DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE ELEVEN STUDENTS OF PHARMACY STUDY PROGRAMME OF SMK / SMF "INDONESIA" YOGYAKARTA

A Thesis

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



By: SARAS BAYU JATMIKO 12202241053

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

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DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE ELEVEN STUDENTS OF PHARMACY STUDY PROGRAMME OF SMK / SMF "INDONESIA" YOGYAKARTA

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A Thesis

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: Developing English Learning Materials for Grade

Eleven Students of Pharmacy Study Programme of

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

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

Yogyakarta, Desember 2016

Penulis

Saras Bayu Jatmiko

MOTTOS

Verily, with hardship, there is a relief.
(Qur'an 94:6)

Give it all you've got
You can be the very best ever
Take you best shot
What you learn will come together
(Pokemon Johto)

I'm going to keep going until I succeed – or die.

Don't think I don't know how this might end.

I've known it for years.

(Joanne Kathleen Rowling)

Flower petals wilt
I had difficult times,
but followed a small light
Distant day, let it go far, faraway
I fly spendidly

(Taeyeon - I)

DEDICATIONS

This thesis is fully dedicated to my amazing parents:

Joko Purwanto & Rukmini

who have always believed that their oldest son can do everything.

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Finally, I realize that this thesis is still far from being perfect. Therefore, I would be very grateful to receive opinions and suggestions for the improvement of this thesis. Thank you.

Yogyakarta, December 2016

Saras Bayu Jatmiko

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DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE ELEVEN STUDENTS OF PHARMACY STUDY PROGRAMME OF SMK / SMF "INDONESIA" YOGYAKARTA

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ABSTRACT

The objectives of this research are: (1) to describe the target needs of the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta; (2) to describe the learning needs of the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta; and (3) to develop the appropriate English learning materials for the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta.

This research is categorised as a Research and Development (R&D) research. The subjects of this research are grade XI students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta, the English teacher, and a materials development expert from State University of Yogyakarta. This research adapted the steps by Jolly and Bolitho (1998) which were conducting the needs analysis, developing the course grid, developing the first draft of the materials, conducting the materials evaluation or the expert judgement, and writing the final draft of the materials. The data was collected by distributing questionnaires and conducting interviews on both the English teacher and the students. There were two types of questionnaires used to collect the data. The first one was made to get the data for the needs analysis while the second one was used to get the data for the materials evaluation through the expert judgement process. The data for both questionnaires were analysed quantitatively using descriptive statistics, while the data from the interviews was analised qualitatively by using the data analysis model as proposed by Miles and Huberman (1994).

The final products of this research were three units of English learning materials for grade XI students of Pharmacy Study Programme. The units were developed by using the results of the needs analysis and Curriculum 2006. By considering the students' learning needs, the input given is in the form of dialogue recordings (for listening), pharmacy-related texts, language and grammar explanations, relevant pictures, and also vocabulary lists. The topics of the units are related to the students study programme which is pharmacy field and daily life. Based on the analysis of the data from the expert judgement, the developed English learning materials are considered appropriate. The mean score of all aspects of the appropriateness is 3.44 which is in the range of $3.25 \le X \le 4$ and can be categorised as "Very Good".

CHAPTER I

INTRODUCTION

This chapter describes the background of the research, identification of the problems, delimitation of the problems, formulation of the problems, objectives of the research, and significances of the research.

A. Background of the Research

In Indonesia, high schools are divided into two types, senior high schools and vocational high schools. These two types of school are similar in some aspects but have some particular differences. A senior high school is the type of high school that prepares its students to continue to a higher level of education such as college or university, meanwhile a vocational high school focuses to prepare its students to be able to face the workfield. Thus, the particular differences between a senior high school and a vocational high school are the learning goals and needs.

The Indonesian government nowadays supports the development of vocational high schools in Indonesia because they help the country in term of decreasing the level of unemployment in the country itself. There are many vocational high schools in Indonesia with numerous types of vocational programmes such as Technology and Engineering; Information, Communication and Technology; Health; Agribusiness and Agricultural-technology; Fisheries and Nautical; Business and Management; Tourism; Arts and Crafts; and Performing Arts. According to BSNP (2006), English in

vocational high schools is taught to make the students proficient in both written and spoken language to help them develop their ability in the vocational programme that they choose. To be able to achieve this objective, vocational high schools need to focus on the internal factors, such as the students' willingness to learn English and external factors, such as English teachers, teaching methods, documents and media, and materials.

Materials are one important factor to help the students in learning English. Materials can help both the teachers and the students in the teaching and learning process. They help the teachers to deliver the knowledge and competence or to adjust the teaching methods. They also help the students to get the knowledge and accompany them to reach their learning goals and needs. Unfortunately, the materials of English provided by the government for vocational high schools are very general, which means that they do not provide suitable knowledge and competence that can fulfill the vocational programme's needs. Besides, most vocational high schools do not pay attention to this issue; they still utilize the general materials to teach their students.

SMK / SMF "INDONESIA" Yogyakarta is one of the vocational high schools in Yogyakarta. There is only one study programme available in this school, Pharmacy Study Programme. The students of Pharmacy Study Programme in this school are obliged to learn English as the requirement to be successful in passing the national final examination, not to prepare them in facing the workfield of pharmacy in their future. Moreover, their future job

will deal with lots of things that are related to English. Hence, the researcher thought that it is necessary to conduct a study and develop the English learning materials for the students of Pharmacy Study Programme.

B. Identification of the Problems

Based on the observation conducted by the researcher, there were two main problems related to English teaching and learning on the students of SMK / SMF "INDONESIA" Yogyakarta. The researcher got the information by doing observation and interview on both the English teachers and the students. Those two problems are: students and materials.

The first problem is the students. Based on the observation and interview on the English teachers, the students are not motivated in learning English. The researcher also found that there is a significant decrease on the students' ability in English language, especially on the tenth and eleventh graders. The English teacher of eleventh graders said that the students' competence in English is decreasing yearly. He stated that the students are lack of interest in learning English because they only focus on the vocational subjects, such as Pharmacology, Pharmacognosy, Pharmaceutical Biology, or Pharmaceutical Chemistry. Those subjects are the focus of their study programme. He also said that during the teaching and learning process, most of the students do not pay attention and are busy doing something else. The teacher found that the mean score of the students' examination was still under the KKM that is 80. Many students got the score below 80. It was because the students found some difficulties in understanding the subject since they did

not pay attention to the teacher when the teacher explained the materials. They would pay attention to the teacher if the teacher asked them to read the text or answer the question given by the teacher. The researcher also interviewed some students from the tenth to eleventh graders. One of the students said that most of her friends have small interest in learning English. She said that the English subject is a boring and difficult subject, although she stated that English is also important for their future job as a Pharmacist Assisstant / Pharmacy Technician. Thus, the students do not consider English as an important subject.

The second problem is the materials. The researcher found that the English teachers do not use English textbook that specifically designed for Pharmacy Study Programme of Vocational High Schools. This problem happened because the teachers found difficulties in finding the appropriate materials of Pharmacy English that will be suitable for the students. Moreover, the students are only prepared to face the National Examination which deals with general English. The teachers use the book titled "Get Along with English". The book is designed for vocational high schools but the materials found are still general English and mostly are not related to Pharmacy Study Programme. Hence, the students are struggling to learn English in their school since the materials are not relevant to their field.

The researcher also asked the teacher whether or not the students enjoy the English class more if they were given interesting media/aid such as videos or pictures. He answered that the students are mostly bored if the materials were given in pieces of paper or slides, just like what he had previously. The students are interested when the teachers give them materials through pictures or videos.

C. Delimitation of the Problems

Based on the problems stated in the identification of the problems above, there were several problems occurring in the teaching and learning process. However, it is not possible for the researcher to solve all of the problems mentioned. The researcher decided to focus on developing the English learning materials for the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta because materials play an important role in the teaching and learning process. Hence, materials which are specific to the study programme must be developed based on the students' needs to help them achieve the English competence.

D. Formulation of the Problems

In reference to the delimitation of the problem, the problems are formulated as follows:

- 1. What are the target needs of the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta?
- 2. What are the learning needs of the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta?
- 3. What are appropriate English learning materials for the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta?

E. Objectives of the Research

In relation to the research questions formulated above, the objectives of this research are:

- 1) to describe the target needs of the grade eleven students of Pharmacy Study

 Programme of SMK / SMF "INDONESIA" Yogyakarta.
- 2) to describe the learning needs of the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta
- 3) to develop the appropriate English learning materials for the grade eleven students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta

F. Significances of the Research

This research is expected to provide some advantages that can be acquired as presented below:

1) Theoretical Significance

Theoretically, this research study provides beneficial and referential contributions to researchers who conduct or develop materials in the same area.

2) Practical Significance

a) For the English teachers.

The result of this research could be used by the teachers to provide their classes suitable learning materials and to inspire the teachers to develop appropriate materials for the teaching and learning process.

b) For the students.

The result of this research could be used by the grade eleven students of Pharmacy Study Programme to practise and broaden their knowledge in learning English.

c) Other researchers.

The result of this research could be used as a reference for other researchers to conduct a similar study.

CHAPTER II

LITERATURE REVIEW, RELEVANT STUDIES AND CONCEPTUAL FRAMEWORK

This chapter presents the literature review and the conceptual framework of the research. In the literature review, the researcher examines some theories underlying the research, while in the conceptual framework the researcher relates those theories to the research.

A. Literature Review

1. The Curriculum of Vocational High School

a. Curriculum 2006 in Vocational High School

Curriculum is defined as a set of plan and regulation about goals, contents, and materials and also the techniques and/or methods used as the guidelines of teaching and learning process to acquire certain education objectives, according to the Indonesian Education Act No. 20 Year 2003 about National Education System. Brown (2000:171) says that a curriculum is a design to deliver a particular language programme. It is developed and used in every type of school in Indonesia.

