me about Your Product?*" The topic of this unit was finding out more information regarding the order and describing the product design. This unit focused on how to ask the information of the order. Besides, this unit discussed the procedure of text and poster. The grammar focused on passive voice.

In this unit, the learners were expected to achieve the objectives of the unit which consist of asking the information of the clients' order, describing the product design, and understanding the procedure text and poster.

This unit consisted of 21 tasks including a task of getting started activity, an activity of homework, the review and the vocabulary list. In the end of this unit, the references of any pictures and texts used were presented.

c. Unit 3

Unit 3 referred to the developed syllabus. The title of Unit 3 was "*Why Don't You Try to Get the License?*" The aim of this unit was to understand the English sources related to graphic designers. This unit focused on how to ask and give feedback. Besides, this unit discussed the exposition text. The grammar focused on modal auxiliary.

In this unit, the learners were expected to achieve the objectives of the unit which consist of asking and giving feedback, understanding the function of signal words, and understanding the exposition text.

This unit consisted of 22 tasks including a task of getting started activity, an activity of homework, review and vocabulary list. In the end of this unit, the references of any pictures and texts used were presented.

4. The Expert Judgment

After the first draft of the materials was developed, the next step was conducting an evaluation of the product which is called '*Expert Judgment'*. In this stage, the materials were evaluated by an expert. The expert of the developed materials was Siti Mahripah, M. App Ling. She is a lecturer of English Education Study Program of Yogyakarta State University who has been teaching for more than ten years.

a. The Results of the Expert Judgment and Revision of Unit 1

1) The Results of the Expert Judgment of Unit 1

In the expert judgment step, there were four aspects of the materials which were evaluated. Those aspects were the appropriateness of the content, language, presentation, and graphic. The followings are the results of the analysis of the questionnaire of the expert judgment of Unit 1.

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. Table 22 shows the results of the appropriateness of the content of Unit 1.

Table 22: **The Appropriateness of the Content of Unit 1**

No	Items	Scores
1.	The developed materials are in accordance with the results of the needs analysis and the *SKKNI* for graphic design.	3
2.	The developed learning materials meet the syllabus.	3
3.	The topic of the unit of the developed materials are relevant with the learners' life as the graphic designers.	3
4.	The text in the unit of the developed materials are relevant with the learners' life as the graphic designers.	3
5.	The developed materials involve the explanation of a structure text.	2
6.	The developed materials involve the explanation of a social function of a text.	2
7.	The developed materials involve the explanation of a linguistic feature of a text.	3
8.	The developed materials involve vocabulary learning task which are relevant with the requirement of the *SKKNI* and the needs analysis.	3
9.	The developed materials involve pronunciation learning task which are relevant with the requirement of the *SKKNI* and the needs analysis.	3
10.	The developed materials involve learning activities which guide the learners to develop their communicative competence in spoken language (*greeting the client* and *recommending something*).	3
11.	The developed materials involve learning activities which guide the learners to develop their communicative competence in written language (*replying email*).	3
	Mean (x)	2.8

Table 22shows that the mean value of the appropriateness of the content of Unit 1 was 2.8. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into the category of "Good".However, there were two points that scored 2. Theywere the scope of the material structure and the social function of the text. This shows the need

to revise the form of additional material that can include structure and social function of the texts.

Although the results of content appropriateness were considered as "Good". Expert suggested several things to be improved. The first suggestion was about the materials which should be revised to be suitable with the objective of learning. Then, the expert also suggested to provide link to every text which was adapted from particular sources.

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language. The results of this aspect can be seen in Table 23.

Table 23: **The Appropriateness of the Language of Unit 1**

No	Items	Scores
12.	The language used in the developed materials is grammatically correct.	2
13.	The language used in the developed materials is appropriate in the field of word choice.	3
14.	The language used in the developed materials is appropriate in the field of spelling rule.	3
15.	The language of instruction and explanation used in developed materials is in accordance with the level of the learners.	3
16.	The language of instruction is comprehensible for learners.	3
17.	The language of explanation is comprehensible for learners.	2
18.	The explanation of materials is in accordance with the level of the learners.	3
19.	The message language in a part/unit/paragraph/sentence is shows the sequences of meaning delivery.	3
	Mean (x)	2.75

Table 23shows that the mean value of the appropriateness of the language of Unit 1 was 2.75. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good".

Although this aspect was categorized as "Good", some grammatical mistakes were still found. The common mistakes were about spelling and article. The use of language in the instructions of the material was less communicative and effective to be understood by learners, so that it needed revision. The expert also suggested several things to be revised. The first was about spelling and using article "an", "a", and "the". Then, the expert suggested to revise the instructions language to be more effective and communicative.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation. Table 24 shows the results of this aspect in Unit 1.

Table 24: **The Appropriateness of the Presentation of Unit 1**

No	Items	Scores
20.	The developed materials are in accordance with the learning steps of Task-based instruction.	3
21.	Every unit of the developed materials has the learning objective stated.	3
22.	Every unit of the developed materials has the homework part.	3
23.	The developed materials are started with guided tasks and move to free production tasks.	2
24.	The developed materials encourage learners to interact in English with classmate, teacher, and other people in the wider environment.	3
25.	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative creatively and critically.	2
	Mean (x)	2.67

Table 24shows that the mean value of the appropriateness of the presentation of Unit 1 was 2.67. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good". In this aspect, the sequence of guided materials and material effectiveness in encouraging learners to more actively communicate were reviewed. According to the expert, the stages of the materials development needed to be clarified whythat model was selected to develop the materials.

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic. Table 25 shows the results of the appropriateness of the graphic of Unit 1.

Table 25: **The Appropriateness of the Graphic of Unit 1**

No	Items	Scores
26.	The developed materials are printed on ISO-standardized size papers (A4, A5, and B5).	3
27.	The layout of the developed materials is proportional.	3
28.	The use of fonts and colors can be read clearly.	3
29.	The use of images or illustrations of the developed materials is relevant with the topic and the content of the unit.	3
30.	The developed materials use the appropriate variations of font.	3
31.	The developed materials use the right number of variations (bold, italic, underline, capitalization).	3
32.	The overall design of the developed materials is visually interesting.	3
	Mean (x)	3

Table 25shows that the mean value of the appropriateness of the graphic of Unit 1 was 3. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good".All values in this aspect were quite good. Layout and color selection also got good values.

2) Revisions of Unit 1

The results of the material evaluation shows that Unit 1was appropriate for graphic designers. However, there were some parts that need to be revised. The revisions of Unit 1 mostly dealt with grammatical mistakes. There were some ungrammatical sentences for example: "Look at the pictures. What does the graphic designer do?" is not communicative with incorrect article. It must be "Decide what usually graphic designers do based on the pictures below."

The contents of Unit 1 also needed to give the distinct sources. They were pictures, explanation about addressing, text and dialogues. Besides some words must be replaced to the plural form such as conversation, expression, costumer, part, word, and answer. The complete revision of Unit 1 can be found in the following table.

Table 26: **The Revisions of Unit 1**

Parts of the Unit	Points to Revise	Revisions
Cover of the book	Word "designer" is not appropriate.	It was changed into "designers"
Unit's objective	Check the dictionary related to words "Besides this".	It should be only "Besides"
Task 1	How many customer?	It should be in the plural form, "customers"
Task 2	• Who is the graphic designers? Make this instruction more communicative. • Give the information of the pictures' sources.	• The instruction changed into "Look at the pictures below. Then, explain what usually graphic designers do based on those pictures." • Source: www.stockphoto.com
Task 3	Check your dictionary related to word "conversation".	It must be "conversations".
Task 5	Add a space.	Greet someone.
Task 7	The materials should be clearly explained.	
Task 11	• Add 's' in the word 'expression'. • Remove 's' in the word 'recommendations'.	• It should be "expressions". • It should be "recommendation".
Task 12	• The using singular form is not appropriate. • "the most you like" • "prever" • "have the interesting cover"	• It must be "parts" and "expressions". • "which you like" • "prefer" • "have an interesting cover"

Parts of the Unit	Points to Revise	Revisions
Task 13	The instruction of the task need full stop.	
Task 14	• The description of the materials needed to be revised. • The instruction of the task need full stop.	• "A client wants to have a designed pamphlet for his seminar advertisement. He prefers to have a natural green theme for his pamphlet. The content of the pamphlet is discussed in conversations. A graphic designer may recommend and confirm the product design to the client."
Task 15	Is this your writing or other's? If it is other's please write the source.	The text is my writing.
Task 16	• "to accept your order of April 12." • "as you requested" • "income on" • Change the articles.	• "to accept your order dated on April 12." • "from your request" • "benefit to" • "a" should be replace "the".
Task 17	• The use of singular and plural form needs to be noted. • "on Task 16"	• "answer" must be replace with "answers". • "in Task 16"
Task 21	"Number one is for your example."	"Number one has been dose as an example."
Task 22	• "Study the Grammar notes." • "We may be required" • "form"	• "Study the Grammar notes below." • "We may require" • "pattern"
Task 23	"in future form"	"using simple future tense"
Homework	• "the email" • "words"	• "an email" • "expressions"
Reflection	"last"	"least"
Vocabulary list	Some words should be changed into the plural form.	"words, meanings, and transcription"

b. The Results of the Expert Judgment and Revision of Unit 2

1. The Results of the Expert Judgment of Unit 2

In the expert judgment step, there were four aspects of the materials which were evaluated. Those aspects were the appropriateness of the content, language, presentation, and graphic. The followings are the results of the analysis of the questionnaire of the expert judgment of Unit 2.

a) The Appropriateness of the Content

The first aspect that needed to be evaluated was the appropriateness of the content. The results of the appropriateness of the content of Unit 2 can be seen in Table 27.

Table 27: **The Appropriateness of the content of Unit 2**

No	Items	Scores
1.	The developed materials are in accordance with the results of the needs analysis and the *SKKNI* for graphic design.	3
2.	The developed learning materials meet the syllabus.	3
3.	The topic of the unit of the developed materials are relevant with the learners' life as the graphic designers.	3
4.	The text in the unit of the developed materials are relevant with the learner's life as the graphic designers.	3
5.	The developed materials involve the explanation of a structure text.	1
6.	The developed materials involve the explanation of a social function of a text.	1
7.	The developed materials involve the explanation of a linguistic feature of a text.	3
8.	The developed materials involve vocabulary learning task which are relevant with the requirement of the *SKKNI* and the needs analysis.	3
9.	The developed materials involve pronunciation learning task which are relevant with the requirement of the *SKKNI* and the needs analysis.	3

No	Items	Scores
10.	The developed materials involve learning activities which guide the learners to develop their communicative competence in spoken language (*asking the information* dan *describing product design*).	3
11.	The developed materials involve learning activities which guide the learners to develop their communicative competence in written language (*procedure text* and *poster*).	1
	Mean (*x*)	2.45

Table 27 shows that the mean value of the appropriateness of the content of Unit 2was 2.45. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good".Although the average value on this aspect belonged to category of good, there were some points that got "1" marks, which meant that the expert would strongly disagree to that points. It happened to the points of structure and coverage of social functions, and leaning activities related to written cycle. According to expert, the materials needed to be revised so that the materials of this chapter should direct more on language than the process of design.

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language. Table 28 shows the results of the appropriateness of the language of Unit 2.

Table 28: **The Appropriateness of the Language of Unit 2**

No	Items	Scores
12.	The language used in the developed materials is grammatically correct.	2
13.	The language used in the developed materials is appropriate in the field of word choice.	3
14.	The language used in the developed materials is appropriate in the field of spelling rule.	2
15.	The language of instruction and explanation used in developed materials is in accordance with the level of the learners.	3
16.	The language of instruction is comprehensible for learners.	3
17.	The language of explanation is comprehensible for learners.	2
18.	The explanation of materials is in accordance with the level of the learners.	3
19.	The message language in a part/unit/paragraph/sentence is shows the sequences of meaning delivery.	3
	Mean (x)	2.63

Table 28shows that the mean value of the appropriateness of the language of Unit 2was 2.63. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good". However, some grammatical mistakes were still found. The common mistakes were about the spelling and the sentence pattern. There were three points from this aspect which got "2" marks. It shows that those points needed many revisions. Theywere in the grammatical and spelling of the language used, and the comprehension of the explanation language.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation. Table 29 shows the results of the appropriateness of the presentation of Unit 2.

Table 29: **The Appropriateness of the Presentation of Unit 2**

No	Items	Scores
20.	The developed materials are in accordance with the learning steps of Task-based instruction.	3
21.	Every unit of the developed materials has the learning objective stated.	3
22.	Every unit of the developed materials has the homework part.	3
23.	The developed materials are started with guided tasks and move to free production tasks.	2
24.	The developed materials encourage learners to interact in English with classmate, teacher, and other people in the wider environment.	3
25.	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative creatively and critically.	2
	Mean (x)	2.67

Table 29shows that the mean value of the appropriateness of the presentation of Unit 2was 2.67. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good". However, the guidance order of the tasks needed to be revised. The materials also needed to be added to encourage learners to get involved in speaking and writing.

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic. Table 30 shows the results of the appropriateness of the graphic of Unit 2.

Table 30: **The Appropriateness of the Graphic of Unit 2**

No	Items	Scores
26.	The developed materials are printed on ISO-standardized size papers (A4, A5, and B5).	3
27.	The layout of the developed materials is proportional.	3
28.	The use of fonts and colors can be read clearly.	3
29.	The use of images or illustrations of the developed materials is relevant with the topic and the content of the unit.	3
30.	The developed materials use the appropriate variations of font.	3
31.	The developed materials use the right number of variations (bold, italic, underline, capitalization).	3
32.	The overall design of the developed materials is visually interesting.	3
	Mean (x)	3

This tableshows that the mean value of the appropriateness of the graphic of Unit 2was 3. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good".

2. Revisions of Unit 2

The results of the material evaluation show that Unit 2 was appropriate for graphic designers. The revisions of Unit 2 mostly dealt with grammatical mistakesand language used. There were some ungrammatical sentences that needed to be revised. For example, the sentence "What we have to prepare to make a text in CorelDraw?" was anungrammatical sentence. It should be "What do we have to prepare to make a text in a CorelDraw?" In this task revision, the materials developer preferred to change the text. Then, the sentence "Study the example of the text "was not a good instruction. It should be "Study the text below".

Replacements were also found in this unit such as "on" in a sentence "You may choose the provided topic on the box". It should be "You may choose the provided topics in the box". The sentence "Answer the questions" also should be replaced into "Answer these questions".

Besides, there were several additions in this unit. The additions mostly happened to the article like adding an article "a" before the word "CorelDraw", and "to" after the word "referring" in sentence "Referring the expressions …" The complete revision of Unit 2 can be found in the following table.

Table 31: **The Revisions of Unit 2**

Parts of the Unit	Points to Revise	Revisions
Unit's objective	• "to the order" • Check the dictionary related to words "Besides this".	• "to an order" • It should be only "Besides"
Task 1	The instruction needs to be added a full stop.	
Task 2	• Change the instruction to be more communicative. • Write source of the pictures.	• "Make a group of four. After that, look at the pictures below. From those pictures, describe what products are created by graphic designers. Share your opinion to the other groups." • Source: www.stockphoto.com
Task 3	There is no box.	
Task 4	Add an icon of listening section.	

Parts of the Unit	Points to Revise	Revisions
Task 5	• "Study the following expressions. Expressions of asking for information." • "What do you want to be promoted in your video?"	• "Study the following expressions of asking for information." • "What items do you want to be promoted in your video?"
Task 6	Change the task to be more effective and communicative.	
Task 7	"Referring the expressions on Task 6, ..."	"Referring to the expressions in Task 6, ..."
Task 8	Change the task to be more effective and communicative.	
Task 10	• "Study the example of the text." • "That's all the steps"	• "Study the text below." • "These are all steps"
Task 12	• "on the box" • "manipualting"	• "in the box" • "manipulating"
Task 13	Give the information of the pictures' sources.	www.broward.org
Task 14	• "on Task 13" • "children 5 and under"	• "in Task 13" • "children under 5 years old"
Task 16	"From Task 20 and 21, discuss the expressions used and difficult words. Then, share it to the class."	"From Tasks 13 and 15, discuss the expressions used and difficult words you found. Then, sharewhat you get to the class."
Reflection	"last"	"least"

c. The Results of the Expert Judgment and Revision of Unit 3

1) The Results of the Expert Judgment of Unit 3

In the expert judgment step, there were four aspects of the materials which were evaluated. Those aspects were the appropriateness of the content, language, presentation, and graphic. The following are the results of analysis of the questionnaire of the expert judgment of Unit 3.

a) The Appropriateness of the Content

The first aspect that should be evaluated was the appropriateness of the content. The table shows the results of the appropriateness of the content of Unit 3.