Curriculum 2006 or the School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) is developed by educational institutions based on the relevancies in each institution with the Ministry of National Education as the supervisor. Each school has different implementation about the

curriculum as well as the subject matter. Vocational high schools has many subjects to be taught to the students beside the vocational subjects, one of them is English.

b. English in Vocational High School

The curriculum of English in vocational high school is really important to be considered. In this type of school, English is considered an adaptive subject, which is used to equip the vocational high school students with English communication skills, both spoken and written, according to their skill programme's context (BSNP, 2006). English subject is taught to achieve the aims of the study, which are:to understand the basic knowledge and skills of English to support the skill programme achievement; and to implement the skills and knowledge so that the students can communicate well by using both spoken and written English at the intermediate level (BSNP, 2006).

The goals of studying English subject in vocational high schools are set in the standard of competences and basic competences. The standard of competences is divided into three levels; novice, elementary, and intermediate levels (BSNP, 2006). Each level of competence has seven or eight basic competences that show the target needs of the students.

Table 1: The Standard of Competences and Basic Competences of English Curriculum for Vocational High School

Standard of Competence	Basic Competence
Novice Level	1.1 Comprehending basic expressions for
	the daily social interaction
	1.2 Mentioning the name of things, persons,
	characteristics, time, days, months, and year
	1.3 Describing the name of things, persons,
	characteristics, time, days, months, and year
	1.4 Producing simple conversation for the
	basic function
	1.5 Explaining a continous activity in a
	simple way
	1.6 Comprehending simple memo and
	menu, schedule of public transportation, and
	traffic signs
	1.7 Comprehending foreign words and
	terms and also simple words in correct order
	1.8 Writing a simple invitation
Elementary Level	2.1 Comprehending simple daily
	conversation in the profesionaland
	individual context with non-native speakers
	2.2 Making short note or simple messages
	in the direct interaction and using device
	2.3 Specifying jobs and educational
	background in written and spoken form
	2.4 Talking about past event and future plan
	2.5 Expressing different kinds of intentionj
	2.6 Understanding simple instructions
	2.7 Making short messages, directions and
	list by acceptable dictions, spelling and
	punctuation
Intermediate Level	3.1 Comprehending monologue in a certain
2	situation of job
	3.2 Comprehending limited conversation
	with native speakers
	,

(continued)

(continued)

Standard of Competence	Basic Competence
	3.3 Presenting a report
	3.4 Comprehending a manual instruction
	3.5 Comprehending simple business letter
	3.6 Comprehending technical documents
	3.7 Writing a simple business letter
	and a report
	_

c. Pharmacy Study Programme

SMK / SMF "INDONESIA" Yogyakarta is one of so many vocational high schools in Yogyakarta. Only Pharmacy Study Programme is available in this vocational high school. This study programme's purpose is to create quality graduates which are able to perform professional pharmaceutical work based on medicinal science.

The standard of competences for a graduate of Pharmacy Study Programme as stated by Department of Health (*Dinas Kesehatan*) are presented as follow:

- Able to read prescription, prepare and create medicine under the supervision of a pharmacist.
- 2) Able to prepare medicine in solid, half-solid, and liquid forms in a small amount.
- 3) Able to understand medicine production principles.
- 4) Able to understand the basic knowledge of Pharmacology.
- 5) Able to understand medicine functions and side effects.
- 6) Able to help the management of pharmacy substances and health supplies.

- 7) Able to understand pharmacy substances and health supplies.
- 8) Able to explain origins, systems, procedures, and functions of *simplisia*, *fitofarmaka*, and traditional medicine / herbs.
- 9) Able to identify health supplies / equipments.
- 10) Able to understand law that regulates pharmacy related workfield and health supplies management.
- 11) Able to understand basic concepts of chemistry that support pharmacy related workfield.

The graduates of this study programme are expected to work in many types of institutions related to the study programme such as: pharmacies, pharmaceutical manufacturers, laboratories, clinics, hospitals, or other health institutions. The graduates later will deal with many types of things related to English, for example: medicinal information on medicine brochures, international textbooks of pharmacy, or having a conversation with foreigners in pharmacies or health seminars. Hence, English is really important to be taught to them, especially English that is related to pharmacy.

Students of Pharmacy Study Programme need to be proficient in English. They are categorized as ESP (English for Specific Purposes) learners. This means that they need English which is specific according to their goals, skills, needs, and contexts.

2. English for Specific Purposes (ESP)

a. The Nature of ESP

English in vocational high schools is categorized as English for Specific Purposes (ESP) for the reason that the materials are specific to particular study programme based on the learning goals and needs of the students. What is ESP? Hutchinson and Waters (1987: 19) define ESP as an approach to language teaching and learning in which its method and content are designed based on the learners' needs for learning. It should be viewed not as a certain language product but instead an approach to language teaching and learning.

ESP is emerged to the development of English in accordance to the following reasons (Hutchinson and Waters, 1987):

1) The demands of a Brave New World

After the end of Second World War in 1945, scientific, technical and economic scientific activites dominated by technology and commerce are growing fast. In relation to this issue, English became the international language for them who know the importance of learning it, not only for prestige or pleasure.

2) A revolution in linguistics

The aim of linguistics had been to describe the rules of language usage or grammar. However, the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used for communication. English

needed by a certain group of learners could be identified by analyzing the linguistics characteristics of their specific area of study.

3) Focus on the learner

Educational psychology also contributed in the development of ESP, which is emphasizing the importance of the learners and the attitude towards the learning. This also means that language learning should be based on the learning needs on specific area.

The aim of ESP is to equip the learners proper English in the aspects of academic, professional, or work field specifically designed for their study programme. The importance and the implications of the materials developed should be based on the learners' needs. In an English for Specific Purpose course, the process of the students' needs is called Needs Analysis (Hutchinson and Waters, 1987).

b. Needs Analysis on ESP

In developing ESP learning materials, the first thing that should be considered is the learners' needs. Learners' needs are the basis in processing the materials for them to become appropriate and suitable to the learners. In gathering the information about the learners' needs, a needs analysis should be conducted. Richards and Schmidt (2002: 352) define needs analysis as the process of determining the needs for which learners require a language and arranging the needs according to the learners' priorities.

The main focus in conducting a needs analysis is the needs. Needs is defined as the ability to comprehend and/or produce the linguistic features of the target situations, stated by Hutchinson and Waters (1987) as they divide it into two types, which are:

1) Target needs

The first type of needs is the target needs. Target needs is defined as what the learners need to do in the target situation. There are three aspects that should be considered in analyzing the target needs. They are necessities, lacks, and wants.

a) Necessities

Necessities are what the learners have to know in order to function effectively in the target situation (Hutchinson and Waters, 1987: 55). They will also need to know the linguistic features which are commonly used in certain situations.

b) Lacks

Lacks means the gap between the target proficiency and the current proficiency (Hutchinson and Waters (1987: 55-56). Lacks or the existing knowledge of the learner can be used to determine the necessities in developing the materials.

c) Wants

Wants is defined as what the learners desired to learn. In the learning process, learners might have different wants according to their needs and views of English as a subject matter.

2) Learning needs

The second type of needs is learning needs. Learning needs is defined as what knowledge and abilities the learners will require in order to be able to perform to the required degree of competence in the target situation (Hutchinson and Waters, 1987: 60).

Graves (2000) explained that needs analysis or needs assessment is a systematic and ongoing process to obtain students' needs and preferences, for it to be later interpreted and then will be used to make the course decisions based on the interpretation to fulfill the needs of the students. She also proposed a set of decisions, actions, and reflections to be involved in needs analysis, which are:

- 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. Acting on the information
- 5. Evaluating the effect and the effectiveness of the action
- 6. Deciding on further or new information to gather

Graves (2000) also stated that it is necessary to gather the information about both current state of the learners in the aspects of language ability, learning preferences, and the desired goals for the course to meet the learners' needs. The types of information that can be gathered when conducting a needs analysis or needs assessment as suggested by Graves (2000:103) are as follow:

The present

- 1. Who the learners are:
- 2. The learners' level of language proficiency;
- 3. The learners' level of intercultural competence;
- 4. Their interests;

- 5. Their learning preferences;
- 6. Their attitudes.

The future

- 7. The learners' goals and expectations;
- 8. The target contexts: situations, roles, topics, and content;
- 9. Types of communicative skills they will need and tasks they will perform;
- 10. Language modalities they will use.

3. Learning Materials

a. Definition of Learning Materials

It is a common misconception among people who are not familiar with educational things that learning materials of foreign language are always in the form of printed paper or books. This happened because most of the learning materials found in stores or libraries are mostly in the written form. Actually, any kinds of source that can be use in a teaching and learning process can be called learning materials, as long as they give sufficient and relatable information. What is the meaning of learning materials itself? Tomlinson (1998:2) defines materials as anything used by teachers or learners to facilitate the learning of a language. Materials could be in the form of cassettes, videos, CD-Roms, dictionaries,, newspapers, food packages, cards, grammar books, photographs, newspaper, live talks by native speakers, even discussions between the learners. Thus, materials are everything used by teacher or learners in the teaching and learning process that could provide the students' with activities or learning tasks to improve their skills and language competence.

b. The Principles of Good Materials

At this point of time, learning materials provide almost everything the learners need in the teaching and learning process, but not all materials are considered good and suitable for the learners. Before deciding to develop learning materials, materials developers should consider the principles of good materials proposed by Tomlinson (1998:7-22) below:

- 1. Materials should achieve impact.
- 2. Materials should help learners to fill at ease.
- 3. Materials should help learners to develop confidence.
- 4. What is being taught should be perceived by learners as relevant and useful.
- 5. Materials should require and facilitate learner self-investment.
- 6. Learners must be ready to acquire the points being taught.
- 7. Materials should expose the learners to language in authentic use.
- 8. The learners' attention should be drawn to linguistic features of the input.
- 9. Materials should provide the learners with opportunities to use thetarget language to achieve communicative purposes.
- 10. Materials should take into account that the positive effects of instruction are usually delayed.
- 11. Materials should take into account that learners differ in the style.
- 12. Materials should take into account that learners differ in affective attitudes.
- 13. Materials should permit a silent period at the beginning of instruction.
- 14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 15. Materials should not rely too much on controlled practice.
- 16. Materials should provide opportunities for outcome feedback.

4. Content-Based Instruction (CBI)

a. Definition and Principles of CBI

Content-Based Instruction or CBI has currently become popular in developing language competence because it has the ability to help students

to develop many skills. CBI is also considered as the most suitable method to be applied in teaching and learning process of English in vocational high school because it focuses on the content while bringing many skills within the learning process. CBI is defined by Richards and Rodgers (2001:204) as a teaching approach that organizes the content the students will likely acquire through language rather than the language used to convey. They specify that CBI is based on the two priciples which are: people learn their second language successfully when they use the language as a means of receiving information than as an end; and Content-Based Instruction better reflects learner's needs in learning second language. Krahnke in Richards (2006:27) defines CBI as the teaching of content or certain information in the language with little or even no direct effort in teaching the language itself separately from the content. Teachers that apply CBI in their classrooms specify the language tasks to the subject matter being taught. This can help the students to learn and think through the use of target language. Students can also develop a wider knowledge that will improve their needs through the use of CBI.

There are five principles of CBI set out by Brinton in Nunan (2003) which are:

- 1) CBI is based on instructional decisions on content rather than language criteria.
- 2) CBI integrates the skills of language teaching and learning.
- 3) CBI encourages the students to learn actively in the learning process.
- 4) CBI allows the students to choose the relevant learning contents to their interests and their academic goals.
- 5) CBI selects authentic texts and tasks used in the classroom.

b. The Role of Materials in Content-Based Instruction (CBI)

Teachers will not deny that materials are the key or the basis in doing the teaching and learning process. Materials provide the learners basis of the contents, balance of the skills, and kinds of language practices (Richards, 2001). Teachers generally use the materials to develop certain activities and tasks according to the needs of the learners.

In CBI, materials authenticity can affect the effectiveness of the learning process. Learners will learn best through real-content, the authenticity of the learning materials must be taken into account (Richards, 2001). However, authentic materials are difficult to find. English teachers should develop their own authentic materials to be used in the teaching and learning process. Hence, materials modification is also considered when teachers are doing a materials development because authentic materials tend to be complex in the aspects of linguistic and the substance.

5. Materials Development

a. Definition of Materials Development

Material is considered as an important aspect to be used in the teaching and learning process. Learners need to be engaged to the materials they are using in the learning process. Hence, suitable materials that are specific to the field of study of the learners can help them achieve the learning goals. Vocational high school students will most likely to face specific English in their future based on their current study programme, this is why English teachers as materials developers should consider to

focus and specify the materials in doing the materials development for the students. Materials development is defined as "the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course" (Graves, 2000:149).

Materials development also refers to anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways designed to promote language learning (Tomlinson, 1998: 2). Tomlinson also explained that materials which are developed could be in the form of textbooks, stories, advertisements, opinions, or even poems. As long as the materials could provide input, learners can learn something.

b. The Process of Materials Development

A material developer should be able to design learning materials that are suitable with the learners' specific needs to improve their language competence and ability in order to make them able to communicate or interact by using the target language proficiently. Before doing the materials development, a materials developer should consider the most appropriate steps or processes.

Masuhara in Tomlinson (1998:247) recommended a sequence of designing materials or course design that shows how the teaching contexts and learners' needs provide a framework for the objectives and decisions making. This sequence is called the Model X which has five steps within the sequence. The steps are:

1) Needs analysis

Information related to the learning goals and needs of the learners are obtained by conducting a needs analysis in the first place.

2) Goals and Objectives

Goals and objectives of the materials are the next information that are determined by the materials developer.

3) Syllabus design

After determining the goals and objectives, the material developer begins to design the syllabus which is the basis of the materials based on the needs analysis obtained and the curriculum.

4) Methodology / materials

The material developer starts designing the learning material based on the information gathered in the previous steps.

5) Testing and evaluation

When the developer finishes designing the materials, a test will be conducted. The material developer will then obtain feedback from the teacher and the students as the evaluation.

6. Task Development

a. Definition of Task

Materials and tasks cannot be separated when we are talking about materials development. A communicative task might give better comprehension to the learners in learning specific types of materials.

Richards and Schmidt (2002) define task as an activity that is designed to help learners achieve particular learning goals. Task can be defined as an activity or action that is carried out as the result of processing or understanding language. In addition, Nunan (2004) defines a task as a set of communicatively meaningful classroom activities that involve learners' skills, such as manipulating, comprehending or interacting in the language they are learning.

It can be concluded that task is a piece of activity that is used in the classroom to help learners in the teaching and learning process. A task can help learners practice and improve their competence in learning the materials. It will require the learners to be active participants in the classroom. A task is usually carried out in the classroom, but different types of task can be carried out even in our daily activities or outside the classroom.

b. Components of a Task

Nunan (2004: 41) proposed the components included in a task, as shown in the chart below:

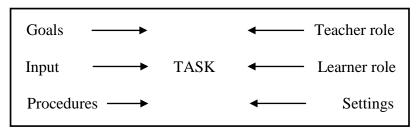


Figure 1: Components of Task (Nunan, 2004: 41)

1) Goals

Goals are defined as the vague, general intentions behind any learning tasks (Nunan, 2004). Goals may relate to a set of general outcomes such as communicative, affective, or cognitive or may describe teacher or learner behaviour. They provide a point of contact between the task and broader curriculum.

2) Input

Input is defined as the spoken, written, and visual data that learners work within the course of completing a task. Hover in Nunan (2004: 48) states that input can come from a wide range of sources such as letters, newspapers, picture stories, memos, notes, photographs, menus, recipes, and economic graphs.

3) Procedure

Procedure is used to specify what the learners will actually do with the input that forms the point of departure for the learning task. The way of analyzing procedures is in term of the focus or goal, whether they are basically concern with skill-getting or skill-using (Rivers and Temperly, 1978) in Nunan (2004: 54).

4) Teacher and Learner roles

Role means the part that the learners and teachers are expected to play in carrying out learning task as well as the social and interpersonal relationships between the participants. Nunan (2004:64) explains that learners will find their own way of learning, organize information about

language, have creativity, make their own opportunities, learn to live with uncertainty, use mnemonic, make error work, use their linguistics knowledge, learn to make intelligent guesses, learn to formalized routines, learn production techniques, and use different styles of speech and writing. Meanwhile, the teachers can be assistants, developers, facilitators, observers, and controllers.

5) Settings

Settings means the classroom arrangements specified or implied in the task (Nunan, 2004:70). It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The two different aspects of the learning situations are mode and environment.

Nunan (2004:35) summarises the underlying principles in developing the instructional sequence presented as follow:

1) Principle 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) Principle 2: Task dependecny

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

3) Principle 3: Recycling

Recycling language maximizes opportunities for learning and activities the learning principle.

4) Principle 4: Active learning

Learners learn best by actively the language they are learning.

5) Principle 5: Integration

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

6) Principle 6: Reproduction to creation

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

7) Principle 7: Reflection

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

It is important to consider the components of task which include goals, input, procedures, teacher roles, learner roles, and settings in developing materials. These components play different crucial roles in the learning tasks. According to those this, Nunan's theory of six components of tasks will be adapted by the researcher in developing the English learning materials for grade XI students of Pharmacy Study Programme of SMK / SMF "INDONESIA" Yogyakarta.

c. Task Grading and Continuity

Grading a task might be important because it will sort the materials and task from the ones that are easy to be understood to the ones with certain difficulties for the learners. As learners vary from different backgrounds and competences, grading should be considered in doing a materials development. What is meant by grading? Richards, Platt and Weber (1986) in Nunan (2004:113) define grading as the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Grading can also refer to the teachers' decisions on what to teach or do first, second, and the rest of the teaching and learning process based on the course book used (Nunan, 2004). The use of grading will give effects on the order of words or vocabulary, structures, tenses, topics, skills, and many more.

Hence, in order to make a good task grading and sequencing, materials developers need to consider the process of the components of task and the stages of knowledge acquisition in a teaching and learning process. A task, however, should be interdependence, and it should have a continuity. Nunan (2004) proposes the task continuity principles in the following table.

Table 2: **The Task Continuity Principles** (Nunan, 2004: 126)

Phase	Steps within a phase		
A. Processing	1) Read or study a text - no other		
	(comprehension) response required.		
	2) Read or listen to a text and give a non-		
	verbal, physical response (e.g. learner raises		
	hand every time key words are heard).		
	3) Read or listen to a text and give a verbal		
	response (e.g. write down key words every		
	time they are heard).		

(continued)

(continued)

Phase	Steps within a phase
	4) Read or listen to a text and give a non-
	physical, nonverbal response (e.g. check-off
	a box or grid every time key words are
	heard).
B. Productive	1) Listen to cue utterances, or dialogue
	fragments and repeat them, or repeat a
	complete version of the cue.
	2) Listen to a cue and complete a
	substitution or transformation drill.
	3) Listen to a cue (e.g. a question) and give
	a meaningful response (i.e. one that is true
	for the learner).
C. Interactive	1) Role play (e.g. having listened to a
	conversation in which people talk about
	their family, students, working from role
	cards, circulate and find other members of
	their family).
	2) Simulation/ discussion (e.g. students in
	small groups share information about their
	own families).
	3) Problem-solving / information gap (e.g.
	in an information gap task, students are split
	into three groups; each group listens to an
	incomplete description of a family; students
	recombine and have to complete a family
	tree, identify which picture from a number
	of alternatives represents the family, etc.).

7. Materials Evaluation

a. Definition of Materials Evaluation

Materials evaluation is the last step in doing a materials development.

It is considered important because by conducting it, materials developers can find out the strengths and the weaknesses of the materials developed

and also point out the materials' effectiveness. It is also used to decide whether or not the English learning materials can be provided to the learners. Tomlinson (1998: xi) defines materials evaluation as the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them which can be pre-use, whilst-use, and post-use. In addition, Hutchinson and Waters (1987:96) state that evaluation means judging the fitness of something for a particular purpose and is concerned with merit.

b. Components of Materials Evaluation

The following table shows the components of materials evaluation proposed by Indonesian government through BSNP (2011).