Table 32: **The Appropriateness of the Content of Unit 3**

No	Items	Scores
1.	The developed materials are in accordance with the results of the needs analysis and the *SKKNI* for graphic design.	3
2.	The developed learning materials meet the syllabus.	3
3.	The topic of the unit of the developed materials are relevant with the learners' life as the graphic designers.	3
4.	The text in the unit of the developed materials are relevant with the learners' life as the graphic designers.	3
5.	The developed materials involve the explanation of a structure text.	3
6.	The developed materials involve the explanation of a social function of a text.	3
7.	The developed materials involve the explanation of a linguistic feature of a text.	3
8.	The developed materials involve vocabulary learning task which are relevant with the requirement of the *SKKNI* and the needs analysis.	3
9.	The developed materials involve pronunciation learning task which are relevant with the requirement of the *SKKNI* and the needs analysis.	3
10.	The developed materials involve learning activities which guide the learners to develop their communicative competence in spoken language (*asking and giving feedback*).	3
11.	The developed materials involve learning activities which guide the learners to develop their communicative competence in written language (*exposition text* and *modal*).	3
	Mean (x)	3

Table32 shows that the mean value of the appropriateness of the content of Unit 3was 3. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good".In this aspect, all points were in the range of "good".

b) The Appropriateness of the Language

The second aspect that should be evaluated was the appropriateness of the language. The following table shows the results of the appropriateness of the language of Unit 3.

Table 33: **The Appropriateness of the Language of Unit 3**

No	Items	Scores
12.	The language used in the developed materials is grammatically correct.	2
13.	The language used in the developed materials is appropriate in the field of word choice.	3
14.	The language used in the developed materials is appropriate in the field of spelling rule.	2
15.	The language of instruction and explanation used in developed materials is in accordance with the level of the learners.	3
16.	The language of instruction is comprehensible for learners.	3
17.	The language of explanation is comprehensible for learners.	2
18.	The explanation of materials is in accordance with the level of the learners.	3
19.	The message language in a part/unit/paragraph/sentence is shows the sequences of meaning delivery.	3
	Mean (x)	2.63

Table 33shows that the mean value of the appropriateness of the language of Unit 3was 2.63. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good".

Although the aspect was categorized as "Good", some grammatical mistakes were still found. The common mistakes were about the spelling and the sentence pattern. According to the expert judgment, the language used in instruction needed to be revised in order to be clearly understood by the learners. Then, the expert's

suggestion was the same as Unit 1. It was about the spelling and using articles and the use of language in the instructions which should be revised to be more communicative.

c) The Appropriateness of the Presentation

The next aspect that should be evaluated was the appropriateness of the presentation. The following table shows the results of the appropriateness of the presentation of Unit 3.

Table 34: **The Appropriateness of the Presentation of Unit 3**

No	Items	Scores
20.	The developed materials are in accordance with the learning steps of Task-based instruction.	3
21.	Every unit of the developed materials has the learning objective stated.	3
22.	Every unit of the developed materials has the homework part.	3
23.	The developed materials are started with guided tasks and move to free production tasks.	3
24.	The developed materials encourage learners to interact in English with classmate, teacher, and other people in the wider environment.	3
25.	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative creatively and critically.	2
	Mean (x)	2.83

Table 34shows that the mean value of the appropriateness of the presentation of Unit 3was 2.83. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good" although the developed materials could not encourage learners to get involved in speaking and writing.

d) The Appropriateness of the Graphic

The last aspect to be evaluated was the appropriateness of the graphic. The following table shows the results of the appropriateness of the graphic of Unit 3.

Table 35: **The Appropriateness of the Graphic of Unit 3**

No	Items	Scores
26.	The developed materials are printed on ISO-standardized size papers (A4, A5, and B5).	3
27.	The layout of the developed materials is proportional.	3
28.	The use of fonts and colors can be read clearly.	3
29.	The use of images or illustrations of the developed materials is relevant with the topic and the content of the unit.	3
30.	The developed materials use the appropriate variations of font.	3
31.	The developed materials use the right number of variations (bold, italic, underline, capitalization).	3
32.	The overall design of the developed materials is visually interesting.	3
	Mean (x)	3

Table 35shows that the mean value of the appropriateness of the graphic of Unit 3was 3. This value was in the range of $2.25 \leq x \leq 3.24$ which felt into category of "Good".

2) Revisions of Unit 3

The results of the material evaluation show that Unit 3was appropriate for graphic designers. The revision of Unit 3 mostly dealt with misspelling particularly in the word "torjan" that should be "Trojan", "Pronunce" that should be "Pronounce" and "auxialary" that should be "auxiliary", and the use of punctuation especially a full-stop.

There were also replacements in this unit such as the word "it" in the sentence "… discuss it with your friend" should be replaced by "… discuss them with your

friend". Another example was the word "including" in the sentence "Make a short dialogue with your peers *including* expressions…" should be replaced with "which includes". The main revision of instruction is that the sentence used was not communicative.

Besides, some additions should be given out in this unit. The additions mostly happened to "s" as the plural form. They were in the word "word", "question", "auxiliary", "transcription", and "meaning". The complete revision of Unit 3 can be found in the following table.

Table 36: **The Revisions of Unit 3**

Parts of the Unit	Points to Revise	Revisions
Unit's objective	Check the dictionary related to words "Besides this".	It should be only "Besides"
Task 2	Give full stop.	
Task 3	Change the instruction to be more communicative.	"Watch the video provided by your teacher. Then, take notes and discuss what you get from the video with your peers."
Task 4	• "on Task 3" • "torjan"	• "in Task 3" • "Trojan"
Task 5	"Match the word in the left column to the meaning. The first word is the example."	"Match the words in the left column to the appropriate meaning in the right column. The first word has been done as an example."
Task 6	The space must be changed to be "of".	"Study the following expressions of asking, giving, and receiving feedback."

Parts of the Unit	Points to Revise	Revisions
Task 8	"including" - Give a full stop at the end of the instruction.	"which includes"
Task 9	The instruction is not communicative.	"Read the text below. Then, state whether the following sentences are true or false by writing T or F in the provided table,"
Task 12	"From the text on Task 9, find the synonym of each word below. You may not open your dictionary"	"From the text in Task 9, find the synonym of each word below. You are not allowed to open your dictionary."
Task 13	The spelling of "Pronunce" is incorrect.	It must be "Pronounce".
Task 15	"You can write on the table provided."	"Write your answers in the provided table."
Task 17	"the question" "on Task 14"	"the following questions". "in Task 14"
Task 18	Spelling of the word "Modal Auxialary" is incorrect.	It must be "Modal Auxiliary".
Task 19	"Based on the text of Task 14 from the first paragraph till the fifth paragraph, analyze the kind of modal auxiliary used and discuss it with your friend what the function of each modal is."	"Based on the text in Task 14, from the first paragraph till the fifth paragraph, analyze kind of modal auxiliaries used and discuss them with your friend regarding on the function of each modal."
Task 20	The instruction is not communicative.	"In each question, you will see a text with 4 underlined words or phrases. One of them is incorrect or need to be re-written."
Task 21	The word must be replaced into a plural form.	"modal auxiliaries"
Homework	"Find an article" "modal auxiliary"	"Find an article from the internet." "modals"

Parts of the Unit	Points to Revise	Revisions
Reflection	"last"	"least"
Vocabulary list	Some words should be changed into the plural form.	"words, meanings, and transcription"

B. Discussion

The results of this research were a set of English learning materials for graphic visual designers at *Petak Umpet* advertising company, Yogyakarta. After taking many steps and long process, the materials were finally judged as appropriate for graphic visual designers.

The first step of this research was conducting needs analysis which was on December 4th, 2015. It was done by distributing questionnaires to the graphic designers of *Petak Umpet* Advertising Yogyakarta. The questionnaire was in the form of multiple choice questions. Needs analysis aimed to find out the learners' target needs and learning needs which target needs covered necessities, lacks, and wants while learning needs consist of input, procedure, setting, learners' role and teacher's role. All of those components were considered as the basis of developing English learning materials for graphic visual designers.

The analysis of target need covered three points, i.e.: necessities, lacks, and wants. Necessities are the type of needs determined by the demands of the target situation. Those are what the learners have to know in order to have effective function in target situation. Based on the results of needs analysis, the learner

necessities of learning English for graphic designers was dominantly to understand English specific terms related to their job as graphic visual designers. Meanwhile, some other learners also believed that they would use English to communicate with clients. In addition, the learners also considered that the speaking and reading skill was the most required skill among others.

The analysis of learner's lacks aimed to know the type of needs which was needed by the learners. By referring to the needs analysis, the learners were mostly in the beginner level of English proficiency.

Wants are the learners view onthe language area that they want to learn. The results of needs analysis show that the learners believed that English language learning and teaching for graphic visual designers should enable them to communicate with the clients, understand and respond to the conversation and email in English correctly. Besides, some other learners said that they wanted to master English as their development tools of graphic design knowledge.

Another needs that have to be analyzed was learning needs. It was conducted to know the situation of learning. The analysis of the learners' learning needs consisted of some points such as input, procedure, setting, teachers' roles, and learners' roles.

Based on the results of needs analysis, the data show that learners wanted monologues and dialogues with new vocabularies and with the expressions that would be used as the listening input. For the speaking input, the learners wanted

monologues and dialogues in the intermediate number of words with new vocabularies while some others selected monologues and dialogues with pictures. In terms of reading input, the learners wanted text with the list of vocabularies related to graphic visual design. Then, they mostly wanted to have the example of text model that would be learnt in writing activitiesfor writing input.

The second aspect of learning needs was procedure. It specified what the learners would actually do with the input that forms the point of departure for the learning task. For listening activities, the learners wished to learn by identifying detail information of the text by answering the questions provided although more than a half of them also wanted to have identifying the meaning and pronunciation. In terms of speaking activities, the learners wanted to learn speaking by practicing a model of dialogue or monologue provided in the course-book. Then, some of them were also interestedin interviewing each other as the model of real situation of their job in having conversation. Regarding to the reading activities, the learners wanted to learn by reading a text and then answering questions related to the text. Some other learners also wanted the reading activities to find the general idea of the text. For writing activities, the learners liked to learn writing by writing a text based on pictures, tables, diagrams, or graphics. In terms of vocabulary activities, the learners preferred to learn vocabulary by finding new vocabulary on a text then finding the meaning on a dictionary. Moreover, some other learners wanted to learn by matching vocabulary with the correct meaning. Regarding to the grammar activities, the

learners wanted to learn grammar by doing grammar exercise. In terms of pronunciation activities, the learners wanted to learn by learning to pronounce every sentence including the stress and intonation. For expression activities, the learners wanted to learn expressions by practicing an expression based on the context individually or in pairs.

The next component of learning needs was setting. Setting refers to the arrangement of the classroom implied in the task. It was also important to consider the setting within the teaching and learning process. Based on the results of needs analysis, the learners preferred to do the tasks in the classroom and carry out the tasks by working in pairs.

Teacher's role was the next aspect of the learning needs. It is defined as a part where teacher and learners were expected to play in carrying out learning task as well as the social and interpersonal relationship between the participants. In terms of teacher's role, the learners wished the teacher to guide the learners to show up their opinions and to solve the problems.

The last aspect of the learning needs was learners' role. It was the part that learners were expected to play in carrying out learning tasks. Based on the results of needs analysis, the learners wished to do a discussion and actively involved in investigation to solve problem and doing the task.

Formulating the objectives of the lesson was the next step in developing English materials for graphic designers at *Petak Umpet* Advertising Company

Yogyakarta. This step involved the process of selecting topics and formulatingthe objectives. The topics and objectives were based on the results of needs analysis and the *SKKNI* for graphic design.

The next step was designing syllabus and developing materials. The materials were developed based on the syllabus. It has different numbers of tasks depending on the components that the learners have to reach. The three units that have been developed, got the revisions as the result of an evaluation by the materials expert through expert judgment. The results of expert judgment show that in four aspects of the appropriateness, e.g. the appropriateness of the content, language, presentation, and graphic, all units had the category "Good" although some parts needed to be revised. The complete syllabus and developed materials can be found in Appendix D and Appendix H.

In taking the process of developing English learning materials for graphic visual designer of *Petak Umpet* Advertising Company Yogyakarta, the researcher found some obstacles. The obstacles came from the external factor,that is the availability of the time. It was difficult to find the time in conducting needs analysis. The graphic designers at *Petak Umpet* had to do their job in the active day and some of them had different schedules. As the result, needs analysis was conducted after in the work time with the help of the boss.

Another obstacle was about *SKKNI*. It became an obstacle because the researcher had no experience in understanding *SKKNI*. As the solution, the researcher

got a guide in understanding *SKKNI* and visual graphic design. It also happened in

having the layout of the product. The limitedness of the researcher's ability in a

design and layout forced the researcher to get help in having layout and graphic.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The conclusion part answers the objectives of the research. The suggestion part presents some suggestions from the researcher to English teacher and other researchers or material developers.

A. Conclusions

1.   Target Needs

Referring to the results of the needs analysis conducted on December 4th., 2015, the target needs of the graphic designers of *Petak Umpet* Advertsing Company Yogyakarta can be concluded as follows:

b. The main goal of the learners in learning English was to support their job as graphic designers.

c. The learners' lacks were related to English materials which specifically purposed for graphic designers.

d. The learners considered that their current level of English proficiency was at the level of beginner.

e. The learners expected to be able to communicate well in English both spoken and written.

2. **Learning Needs**

Learning needs cover the components of task such as inputs, procedures, setting, teacher's role and learners' role which are related to the learners' view about what they should do to achieve the target situation. The learners' views about the learning needs are concluded below.

a. **Input**

Related to inputs, the learners wanted monologue and dialogue with new vocabularies provided as the listening and speaking input, texts with new vocabularies provided as the reading input, and the example of the text model that will be learnt as the writing input.

b. **Procedure**

In terms of procedures, the learners wanted to learn about identifying the detail information of the text by answering the questions and identifying meaning and pronunciation as the listening activities. For speaking activities, they wished to practice a model of dialogue or monologue provided on the course book followed by pronunciationactivities. Reading a text,answering questions, and finding general idea became the learners' wants in reading activities. For vocabulary activities, the learners wanted to find new vocabularies on a text. For the writing activities, the learners wanted to have writing a text based on the explanation and model, correcting wrong sentences, and completing the missing words. Then, as grammar activities, the

learners wished to do grammar exercise and completing the missing words based on the context.

c. Setting

Regarding the setting, most of the learners wanted to learn inside the classroom and some others preferred to do outside the classroom. The learners preferred to do the tasks in pairs and sometime in pairs or small group.

d. Teachers' and Learners' Role

In terms of teachers' and learners' roles, the learners expected the teacher to guide them to show up their opinions and to solve the problem as well as to give a chance to the learners to have discussion. Theydid not only want to do discussions and activity involved in the investigation to solve problem and do the tasks but they also want to be guided in their tasks by the teacher to propose questions and opinions.

3. The Appropriate English Learning Materials for Graphic Designers

Based on the results of needs analysis and *SKKNI* of graphic designers, a conclusion of the appropriate English learning materials for graphic visual designers can be drawn. In addition, the results of the materials evaluation by the expert revealed that the developed materials were considered "Good" based on four criteria: (a) content appropriateness, (b) language appropriateness, (c) presentation appropriateness, and (d) graphic appropriateness. Therefore, the followings are the characteristics of the appropriate components of English learning materials for graphic designers.

a. The topic of each unit of the developed materials is about the field of graphic visual design. It has a purpose to meet the learners' interest and to relate their current field of career so that they can find that learning English is meaningful.

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

1) Introduction part

    This part presents the title of the unit and the unit objective so that learners can get a brief information of what they are going to learn in each unit.

2) Main lesson

    The main lesson is elaborated in "*Let's Get Ready"* section and followed by main task-cycle. This section is designed to build learners' schemata through some questions that will be used to introduce the topic, set the context of the tasks, and also introduce some of the key vocabularies and expressions that the learners will need to accomplish the tasks.The main task-cycle presents four skills cycle which assist learners to experience, reproduce and practice the target language. Therefore, they will experience and identify the lexical and grammatical system through reading, and practice and reproduce it through writing.