Table 3: Components of Materials Evaluation (BSNP, 2011)

Aspect	Component	Sub-components
Content	a. The relevance of	1. Completeness
appropriateness	the materials with	2. Deepness
	the core	
	competences and	
	basic competences	
	b. The accuracy of	3. Social function
	the materials	4. Meaning and structure
		5. Linguistic feature
	c. The supporting	6. Development of science and
	enabling skills	technology
		7. Development of life-skill
		8. Development of nationalism
Language	a. The relevance of	9. The relevance of the language
appropriateness	the language with	with students' current
	students' linguistic	cognitive development
	level	10. The relevance of the language
		with students' current social
		and emotional development
	b. Communicative	11. Comprehensible
	language criteria	
	c. Cohesive and	12. Cohesive

(continued)

(continued)

Aspect	Component	Sub-components	
	coherence	13. Coherence	
Presentation	a. Presentation	14. Organisation	
appropriateness	technique	15. Composition of each unit	
	b. Instructional	16. Student-centered	
	presentation	17. Development of critical	
		thinking	
		18. Autonomous learning	
		19. Self-reflection and	
		assessment	
	c. Completeness of	20. Opening section	
	the presentation	21. Main section	
		22. Closing section	
Layout	a. Layout	23. Consistency	
appropriateness		24. Harmony	
		25. Completeness	
	b. Typography	26. Font types	
		27. Font size	
		28. Mistyping	
	c. Ilustration	29. Interesting	
		30. Adding clarity	

B. Relevant Studies

Considering the results of previous researches is also a good way to find out the contents in developing appropriate materials that meet students' needs. There are some researchers who conducted similar research in the area of Research & Development. A research by Fahmi Dwi Prasetyo (2013) which is titled *Developing Reading-Writing Learning Materials for The Students of Year X of Pharmacy Study Program at SMK / SMF "INDONESIA" Yogyakarta* found that what the students wanted after learning English is that they will be able to master vocabulary and grammar. He also found that the students needed pharmacy related topics in the materials to support their study.

Another study was conducted by Satwika Nindya Kirana (2014). She developed English learning materials for grade X students of Visual

Communication Design Study Programme. She found that the students believed that they need to be in an intermediate level in order to support their job as students, and they need to be in advance level in order to support their later education and job. Both of the researches above have the same method with this research. The difference of both researches and this study will be on the skills and the field of study. The first research focuses on reading-writing materials while this study will cover all four skills. The second research focuses on Visual Communication Design Study Programme while this study will focus on Pharmacy Study Programme. Thus, the result of this research will be different from the two researches mentioned. The materials developed will also be different since the needs of the students will be different. Both studies also proved that the topics of the materials which are related to the study programme are important things to support learning process, especially at Vocational High Schools.

C. Conceptual Framework

SMK / SMF "INDONESIA" Yogyakarta is one of vocational high schools in Indonesia that uses Curriculum 2006 or the School-Based Curriculum. As a vocational high school, it has a problem related to the English learning materials which are not specific to the students' study programme, the Pharmacy Study Programme. The books used by the English teachers are designed for vocational high schools, but the book itself is still focusing in General English, not the one that is specific to a study programme. Since the

students of SMK / SMF "INDONESIA Yogyakarta are studying pharmacy, specific English learning materials need to be developed.

By developing English learning materials that are specific for grade eleven students of Pharmacy Study Programme based on the learners' needs and Curriculum 2006, it is expected that the materials will help both the teachers and students in the teaching and learning process and help the students improve their English competence to prepare themselves in the future work field of Pharmacy.

English for vocational high schools is categorized as English for Specific Purposes (ESP) since it focuses on a specific field. ESP is implemented in many kinds of area, and it deals with Content-Based Instruction (CBI). CBI is considered to be suitable in developing ESP materials. The materials focus on how to use the language in the real life based on certain situation. Hence, using the learning materials with specific contents will make it easier in the teaching and learning process.

The first step to be conducted is the needs analysis with the purpose to find out the target needs and learning needs of the students. The needs analysis will be done by giving questionnaires to the students. The results of the needs analysis will be used to determine the aims, objectives, input, tasks, and methods of assessment in the form of a course grid. The learning materials in this research will focus on the field of pharmacy. The researcher will develop three units as a part of a course book and it will be built by providing topics, words, or situations related to pharmacy. The materials will be developed by

employing Nunan's model of unit development and it will consist of tasks organized using Nunan's principle (2004). The tasks consist of six components; goal, input, procedures, teacher roles, learner roles, and setting.

After the materials are developed, there will be a materials evaluation by a materials development expert. In this research, the expert of materials development will be asked to give a judgement including the appropriateness of the content, the language, the presentation, and the layout of the materials. These aspects of material evaluation are based on the standard of materials evaluation *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* by BSNP Year 2011. By conducting this expert judgement process, it will be known whether or not the learning materials are appropriate to be provided to the learners.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This type of research is categorized as Research and Development (R&D) since it focuses on developing English learning materials for eleventh grade students of Pharmacy Study Programme. Gall, Gall, and Borg (2003: 569) stated that the results of the R&D research are used to design new products and procedures or develop the product that had already been made which later will be field-tested, evaluated, and refined until they are suitable for the standards or ready to be published.

B. Research Setting

The research was done in SMK / SMF "INDONESIA" Yogyakarta which is located in Jalan Veteran, Gg. Jambu, Kebrokan, Pandeyan, Umbulharjo, Yogyakarta. It only has one study programme, Pharmacy Study Programme. There are five classes for the third grade, and seven classes for each eleventh and tenth grade. The research was done in this school on August 2016.

C. Subjects of the Research

The subjects of this research are 36 students of grade XI-E of Pharmacy Study Programme at SMK / SMF "INDONESIA" Yogyakarta, the English teacher of eleventh graders, and a materials development expert from English Education Study Programme of State University of Yogyakarta.

D. Research Procedure

The procedure used in this research simplifies the steps of course design proposed by Jolly and Bolitho (Tomlinson, 1998: 98). The model used is presented below:

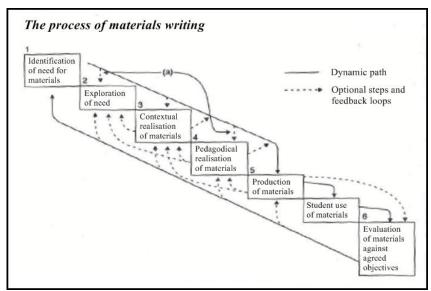


Figure 2: Jolly and Bolitho's Materials Development Model

The researcher adapted the model of materials development process above and modifies it into the steps below:

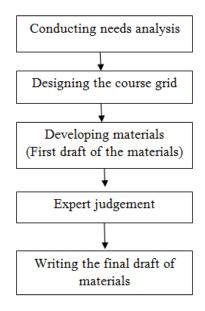


Figure 3: **Research Procedures**

1. Conducting needs analysis

A needs analysis was conducted to get important information in developing the learning materials, which are the students learning goals and needs. It was conducted through giving questionnaires to the students of Pharmacy Study Program. The result of the questionnaire was analyzed and was used to develop the course grid.

2. Designing the course grid

The information gathered from the needs analysis was used by the researcher to design the course grid. The course grid was used as a reference and a guide to develop the English learning materials. The contents of the course grid are: goals, indicators, input, language focus, activity, tasks, and vocabulary.

3. Developing the materials (First draft of the materials)

After designing the course grid, the researcher developed the first draft of the English learning materials. The materials consist of three units and they were developed based on the course grid that the researcher designed in the previous step.

4. Expert judgement

The three units developed by the researcher were assessed by the expert to know whether or not the materials had met the requirements or standards in many aspects, such as content, language, and design. The expert evaluated and gave opinions or suggestions on the first draft of the materials developed by the researcher.

5. Writing the final draft of materials

After getting the feedback and evaluation from the materials development expert, the researcher revised the materials and made it into the final draft. The final draft of the learning materials is ready to be used by the students.

E. Data Collection

The researcher collected the data in the form of quantitative and qualitative data to make this research able to determine the suitable materials that were developed for the eleventh grade students of Pharmacy Study Programme. With the help of the English teacher and the students, the data were collected and divided into two techniques.

1. Types of Data

There are two types of data collected in this research:

a. Quantitative Data.

The qualitative data includes the result of questionnaire.

b. Qualitative Data.

The qualitative data includes the interview transcripts.

2. Data Collection Technique

a. Questionnaire

The researcher used two types of questionnaire which are needs analysis questionnaire for the eleventh grade students of Pharmacy Study Programme and the materials evaluation questionnaire for the materials development expert from the English Education Study Programme of State

University of Yogyakarta. The questionnaire were in form of multiple choices and open-ended questions.

b. Interview

The interview will be conducted to get information from both the English teacher and the students. The information will include the learning goals, needs, opinion, belief, and experience of the interviewee. The result of the interview will be presented in the transcript. The information received from the interview will be used to support the quantitative data.

F. Data Collection Instrument

The data of this research were in the form of quantitative data and qualitative data.

1. Quantitative data

The quantitative data were collected through giving out questionnaire to the students and the materials development experts. The first questionnaire will be distributed to the students to find out the needs. The questions given are in the form of multiple choices. The organization of the first questionnaire is presented on the table below.

Table 4: The Organisation of the Questionnaire for Needs Analysis

No.	Aspects	Item Number	Purpose		Reference	S
1	G. 1	G .: 1	T	.1	TT . 1 '	1
1.	Students'	Section 1	To get	the	Hutchinson	and
	identity		information to the studen	related ts.	Waters (1987:6	53)

2.	Learners' goals	1, 2	To find out what the students' goals in learning English.	Graves (2000:104)
3.	Necessities	3, 4, 5	To find out what the students' needs in learning English.	Hutchinson and Waters (1987: 55)
4.	Lacks	6, 7, 8, 9, 10	To find out the gap between what the students' have known and what they should know.	Hutchinson and Waters (1987: 55-56)
5.	Wants	11, 12, 13	To find out what the students want to be included in the materials.	Hutchinson and Waters (1987: 56)
6.	Input	14, 15, 16, 17, 18	To find out the type of data that should be included in the materials.	Nunan (2004: 47)
7.	Procedure	19, 20, 21, 22, 23	To find out the activites students should do with the input within the tasks.	Nunan (2004: 52)
8.	Setting	24, 25, 26, 27	To find out in what situations the learning process can take place.	Nunan (2004: 70 – 73) Hutchinson and Waters (1987: 60 – 63)
9.	Students' role	28	To find out what the students expect to take in carrying out the tasks.	Nunan (2004: 64-69)

10.	Teacher's	29	To find out what part	Nunan (2004:
	role		the teacher should	64-69)
			take in the English	
			teaching learning	
			process.	

The second questionnaire was given out to the materials development expert. The research established three units of materials, so there were three questionnaires distributed to the materials development expert. The questionnaires were developed based on the standard of *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* by BSNP (2011). The organization is presented on the table below.

Table 5: The Organisation of Expert Judgement Questionnaire

No.	Aspects of evaluation	Item number	Reference
1	Content appropriateness	1-10	BSNP
2	Language appropriateness	11-17	BSNP
3	Presentation appropriateness	18-27	BSNP
4	Layout appropriateness	28-35	BSNP

There were also three open-ended questions that were given to the materials development expert:

- 1. What do you think about this unit?
- 2. What aspects should be revised in this unit?
- 3. What is your suggestion about this unit?

2. Qualitative data

The qualitative data was collected through interview. The instruments that were used to collect the data are interview guidelines and a voice recorder. The researcher interviewed some of the students and the English

teacher to find out the learning goals and needs. The data of interview are in the form of interview transcripts.

G. Data Analysis Technique

There were two types of data of this research, quantitative and qualitative data. These two types of data were analyzed by using different techniques.

1. Quantitative data

The quantitative data was obtained from the questionnaires. The data from the first questionnaire which is the students' needs analysis was analyzed by using descriptive statistics. The method was done by calculating the percentage of each point of choice from the questions given.

The data from the second questionnaire or the expert judgement questionnaire was analyzed by using Likert Scale. It showed the indication of the strength of the expert's agreement and disagreement dealing with statements given. There are four-points scale that is described on the table below.

Table 6: Likert Scale 4 Point Range

No	Categories	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

The data from the expert judgement was calculated by using a formula proposed by Suharto (2005:59) to find the range or the data interval. After that, the data were converted into descriptive statistics. The researcher used mean (X) as the indicator of measurement. X is the mean obtained

from expert judgment. To find X, the researcher used the formula proposed by Suharto (2005). The researcher used the data conversion table as presented below.

Table 7: **Data Conversion Table** (Suharto, 2005)

Scale	Interval	Categories
1	$1.00 < X \le 1.74$	Poor
2	$1.75 < X \le 2.49$	Fair
3	$2.50 < X \le 3.24$	Good
4	$3.25 < X \le 4.00$	Very Good

2. Qualitative data

Qualitative data was gathered from the interview. The data was analysed using qualitative data analysis model proposed by Miles and Huberman (1994) which has three stages of data analysis as presented below.

Table 8: Qualitative Data Analysis

Stage	Explanation
Data reduction	The process of transforming masses of data into
	small number of categories
Data display	Organizing information that permits conclusion
	drawing and action
Data conclusion	Deciding what things mean

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The research findings consist of the results of the need analysis, the course grid and the unit design of the developed materials, the first draft of the materials, the materials evaluation or expert judgement, and the final draft of the materials.

A. Research Findings

1. The Results of The Needs Analysis

The researcher conducted a needs analysis as the first step in developing English learning materials. The needs analysis was conducted on August 16, 2016 to 36 students of class XI-E at SMK / SMF "INDONESIA" Yogyakarta. It was divided into three parts. The first part was distributing a questionnaire that consisted of 29 questions in the form of multiple choices to the students. The second part was interviewing three students of the class with fifteen questions to get more information about their learning needs. The last part was interviewing the English teacher of grade XI with thirteen questions related to the English teaching learning process and the materials used in vocational high schools that implement Curriculum 2006 to get needed information in developing English learning materials.

a. Learners' Goal

Learners' goal means the students' aim or purpose in the English learning process. Below is the table that presents the Pharmacy Study Programme students' view about their goals in learning English.

Table 9: The Purpose of Learning English

No.	Statements	Items	N	F	%
1.	I learn English	be able to communicate	36	22	61.11
	in school in order to	appropriately both in oral and written English.			
		help me in the academic activities / future work.	36	21	58.33
		get good scores in the report card.	36	15	41.67
		pass the National Examination (UN).	36	13	36.11
		support my skills in the field	36	9	25.00
		(pharmacy).			
		others.	36	0	0

Table 9 shows that 61.11% of the whole respondents stated that their learning goal is to be able to communicate appropriately in both oral and written English. In the interview, a student said that she wanted to be able speak English appropriately and write correct English sentences in her future academic activities. She stated that English is an international language that is used broadly in the world, and explained that she wanted to be good at it.

The second highest percentage of the whole respondents shows that the respondents' learning goal is to help them in the academic activities / future work as pharmacy technicians. In general, vocational high school students' purpose after their graduation is to work in the field that they studied, using the skills and knowledge they learned at school. Some students also plan to continue their study to a higher level and they know that English will be very important.

Table 10: The Goal of Learning English

No.	Statements	Items	N	F	%
2.	In my future	understand words / terms of	36	25	69.44
	work in the	pharmacy in English.			
	field of	understand steps, procedures or	36	19	52.78
	pharmacy, I	instructions related to my work.			
	will use	communicate orally with	36	16	44.44
	English to	colleagues, patients, and people			
		around me.			
		communicate in written with	36	4	11.11
		colleagues, patients, and people			
		around me.			
		others.	36	0	0

In the table above, it shows that 69.44% of the whole respondents stated that their learning goal is to be able understand English words / terms related to pharmacy in their future work. The second highest percentage of learning goal is to be able to understand steps, procedures, or instructions related to their work. The field of pharmacy requires the learners to read a lot of information which some are written in foreign languages such as Latin, Chinese, and English. It explains why the highest percentages of the answer deal with how to understand something in the learners' field.

It can be concluded from the two tables above that the Pharmacy Study Programme learners' goals of learning English are to to be able to communicate appropriately in both oral and written English and to be able understand English words / terms related to pharmacy in their future work.

According to this, the materials need to be developed to support the learners in communicating appropriately in both oral and written English by giving sufficient amount of vocabulary related to pharmacy field. It will also help them to understand English words, terms, steps, procedures or instructions related to their study to facilitate them in the academic activities or their future work.

b. Target Needs

A target need is the learners' view about the target situation (Hutchinson and Waters, 1987). The analysis of the target needs is divided into three parts, which are necessities, lacks, and wants.

1. Necessities

Necessities are the type of target needs that a learner has to know to function effectively in the target situation. Below is the table that presents the necessities of Pharmacy Study Programme students.

Table 11: Communication Skills Necessities

No.	Statements	Items	N	F	%
3.	English	Reading	36	23	63.89
	communicati	Speaking	36	18	50.00
	on skill(s)	Listening	36	15	41.67
	that I will use	Writing	36	7	19.44
	a lot is	others.	36	0	0

Table 11 shows that most of the respondents (63.89%) chose reading as the English communication skill that they will use a lot. They chose reading as the skill that will be important in their academic activities or future work. In the interview, a student said that almost all

of the materials given at school are in the form of written text, the students need to read a lot to be able to gain knowledge, especially in the field of pharmacy.

The second highest percentage of communication skill is speaking.

The students of Pharmacy Study Programme will later deal with verbal communication when they work in a pharmacy.

Table 12: English Knowledge Necessities

No.	Statements	Items	N	F	%
4.	English	vocabulary	36	23	63.89
	knowledge that I	pronuncation	36	14	38.89
	will use a lot is	grammar	36	13	36.11
		others.	36	0	0

Table 12 shows that most of the respondents (63.89%) chose vocabulary as the English knowledge that they will use a lot. Vocabulary becomes important as they need to read a lot of passages related to pharmacy with terms and words they never read before. A student said that English becomes hard for her when it comes to vocabulary. She also said that most of the students in her class have difficulty in understanding word meaning.

Table 13: **Topics Necessities**

No.	Statements	Items	N	F	%
5.	Topic(s) related to pharmacy that I will often use is / are	types / kinds of medicine information, botanicals (Pharmacognosy) and medical devices.	36	26	72.22

(continued)

(continued)

No.	Statements	Items	N	F	%
		communication / medicine	36	18	50.00
		consultation with the			
		patients (medication).			
		types / kinds of illness and	36	14	38.89
		their symptoms.			
		self-medication	36	14	38.89
		(swamedikasi) and other			
		pharmaceutical terminology.			
		others.	36	0	0

Above is the table that shows the topics related to pharmacy that the students of Pharmacy Study Programme will use a lot in their academic activities. A total of 72.22% of the respondents stated that the most used topic is types / kinds of medicine information, botanicals (Pharmacognosy) and medical devices.

2. Lacks

Lacks means the gap between the target proficiency and the current proficiency (Hutchinson and Waters (1987: 55-56). It can be said that lack is the gap between what the learners already know and what they have to know. Lacks or the existing knowledge of the learner can be used to determine the necessities in developing the materials. The students' views about their lacks are shown in the following tables.

Table 14: Lacks (Difficulty in Listening)

No.	Statements	Items	N	F	%
6.	The difficulty	not being able distinguish	36	22	61.11
	I experienced	some of the pronunciation of			
	in listening in	words in English.			
	English is				

(continued)

(continued)

No.	Statements	Items	N	F	%
		not being able to follow the	36	14	38.89
		rhythm of recordings that are			
		too fast.			
		not understanding the	36	11	30.56
		meaning of words uttered by			
		the speaker.			
		not knowing the words	36	8	22.22
		uttered by the speaker (unable			
		to identify the words).			
		others.	36	0	0

The table above shows the difficulty in listening to English spoken text of the respondents. Most of the respondents (61.11%) have the problem of not being able distinguish some of the pronunciation of words in English, some of them have the difficulty in not being able to follow the rhythm of recordings that are too fast.

Table 15: Lacks (Difficulty in Speaking)

No.	Statements	Items	N	F	%
7.	The difficulty I	lack of English grammar	36	20	55.56
	experienced in	knowlegde.			
	speaking in	lack of English	36	13	36.11
	English is	pronunciation ability.			
		not having enough words	36	11	30.56
		(lack of vocabulary) in			
		English to be used.			
		lack of English terms	36	8	22.22
		knowledge.			
		others.	36	1	2.78

Table 15 shows the difficulty in learning speaking of the students of Pharmacy Study Programme. Most of them (55.66%) stated that the lack of English grammar knowledge makes them difficult in learning speaking, while some others stated that the difficulty is their lack of

English pronunciation ability. In the interview, a student said that grammar knowledge holds an important part in the speaking ability. She said that grammar is the main reason that makes her hesitate to speak English comfortably.