3) Reinforcement

    The reinforcement part consists of homework and reflection. Both enable learners to have additional activities and to self-reflect what they have learned in the unit and allow them to respond in the learning process.

4) Confirmation

The confirmation part presents the *"Vocabulary List"*. The list of key vocabularies is the lexical items related to the topic in the current unit of materials. The list comes with the phonetic transcriptions and the meanings in Bahasa.

B. Suggestions

The final product of this research is English learning materials for graphic visual designers. This product is expected to be beneficial for English teachers in ESP program and English learners from graphic visual designers. The process of developing this materials gave some suggestions.

The first suggestion is related to the input of the materials. Based on the results of the needs analysis, the learners want to have input texts which are related to their expertise. Therefore, it is suggested to provide texts which contain relevant vocabularies either specific or general ones which commonly used in graphic visual design. In terms of the skills, it is suggested to provide more input texts for speaking and writing skills.

The second suggestion is concerned witheffective tasks. The learning process can be effective with the roles of the teacher and learners. Regarding to the results of the needs analysis, it is suggested to provide tasks which can make them actively participate within the learning process.

        The last suggestion is in terms of tasks development. The results of material evaluation show that the tasks development will be better if it is grouped based on the skills and shorted based on the sequence of guidance. The tasks provided in materials should be really effective and communicative in order to help the learners in achieving their goals and wants in learning English.

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APPENDICES

APPENDIX A

The Needs Analysis Instrument

Angket Analisis Kebutuhan Desainer Grafis terhadap Penggunaan dan Pembelajaran Bahasa Inggris di *Petak Umpet* Advertising Company Yogyakarta

Petunjuk pengisian

Berilah tanda silang (X) pada huruf a, b, c, d atau seterusnya sesuai dengan pendapat anda. Jika anda mempunyai pendapat lain, silakan tuliskan jawaban anda di kolom yang tersedia.

A. Data pribadi responden

> Nama :
> Usia :
> Jenis kelamin :
> Jabatan/ Posisi :

B. Analisis kebutuhan pekerja desainer grafis terhadap bahasa Inggris

1. Apakah tujuan anda mempelajari bahasa Inggris?
   (Boleh memilih lebih dari satu jawaban)
   a. Menunjang pekerjaan sebagai desainer grafis
   b. Menunjang pendidikan di jenjang selanjutnya
   c. Mendapatkan relasi asing
   d. Mendapatkan pengetahuan tentang bahasa Inggris dan budayanya
   e. Untuk berkomunikasi secara lisan maupun tertulis dalam bahasa Inggris
   f. Lainnya
      (tuliskan)..
      .

2. Untuk menunjang pekerjaan anda saat ini, seharusnya anda berada pada level ...
   (Pilih satu jawaban saja)
   a. Pemula (*beginner*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari
   b. Menengah (*intermediate*): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks

c. Mahir (*advance*): dapat memahami berbagai macam teks dan ungkapan serta dapat memahami makna tersirat yang terdapat dalamsebuah teks

d. Lainnya

(tuliskan)...
.

3. Untuk menunjang pendidikan anda di jenjang selanjutnya, seharusnya anda berada pada level ... .

(Pilih satu jawaban saja)

a. pemula (*beginner*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari

b. menengah (*intermediate*): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks

c. mahir (*advance*): dapat memahami berbagai macam teks dan ungkapan serta dapat memahami makna tersirat yang terdapat dalamsebuah teks

d. Lainnya

(tuliskan)...
.

4. Pembelajaran bahasa Inggris seharusnya dapat membuat anda ... .

(Boleh memilih lebih dari satu jawaban)

a. memahami ungkapan-ungkapan bahasa Inggris

b. memahami berbagai macam teks bahasa Inggris.

c. memahami kata-kata dalam bahasa Inggris termasuk arti dan cara pengucapannya yang benar.

d. berkomunikasi dengan baik dalam bahasa Inggris.

e. Lainnya

(tuliskan)...

5. Kemampuan bahasa Inggris anda saat ini berada pada level ... .

(Pilih satu jawaban saja)

a. pemula (*beginner*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari

b. menengah (*intermediate*): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks

c. mahir (*advance*): dapat memahami berbagai macam teks dan ungkapan serta dapat memahami makna tersirat yang terdapat dalamsebuah teks

d. Lainnya

   (tuliskan)..
   .

6. Di dalam pembelajaran mendengarkan *(listening)*, bentuk teks sebagai input pembelajaran seperti apa yang anda inginkan?

   (Boleh memilih lebih dari satu jawaban)

   a. Monolog dan dialog tanpa gambar
   b. Monolog dan dialog yang disertai gambar
   c. Monolog dan dialog yang disertai kosa kata baru
   d. Lainnya

   (tuliskan)..
   .

7. Berapa panjang teks sebagai input pembelajaran mendengarkan *(listening)* yang mampu anda pahami?

   (Pilih satu jawaban saja)

   a. > 250 kata (panjang)
   b. 150-250 kata (sedang)
   c. < 150 kata (pendek)

8. Di dalam pembelajaran berbicara (*speaking)*, bentuk teks sebagai input pembelajaran seperti apa yang anda inginkan?

   (Boleh memilih lebih dari satu jawaban)

   a. Monolog dan dialog tanpa gambar
   b. Monolog dan dialog yang disertai gambar
   c. Monolog dan dialog yang disertai kosa kata baru
   d. Lainnya

   (tuliskan)..

9. Berapa panjang teks yang anda inginkan dalam pembelajaran berbicara (*speaking*)?

   (Pilih satu jawaban saja)

   a. > 250 kata (panjang)
   b. 150-250 kata (sedang)
   c. < 150 kata (pendek)

10. Di dalam pembelajaran membaca (*reading*), bentuk teks sebagai input pembelajaran seperti apa yang anda inginkan?
    (Boleh memilih lebih dari satu jawaban)
    a. Teks bacaan terdiri dari beberapa paragraf
    b. Teks bacaan disertai gambar-gambar
    c. Teks bacaan disertai tabel, diagram, bagan, atau grafik
    d. Teks bacaan disertai daftar kosa kata
    e. Lainnya
       (tuliskan)..

11. Berapa panjang teks sebagai input pembelajaran membaca (*reading*) yang mampu anda pahami?
    (Pilih satu jawaban saja)
    a. > 250 kata (panjang)
    b. 150-250 kata (sedang)
    c. < 150 kata (pendek)

12. Di dalam pembelajaran menulis (*writing*), bentuk teks sebagai input pembelajaran seperti apa yang anda inginkan?
    (Boleh memilih lebih dari satu jawaban)
    a. Berupa contoh teks yang akan dipelajari dalam latihan menulis
    b. Berupa kosa kata baru terkait dengan teks yang dipelajari
    c. Berupa struktur kebahasaan terkait dengan teks yang dipelajari
    d. Berupa gambar, grafik, tabel, bagan, atau diagram
    e. Lainnya
       (tuliskan)..

13. Berapa panjang teks yang anda inginkan dalam pembelajaran menulis (*writing*)?
    (Pilih satu jawaban saja)
    a. > 250 kata (panjang)
    b. 150-250 kata (sedang)
    c. < 150 kata (pendek)

14. Topik atau tema pembelajaran apa yang anda inginkan?

(Boleh memilih lebih dari satu jawaban)

    a. Topik-topik yang berhubungan dengan kehidupan sehari-hari di lingkungan keluarga

    b. Topik-topik yang berhubungan dengan dunia kerja (desain grafis)

    c. Topik-topik yang berhubungan dengan politik, ekonomi, dan sosial budaya

    d. Topik-topik yang berhubungan dengan agama, dan hukum

    e. Lainnya

       (tuliskan)...

15. Jenis kegiatan pembelajaaran mendengarkan (*listening*) seperti apa yang anda inginkan?

(Boleh memilih lebih dari satu jawaban)

    a. Mengidentifikasi isi teks menyimak secara garis besar

    b. Mengidentifikasidetail informasi isi teks menyimakdengan menjawab pertanyaan

    c. Mengidentifikasi ungkapan-ungkapan tertentu dari teks menyimak

    d. Menceritakan kembali isi teks menyimak dengan bahasa sendiri

    e. Melengkapi teks rumpang

    f. Mengidentifikasi arti dan cara pengucapan kata dari teks menyimak yang diperdengarkan

    g. Lainnya

       (tuliskan)...

16. Jenis kegiatan pembelajaaran berbicara (*speaking*) seperti apa yang anda inginkan?

(Boleh memilih lebih dari satu jawaban)

    a. Mempraktikkan dialog/ monolog yang tersedia di dalam materi

    b. Membuat sendiri dialog yang kemudian dipraktikkan

    c. Mempresentasikan laporan, cerita, atau hasil diskusi

    d. Mendiskusikan dengan kelompok terkait topik yang dipelajari

    e. Bermain peran (*Role-playing*)

    f. Mewawancarai teman

    g. Lainnya

       (tuliskan)...

17. Jenis kegiatan pembelajaaran membaca (*reading*) seperti apa yang anda inginkan?

    (Boleh memilih lebih dari satu jawaban)

    a. Membaca teks untuk memahami isi secara umum
    b. Membaca teks untuk mencari informasi secara detail
    c. Membaca teks lalu menjawab pertanyaan terkait bacaan tersebut
    d. Menyusun paragraf kalimat acak menjadi sebuah urutan paragraf yang benar dan logis
    e. Meringkas teks bacaan
    f. Mendiskusikan isi atau arti ungkapan-ungkapan yang terdapat dalam teks bacaan
    g. Lainnya
       (tuliskan)..

18. Jenis kegiatan pembelajaaran menulis (*writing*) seperti apa yang anda inginkan?

    (Boleh memilih lebih dari satu jawaban)

    a. Menulis teks yang sama dengan contoh teks yang tersedia dalam materi
    b. Menyusun kata-kata acak sehingga menjadi kalimat yang padu
    c. Menulis teks berdasarkan gambar, grafik, bagan, diagram, atau tabel
    d. Melengkapi paragraf rumpang
    e. Membetulkan struktur kalimat, ejaan, dan tanda baca yang salah
    f. Menulis kesimpulan dari sebuah teks
    g. Lainnya
       (tuliskan)..

19. Jenis pembelajaran pengayaan kosa kata (*vocabulary*) seperti apa yang anda inginkan?

    (Boleh memilih lebih dari satu jawaban)

    a. Mencari makna dalam kamus
    b. Mencocokkan kata dengan gambar
    c. Mencari sinonim atau antonim kata
    d. Mencocokkan kata dengan pilihan makna yang disediakan
    e. Megidentifikasi kosa kata baru dari sebuah teks dan mengartikannya sesuai konteks

f. Melengkapi kalimat paragraf dengan pengetahuan sendiri
g. Lainnya
(tuliskan)...

20. Jenis pembelajaran pengayaan tata bahasa (*grammar*) seperti apa yang anda inginkan?
(Boleh memilih lebih dari satu jawaban)
a. Menghafalkan rumus tata bahasa
b. Mengerjakan soal-soal latihan tentang tata bahasa
c. Mencari kesalahan tata bahasa dalam latihan *error analysis*
d. Melengkapi teks rumpang dengan pilihan kata dan menyesuaikan tata bahasanya
e. Membuat kalimat sendiri berdasarkan pola dan topik
f. Membuat teks sesuai dengan kebutuhan pekerjaan (desain grafis)
g. Lainnya
(tuliskan)...

21. Jenis pembelajaran pengucapan (*pronunciation)* seperti apa yang anda inginkan?
(Boleh memilih lebih dari satu jawaban)
a. Mencari cara pengucapan di kamus
b. Membaca secara nyaring
c. Mendengarkan dan menirukan cara pengucapan suatu kata
d. Berlatih mengucapkan setiap kalimat termasuk penekanan (*stress)* dan intonasi pengucapan
e. Lainnya
(tuliskan)...

22. Anda merasa lebih nyaman jika pembelajaran bahasa Inggris dilakukan di ...
(Boleh memilih lebih dari satu jawaban)
a. Ruang kelas
b. Luar kelas
c. Perpustakaan
d. Laboratorium bahasa
e. Lainnya
(tuliskan)...

23. Dalam pembelajaran bahasa Inggris, anda lebih suka mengerjakan tugas/kegiatan secara ...

(Boleh memilih lebih dari satu jawaban)

   a. Individu
   b. Berpasangan
   c. Kelompok kecil (3-4 orang)
   d. Kelompok besar
   e. Lainnya
      (tuliskan)...

24. Pada saat proses pembelajaran bahasa Inggris, anda lebih suka ....

(Boleh memilih lebih dari satu jawaban)

   a. Hanya mendengarkan penjelasan guru
   b. Mengajukan pertanyaan dan pendapat anda
   c. Berdiskusi aktif dalam pemecahan masalah dan mengerjakan tugas
   d. Menggunakan kreatifitas anda dalam mengerjakan tugas
   e. Dituntun dalam setiap kegiatan dan tugas
   f. Lainnya
      (tuliskan)...

25. Pada saat proses pembelajaran bahasa Inggris, pengajar lebih baik ....

(Boleh memilih lebih dari satu jawaban)

   a. Hanya menjelaskan
   b. Menjawab pertanyaan
   c. Memberikan ruang dan waktu untuk berdiskusi
   d. Membimbing murid untuk berpendapat dan memecahkan masalah
   e. Memberikan tugas
   f. Lainnya
      (tuliskan)..

APPENDIX B

The Needs Analysis Data

NEEDS ANALYSIS DATA

Target Needs				
Necesities				
Question	**Items**	**N**	**F**	**Percentage**
What is your purpose of learning English?	a. to support the jobs as graphic designers	30	20	66.67%
	b. to support the education in the next level	30	2	6.67%
	c. to get foreign relations	30	13	43.33%
	d. to get the knowledge of English and its culture so that you can communicate well in English	30	7	23.33%
	e. to be able to communicate both spoken and written using English	30	14	46.67%
	f. others ...	30	0	0%
To be able to support your job now, you should be in the level of ...	a. Beginner: can understand simple sentences and expressions used in a daily life	30	8	26.67%
	b. Intermediate:canunderstand the main idea or purpose of complicated texts and give comments about that	30	18	60%
	c. Advanced: can understand a variety of texts and understand implicit ideas in a text	30	4	13.33%
	d. others ...	30	0	0%

Question	Items	N	F	Percentage
To be able to support the next level of your education or your future job, you should be in the level of ...	a. Beginner: can understand simple sentences and expressions used in a daily life	30	3	10%
	b. Intermediate: can understand the main idea or purpose of complicated texts and give comments about that	30	6	20%
	c. Advanced: can understand a variety of texts and understand implicit ideas in a text	30	20	66.67%
	d. others ...	30	0	0%
Lacks				
Question	**Items**	**N**	**F**	**Percentage**
Your current level of English proficiency is in the level of ...	a. Beginner: can understand simple sentences and expressions used in a daily life	30	22	73.33%
	b. Intermediate: can understand the main idea or purpose of complicated texts and give comments about that	30	8	26.67%
	c. Advanced: can understand a variety of texts and understand implicit ideas in a text	30	0	0%
	d. others ...	30	0	0%

Wants				
Question	**Items**	**N**	**F**	**Percentage**
English teaching and learning process should enable you to …	a. understand expressions in English	30	9	30%
	b. understand a variety of texts in English	30	3	10%
	c. understand English vocabularies including the appropriate meaning and pronunciation	30	12	40%
	d. communicate well in English	30	21	70%
	e. others ...	30	0	0%
What kind of topics or themes do you want?	a. topics related to daily life in family, school, and society	30	5	16.67%
	b. topics related to your job on visual graphic design	30	22	73.33%
	c. topics related to politics, economics, and socio-cultural life	30	8	26.67%
	d. topics related to religion and law	30	3	10%
	e. other topics	30	0	0%
Learning Needs				
Input				
Question	**Items**	**N**	**F**	**Percentage**
In listening activities, what kind of texts as learning input do you want?	a. monologues and dialogues without pictures	30	1	3.33%
	b. monologues and dialogues with pictures	30	11	36.67%