Table 16: Lacks (Difficulty in Reading)

No.	Statements	Items	N	F	%
8.	The difficulty	not understanding the whole	36	19	52.78
	I experienced	meaning of sentences in			
	in reading in	English texts.			
	English is	not understanding the	36	8	22.22
		meaning of words in English			
		texts.			
		not being able to understant	36	5	13.89
		the contents of English texts			
		that are too long.			
		lack of ability to pronounce	36	5	13.89
		words in English.			
		not understanding the	36	3	8.33
		contents of the paragraphs in			
		English text.			
		others.	36	0	0

The table shows that most of the respondents (52.78%) have difficulty in reading in the aspect of understanding the whole meaning of sentences in English texts. The second highest percentage of difficulty is not being able to understand the meaning of words in English texts.

In the interview, the teacher said that lack of vocabulary is the main problem on the students' difficulty in understanding the text. Most of the time, the teacher asks the students to check the dictionary to find out the meaning of the difficult words.

Table 17: Lacks (Difficulty in Writing)

No.	Statements	Items	N	F	%
9.	The difficulty	not being able to write	36	17	47.22
	I experienced	appropriate and correct			
	in writing in	English grammar.			
	English is	not having enough words	36	14	38.89
		(lack of vocabulary) in			
		English to be used.			
		lack of ability to use	36	10	27.78
		appropriate or correct English			
		terms.			
		not being able to find errors /	36	7	19.44
		mistakes in self-written texts.			
		not being able to jot down a	36	5	13.89
		sentence by using appropriate			
		words; or a paragraph by			
		using appropriate sentences.			
		others.	36	0	0

Table 17 shows the difficulty the students face when they learn writing. It can be seen that most of them (47.22%) find it difficult in writing appropriate and correct English grammar. Once again, grammar becomes the main problem of the students. The second highest percentage of difficulty is not having enough words (lack of vocabulary) in English to be used.

Table 18: Lacks (Students' Main Difficulty)

No.	Statements	Items	N	F	%
10.	In my	low grammar mastery in	36	22	61.11
	opinion, the	English.			
	reason that	low vocabulary mastery in	36	14	38.89
	makes me	the field / subject of			
	difficult to	pharmacy.			
	understand	limited knowledge of text	36	10	27.78
	the things	parts in English.			
	mentioned	limited background	36	2	5.56
	above is	knowledge on the field /			
		subject which I elaborated.			
		others.	36	0	0

The table above shows the main difficulty of the students in learning English. Most of them (61.11%) stated that the main reason that makes them difficult to do well in the four communication skills is low grammar mastery in English. The second reason that they encounter is low vocabulary mastery in the field / subject of pharmacy.

3. Wants

Want is what the learners expect about the language that they want to learn. The following table shows the wants of the students in the English learning materials.

Table 19: Wants (Students Expectation in Learning English)

No.	Statements	Items	N	F	%
11.	I learn	speak English fluently and	36	24	66.67
	English so	correctly.			
	that later on I	master enough vocabulary in	36	18	50.00
	will able to	the field of pharmacy in			
		English.			
		get high scores in certain tests	36	14	38.89
		(TOEIC, TOEFL, IELTS,			
		etc.).			
		understand English texts /	36	9	25.00
		passages well.			
		others.	36	0	0

It can be seen in the table above that most of the respondents (66.67%) want English learning materials that could help them to speak fluent and correct English. Some of them also want the materials to help them in mastering enough vocabulary in the field of pharmacy in English, and getting high scores in tests like TOEIC, TOEFL, or IELTS.

In the interview with the students, some of them said that they want to be able to speak English comfortably. They said that they will deal with foreigners and it requires a good English speaking ability.

Table 20: Wants (Topics of Study Programme)

No.	Statements	Items	N	F	%
12.	Topic(s) that	how to communicate with	36	21	58.33
	I think is	patients.			
	most	how to understand the	36	19	52.78
	interesting to	instructions and the use of			
	be learned in	medicines / drugs.			
	English is /	the types of medicines / drug	36	10	27.78
	are	and how to use them.			
		how to understand medicine /	36	7	19.44
		drug information.			
		the types of herbal medicine	36	6	16.67
		and their benefits			
		(Pharmacognosy).			
		others.	36	0	0

Table 20 shows the topics that the students want to be put in the English learning materials. Most of them (58.33%) wants the topic on how to communicate with patients, while some others want the topic on how to understand the instructions and the use of medicines / drugs.

Table 21: Wants (Learning Facility)

No.	Statements	Items	N	F	%
13.	The facility	pictures that support the	36	16	44.44
	that I want in	English learning.			
	learning	recordings along with	36	16	44.44
	English is	interactive video footages.			
		learning materials and written	36	15	41.67
		questions.			
		textbooks or learning	36	14	38.89
		modules.			
		presentation slides	36	7	19.44
		(Powerpoint, etc.)			
		others.	36	0	0

Based on the table above, the facilities that the students want to use in learning English the most (44.44%) are pictures that support the English learning and also recordings along with interactive video footages.

c. Learning Needs

A learning need is what knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation, as stated by Hutchinson and Waters (1987:60). The analysis of learning needs of the students is divided into five aspects that are input, procedures, setting, learners' role, and teacher's role as proposed by Nunan (2004:47)

1. Input

Input is defined as the spoken, written, and visual data that learners work within the course of completing a task. Hover (1986) in Nunan (2004: 48) states that input can come from a wide range of sources such as letters, newspapers, picture stories, memos, notes, photographs, menus, recipes, and economic graphs. The following tables present the inputs for the Englsih learning materials.

Table 22: Input (Type of Materials)

No.	Statements	Items	N	F	%
14.	Types of English learning materials that best suit me are	conversations with patients in English.	36	18	50.00

(continued)

(continued)

No.	Statements	Items	N	F	%
		ways to read the medicine /	36	13	36.11
		drug information in English.			
		ways to read a book /	36	12	33.33
		medicine user guide in			
		English.			
		ways to read literature /	36	11	30.56
		English medicine manuals			
		(academic reading).			
		others.	36	0	0

Table 22 shows that most of the respondents (50.00%) want the conversations with patients in English as the type of materials that best suits them in learning English. Some others want the ways to read the medicine / drug information in English in the materials.

Table 23: Input (Reading and Writing Input)

No.	Statements	Items	N	F	%
15.	From the	text accompanied by	36	28	77.78
	input of	supporting pictures.			
	reading and	types of text that is	36	24	66.67
	writing	entertaining for example:			
	below, the	song lyrics, movie synopsis,			
	one that I	poetry, etc.			
	think is	text with vocabulary and	36	15	41.67
	effective and	pronunciation lists.			
	I prefer to use	text with the description of	36	11	30.56
	in learning	the language structure.			
	English is	the types of functional text	36	8	22.22
		(narrative, descriptive,			
		procedures, etc.)			
		articles taken from	36	4	11.11
		newspapers, magazines,			
		internet, etc.			
		text with accompanying	36	1	2.78
		tables or graphs.			
		text without pictures.	36	1	2.78
		others.	36	0	0

The table above shows the types of inputs preference in learning reading and writing (written cycle). Most of the respondents (77.78%) chose text accompanied by supporting pictures. Another high percentage shows that some respondents want types of text that is entertaining for example: song lyrics, movie synopsis, poetry, etc. Only one of the respondents chose text with accompanying tables or graphs or text without pictures.

Table 24: Input (Listening and Speaking Input)

No.	Statements	Items	N	F	%
16.	From the	recording accompanied by	36	24	66.67
	input of	pictures (video recording)			
	listening and	short recording in the form	36	24	66.67
	speaking	of songs, news, movies, etc.			
	below, the	short recording in the form	36	9	25.00
	one that I	of dialogue / conversation.			
	think is	short recording in the form	36	2	5.56
	effective and	of monologue.			
	I prefer to use	others.	36	0	0
	in learning				
	English is				

The table above shows the types of inputs preference in learning listening and speaking (spoken cycle). Most of the respondents in highest percentage (66.67%) chose recording accompanied by pictures (video recording) and also short recording in the form of songs, news, movies, etc., while the third highest one that they want to have is short recording in the form of dialogue / conversation. Only a few of them wants short recording in the form of monologue.

Table 25: Input (Length of Listening Materials)

No.	Statements	Items	N	F	%
17.	In my	2-3 minutes.	36	24	66.67
	opinion, the	3-4 minutes.	36	7	19.44
	appropriate	more than 4minutes.	36	4	11.11
	length of the	less than 2 minutes.	36	3	8.33
	recording for	others.	36	0	0
	listening is				

Table 25 shows that most respondents (66.67%) chose the most effective length of the listening materials (spoken texts) of 2-3 minutes. Some of the respondents stated that the second most effective is 3-4 minutes.

Table 26: Input (Length of Reading Materials)

No.	Statements	Items	N	F	%
18.	In my	150-250 words.	36	24	66.67
	opinion, the	less than 150 words (short)	36	11	30.56
	appropriate length of text for reading is	more than 250 words (long)	36	1	2.78

Table 26 shows that the most effective length of the reading materials (written texts) is 150-250 words (middle length). Some of the respondents stated that the second most effective is less than 150 words (short length).

2. Procedure

Procedure is used to specify what the learners will actually do with the input that forms the point of departure for the learning task. The way of analyzing procedures is in term of the focus or goal, whether they are basically concern with skill-getting or skill-using (Rivers and Temperly, 1978) in Nunan (2004: 54). The following tables present the students' view about the procedures of what they should do with the learning activities.

Table 27: Procedure (Listening Activity)

No.	Statements	Items	N	F	%
19.	From the list	answering questions based on	36	24	66.67
	below, the	the spoken text in the form of			
	activity of	multiple choice.			
	listening	listening to spoken text and	36	15	41.67
	which I most	then choosing if the statement			
	prefer is	is true or false.			
		filling in the table based on	36	10	27.78
		the spoken text.			
		listening to the spoken text	36	8	22.22
		and then taking the content of			
		the text.			
		listening to spoken text and	36	7	19.44
		taking notes on important			
		information.			
		completing a paragraph based	36	7	19.44
		on the spoken text			
		answering questions based on	36	3	8.33
		the spoken text in the form of			
		filling blanks / essay.			
		others.	36	0	0

Table 27 presents the students' preference in the listening activities. Most of the respondents (66.67%) preferred answering questions based on the spoken text in the form of multiple choice in the listening activity.