Question	Items	N	F	Percentage
	c. monologue and dialogue with new vocabulary provided	30	17	56.67%
	d. others ...	30	1	3.33%
How long is the listening input that you can understand?	a. >250 words (long)	30	4	13.33%
	b. >200 words (medium)	30	11	36.67%
	c. >150 words (short)	30	15	50%
In speaking activities, what kind of texts as learning input do you want?	a. monologues and dialogues without pictures	30	6	20%
	b. monologues and dialogues with pictures provided	30	7	23.33%
	c. monologue and dialogue with new vocabulary provided	30	17	56.67%
	d. others ...	30	0	0%
In reading activities, what kind of texts as learning input do you want?	a. text which consist of paragraph	30	10	33.33%
	b. texts with pictures provided	30	10	33.33%
	c. texts with diagrams, and provided	30	8	26.67%
	d. texts with list of vocabulary provided	30	19	63.33%
	e. others ...	30	0	0%
How long is the reading input that you can understand?	a. > 250 words	30	1	3.33%
	b. 150-250 words	30	11	36.67%
	c. < 150 words	30	18	60%
In writing activities, what kind of texts as learning input do you want?	a. the example oftextmodel that will be learnt in writing activities	30	13	43.33%

Question	Items	N	F	Percentage
	b. new vocabularies related to the text	30	12	40%
	c. the explanation of grammar or sentence structures related to the text	30	10	33.33%
	d. pictures, tables, diagrams, or graphics	30	4	13.33%
	e. others ...	30	0	0%
How long is the text that you want in writing activities?	a. > 250 words	30	4	13.33%
	b. 150-250 words	30	12	40%
	c. < 150 words	30	14	46.67%
Procedures				
What kind of listening activities do you want?	a. identifying the content of the text	30	11	36.67%
	b. identifying the detail information of the text by answering the questions provided	30	20	66.67%
	c. identifying specific expressions of the text	30	2	6.67%
	d. retelling the content of the text with your own words	30	1	3.33%
	e. completing missing words	30	13	43.33%
	f. identifying the meaning and pronunciation	30	16	53.33%
	g. others ...	30	0	0%
What kind of speaking activities do you want?	a. practicing a model of dialogue or monologue provided on the course book	30	17	56.67%
	b. making a dialogue then practicing it	30	7	23.33%

Question	Items	N	F	Percentage
	c. presenting a report, story, speech or discussion result	30	3	10%
	d. discussing a topic and giving opinion related to the topics	30	10	33.33%
	e. role-playing	30	6	20%
	f. interviewing other friends.	30	11	36.67%
	g. others ...	30	0	0%
What kind of reading activities do you want?	a. reading a text to findgeneral idea of the text	30	16	53.33%
	b. reading a text to find detail information on the text	30	14	46.67%
	c. reading a text then answering questions related to the text	30	18	60%
	d. arranging jumbled paragraphs or sentences to be good paragraphs or sentences	30	5	16.67%
	e. summarizing the content of the text	30	2	6.67%
	f. discussing the content or the meaning of certain expressions on the text and the meaning or the use of those expressions based on the context	30	7	23.33%
	g. others ...	30	0	0%
What kind of writing activities do you want?	a. writing the same text as the given model text based on the correct grammar and sentence structures	30	11	36.67%
	b. arranging jumbled words to be a good sentence	30	9	30%

Question	Items	N	F	Percentage
	c. writing a text based on pictures, tables, diagrams, or graphics	30	20	66.67%
	d. completing the missing words with your own words	30	12	40%
	e. correcting wrong sentence structures, spellings and punctuations	30	14	46.67%
	f. writing a conclusion of a text	30	6	20%
	g. others ...	30	0	0%
What kind of vocabulary activities do you want?	a. finding new vocabulary on a text and finding the meaning on a dictionary	30	21	70%
	b. matching words with pictures provided	30	10	33.33%
	c. searching the synonyms or antonyms of words	30	14	46.67%
	d. matching the words with the meanings provided	30	13	43.33%
	e. classifying new vocabulary on a table then finding the meaning based on the context	30	14	46.67%
	f. completing sentences or paragraphs with your own knowledge	30	5	16.67%
	g. others ...	30	0	0%
What kind of grammaror structure activities do you want?	a. memorizing sentence structure/grammar patterns	30	2	16.67%
	b. doing grammar exercises	30	19	56.67%

Question	Items	N	F	Percentage
	c. identifying and correcting the wrong sentence structures	30	11	23.33%
	d. completting the missing words on the text based on the context	30	14	40%
	e. making your own sentences based on the given pattern	30	7	23.33%
	f. making a text as the need of graphic designers	30	5	16.67%
	g. others ...	30	0	0%
What kind of pronunciation activities do you want?	a. searching the pronunciation on a dictionary	30	10	33.33%
	b. reading aloud and looking for the pronunciation on a dictionary	30	4	13.33%
	c. listening and repeating the pronunciation from the teacher	30	7	23.33%
	d. learning to pronounce every sentence including the stress and intonation	30	16	53.33%
	e. others ...	30	0	0%
Setting				
You feel more comfortable if the Englishlearningactivities is conducted in ...	a. inside the classroom	30	20	66.67%
	b. outside the classroom	30	13	43.33%
	c. library	30	3	10%
	d. language laboratory or practice room	30	7	23.33%

Question	Items	N	F	Percentage
	e. others ...	30	3	10%
In English teaching and learning process, you prefer to do the task ...	a. individually	30	13	43.33%
	b. in pairs	30	18	60%
	c. in a group of 3-4	30	10	33.33%
	d. in a big project group	30	4	13.33%
	e. others ...	30	0	0%
Teacher's and Learners' Roles				
When the teaching and learning process is carried out, you prefer to …	a. only listen to teacher's explanation	30	5	16.67%
	b. propose your questions and opinions	30	10	33.33%
	c. do discussions and actively involved in investigation to solve problem and do the tasks	30	16	53.33%
	d. use your creativity in doing the task	30	6	20%
	e. be guided by the teacher in every task or exercise	30	13	43.33%
	f. others …	30	0	0%
When the teaching and learning process is carried out, you prefer the teacher to …	a. only explains the materials	30	0	0%
	b. answer the questions	30	3	10%
	c. give the chance to the learners to have discussion	30	19	63.33%
	d. guide the learners to show up their opinions and to solve the problems.	30	22	73.33%
	e. give the learners tasks and exercises	30	10	33.33%
	f. others ...	30	1	3.33%

APPENDIX C

SKKNI

SKKNI (STANDAR KOMPETENSI KERJA NASIONAL INDONESIA) FOR INFORMATIC AND COMMUNICATION OF SUBSECTOR TECHNOLOGY AND COMMUNICATION OF GRAPHIC DESIGNER EXPERTISE SECTOR

UNIT 1

Kode Unit	:	TIK.DG02.004.01
Judul Unit	:	Menerjemahkan *client brief*
Deskripsi Unit	:	Unit ini mendeskripsikan penguasaan pengetahuan dalam mengidentifikasi dan memahami kebutuhan/keinginan yang disampaikan langsung oleh klien yang dijabarkan dalam bentuk sebuah brief.

	Elemen Kompetensi			Kriteria Unjuk Kerja
1.	Menginterpretasikan *client brief*	1.1		Informasi awal yang berupa data-data klien diidentifikasi
		1.2		Informasi yang berupa permasalahan atau kebutuhan diidentifikasi

UNIT 2

Kode Unit	:	TIK.DG02.006.01
Judul Unit	:	Mendesain karya berdasarkan *brief*
Deskripsi Unit	:	Unit ini mendeskripsikan penguasaan dalam perencanaan dan pengembangan desain berdasarkan *brief*.

	Elemen Kompetensi		Kriteria Unjuk Kerja
1.	Mengidentifikasi *creative brief* atau *client brief*	1.2	Pemilihan konsep kreatif berdasarkan kata-kata kunci yang ada dilakukan
4.	Mendesain karya sesuai *client brief*	4.1	Pemilihan media komunikasi dilakukan sesuai kebutuhan atau pesan yang ingin disampaikan klien

UNIT 3

Kode Unit	:		TIK.DG02.005.01
Judul Unit	:	Mengembangkan dan mengkomunikasikan konsep desain	
Deskripsi Unit	:	Unit ini mendeskripsikan keterampilan dan pengetahuan yang dibutuhkan untuk mengolah, mengembangkan dan mengkomunikasikan konsep kreatif yang akan digunakan dalam pengembangan karya desain.	

	Elemen Kompetensi		Kriteria Unjuk Kerja
1.	Mengidentifikasi informasi yang dibutuhkan untuk pengembangan konsep desain	1.1	Materi atau bahan informasi yang relevan untuk pengembangan konsep desain sesuai dengan konteks dan tujuan diidentifikasi

APPENDIX D

The Syllabus

SYLLABUS

Study Program   **: Graphic Design**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
Unit 1: **"Good Morning, Sir!**	Students are able to: 1. greet the clients 2. confirm and give recommendation to the clients 3. comprehend the email 4. reply an email 5. analyze and make sentences in future form 6. distinguish the phonetic	- greeting the customers - confiming something - giving recommend ation	Vocabularies related to the topic (good morning, Mr. , Mrs., Miss, apply, theme, recommend, confirm, suitable, kerning, cover, picture, leading, shape, line, color, etc)	Future tense: S + will/ be going to + V + O + (adverb of future time)	Expressions of greeting: "Good morning, Sir." Expression of giving recommendation : "I highly recommend using this theme."	• pictures related to graphic design • video about giving recommendation • audio dialogue between a graphic designer and a client • explanation about appropriate greeting according to the time	**Task Cycle** **Getting started:** • Answer the following questions with your peers. **(TASK 1)** • Make a group of four or five. After that, look at the pictures below. Then, explain what usually graphic designers based on those pictures. Share your opinion in your

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
	transcription symbols.				Expression of confirming order: "I would like to confirm about ..."	• explanation about how to address someone • text of email explanation on Future Tense	group. (TASK 2) • Watch the following video of conversations in Skype. Then, answer the following questions. (TASK 3) • Give a tick in the provided boxes for what should be done in having conversation to your costumers.(TASK 4) • Study the explanation about greeting and discuss it with your partner.(TASK 5)

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					• Match the following list of times to the appropriategreeting in English. Just write the letter.**(TASK 6)** • Study the explanation about addressing client and discuss it with your partner. **(TASK 7)** • Listen to the text. Then,answer the following questions.**(TASK 8)** • Correct the underlined words by adding 'Madam', 'Mr.',

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					• 'Mrs.', 'Ms.' Or without them.**(TASK 9)** • Complete the following dialogue with the suitable words provided in the box.**(TASK 10)** • Study the following expressions.**(TASK 11)** • Analyze parts of the dialogues below. Then, find and underline the expressions of greeting,recommending, and

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					offering thing.**(TASK 12)** • Look at the conversations on chatting below. Then, answer the following questions. **(TASK 13)** • Practice a short dialogue with your partner based o the provided situation. You may look at the dialogue in Task 12 as the example.**(TASK 14)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					• Read the text of an email below and answer the questions. **(TASK 15)** • Study the replying email below. Then, answer the questions. **(TASK 16)** • Reply an email in Task 15 based on your answers in that task. You may read an email in Task 16 as the example.**(TASK 17)** • Match the pictures to the term of them in English in the

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					• following box. (**TASK 18**) • Let's pronounce the words. (**TASK 19**) • Based on the words you have matched in Task 18, pronounce them. Let your teacher corrects you. (**TASK 20**) • Match each word in the left column to the correct meaning in the right column. Number one has been done as an example.(**TASK 21**)

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					• Study the gramar notes below. **(TASK 22)** • Rewrite the following senteces using simple future tense.**(TASK 23)** **Homework** Find out an email of ordering any product design. Then, write your recommendations. You should use the correct greeting and addressing words.

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
Unit 2: **"Could You Tell Me about Your Product? "**	Students are able to: 1. ask the information related to the order 2. find social function and generic structure of the procedure text 3. analyze and make sentence using passive voice 4. analyze and make an English poster	- asking for information about the product	Vocabularies related to the topic (wonderful, excite, beautiful, poster, old, big, manipulate, interupt, change, click, type, regret, prize, etc.)	Passive Voice: S + to be + past participle (+ by agent)	Expression of asking for information: "Could you please describe about the beautiful of Sleman?"	• pictures related to the graphic designers' job • audio text of conversation between graphic designer and client • procedure text • explanation about passive voice • english poster	**Task Cycle:** **Getting Started** • Answer the following questions with your peers. **(TASK 1)** • Make a group consist of four or five. After that, look at the pictures below. From those pictures, describe whatproducts are created by graphic designers. Share your opinion with the other groups.**(TASK 2)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					• Read the statements below. Then, decide what item belongs to graphic designer duties by giving a tick (√) in the provided box.**(TASK 3)** • Listen to the dialogue between a graphic designer and a client. Then, answer the following questions.**(TASK 4)** • Study the following expressions of asking for information.**(TASK 5)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					• Rearrange the sentences below to make good conversations between Andi and Dina.**(TASK 6)** • Referring to the expressions in Task 6, find out the expressions of asking for information.**(TASK 7)** • Fill the blank spaces of the dialogue below. Then, practice that dialogue with your partner. You may have improvisation in your practice.**(TASK 8)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					• Make a group of four. Then, make a role play about ordering an English advertising product. Use the expressionsof asking for information and describing something, and other expressions that you have learnt. Act it out in front of the class.**(TASK 9)** • Study the example of the text. After that, answer the following questions.**(TASK 10)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
		-					• Based on the text in Task 10, answer the following questions.**(TASK 11)** • Write a procedure text of anything related to graphic design. You may choose one of the topics provided in the box.**(TASK 12)** • Pay attention to the poster below and discussthe language used with your partner.**(TASK 13)** • Referring to the poster in Task 13, answer the followingquestions.

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
							(TASK 14) • Look at the Indonesian poster. Then, try to present it intoan English version. You may open your dictionary. **(TASK 15)** • Based on Tasks 20 and 21, discuss the expresisonsused and the difficult words that you found. Then, share what you get to the class.**(TASK 16)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
							• Open your dictionary and find out the meaning of the followingwords.**(TASK 17)** • Let's pronounce the word in Task 16. You may open the dictionary to enactive the transcription of each word.**(TASK 18)** • Study the grammar notes.**(TASK 19)** • Underline the passive voice that you find.**(TASK 20)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
							• Rewrite the following sentences in passive form.**(TASK 21)** **Homework** Make a tutorial video of anything related to graphic design. Use the procedure and expression supported your video

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
Unit 3: **"Why Don't You Try to Get the License?"**	Students are able to: 1. give comment and feedback 2. present about something related graphic design 3. find social function and generic structure of the exposition text 4. analyze the text signal words 5. analyze the reference in the text	- asking for feedback - giving feedback - receiving feedback.	Vocabularies related to th topic (cybercrime, comment, consider, cause, effect, encourage, influnce, coding, web-design, etc.)	Modal Auxiliary: Can, Could, Will, Would, Shall, Should, May, Might, Must, Have to, be going to, Ough to, Used to, etc.	Expression of asking for feedback: "What can I do to make it better?" Expression of giving feedback: "I noticed that, when you teach me, it made me feel enthusiasm." Expression of receiving	• pictures related to cybercrime • video of explanation of cybercrime • exposition text • explanation about cause and effect signal words • explanation how to ask for and give feedback • explanation about modal auxiliary	**Task Cycle:** **Getting Started** • Answer the following questions with your peers. **(TASK 1)** • Look at the picture below and answer the questions that follow. **(TASK 2)** • Watch this video provided by your teacher. Then, take notes and discuss what you get from the vide with your peers.**(TASK 3)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
	6. use modal auxiliary in a sentence				feedback: "I will consider as you said"	• explanation about finding reference	• From the video in Task 2, answer the following questions.(TASK 4) • Match the words in the left column with the meaning in the right column. The first word has been don as an example. (TASK 5) • Study the following expressions of asking, giving, and receiving feedback. (TASK 6) • Make a group of four. Then, choose one of the provided themes in

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
							• the box to be discussed in your group. Use your knowledge and experiences on it. **(TASK 7)** • Based on Task 7, make a short dialogue with your peers which includes expressions of asking and giving feedback. Act as if one of you have made a video tutorial. **(TASK 8)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	**Key Grammar**	**Expressions**		
							• Read the text below. Then, state whether the following sentences are true or false by writing T or F. **(TASK 9)** • Study the explanation. **(TASK 10)** • Explain the references below based on the text of Task 9. **(TASK 11)** • From the text in Task 9, find the synonim of each word below. You are not allowed

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	**Key Grammar**	**Expressions**		
							- to open your dictionary. **(TASK 12)** - Pronounce the words in Task 11. Let your teacher gives the correction of your pronunciation. **(TASK 13)** - Study the following notes. **(TASK 14)** - Read the text bellow, and find the signal words in each paragraph. Write your answer in the provided table. **(TASK 15)**

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
							• Study the following explanation. **(TASK 16)** • Read the text in Task 14. Then, answer the following questions. **(TASK 17)** • Study the grammar notes below. **(TASK 18)** • Based on the text in Task 14, from the first paragraph till the fifth paragraph, analyze the kind of modal auxiliaries used and discuss them with your

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
							• friend regardingthe funcion of each modal. **(TASK 19)** • In each question below, you will see a text with 4 underlined words or phrases. One of them is incorrect or needs to be re-written. Select the incorrect option.**(TASK 20)** • Make your own sentences by using modal auxiliaris provided. **(TASK 21)** • Find an explanatory text from the internet.

Unit/ Function	Indicators	Language Function	Language Focus			Input Text	Learning Actvities
			Key Vocabbularies	Key Grammar	Expressions		
							• Then, write your own thought related to the text you found. **(TASK 22)** **Homework** Make a group of four. Find an article from teh internet. Then, analyze the generic structure of the text, the signal words, references, and modals in each paragraph fully with its explanation.

APPENDIX E

The First Draft of the Materials
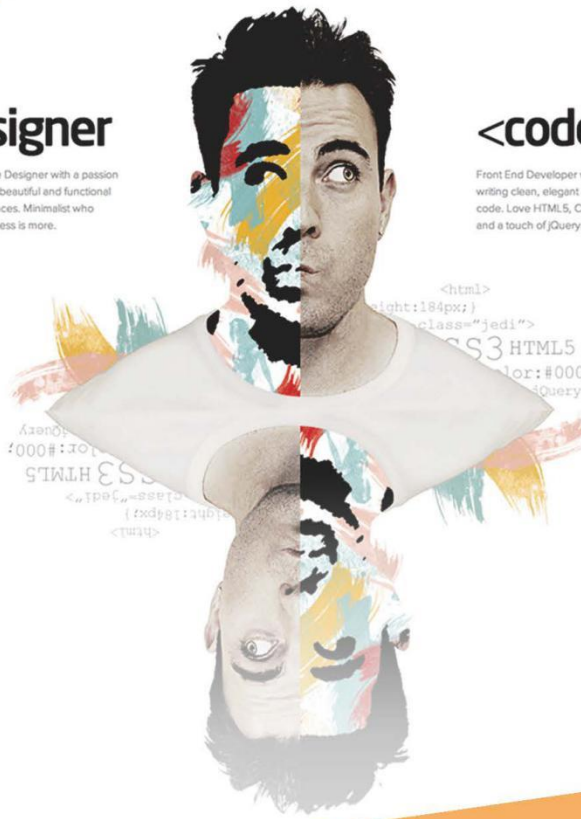
GOOD MORNING, SIR...!

Have you ever had an interaction with foreign clients? Nowdays, many clients come from other countries around the world. This unit provides you with some tasks related to the communication to the clients. Later, you will get some texts regarding this issue. Find out more information about the greeting, addressing, and recommending and confirming something to the clients. Besides this, you will have a chance to improve your vocabularies related to your job.

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LET'S GET READY

TASK 1

Answer the following questions with your peers.

1. What is Graphic Design?
2. Have you ever met foreign people?
3. How do you greet and address your customer in English?
4. How do you give recommendation to the customer?

TASK 2

Make a group of four or five. After that, look at the pictures. What does the graphic designer do? Share you opinion with the other groups.

PICTURE

TASK 3

Watch the video of conversation in skype. Then, answer the questions.

1. Who is the woman?
2. Does the graphic designer greet the client?
3. How does the graphic designer address the client?
4. What product does the client want?
5. Does he recommend something to the client?

TASK 4

Give a tick in the provided box for what should be done in having conversation to your costumers.

1. Greet and welcome the client.   ☐
2. Introduce yourself.   ☐
3. Ask the client's identity.   ☐
4. Recommend the product to the client.   ☐
5. Pay the cost for the designed product.   ☐
6. Confirm the client's order.   ☐
7. Help client to design something.   ☐
8. Ask for the order.   ☐

TASK 5

Study the explanation about greeting and discuss it with your partner.

Since you have to greetsomeone, you should know how to determine when to say "Good morning / afternoon / evening / night", i.e. what time each one begins and ends. It is supposed (an hope) you won't have to use "night" at all. Here's the assumption:

Good morning:	5 AM to 12 PM or 00:00 to 24:00
Good afternoon:	12 PM to 6 PM
Good evening:	6 PM to 10 PM
Good night:	10 PM onwards (or when you go to sleep, in fact ,or say goodbye for the rest of the day)

TASK 6

Match the following list of times to the appropriate greeting in English. Just write the letter.

A. Good morning
B. Good afernoon
C. Good evening

1. 2.00 PM   (   )   8. 10.30 AM   (   )
2. 5.20 PM   (   )   9. 4.00 AM   (   )
3. 8.15 AM   (   )   10. 9.15 PM   (   )
4. 12.45 PM   (   )
5. 1.00 AM   (   )
6. 6.30 PM   (   )

UNIT 1

4

TASK 7

Study the explanation about addressing the client and discuss it with your partner.

The different titles are commonly used for greeting someone:

Mr., Miss, Mrs., Ms., and ma'am. Using these titles appropriately is sometimes challenging.

- Mr. can be used for both married and unmarried men

- Use Miss with a complete name when you address a card, letter, etc. to a young girl. Miss is sometimes also used without a name when speaking to female service workers.

- You should use ma'am when you are speaking to a woman who is older than you or to a woman who has a position of authority and when you don't know the woman's name.

  Use it without a name.

- In general, Mrs. is used for married women. If the woman is older than you, use Mrs. and the husband's surname (family name). It is also used If a woman uses her husband's name and she's a widow (that is, her husband is dead).

- If you are speaking to or referring to a woman and you know the woman's surname, and the surname if the woman has a position of authority, you don't know the woman's maritalstatus, or (c) the woman is your age or older than you, use Ms.

If a person has another title (for example, Dr.) use it.Don't worry about Mr., Miss, Ms., and Mrs.

TASK 8

Listen to the text. Then answer the questions.

1. A. Mr. Smith
   B. Mrs. Smith
2. A. Miss. Alya Shinta
   B. Mrs. Alya Shinta
3. A. Mrs. Jane
   B. Miss. Jane

TASK 9

Correct the underlined words by adding 'Madam', 'Mr.', 'Mrs.', 'Ms.' Or without them.

1. Hello <u>sir</u>, welcome to Petak Umpet Advertising company.
2. <u>Harjo Suradi</u> will call you five minutes later.
3. <u>Nur Khoiriyah</u> want to confirm the cost to her husban
4. <u>Ketty Smith</u> and Mr. Smith order some pamflets.
5. I will call <u>Handoko</u> for the deal.

TASK 10

Complete the following dialogue with the suitable words provided in the box.

Graphic designer : Good morning, we are Petak Umpet Advertising company. What can we help you?

Client : I am John Smith and I'd like to give an album for my wife's birthday gift. Can you help me?

Graphic designer : Sure. Ok (1)........ Smith.
May I know what theme do you want? Or probably you want something that (2)....... Smith prever.

Client : Unfortunately, I don't know what my (3)....... likes. Just make it full-color and something related to (4).........

Graphic designer : Ok (5)........ We'll do it for you.

Mr.	wife	sir	Mrs.
Mrs.	husband	Miss.	ma'am

TASK 11

Study the following expression.

Giving Recommendation and Confirming Something

Expressions of giving recommendations	Expressions of confirming something
I highly recommend using this theme / layout. This applicationis highly trained / very good. We found the design presented very beautiful. I only have positive things to say about this design / this paper / this texture.	I would like to confirm about… I want to make sure that.. I want to ensure that.. With reference to your inquiry of 5th April 20.. To confirm availability of ...

TASK 12

6

UNIT 1

Analyze part of the dialogues below. Then, find and underline the expression of greeting, recommending and offering something.

Dialogue A

John: Good morning, welcome to Petak Umpet Advertising. May we help   you?

Sam: Can you design me for callender?

John: Sure. Here we have the catalogue. You may choose the most you like.

Sam: Can you recommend me, please?

John: I highly recommend you to use the second theme. I think it is suitable with your instantion.

Dialogue B

Ally: Good afternoon Mr. Toni. It's pleasure welcoming you to our company.
        What can I do for you?

Toni: Haha. Yeah, I know you're at Petak Umpet so I prever to have your design here.
        I've just blazed a way in producing 'gudeg kaleng' and I need to have the interesting
        cover of the can. Can you help me, please?

Ally: Of course sir. I'll design the best cover for you. Just give what things should the cover has.

TASK 13

Look at the conversation on chatting. Then, answer the questions

Good morning, I am John as the executive marketing in JR company. Can you help me to design a website?

Good morning Mr. John. What kind of website should we design for you?

I want you design me a marketing website about our furniture product that we made. Do you have any recommendation style?

Ok. For your furniture product, I highly recommend you the classic theme. Then, I will send you some examples of the website style as the references for your website.

1. Does the graphic designer answer the client's greeting?
2. How does the graphic designer address the client?
3. What product does the client order?
4. What is the client's company product?
5. What does the graphic designer recommend to the client?

TASK 14

**Practice a short dialogue with your partner based on the provided situation.
You may look at the dialogue on Task 12 as the example**

There is a client who wants to have a designed pamphlet for his seminar advertisement.
He prefer to have the techno theme and blue as the dominant. The content of the pamphlet
is discussed on the conversation. The graphic designer may recommend and confirm the
product design to the client.

TASK 15

**Read the text of an email below and answer the questions.
After that, discuss the client's order in this email with your partner.**

From: Stevensmith@gmail.com
Subject: Ordering website and ebook
Hello.
I am Steven Smith. I am an Internet Marketer. I have a client who needs a website, logo and
an ebook desgned.
The website has 14 pages in total to be designed. All instructions have been written. I
already collected the images and video testimonials that will be on the site. They were
attached in this email. You may use also royalty free graphics to suplement the graphic that I
already have. I am pretty detailed with my instructions, so there is not much guess work.
Very organized.
I will also show you the examples of logos that the client likes and what feel we are looking
for. So you will have good guidance there too.
The ebook is 5 ½ pages, but one of the pages is empty and only has the title.
I will get the client to look at your logos and choose the type she likes. I will then send you all
the instructions to see what I need to purchase in advance for you to get your going.
Thanks.

1. Who is the sender of that email?
2. How do we say if we want to address him?
3. How does the sender start his email?
4. What is the subject of that email?
5. As a graphic designer, what do you recommend for those client's orders

8

UNIT 1

TASK 16

Study the replying email below. Then, answer the questions.

From   : petakumpet.adv@gmail.com
Subject   : Confirmation and Recommendation of Order
To   : Stevensmith@gmail.com

Dear Mr. Smith.
We are Petak Umpet Advertising and we are pleased to accept your order of April 12, 2016.
As you requested, please allow me to present our recommendation for a website.
After thoroughly analyzing your instructions and needs, we believe that our recommendation will provide the maximum income on your company as having good advertisement.
As the reason, this recommendation site has a unique theme and easy way to be accessed. We believe that you will find this system practical, efficient, and economical for your company any time.
We hope this information will make you decide the deal of this recommended site.
Thank you.
Sincerely yours

Raden Kusumo
Sales Manager

1. Who is the sender of that email?
2. What is the subject of that email?
3. Which sentence does represent confirmation?
4. Which sentence does represent recommendation?
5. What is the reason for the client to accept the recommended site?

TASK 17

Refer to your answer on Task 15, write your replying email.
You may read replying email on Task 16 as the example.

TASK 18

Match the pictures to the name of them in English.

( )   ( )   ( )   ( )   ( )   ( )
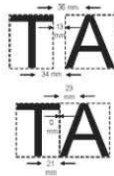
A.	Line	B.	Kerning	C.	Shape	D.	Picture	E.	Leading	F.	Color	G.	Text

TASK 19

Let's pronounce the words.

Good	/gud/	Morning	/'mɔːnɪŋ/
Afternoon	/ɑːftə'nuːn/	Night	/naɪt/
Welcome	/'wɛl.kəm/	Advertising	/'ad.və.tʌɪzɪŋ/
Company	/'kʌmpəni/	Confirm	/kənfiːm/
Apply	/əplai/	Theme	/θiːm/
Suitable	/'suːtəbl/	Recommend	/'(ɹ)e.kəmend/
Brochure	/'bɹou.ʃə(ɹ)/	Cover	/'kʌvə/

English Phonetic Transcription Symbols

vowels		consonants	
IPA	**examples**	**IPA**	**examples**
ʌ	cup, luck	b	bad, lab
aː	arm, father	d	did, lady
æ	cat, black	f	find, if
ə	away, cinema	g	give, flag
e	met, bed	h	how, hello
ɜː	turn, learn	j	yes, yellow
ɪ	hit, sitting	k	cat, back
iː	see, heat	l	leg, little
ɒ	hot, rock	m	man, lemon
ɔː	call, four	n	no, ten
ʊ	put, could	ŋ	sing, finger
uː	blue, food	p	pet, map
aɪ	five, eye	r	red, try
aʊ	now, out	s	sun, miss
ɔʊ	go, home	ʃ	she, crash
eə	where, air	t	tea, getting
eɪ	say, eight	tʃ	check, church
ɪə	near, here	θ	think, both
ɔɪ	boy, join	ð	this, mother
ʊə	pure, tourist	v	voice, five
		w	wet, window
		z	zoo, lazy
		ʒ	pleasure, vision
		dʒ	just, large

TASK 20

10

UNIT 1

Based on the words you have matched on Task 18, pronounce them correctly.
Let your teacher corrects you.

TASK 21

Match each word on the left column to the correct meaning on the right.
Number one is for your example.

Leading	Vertical and horizontal lineto facilitatein settlingframework of the design.
Coding	Picture which can be changed to any size without influencingthe picture quality.
Kerning	The terminology for the distance among lines of the text
Vector	The bitmap picturewhich consist of the drove of pixels.
Grid	The terminology for the distance among letters in a word, sentence, or paragraph
Raster	The language used by Operating system in carrying out any task.

TASK 22

Study the Grammar notes.

Future Tense

In giving confirmation and recommendation to the client's order, we may be required to use
future tense to support your persuasive sentences.

The form of future tense sentence:
        S + will / be going to+ V + O + (adverb of future time)
S   : Subject
will/ be going to   : the auxiliary of future sentence
V   : the first form of the verb
O   : Object
adv. of future time : Tomorrow, next week, etc.
Examples:
We will send you the recommendation of logos.
John is going to design a poster tonight.

TASK 23

Rewrite the following sentences in future form.

1. Amin designed the website of an institution last night.
2. Doni orders a designed 2016 callender.
3. Someone took the order yesterday.
4. Shintia is designing a brochure of school farewel party.
5. Nasywa gives the paper to me.

HOMEWORK

Find out the email of ordering something. Then, write your recommendations and offers in your reply as real situation of graphic designers. You should use the correct greeting and addressing words

( )

REFLECTION

- What I have learnt from this unit is/are ....
- What I like the most from this unit is ....
- What I like the last from this unit is ....
- What I think should be added to this unit is/are ....
- What I think should be removed from this unit is/are ....

VOCABULARY LIST

WORD	HOW TO PRONUONCE	MEANING
Order (v)		Memesan
Design (v)		Mendesain
Brochure (n)		Brosur
Offer (v)		Menawarkan
Recommendation (n)		Saran
Color (n)		Warna
Shape (n)		Bentuk
Line (n)		Garis
Apply (v)		Menerapkan
Suitable (adj)		Cocok/Sesuai
Greet (v)		Menyapa
Determine (v)		Menentukan
Customer (n)		Pelanggan
Picture (n)		Gambar
Cover (n)		Sampul
Can (n)		Kaleng
Blaze a way (v)		Merintis

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( )

English for Graphic Design

UNIT 2

COULD YOU TELL ME ABOUT YOUR PRODUCT?

Do you often make a product design? In this era, many clients want an English product design. This unit provides you with some tasks related to using English in the product design. Later, you will get some texts regarding this issue. Find out more information about asking for information related to the order and describing the product design. Besides this, you will have a chance to improve your ability in procedure text related to your job.

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TASK 1

Answer the following questions with your peers

1. What is product design?
2. Have you ever made an English product design?
3. How do you ask the information related to the order?
4. How do you describe your product?

TASK 2

Make a group of four or five. After that, look at the pictures below.
What are the products created by graphic designers? Share you opinion with the other groups.