Table 28: Procedure (Speaking Activity)

No.	Statements	Items	N	F	%
20.	From the list below, the activity of speaking which I most prefer is	presenting dialogue in pairs and or doing a role play.	36	22	61.11

No.	Statements	Items	N	F	%
		having discussion in pairs or	36	19	52.78
		groups.			
		describing images, objects, or	36	19	52.78
		people.			
		explaining process	36	11	30.56
		(production or use of goods).			
		exchanging information with	36	10	27.78
		friends.			
		doing interviews.	36	9	25.00
		giving opinions, suggestions,	36	7	19.44
		criticisms, and questions of			
		certain situation.			
		retelling stories.	36	6	16.67
		individual presentation.	36	1	2.78
		others.	36	0	0

Table 28 shows the students' preference in the speaking activities. Most of the respondents (61.11%) chose presenting dialogue in pairs and or doing a role play when they are learning speaking. Some of them chose having discussion in pairs or groups and describing images, objects, or people.

Table 29: **Procedure (Reading Activity)**

No.	Statements	Items	N	F	%
21.	From the list	answering questions based on	36	24	66.67
	below, the	the text in the form of			
	activity of	multiple choice.			
	reading	matching two statements	36	12	33.33
	which I most	based on the text.			
	prefer is	responding to true or false	36	10	27.78
		statements based on the text.			
		looking for information / key	36	10	27.78
		points in the text.			

No.	Statements	Items	N	F	%
		defining synonyms and	36	9	25.00
		antonyms of words in the			
		text.			
		determining the main idea of	36	4	11.11
		a paragraph.			
		answering questions based on	36	2	5.56
		the text in the form filling the			
		blanks or essay.			
		making a summary of a text.	36	0	0
		others.	36	0	0

Table 29 shows that answering questions based on the text in the form of multiple choice is the most preferred reading activity (66.67%). Some of the respondents also chose matching two statements based on the text as their preference. No respondents chose making summary of a text.

Table 30: Procedure (Writing Activity)

No.	Statements	Items	N	F	%
22.	From the list	arranging random sentences	36	17	47.22
	below, the	into a good paragraph.			
	activity of	writing stories (free writing).	36	14	38.89
	writing which	writing a story based on	36	13	36.11
	I most prefer	pictures, tables, graphs, etc.			
	is	completing the gaps of	36	11	30.56
		sentences.			
		revising paragraphs by using	36	7	19.44
		correct words, punctuation,			
		and exact capitalization.			
		writing a story based on a	36	4	11.11
		certain theme / topic.			
		rewriting the story with my	36	4	11.11
		own words (paraphrasing).			
		others.	36	0	0

The writing activity that is most chosen by majority of the respondents (47.22%) is arranging random sentences into a good

paragraph. Some of them also chose writing stories (free writing) as their preference in the writing activity and writing a story based on pictures, tables, graphs, etc. It can be seen from the result that most students want to write something freely on their own based on certain things, like pictures, tables, etc.

Table 31: **Procedure (Vocabulary Activity)**

No.	Statements	Items	N	F	%
23.	From the list	matching words with their	36	19	52.78
	below, the	definitions.			
	activity of	identifying types of words	36	17	37.22
	vocabulary	(nouns, verbs, adjectives,			
	mastery	adverbs, etc.).			
	which I most	doing crossword puzzles.	36	11	30.56
	prefer is	looking for synonyms and	36	11	30.56
		antonyms.			
		completing sentence gaps	36	9	25.00
		with the correct words.			
		grouping similar words	36	2	5.56
		(hyponymy and hypernymy).			
		others.	36	0	0

The most chosen option in the preference of vocabulary activity by the respondents is matching words with their definitions (52.78%). Identifying types of words (nouns, verbs, adjectives, adverbs, etc.) is the second highest chosen option. The less chosen option by the respondents is grouping similar words (hyponymy and hypernymy).

3. Setting

Settings means the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004: 70).

Table 32: **Setting (Leisure Time)**

No.	Statements	Items	N	F	%
24.	Leisure time	less than 3 hours.	36	28	77.78
	that I have to	no leisure time.	36	6	16.67
	learn English	about 3 hours.	36	2	5.56
	in a day is	more than 3 hours.	36	1	2.78

Table 32 shows the leisure time that the respondents have in a day to learn English. Most of them (77.78%) stated that their leisure time is less than 3 hours, while some others (16.67%) stated that they have no leisure time at all. This result indicates that students of SMK / SMF "INDONESIA" are very busy in their study. They almost have no time to do other activities beside studying at school.

Table 33: Setting (Effective Way)

No.	Statements	Items	N	F	%
25.	In my	learning assisted by teachers /	36	20	55.56
	opinion, the	instructors.			
	most	learning in groups (with or	36	17	47.22
	effective way	without tutor).			
	in helping me	learning equipped with	36	16	44.44
	to learn	necessary facilities (lesson			
	English is	books, computers, LCD			
		projectors, etc.)			
		individual learning.	36	5	13.89
		others.	36	0	0

The table above shows that most of the respondents (55.56%) chose learning assisted by teachers / instructors as the most effective way for them in learning English. The second highest chosen option is by learning in groups. The third highest chosen option is by learning equipped with necessary facilities (lesson books, computers, LCD

projectors, etc.). Only a few of them (13.89%) chose individual learning as the most effective way.

Table 34: Setting (Appropriate Language)

No.	Statements	Items	N	F	%
26.	Language	Bahasa Indonesia and	36	35	97.22
	that I think is	English.			
	appropriate in	only English.	36	1	2.78
	giving	only Bahasa Indonesia.	36	0	0
	instructions /	others.	36	0	0
	commands				
	and				
	explanations				
	in learning				
	English is				

The table above shows the appropriate language to be used in giving instructions / commands and explanations in learning English as stated by respondents. Almost all of the respondents (97.22%) chose both Bahasa Indonesia and English as the most appropriate language to be used in the learning activity, while one respondent chose only English.

Table 35: **Setting (Time)**

No.	Statements	Items	N	F	%
27.	Approximate	5-10 minutes.		13	36.11
	time that I	more than 15 minutes.	36	12	33.33
	need to work	10-15 minutes.	36	11	30.56
	on one	less than 5 minutes.	36	1	2.78
	activity in an				
	English				
	material book				
	in general is				

Table 35 shows the approximate time respondents usually spend in doing one activity in an Englsih material book. Most of them (36.11%)

usually spend 5-10 minutes, while some others (33.33%) usually spent more than 15 minutes. Only one respondent spends less than 5 minutes in doing it.

4. Learners' Role

Role means the part that the learners and teachers are expected to play in carrying out learning task as well as the social and interpersonal relationships between the participants. The following table presents the learner's role in learning English.

Table 36: Learners' Role

No.	Statements	Items	N	F	%
28.	The role of	an active participant who	36	12	33.33
	learner that I	responds to the explanation or			
	expect in	questions by the teacher.			
	English	an active participant, not just	36	12	33.33
	language	responding to the explanation			
	teaching and	and questions by the teachers,			
	learning	but also giving suggestions,			
	activities is	criticisms, and opinions to			
		teachers.			
		a listener, and then do what	36	9	25.00
		was ordered by the teacher.			
		a listener while the teacher	36	8	22.22
		explains to the class.			
		an active participant who is	36	8	22.22
		directly involved in activities			
		in both to the teacher and			
		classmates.			
		others.	36	0	0

Table 36 shows that most respondents want the role as an active participant who responds to the explanation or questions by the teacher and as an active participant, not just responding to the explanation and questions by the teachers, but also giving suggestions, criticisms, and

opinions to teachers. Both options got the higest percentage of 33.33%. Some of them want the role as a listener, and then do what was ordered by the teacher.

5. Teachers' Role

The following table presents the teachers' role in the teaching and learning process.

Table 37: Teachers' Role

No.	Statements	Items	N	F	%
29.	The role of	the one who gives the	36	16	44.44
	teacher that I	opportunity to discuss, and			
	expect in	openly ask and answer			
	English	questions.			
	language	the facilitator who helped	36	15	41.67
	teaching and	students learn in the			
	learning	classroom.			
	activities is	a motivator for the students to	36	15	41.67
		learn.			
		the center of teaching and	36	14	38.89
		learning in the classroom.			
		the one who gives	36	10	27.78
		suggestions, criticisms, and			
		opinions to the student.			
		others.	36	0	0

The most chosen option in the teachers' role by the respondents (44.44%) is as the one who gives the opportunity to discuss, and openly ask and answer questions.

2. The Interview Result

a. The Students' Interview

According to the interview with the students, the researcher found out that the students like the way their teacher teaches in the classroom.

They stated that the teacher does not only give explanation about theories of English language but also how to apply it in their daily lives. They were given the opportunity to practice their speaking and listening most of the time. Activities that are usually done in the classroom are having presentations, watching interactive videos, writing about something, or having discuccions. The students said that the teacher usually uses pieces of paper in the teaching and learning process.

Although it seems hard, speaking is most favorite activity for the students in the teaching and learning process. All of the interviewees said that they like it when it comes to speaking in English. One student said that a language should not only be written, but also be spoken. It helps them to practice what they have learned from the teacher and to motivate them in being brave to speak English confidently.

The students of grade eleven like English, even though they did not really like it previously, as stated by a student during the interview. They also understand that learning English is very important for their future. They will face different kinds of information when they continue their study in the university. They will also meet different kinds of people when they work in a pharmacy / drugstore, laboratory, hospital, or other pharmaceutical industries. That is why they need English to understand the words and terms related to pharmacy and also to be able to communicate in both oral and written form in their future study / work.