English for Graphic Design
Muhamad Hilmi Ainunnajih copyright 2016

TASK 3

Read the statements below. Then, decide what item belongs to gra phic designer duties by giving a tick (√) in the provided box.

1. Describing the product.
2. Asking for information about the order.
3. Making an advertisement video.
4. Giving complain to the clients.
5. Checking the members.
6. Designing pamphlet and poster.
7. Hacking the password.
8. Asking for payment to the clients.

TASK 4

**Listen to the dialogue between a graphic designer and a client.
Then, answer the following questions**

1. What is the client asking about?
2. What does the graphic designer do to know about the detail order?
3. How does the client want about the order?
4. What does the graphic designer describe about?
5. What does the graphic designer need to design the order?

TASK 5

**Study the following expressions.
Expressions of asking for information**

> <u>Asking for information</u>
> - · What do you want to be promoted in your video?
> - · How many programs do you have?
> - · What is the superiority of your company?
> - · When does the program start?
> - · Could you tell me ….?

We often use those kinds of expressions in asking for information about the orders and describing the final art work to the clients.

TASK 6

Rearrange the sentences below to make a good conversation

Petak Umpet advertising, can you help me?
Thank you so much. Bye.
This program will be started on Mei 4, 2016
Good morning.
I'd like to make a poster design for my program.
I want to hold a national English seminar. And I need you to design a poster for it.
You can make a beautiful big natural poster. Then, about the content, I will send you the data as soon as possible.

Good morning.
When does the seminar will be held?
What can I do for you?
You're welcome. Bye.
What do you want me to write on your poster?
We need the detail information related to your order.
Okay, it's a pleasure to help you.

TASK 7

Referring the expressions on Task 6, find out the expressions of asking for information.

Expressions of asking for information

TASK 8

**Fill the bank of the dialogue below. Then, practice it with your peers.
You may improve using your own words**

Mawar	: Good afternoon, sir. I need a design of outlet branding.
Marwan	: Good afternoon. (1) _____ _____ please tell me about the detail of your order?
Mawar	: I want to start my culinary business, cheese cassava. We need a simple design with yellow as the dominant color.
Marawan	: Okay then, (2) _____ there any special offer or discount on your product?
Mawar	: Yeah. For 20 of the first buyer will have a special offer, "buy 1 get 1 more".
Marwan	: Then, (3) _____ does this special offer start and end?
Mawar	: It is started on May 17th until May 21st, 2016.
Marwan	: How many kinds of menu are offered?
Mawar	: There are original, cheese, special cheese, choco-cheese, and vanilla cheese. For the pictures, I will (4) _____ you by email.
Marwan	: I'll do the best for you.
Mawar	: (5) _____ _____.
Marwan	: Don't mention it.

TASK 9

Make a group of four. Then, make a role play about ordering an English advertising product. Use the expressions of asking for information and describing something, and other expressions that you have learned. Act it out in front of the class.

TASK 10

Study the example of the text. Then, answer the following questions

"How to make text in Coreldraw"

Ingrediants:
- Computer set or laptop
- Coreldraw application
- Data of the design

Step 1 : On the coreldraw worksheet, please click the button of Text Tool or press F8.
Step 2 : Then, you may type some letters or words till they become a sentence.
Step 3 : After that, to change the font, size, and color of text, click the button Font List and size.

Thats all the steps to make simple text in Coreldraw.
1. What is the type of the text?
2. What is the purpose of the text?
3. What is the general structure of the text?

TASK 11

Based on the text on Task 10, answer the questions.

1. What is the first step in making simple text in Corelderaw?
2. What we have to prepare to make a text in Coreldraw?
3. What button should we click to change the font?
4. What is the alternate button of Text Tool?
5. How do we change the color of the text?

TASK 12

Write a procedure text of anything related to your job in graphic design.
You may choose the provided topic on the box

Manipualting picture	Layout	Website
Profile video	Brochure	Book cover
Flash advertisement	Grouping vectors	(others)

TASK 13

Pay attention to the poster below and discuss the language used with your partner.

TASK 14

Referring to the poster on Task 13, answer the questions.
1. What is the poster about?
2. What is the theme of the event?
3. When will the event be held?
4. How much is the park admission for children 5 and under?
5. How should we do if we want to know the further information?

TASK 15

Look at the Indonesian poster. Then, try to present it into an English version. You may open your dictionary

TASK 16

From Task 20 and 21, discuss the expresisons used and the difficult words. Then, share it to the class.

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UNIT 2

TASK 17

Open your dictionary and find out the meaning of the following words.

English	Indonesian
Fertile	
Impressionist	
Adjoining	
Foremost	
Emanate	

TASK 18

Let's pronounce the word of Task 16.
You may open the dictionary to enactive the transcription of each word.

TASK 19

Study the grammar notes.

Passive Voice

In designing a poster and pamphlet we need a passive sentences to express the message of the poster.

"Passive voice is a type of sentence or clause in which the subject recevies the action of the verbs."

The form of Passive voice sentence:

S + be + past participle + (by agent)

S : Subject
be : the auxiliary verb (am, is, are, was, were, has been, will be, have been, can be, should be, etc.)
past participle : the third form of the verb
by agent : the doer/agent of the action
Examples:
Active voice : Johan designs a poster.
              S   V   O
Passive voice : A poster is designed by Johan.
              S   be   past.p. by agent
Actve voice : They will make a video profile.
              S aux V   O
Passive voice : A video profile will be made by them.
              S   be   past.p by agent

English for Graphic Design

TASK 20

Underline the passive voice that you find.

Poster

A poster is any piece of printed paper. It is designed as the visual information. Usually, it is attached on the wall or vertical surface. Typically, posters include both textual and graphic elements, although a poster may be either wholly graphical or holly text. Therefore, poster is designed to be both eye-catching and informative.

Posters may be used for many purposes. They are the frequent tool of advertisers, propagandists, protestors, and other groups trying to communicate a message. Posters are also used for reproductions of artwork.

TASK 21

Rewrite the following sentences in passive form.

1. Amin has designed the website of an institution.
2. Doni orders a designed 2016 callender.
3. Someone will take the order tomorrow.
4. Shintia is designing a brochure of school farewel party.
5. Nasywa gives the paper to me.

HOMEWORK

Make a tutorial video of anything related to graphic design.
Use the procedure and expression supported your video.

REFLECTION

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UNIT 2

- What I have learnt from this unit is/are ....
- What I like the most from this unit is ....
- What I like the last from this unit is ....
- What I think should be added to this unit is/are ....
- What I think should be removed from this unit is/are ....

VOCABULARY LIST

VOCABULARY LIST

Words	Transcriptions	Meanings
Manipulate (v)		Memanipulasi
Flagship (n)		Bentuk pemerintahan
Shopper (n)		Pembeli
Palace (n)		Istana
Densely (adv)		Dengan rapat
Refinement (n)		Keramahan
Decaying (adj)		Yang merusak
Purchase (n)		Pembelian
Ancient (adj)		Kuno
Reddish (adj)		Kemerah-merahan
Rhomb (adj)		Belah ketupat
Sticking (adj)		Mendukung
Beneath (prep)		Di bawah
Admission (n)		Karcis masuk

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UNIT 3

WHY DON'T YOU TRY TO GET THE LICENSE?

Do you like to improve your knowledge in graphic design by reading articles, essays, journals or watching the video posted in the Internet? They may provide you with a great number of information about things around you. This unit provides you with some texts about the cyber-crime. We know that cyber-crime is an important issuein our life. Later, you will get some texts regarding this issue. Find out more information about the cyber-crime. Besides this, you will have a chance to improve your ability in understanding the English sources related your job.

YOGYAKARTA STATE
UNIVERSITY
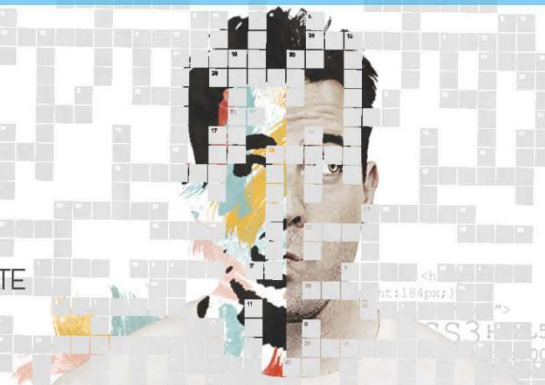
LET'S GET READY

TASK 1

Answer the following questions with your peers.

1. Do you mind to expand your knowledge of graphic design?
2. Have you ever watched or read the English references related to visual graphic?
3. What will you do to expand your knowledge of graphic design?

TASK 2

Look at the picture below and answer the questions that follow

1. What comes to your mind when looking at that picture?
2. What is you opinion about the cyber-crime in graphic visual design?
3. Based on you experience, what is the sollution to solve that kind of crime?

TASK 3

Watch the video. Make a notes and discuss what you get from the video with your peers.

TASK 4

From the video on Task 3, answer the following questions.

1. What is the video about?
2. How many different types of computer security threats?
3. How do we usually get the spam?
4. What is the best way to avoid viruses?
5. What should we download to clean the torjan?

TASK 7

Make a group of four. Then, choose one of the provided themes in the box to be discussed on your group. Use your knowledge and experiences on it.

SKKNI	Plagiarism	Codding
Web Design	Advertising	Logo
Clients	Android Apk	Virus

TASK 8

Based on Task 7, make a short dialogue with your peers including expressions of asking and giving feedback. Act as if one of you have made a video tutorial

TASK 9

Read the text. Then, choose whether the statement below is true or false.

David James Group Named Best In Show for Web Design Capabilities

Full-service marketing communications firm David James Group (DJG) accepts a giant nod from the Academy of Interactive and Visual Arts (AIVA) for the Chicago agency's interactive capabilities. DJG boasts three recognitions from the 2015 W3 Awards, honoring outstanding Websites, Web marketing, Web Video, Mobile Sites/Apps and Social content created by some of the best interactive agencies, designers and creators worldwide.

DJG accepted Best In Show for the website LittleElmBrewing.com, putting the agency in the same company as HBO, GoPro, Google/YouTube and National Geographic, among **others**.

"**It** is a great achievement for team DJG to be recognized alongside major global role models that push their brands in highly creative directions," said Ron Zywicki, vice president, creative services at DJG. "These awards are a nice reminder of why **we** work every day to give our clients ideas that authentically reflect and elevate their brands."

The agency won a Silver Award for a video promotion for Invent It. Build **It** - created to support an event hosted by the Society of Women Engineers that encourages more young women to explore a future in engineering. An additional Silver Award was bestowed upon DJG for a website page created for the Society for Laboratory Automation and Screening. The page was created to host member testimonials for the life sciences-focused organization.

David James Group has helped brands reach **their** fullest potential through brand building, interactive, marketing and communications. For more than a decade, DJG has supported a variety of B2B clients from internationally recognized non-profits to Fortune 500 companies providing a range of services including branding, web development and maintenance, SEO, public relations, social media, event marketing, research, creative and other integrated marketing communications services.

No	Statements	T/F
1	DJG refuse a giant nod from the AIVA for interactive capabilities.	
2	Ron Zywicki is the deputy president, creative service at DJG.	
3	The agency won a Silver Award for a video profile for Invent It.	
4	DJG works to help the clients to elevate their brands.	
5	Their services are including branding, web development and maintenance, SEO, public relations, and social media.	

TASK 10

Study the explanation

FINDING THE REFERENCE

When you are reading, it is very important that you can follow the flow of ideas through the text. It is not enough just to understand the words you find in a text, you need to be able to identify words that connect ideas - and the ideas that these words connect. One way writers connect ideas is by their use of pronouns and pronoun -type words. Look at these sentences:

John ate the cake his sister baked for him. It was delicious because she is a wonderful baker, much better than their mother. After graduation, she had studied cooking at a famous French chef's school in Paris. It had been a great experience for her, and when she left there to return home she was probably the most accomplished chef in her city.

And what is the technique?

That's easy too. The word that a pronoun refers to is called its referent. If the pronoun referent is not immediately obvious (and often it is, as in the sentences about John's sister), start reading back from the pronoun and check every noun or noun phrase or noun clause that precedes the pronoun and substitute that noun in the pronoun's place. For example, in the sentence **'John ate the cake his sister baked for him.'** if we want to know what **'him'** refers to, the first noun we come to reading back is 'sister', the second is 'cake'. Substitute them for 'him' and what do we get?

'John ate the cake *his sister* baked for *his sister*.' (possible but unlikely)

'John ate *the cake* his sister baked for *the cake*.' (absolutely impossible)

Of course, there is another noun in the sentence, 'John'. Let's try that. 'John ate the cake his sister baked for John.'

TASK 11

Explain the references below based on the text of Task 10.

No	Pronoun	Refers to
1	Others (second paragraph)	
2	It (third paragraph)	
3	We (third paragraph)	
4	It (fourth paragraph)	
5	Their (last paragraph)	

TASK 12

From the text on Task 9, find the synonim of each word below. You may not open your dictionary

Interactive	
Boast	
Achievement	
Elevate	
Encourage	
Invent	
Decade	
Provide	
Integrated	

TASK 13

Pronunce the words on Task 11. Let your teacher gives the correction of your pronunciation.

TASK 14

Study the following notes.

Signal Words

Signal words or transitions help the reader follow the direction of writer's thought. They are like signposts on the road that guide the traveller.
Look at the following sentences:
I love drinking coffee. It keeps me awake at night..
It may have different meaning if we add the different signal words. For the first, when we put 'because', it will be:
I love drinking coffee because it keeps me awake at night.
The words 'it keeps me awake at night' here becomes the causeof the writer to love drinking coffee.
I love drinking coffee even though it keeps me awake at night.
In the second example, we add word 'even though'. It makes a contrast meaning. The signal words change the sentences from one idea to another one, so they are called as transitions.
Here the table of the distribution of signal words.

The distributions	Signal words
Emphasis words	"One of the most important" …, "The principal item", "A major event", "A primary concern", etc. .
Addition words	Also, first, another, and, second, for one thing, next, last of all, moreover, furthermore, finally, etc.
Comparison words	Like, likewise, just, equally, in the same, alike, similarity, similarly, just as, etc..
Contrast words	But, however, yet, differ, still, otherwise, in contrast, on the contrary, on the other hand, etc.
Illustration words	For example, to illustrate, once, specifically, for instance, such as, etc.
Cause and Effect words	Because, therefore, cause, thus, as a result, reason, consequently, if … then, so that, effect, result in, etc.

TASK 15

**Read the text bellow, and find the signal words on each paragraph.
You can write on the table provided.**

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UNIT 3

Commentary: Caribbean must wake up and combat cybercrime challenge: Our economic survival depends on it
James Bynoe

Cyber Crime is surpassing the international drug trade yet Caribbean businesses, organizations, and governments have done very little to combat this phenomenon. To put this in perspective, last year the FBI announced that revenues from global cyber-crime which includes the Caribbean, for the first time ever, exceeded drug trafficking as the most lucrative illegal global business, estimated at reaping more than $1 trillion annually in illicit profits.

Additionally, Interpol has reported that organized international gangs are behind most internet scams and that cyber crime's estimated cost is more than that of cocaine, heroin and marijuana trafficking put together. Many of these organized international gangs have now targeted the Caribbean using our cultural and political norms in being "slow" to do almost everything totally again us.

On a daily basis it is estimated that thousands of attempted attacks against Caribbean organizations, businesses and government occur, with many going totally undetected or reported. Hackers and cyber criminals consider the Caribbean as ripe for the picking, and know that if the very small chance occurs that they are caught due the region's lack in effective cyber security laws many cases will be difficult to prosecute, if they find them.

The lack of a regional legal framework around cyber-crime and cyber security is playing right into the hands of cyber-criminal who are laughing all the way to the bank. While it has been clear for some time now that regionally we "desperately need cyber laws and legislation in place" government bureaucracy has been largely to blame for our inability to establish effective cyber-crime and security laws and legislation.

So why is this? As we have observed in many Caribbean countries they are usually a small team of public sector workers with responsibility for writing legislation who simply do not have the technical expertise to even know where to begin in writing cyber laws and legislation for cabinet approval.

This reality is then further compounded by the rate of change in information and communication technology which is neither stopping nor slowing for no one, as a result we keep falling further and further begin in protecting critical public and private sector ICT resources and assets all across the region. Due to our poor regional cyber security posture and our inability to comprehend the real-time threat cyber criminals and hacktivist pose to our region, as stated before these groups are using our cultural norms in being slow to act totally against us to defraud the citizenry and disrupt various public and private sector organizations.

To make matters worse when cyber breaches occur the public is often totally kept in the dark, due primarily to reputation loss concerns. Now it goes without saying that we are in hard economic times across the Caribbean and we have been very focused on regaining growth in many of our tradition sectors like tourism and off-shore banking. However while we are totally focused on regaining growth in these traditional sectors, the daily losses and impact due to cyber-crime activity has received little or no adequate attention.

So on behalf of the Caribbean Cyber Security Center we urge region businesses, organizations and government to "Be proactive, Be aware," get your computer network tested today, before it is too late.

Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	
Paragraph 6	
Paragraph 7	
Paragraph 8	

TASK 16

Study the following explanation.

Exposition Text

1. What is an exposition?

    An exposition is an piece of text that present one side of an issue. The purpose of the text is to persuade the reader or listener by presenting one side of an argument, that is, the case for or the case against. Examples: advertisements, spoken arguments, editorials, legal defences.

2. Features of an exposition

    Grammatical features

    Exposition text usually include the following grammatical features:

    · The words that express the author's attitude (modality)

    · Emotive nouns or verbs

    · Adverbs that show a time sequence and link the arguments.

    Exposition texts have clear text structures: (a) cause and effect, (b) comparison and contrast, (c) description, (d) question and answer, (e) simple listing, and (f) time order (Reutzel&Cooter, 2007).

Question reading	
Introductory statement showing the author's point of view	English nowadays has an important role in our daily life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit?
Series of arguments to convince the audience	Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English, while another 1,000,000,000 are still learning English. If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet discussion groups. We can chat with other interesting people to learn about their life and culture. If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday.
Conclusion that enforces author's point of view	That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, shopping mall, tourist destination, etc.. Above all, don't be afraid to speak English. We must try to speak, even if we

TASK 17

Read the text on Task 14 again. Then, answer the question.
1. What has the FBI done to put cyber crime in perspective?
2. What did the government blame while the society needs cyber laws and legislation?
3. What is the result of further compounded in information and communication technology?
4. What have the cyber criminals done to cheat the citizenry and disrupt various public and private sector organizations?
5. What is the solution suggested by the writer?

TASK 18

Study the grammar notes.

MODAL AUXIALARY

Modals (also called **modal verbs, modal auxiliary verbs**, **modal auxiliaries**) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the *function* of the main verb that follows it. They have a great variety of *communicative functions*.

List of modal verbs
Here is a list of modal verbs:*can, could, may, might, will, would, shall, should, must*. The verbs or expressions *dare, ought to, had better,* and *need not* behave like modal auxiliaries to a large extent and my be added to the above list .

Remember
Modal verbs are followed by an infinitive without "to", also called the bare infinitive.
Examples:
·You **must** <u>stop</u> when the traffic lights turn red.
·You **should** <u>see</u> to the doctor.
·There are a lot of tomatoes in the fridge. You **need not** <u>buy</u> any.

		... turn red.
	Certainty	... working all day long.
		...
		B
	something?	
		A
		A
		year.
	of obligation	... plenty of tomatoes in the fridge.
		... have a terrible headache.
		... lessons
		... He's been working all day long.
to		

TASK 19

Based on the text of Task 14 from the first paragraph till the fifth paragraph, analyze the kind of modal auxiliary used and discuss it with your friend what the funcion of each modal is.

1. First Paragraph   :
2. Second Paragraph   :
3. Third Paragraph   :
4. Forth Paragraph   :
5. Fifth Paragraph   :

TASK 20

Choose the incorrect structure of the sentences.

1. Andy's friend can to make a beautiful website banner.
       A   B   C   D

2. My boss forced that I may design an English poster right now.
   A   B   C   D

3. Tomorrow, Doni have to give the designed brochures to Nisa.
                A   B   C   D

4. Aliya should having a revision for the mistake in that date of event.
        A   B   C   D

5. Paijo might receive his order of red big pamphlet last night.
        A   B   C   D

6. You may made   a good position in typography.
       A   B   C   D

7. The video profile made by Siska has to be shortened.

TASK 21

Make your own sentences by using modal auxiliary provided.

No	Modal	Sentence
1	May	
2	Can	
3	Could	
4	Must	
5	Should	

TASK 22

Find an explanatory text from the internet. Then, write your own thought related to the text you found.

HOMEWORK

Make a group of four. Find an article. Then, analyze the generic structure of the text, the signal words, references, and modal auxiliary in each paragraph fully with its explanation.

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UNIT 3

REFLECTION

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UNIT 3

-What I have learnt from this unit is/are ....
-What I like the most from this unit is ....
-What I like the last from this unit is ....
-What I think should be added to this unit is/are ....
-What I think should be removed from this unit is/are ....

VOCABULARY LIST

Word	Transcription	Meaning
Emphasis (n)		Penekanan
Boast (v)		Mengakui/mengklaim
Elevate (v)		Meninggikan
Invent (v)		Menciptakan
Revenue (n)		Pendapatan
Exceed (v)		Melampaui
Trafficking (n)		Perdagangan
Lucrative (adj)		Menguntungkan
Illicit (adj)		Terlarang
Scam (n)		Penipuan/Perlawanan
Prosecute (v)		Menuntut
Defraud (v)		Menipu
Disrupt (v)		Mengacaukan
Breach (n)		Pelanggaran
Adequate (adj)		Cukup/Mampu
Desperately (adv)		Dengan putus asa

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APPENDIX F

The Expert Judgment Questionnaire

SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal : Permohonan Kesediaan *Expert Judgment*

Lampiran : 1 bandel

Kepada Yth.

Ibu Siti Mahripah, M. App Ling.

Dosen Jurusan Bahasa Inggris

Fakultas Bahasa dan Seni

Di Yogyakarta

Dengan hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Muhamad Hilmi Ainunnajih

NIM : 11202241059

Judul Penelitian : *Developing English Learning Materials for Graphic Visual Designers at Petak Umpet Advertising Company Yogyakarta*

memohon dengan sangat kesediaan Ibu untuk memberikan *Expert Judgment* pada produk yang telah saya buat yang berupa tiga unit materi Bahasa Inggris untuk karyawan desainer grafis di perusahaan iklan *Petak Umpet* Yogyakarta.

Demikian permohonan ini saya sampaikan, atas bantuan dan kesediaan Ibu, saya ucapkan banyak terimakasih.

Yogyakarta, 29 Juni 2016

Pemohon,

Muhamad Hilmi Ainunnajih

NIM. 11202241059

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS

UNTUK DESAINER GRAFIS DI *PETAK UMPET* YOGYAKARTA

A. PENGANTAR

Angket ini bertujuan untuk mengevaluasi isi dan bahasa dalam materi pembelajaran Bahasa Inggris untuk desainer grafis di perusahaan periklanan *Petak Umpet* Yogyaarta.

B. IDENTITAS RESPONDEN

Nama   :..

Jenis Kelamin : L / P (coret yang tidak sesuai)

Pekerjaan   :..

Pendidikan   : (Nama Universitas)

   ☐ S1   :

   ☐ S2   :

   ☐ S3   :

Lama Bekerja :   tahun

C. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (√) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak/Ibu.Selain itu, Bapak/Ibu juga dapat menuliskan pendapat tambahan pada kolom yang disediakan di setiap akhir aspek penilaian yaitu: kelayakan isi, keayakan bahasa, kelayakan penyajian, dan kelayakan grafis.

Keterangan:

SS   : Sangat Setuju (4)   TS   : Tidak Setuju (2)

S   :Setuju (3)   STS   : Sangat Tidak Setuju (1)

UNIT 1

Good morning, Sir!

Dikembangkan berdasarkan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja:

Kode Unit	:	TIK.DG02.004.01
Judul Unit	:	Menerjemahkan *client brief*
Deskripsi Unit	:	Unit ini mendeskripsikan penguasaan pengetahuan dalam mengidentifikasi dan memahami kebutuhan/keinginan yang disampaikan langsung oleh klien yang dijabarkan dalam bentuk sebuah brief.

	Elemen Kompetensi			Kriteria Unjuk Kerja
1.	Menginterpretasikan *client brief*	1.1		Informasi awal yang berupa data-data klien diidentifikasi.
		1.2		Informasi yang berupa permasalahan atau kebutuhan diidentifikasi.

No.	A. Kelayakan Isi				
	Pernyataan	**STS**	**TS**	**S**	**SS**
1.	Materi sesuai dengan hasil dari analisis kebutuhan siswa dan Standar Kompetensi Kerja Nasional Indonesia bidang Informatika sub bidang desain grafis.				
2.	Materi yang dikembangkan sesuai dengan *course grid.*				
3.	Topik unit materi pembelajaran relevan dengan kehidupan siswa sebagai desainer grafis.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa sebagai desainer grafis.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran *vocabulary* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				

No.	Pernyataan	STS	TS	S	SS
9.	Materi pembelajaran mencakup pembelajaran *pronunciation* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				
10.	Materi pembelajaran mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11	Materi pembelajaran mencakup mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				

Lain-lain

....

....

....

No.	**B. Kelayakan Bahasa**				
	Pernyataan	STS	TS	S	SS
12.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
13.	Bahasa yang digunakan dalam penjelasan dan instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				

No.	Pernyataan	STS	TS	S	SS
14.	Bahasa yang digunakan dalam penjelasan dan instruksi yang ada dalam materi ini jelas dan dapat dipahami oleh siswa.				
15.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan siswa.				
16.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/kalimat/paragraf mencerminkan keruntutan penyampaian makna.				

Lain-lain

....

....

....

No.	C. Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
17.	Materi pembelajaran sudah sesuai dengan urutan langkah-lankah penyusunan materi bahasa Inggris berdasarkan konsep *Task-based Instruction.*				
18.	Dalam unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
19.	Dalam unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				

No.	Pernyataan	STS	TS	S	SS
20.	Materi pembelajaran disajikan dari kegitan terbimbing berturut-turut ke kegiatan mandiri.				
21.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama, guru, dan lingkungan yang lebih luas.				
22.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri dan kreatif.				

Lain-lain

....

....

....

....

No.	D. Kelayakan Grafis				
	Pernyataan	STS	TS	S	SS
23.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
24.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
25.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				

No.	Pernyataan	STS	TS	S	SS
26.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.				
27.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
28.	Penggunaan variasi (*bold, italic, underline, capitalization*)tidak berlebihan.				
29.	Tampilan dan keseluruhan desain visual materi menarik.				

Lain-lain

....

....

....

....

UNIT 2

Could you tell me your product?

Dikembangkan berdasarkan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja:

Kode Unit	:	TIK.DG02.006.01
Judul Unit	:	Mendesain karya berdasarkan *brief*
Deskripsi Unit	:	Unit ini mendeskripsikan penguasaan dalam perencanaan dan pengembangan desain berdasarkan *brief*

	Elemen Kompetensi		Kriteria Unjuk Kerja
1.	Mengidentifikasi *creative brief* atau *client brief*	1.2	Pemilihan konsep kreatif berdasarkan kata-kata kunci yang ada dilakukan.
4.	Mendesain karya sesuai *client brief*	4.1	Pemilihan media komunikasi dilakukan sesuai kebutuhan atau pesan yang ingin disampaikan klien.

No.	A. Kelayakan Isi				
	Pernyataan	**STS**	**TS**	**S**	**SS**
1.	Materi sesuai dengan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja Nasional Indonesia bidang Informatika sub bidang desain grafis.				
2.	Materi yang dikembangkan sesuai dengan *course grid*.				
3.	Topik unit materi pembelajaran relevan dengan kehidupan siswa sebagai desainer grafis.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa sebagai desainer grafis.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran *vocabulary* yang relevan dengan tuntutan SKKNI dan kebutuhan siswa.				

No.	Pernyataan	STS	TS	S	SS
9.	Materi pembelajaran mencakup pembelajaran *pronunciation* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				
10.	Materi pembelajaran mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11	Materi pembelajaran mencakup mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				

Lain-lain

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No.	**B. Kelayakan Bahasa**				
	Pernyataan	**STS**	**TS**	**S**	**SS**
12.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
13.	Bahasa yang digunakan dalam penjelasan dan instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				

No.	Pernyataan	STS	TS	S	SS
14.	Bahasa yang digunakan dalam penjelasan dan instruksi yang ada dalam materi ini jelas dan dapat dipahami oleh siswa.				
15.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan siswa.				
16.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/kalimat/paragraf mencerminkan keruntutan penyampaian makna.				

Lain-lain

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No.	C. Kelayakan Penyajian				
	Pernyataan	**STS**	**TS**	**S**	**SS**
17.	Materi pembelajaran sudah sesuai dengan urutan langkah-lankah penyusunan materi bahasa Inggris berdasarkan konsep *Task-based Instruction.*				
18.	Unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
19.	Unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
20.	Materi pembelajaran disajikan dari kegitan terbimbing ke mandiri.				

No.	Pernyataan	STS	TS	S	SS
21.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama, guru, dan lingkungan yang lebih luas.				
22.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri dan kreatif.				

Lain-lain

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No.	D. Kelayakan Grafis				
	Pernyataan	STS	TS	S	SS
23.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
24.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
25.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
26.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.				

No.	Pernyataan	STS	TS	S	SS
27.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
28.	Penggunaan variasi (*bold, italic, underline, capitalization*)tidak berlebihan.				
29.	Tampilan dan keseluruhan desain visual materi menarik.				

Lain-lain

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UNIT 3

Why don't you try to get the license?

Dikembangkan berdasarkan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja:

Kode Unit	:	TIK.DG02.005.01
Judul Unit	:	Mengembangkan dan mengkomunikasikan konsep desain
Deskripsi Unit	:	Unit ini mendeskripsikan keterampilan dan pengetahuan yang dibutuhkan untuk mengolah, mengembangkan dan mengkomunikasikan konsep kreatif yang akan digunakan dalam pengembangan karya desain.

	Elemen Kompetensi		Kriteria Unjuk Kerja
1.	Mengidentifikasi informasi yang dibutuhkan untuk pengembangan konsep desain	1.1	Materi atau bahan informasi yang relevan untuk pengembangan konsep desain sesuai dengan konteks dan tujuan diidentifikasi.

No.	A. Kelayakan Isi				
	Pernyataan	**STS**	**TS**	**S**	**SS**
1.	Materi sesuai dengan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja Nasional Indonesia bidang Informatika sub bidang desain grafis.				
2.	Materi yang dikembangkan sesuai dengan *course grid.*				
3.	Topik unit materi pembelajaran relevan dengan kehidupan siswa sebagai desainer grafis.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa sebagai desainer grafis.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran *vocabulary* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				

No.	Pernyataan	STS	TS	S	SS
9.	Materi pembelajaran mencakup pembelajaran *pronunciation* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				
10.	Materi pembelajaran mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11	Materi pembelajaran mencakup mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				

Lain-lain

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No.	**B. Kelayakan Bahasa**				
	Pernyataan	STS	TS	S	SS
12.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
13.	Bahasa yang digunakan dalam penjelasan dan instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				

No.	Pernyataan	STS	TS	S	SS
14.	Bahasa yang digunakan dalam penjelasan dan instruksi yang ada dalam materi ini jelas dan dapat dipahami oleh siswa.				
15.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan siswa.				
16.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/kalimat/paragraf mencerminkan keruntutan penyampaian makna.				

Lain-lain

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No.	C. Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
17.	Materi pembelajaran sudah sesuai dengan urutan langkah-lankah penyusunan materi bahasa Inggris berdasarkan konsep *Task-based Instruction.*				
18.	Dalam unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
19.	Dalam unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				

No.	Pernyataan	STS	TS	S	SS
20.	Materi pembelajaran disajikan dari kegitan terbimbing berturut-turut ke kegiatan mandiri.				
21.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama, guru, dan lingkungan yang lebih luas.				
22.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri dan kreatif.				

Lain-lain

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No.	**D. Kelayakan Grafis**				
	Pernyataan	STS	TS	S	SS
23.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
24.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
25.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				

No.	Pernyataan	STS	TS	S	SS
26.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.				
27.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
28.	Penggunaan variasi (*bold, italic, underline, capitalization*)tidak berlebihan.				
29.	Tampilan dan keseluruhan desain visual materi menarik.				

Lain-lain

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APPENDIX G

The Expert Judgment Data

ANGKET EVALUASI MATERI PEMBELAJARN BAHASA INGGRIS

UNTUK DESAINER GRAFIS DI PETAK UMPET YOGYAKARTA

A. PENGANTAR

Evaluasi produk adalah salah satu tahap dalam penyusunan skripsi dengan model penelitian *Reserch and Development*. Untuk itu, peneliti memberikan angket ini kepada Bapak/Ibu dengan tujuan untuk mengevaluasi kelayakan isi, keayakan bahasa, kelayakan penyajian, dan kelayakan grafis materi pembelajaran Bahasa Inggris untuk desainer grafis di perusahaan periklanan Petak Umpet Yogyaarta.

B. IDENTITAS RESPONDEN

Nama   :

.... Siti Mahripah, M.App. Ling ....

Jenis Kelamin : L̶ / P (coret yang tidak sesuai)

Pekerjaan   :

.... Dosen PBI ....

Pendidikan   : ☐ S1 ☒ S2   ☐ S3

Lama Bekerja : > 10   tahun

C. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (√) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak/Ibu. Selain itu, Bapak/Ibu juga diharapkan menuliskan pendapat/saran tambahan pada kolom yang disediakan di setiap akhir aspek penilaian yaitu: kelayakan isi, keayakan bahasa, kelayakan penyajian, dan kelayakan grafis.

Keterangan:

SS   : Sangat Setuju (4)   TS   : Tidak Setuju (2)

S   :Setuju (3)   STS   : Sangat Tidak Setuju (1)

UNIT 1

Good morning, sir!

Dikembangkan berdasarkan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja:

Kode Unit	:	TIK.DG02.004.01
Judul Unit	:	Menerjemahkan *client brief*
Deskripsi Unit	:	Unit ini mendeskripsikan penguasaan pengetahuan dalam mengidentifikasi dan memahami kebutuhan/keinginan yang disampaikan langsung oleh klien yang dijabarkan dalam bentuk sebuah brief.

	Elemen Kompetensi			Kriteria Unjuk Kerja
1.	Menginterpretasikan *client brief*		1.1	Informasi awal yang berupa data-data klien diidentifikasi.
			1.2	Informasi yang berupa permasalahan atau kebutuhan diidentifikasi.

No.	A. Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja Nasional Indonesia bidang Informatika sub bidang desain grafis.			✓	
2.	Materi yang dikembangkan sesuai dengan silabus.			✓	
3.	Topik unit materi pembelajaran relevan dengan kehidupan peserta sebagai grafis desainer.			✓	
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan peserta sebagai grafis desainer.		✓	✓	
5.	Materi pembelajaran mencakup pembelajaran tentang struktur teks.		✓		
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial teks.		✓		
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik teks.			✓	
8.	Materi pembelajaran mencakup komponen pembelajaran *vocabulary* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan peserta.			✓	
9.	Materi pembelajaran mencakup pembelajaran *pronunciaion* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan peserta.			✓	

No.				S	SS
10.	Materi pembelajaran mengembangkan kompetensi dalam berkomunikasi secara lisan (*greeting the client* dan *recommending something*) dengan bahasa yang akurat dan berterima.			✓	
11	Materi pembelajaran mencakup mengembangkan kompetensi dalam berkomunikasi secara tertulis (*replying email*) dengan bahasa yang akurat dan berterima.			✓	

Lain-lain

⟶ Setiap gambar maupun teks yang anda ambil dari sumber lain harus disebutkan sumbernya. Kalau tidak anda akan dicap "plagiarist"

No.	B. Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah tata bahasa yang tepat.		✓	✓̶	
12.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah pilihan kata yang tepat.			✓	
13.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah ejaan yang tepat.			✓	
14.	Bahasa yang digunakan dalam penjelasan dan instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.			✓	
15.	Bahasa yang digunakan dalam penjelasan yang ada dalam materi ini jelas dan dapat dipahami oleh siswa.		✓̶	✓	
16.	Bahasa yang digunakan dalam instruksi yang ada dalam materi ini jelas dan dapat dipahami oleh siswa.		✓		
17.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan berbahasa Inggris siswa.			✓	

| 18. | Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/kalimat/paragraf mencerminkan keruntutan penyampaian makna. | | | ✓ | |

Lain-lain

•) Banyak sekali kesalahan penulisan (spelling, capitalization, tanda baca dst.)

•) Banyak juga kesalahan grammar (Singular Vs Plural, definite Vs Infinite article dst.) Anda sendiri sepertinya tdk paham penggunaan definite Vs infinite article.

No.	C. Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
19.	Materi pembelajaran sudah sesuai dengan urutan langkah-lankah pembelajaran bahasa Inggris berdasarkan konsep *Task-based Instruction*.			✓	
20.	Unit materi dilengkapi dengan pernyataan tujuan pembelajaran.			✓	
21.	Unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.			✓	
22.	Materi pembelajaran disajikan dari kegitan terbimbing berturut-turut ke kegiatan mandiri.		✓		
23.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama, guru, dan lingkungan yang lebih luas.			✓	
24.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri dan kreatif.		✓		

↳ :) Instruksi beberapa kurang komunikatif & efektif.

Lain-lain

•) Siklus/tahap pengembangan "task" perlu diperjelas.
- lets get ready ⎫ Mengapa memilih mengembangkan
- Home work ⎬ dg tahap ini? → fokus ke language skills
• Reflection ⎭ nya bagaimana.

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No.	D. Kelayakan Grafis				
	Pernyataan	STS	TS	S	SS
25.	Materi pembelajaran yang dikembangkan dicetak dengan kertas uuran standar ISO (A4, A5, B5)			✓	
26.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.			✓	
27.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.			✓	
28.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.			✓	
29.	Materi pembeajaran tidak menggunakan terlalu banyak jenis huruf.			✓	
30.	Penggunaan variasi (bold, italic, underline, capitalization) tidak berlebihan.			✓	
31.	Tampilan dan keseluruhan desain visual materi menarik.			✓	

Lain-lain

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UNIT 2

Could you tell me your product?

Dikembangkan berdasarkan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja:

Kode Unit	:	TIK.DG02.006.01
Judul Unit	:	Mendesain karya berdasarkan *brief*
Deskripsi Unit	:	Unit ini mendeskripsikan penguasaan dalam perencanaan dan pengembangan desain berdasarkan *brief*

	Elemen Kompetensi		Kriteria Unjuk Kerja
1.	Mengidentifikasi *creative brief* atau *client brief*	1.2	Pemilihan konsep kreatif berdasarkan kata-kata kunci yang ada dilakukan.
4.	Mendesain karya sesuai *client brief*	4.1	Pemilihan media komunikasi dilakukan sesuai kebutuhan atau pesan yang ingin disampaikan klien.

No.	A. Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja Nasional Indonesia bidang Informatika sub bidang desain grafis.			√	
2.	Materi yang dikembangkan sesuai dengan silabus.			√	
3.	Topik unit materi pembelajaran relevan dengan kehidupan peserta sebagai grafis desainer.			√	
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan peserta sebagai grafis desainer.			√	
5.	Materi pembelajaran mencakup pembelajaran tentang struktur teks.	√			
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial teks.	√			
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik teks.			√	
8.	Materi pembelajaran mencakup komponen pembelajaran *vocabulary* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan peserta.			√	
9.	Materi pembelajaran mencakup pembelajaran *pronunciaion* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan peserta.			√	
10.	Materi pembelajaran mengembangkan kompetensi dalam berkomunikasi secara lisan (*asking the information* dan *describing product design*) dengan bahasa yang akurat dan berterima.			√	

| 11 | Materi pembelajaran mencakup mengembangkan kompetensi dalam berkomunikasi secara tertulis (*procedure text* dan *poster*) dengan bahasa yang akurat dan berterima. | √ | | | |

Lain-lain

→ Anda mengajarkan Bahasa Inggris untuk kepentingan menjelaskan cara mendesain suatu karya dll ... fokus pada bahasa - tetapi tujuan ini tdk terlihat di materi anda.

| No. | **B. Kelayakan Bahasa** | | | | |
	Pernyataan	**STS**	**TS**	**S**	**SS**
11.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah tata bahasa yang tepat.		√		
12.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah pilihan kata yang tepat.			√	
13.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah ejaan yang tepat.		√		
14.	Bahasa yang digunakan dalam penjelasan dan instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.			√	
15.	Bahasa yang digunakan dalam penjelasan yang ada dalam materi ini jelas dan dapat dipahami oleh siswa.			√	
16.	Bahasa yang digunakan dalam instruksi yang ada dalam materi ini jelas dan dapat dipahami oleh siswa.		√		
17.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan berbahasa Inggris siswa.			√	
18.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/kalimat/paragraf mencerminkan keruntutan penyampaian makna.			√	

Lain-lain

o) Banyak sekali kesalahan penggunaan bahasa dan juga penulisan. Silahkan lihat komentar saya di draft anda dg detail.

No.	C. Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
19.	Materi pembelajaran sudah sesuai dengan urutan langkah-lankah pembelajaran bahasa Inggris berdasarkan konsep *Task-based Instruction*.			V	
20.	Unit materi dilengkapi dengan pernyataan tujuan pembelajaran.			V	
21.	Unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.			V	
22.	Materi pembelajaran disajikan dari kegitan terbimbing berturut-turut ke kegiatan mandiri.		V	.	
23.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama, guru, dan lingkungan yang lebih luas.			V	
24.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri dan kreatif.		V		

Lain-lain

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No.	D. Kelayakan Grafis				
	Pernyataan	STS	TS	S	SS
25.	Materi pembelajaran yang dikembangkan dicetak dengan kertas uuran standar ISO (A4, A5, B5)			✓	
26.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.			✓	
27.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.			✓	
28.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.			✓	
29.	Materi pembeajaran tidak menggunakan terlalu banyak jenis huruf.			✓	
30.	Penggunaan variasi (bold, italic, underline, capitalization) tidak berlebihan.			✓	
31.	Tampilan dan keseluruhan desain visual materi menarik.			✓	

Lain-lain

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UNIT 3

Why don't you try to get the license?

Dikembangkan berdasarkan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja:

Kode Unit	:	TIK.DG02.005.01
Judul Unit	:	Mengembangkan dan mengkomunikasikan konsep desain
Deskripsi Unit	:	Unit ini mendeskripsikan keterampilan dan pengetahuan yang dibutuhkan untuk mengolah, mengembangkan dan mengkomunikasikan konsep kreatif yang akan digunakan dalam pengembangan karya desain.

	Elemen Kompetensi			Kriteria Unjuk Kerja
1.	Mengidentifikasi informasi yang dibutuhkan untuk pengembangan konsep desain	1.1		Materi atau bahan informasi yang relevan untuk pengembangan konsep desain sesuai dengan konteks dan tujuan diidentifikasi.

No.	A. Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan hasil dari analsis kebutuhan siswa dan Standar Kompetensi Kerja Nasional Indonesia bidang Informatika sub bidang desain grafis.			✓	
2.	Materi yang dikembangkan sesuai dengan silabus.			✓	
3.	Topik unit materi pembelajaran relevan dengan kehidupan peserta sebagai grafis desainer.			✓	
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan peserta sebagai grafis desainer.			✓	
5.	Materi pembelajaran mencakup pembelajaran tentang struktur teks.			✓	
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial teks.			✓	
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik teks.			✓	
8.	Materi pembelajaran mencakup komponen pembelajaran *vocabulary* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan peserta.			✓	
9.	Materi pembelajaran mencakup pembelajaran *pronunciaion* yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan peserta.			✓	

No.	Pernyataan	STS	TS	S	SS
10.	Materi pembelajaran mengembangkan kompetensi dalam berkomunikasi secara lisan (*asking and giving feedback*) dengan bahasa yang akurat dan berterima.			✓	
11	Materi pembelajaran mencakup mengembangkan kompetensi dalam berkomunikasi secara tertulis (*exposition text* dan *modal*) dengan bahasa yang akurat dan berterima.			✓	

Lain-lain

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No.	**B. Kelayakan Bahasa**				
	Pernyataan	STS	TS	S	SS
11.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah tata bahasa yang tepat.		✓		
12.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah pilihan kata yang tepat.			✓	
13.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah ejaan yang tepat.		✓		
14.	Bahasa yang digunakan dalam penjelasan dan instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.			✓	
15.	Bahasa yang digunakan dalam penjelasan yang ada dalam materi ini jelas dan dapat dipahami oleh siswa.			✓	
16.	Bahasa yang digunakan dalam instruksi yang ada dalam materi ini jelas dan dapat dipahami oleh siswa.		✓		
17.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan berbahasa Inggris siswa.			✓	

| 18. | Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/kalimat/paragraf mencerminkan keruntutan penyampaian makna. | | | ✓ | |

Lain-lain

○) Lihat komentar saya secara detail di draft anda.

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No.	C. Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
19.	Materi pembelajaran sudah sesuai dengan urutan langkah-lankah pembelajaran bahasa Inggris berdasarkan konsep *Task-based Instruction*.			✓	
20.	Unit materi dilengkapi dengan pernyataan tujuan pembelajaran.			✓	
21.	Unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.			✓	
22.	Materi pembelajaran disajikan dari kegitan terbimbing berturut-turut ke kegiatan mandiri.			✓	
23.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama, guru, dan lingkungan yang lebih luas.			✓	
24.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri dan kreatif.		✓		

Lain-lain

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No.	D. Kelayakan Grafis				
	Pernyataan	STS	TS	S	SS
25.	Materi pembelajaran yang dikembangkan dicetak dengan kertas uuran standar ISO (A4, A5, B5)			√	
26.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.			√	
27.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.			√	
28.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.			√	
29.	Materi pembeajaran tidak menggunakan terlalu banyak jenis huruf.			√	
30.	Penggunaan variasi (*bold, italic, underline, capitalization*) tidak berlebihan.			√	
31.	Tampilan dan keseluruhan desain visual materi menarik.			√	

Lain-lain

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APPENDIX H

The Final Draft of the Materials

APPENDIX I

The Permit Letters

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682
Fax (0274) 555241
E-MAIL : perizinan@jogjakota.go.id
HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/3710
7242/34

Membaca Surat	:	Dari Dekan Fak. Bahasa dan Seni - UNY
		Nomor : 1324a/UN34.12/DT/XI/2015 Tanggal : 1 Desember 2015

Mengingat :
1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Diijinkan Kepada :

Nama	:	MUHAMAD HILMI AINUNNAJIH
No. Mhs/ NIM	:	11202241059
Pekerjaan	:	Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat	:	Kampus Karangmalang, Yogyakarta
Penanggungjawab	:	Joko Priyana, Ph.D.
Keperluan	:	Melakukan Penelitian dengan judul Proposal : DEVELOPING ENGLISH LEARNING MATERIALS FOR GRAPHIC VISUAL DESIGNERS AT PETAK UMPET ADVERTISING COMPANY IN YOGYAKARTA

Lokasi/Responden	:	Kota Yogyakarta
Waktu	:	3 Desember 2015 s/d 3 Maret 2016
Lampiran	:	Proposal dan Daftar Pertanyaan

Dengan Ketentuan :
1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan Pemegang Izin	Dikeluarkan di : Yogyakarta
	Pada Tanggal : 3-12-2015
	An. Kepala Dinas Perizinan
	Sekretaris
MUHAMAD HILMI AINUNNAJIH	Drs. HARDONO
	NIP. 195804101985031013

Tembusan Kepada :
Yth 1. Walikota Yogyakarta (sebagai laporan)
2. Pimpinan Petak Umpet Advertising Yogyakarta
3. Dekan Fak. Bahasa dan Seni - UNY
4. Ybs.

FRM/FBS/33-01
10 Jan 2011

Nomor : 1324a/UN.34.12/DT/XI/2015

Yogyakarta, 1 Desember 2015

Lampiran : 1 Berkas Proposal

Hal : **Permohonan Izin Penelitian**

Yth. Walikota Yogyakarta
c.q. Kepala Dinas Perizinan Kota Yogyakarta
Kompleks Balai Kota, Timoho, Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DEVELOPING ENGLISH LEARNING MATERIALS FOR GRAPHIC VISUAL DESAIGNERS AT PETAK UMPET ADVERTAISING COMPANY IN YOGYAKARTA

Mahasiswa dimaksud adalah

Nama : MUHAMAD HILMI AINUNNAJIH

NIM : 11202241059

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Waktu Pelaksanaan : Desember 2015

Lokasi Penelitian : Petak Umpet, Jl. Gedongkiwo MJ No. 1001 Mantrijeron Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001