The researcher also asked the students whether the materials given by the teacher are appropriate for their field or not. They said that although the materials do not suit them, they help them understand general English. They also stated that the materials should be related to pharmacy field since there are a lot of English words and terms used in pharmacy but they could not find any in their books.

b. The Teacher's Interview

According to the interview with the teacher, the researcher found that the students, especially grade XI have positive attitude in learning English. The students are intereseted in learning English when the teacher stimulates them in doing so, for example speaking. When the teacher speaks English in front of the class, the students are usually interested. They will try to answer the questions given by the teacher orally. The teacher said that it challenges the students very much, while most of the students are curious-type ones. He said that the students have this enthusiastic feelings when he motivates them in the learning process. It all depends on the teacher.

The teacher said that the students achievement are mostly good, although he has not given any assessments because it is still in the early semester period. The achievement can be seen from the daily teaching and learning activities. He stated that most students are already good in English skills, although some still need improvements. The learning process integrates the four English skills; listening, speaking, reading and writing,

and also the three English knowledge; pronunciation, vocabulary, and grammar.

In the interview, the teacher said that the main problem of the students of grade eleven is the low mastery of vocabulary. The students still lack in understanding words and terms that are related to their field. It is because they are not continuously exposed to pharmacy-related materials. The teacher still uses the book "Get Along with English for Vocational School Grade XI Elemenetary Level". The English content of this book is still general and not related with pharmacy, mostly to tourism or hotel management. The teacher said that sometimes he modifies the materials in a more pharmacy-related topic, for example; a dialogue of a hotel receptionist and a customer in a hotel to a dialogue of a pharmacy technician and a patient, and many more. He also said that the school does not give him the books or materials that are pharmacy-related, while the students really need them.

In the end of the interview session, the teacher gave his opinion on how should materials be given to vocational high school students. He stated that the contents should be appropriate to each study programme, starting from the topics and the vocabulary.

3. The Course Grid

The next step after conducting needs analysis and analysing the results was developing the course grid as a guideline to plan and develop the first draft of the materials. The course grid was developed by following the

standard of competence basic competences of Curriculum 2006 for grade XI of Vocational High School. There are three units of materials developed by using the developed course grid. The developed course grid consists of the identity of the course grid, the number of the unit, the topics and titles of the unit, standard of competence, basic competences, achievement indicators, language focus (grammar, vocabulary), input text, and activities.

a. The Course Grid of Unit 1

The course grid of Unit 1 is derived from the basic competence "2.1 Comprehending simple daily conversation in the profesional and individual context with non-native speakers". The topic of this unit is daily conversations at the pharmacy and the title of the unit is "How much does the vitamin cost?" The topic and title shows that the unit focuses on the expressions of greeting and leave taking, doing transactions and bargaining, and descriptive texts about medicine. The focus of the grammar is modal verbs (*can & could*) and attributive adjectives.

b. The Course Grid of Unit 2

The course grid of Unit 2 is derived from the basic competences "2.1 Comprehending simple daily conversation in the profesional and individual context with non-native speakers" and "2.5 Expressing different kinds of intention". The topic of this unit is telephoning and showing sympathy and the title of the unit is "Could I speak to the pharmacist, please?" The topic and title shows that the unit focuses on the expressions

used in telephoning and showing sympathy, and comprehending telephone message. The focus of the grammar is reported speech.

c. The Course Grid of Unit 3

The course grid of Unit 3 is derived from the basic competences "2.5 Expressing different kinds of intention" and "2.6 Understanding simple instructions". The topic of this unit asking for and giving opinions; and dealing with complaints and the title of the unit is "I'd say that one's better." The topic and title shows that the unit focuses on the expressions used in asking for and giving opinions; and dealing with complaints. It also focuses on medicinal procedure texts. The focus of the grammar is modal verbs (*may & should*) and imperative sentences.

4. The Unit Design

After developing the course grid, the next step is designing the materials. The figure below shows the parts of each unit of the materials.

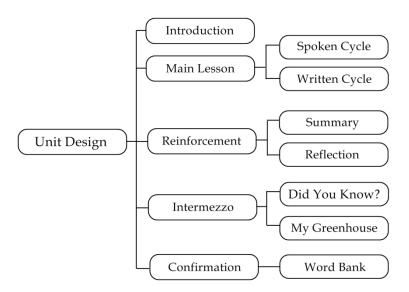


Figure 4: The Unit Design

Figure 4 above shows that each unit of the developed materials consists of five parts: introduction, main lesson, reinforcement, intermezzo, and confirmation. The first part of the unit which is introduction shows the title of the unit, brief explanation of the unit and also a warming up activity in each cycle. This part is expected to help students activate their schema related to the topics and make them ready to learn.

The second part is the main lesson which consists of two cycles: Spoken Cycle and Written Cycle. Each cycle consists of several tasks which are developed to help students achieve the goals in the basic competences of Curriculum 2006. Spoken Cycle or the first cycle of the main lesson provides the students with several tasks that will help them in enhancing their listening and speaking skills. They will listen to some recordings and try to comprehend conversations by answering questions. They will also create short dialogues in pairs to be later performed in front of the class as the final product of this cycle. The second cycle which is Written Cycle provides the students with several tasks that will help them in enhancing their reading and writing skills. It also starts with the warming up activity to help students prepare the following lesson. There will be examples of text based on the course grid that will be explained in this cycle. The students will later comprehend the text, answer questions, arrange words or sentences and finally make short text based on the situations given. The tasks in these cycles are related to the topic discussed both in the language and grammar focus.

The third part is the reinforcement which consists of *Summary* and *Reflection*. It will help students in recalling the memory of what they have learned in the unit and assessing their achievement by knowing their success and lack in learning the materials in the unit.

The next part of the unit is intermezzo that provides the students facts and information related to the Pharmacy Study Programme. The intermezzo has two corners, the first one which is *Did You Know?* gives information about medicine that is being discussed in the tasks, while the second one, *My Greenhouse* gives information about useful plants or herbal medicine that can be found around the students' environment. Both intermezzo corners are placed randomly in the unit.

The last part of the unit is confirmation that consists of *Word Bank*. It provides vocabulary list related to the topic in the unit to help the students find the meaning of specific words in Bahasa Indonesia and also help them in pronouncing those words by giving the phonetic transcriptions.

5. The First Draft of the Materials

There are three units in the developed materials. The design of each unit is based on the unit design elaborated in the Figure 4. The explanations of each unit are presented below.

a. Unit 1

Unit 1 is derived from basic competence "2.1 Comprehending simple daily conversation in the profesional and individual context with non-native speakers" and has the topic of daily conversations at the pharmacy.

In this unit, the students will learn the expressions in greeting and leave taking; and doing transactions and bargaining. They will also learn descriptive texts about medicine in this unit.

There are 29 tasks in total in Unit 1 which are divided into two cycle: spoken cycle and written cycle. There are 18 tasks provided in the spoken cycle and 11 tasks in written cycle. Each cycle starts with the warming up activity. The following table provides the description of the tasks of Unit 1.

Table 38: **The Descriptions of Tasks of Unit 1**

Task	Instruction	Description
	SPOK	EN CYCLE
1	Look at the picture below. Answer the following questions orally.	In this task, students are asked to observe the picture provided and answer the following questions related to the picture orally. This warming up activity is expected to help students activate their schemata of the topics they are going to learn in the cycle. Students are expected to be well prepared in learning the topics in the spoken cycle after finishing this task.
2	Put a tick on the expression that indicates greeting and leave taking. Take a look at the example.	In this task, students are given five expressions. They have to choose the ones that indicate greeting and leave taking. It aims to make students ready in learning the expressions related to the topic of the cycle.
3	Listen to the recording. Identify the expressions used in conversation and answer the following questions.	In this task, students are asked to listen to the recording while reading the conversation dialogue provided. The dialogue is given to help students observe the spoken language. Then, they are asked to answer the questions related to the dialogue. The questions are used to check the students' comprehension.

Task	Instruction	Description
4	Can you find the words	In this task, students are asked to check the
	below in Task 3? Later, you	given words from the previous task and
	will find them in the next	find the Indonesian words. Then, they are
	tasks. Find the Indonesian	asked to pronounce those words with the
	words of the English words	help of the phonetic transcriptions. This
	below. Study the	task focuses on students' vocabulary
	pronunciation.	enrichment and to practice pronunciation.
5	Listen to the recording in	In this task, students are asked to listen
	Task 3 again. Write T if the	again to the previous conversation and
	statement is true and F if	decide whether the statement is true or
	the statement is false.	false. This task also aims to help the
	Correct the false statements	students' in comprehending the
	based on what you hear on	conversation / spoken text.
	the recordings. Number one	-
	has been done for you.	
6	Listen to the recording in	In this task, students are asked to listen
	Task 3 again. Find the	again to the previous conversation and
	expressions of greeting and	find the expressions that are related to
	leave-taking and write them	greeting and leave taking. This task aims
	in the box below.	to check students understanding about the
		expressions or language features discussed
		in the unit.
7	Listen to the recording.	In this task, students are asked to listen to
	Number the charts below	the conversation and then decide the order
	orderly based on the	of the expressions spoken. This task aims
	expressions used by the	to check students listening skill and ability
	speakers. Then, share your	in identifying sentences in spoken text.
- 0	work with your classmates.	
8	Listen to the recording in	In this task, students are asked to listen to
	Task 7 again. Complete the	the recording again and choose the correct
	following dialogue with the	expression to fill the blanks in the
	sentences provided in the	conversation / dialogue. They are also
	box below. Then, act it out	expected to practice their speaking skill by
9	with your friend. Study the explanation	acting it out.
9	Study the explanation below. Repeat after your	In this task, students are asked to study the explanation of expressions of greeting and
	teacher in pronouncing the	leave taking. It aims to give them the
	1	
	expressions correctly.	opportunity to collect information related to language feature. They are also
		expected to practice their speaking skill by
		repeating the pronunciation after their
		teacher.
		touchor.

Task	Instruction	Description
10	Work in pairs. Make a short	In this task, students are expected to make
	dialogue by using the	a short dialogue by using the expressions
	expressions of greeting and	of greeting and leave taking in the
	leave taking in the previous	previous discussions to be later performed
	discussions. Act it out in	in front of the class with their friend. It
	front of the class. Look at	aims to give opportunity to the students in
	the example below.	practicing their speaking skills.
11	Read the dialogue in Task 3	In this task, students are asked to read the
	again. Find the expressions	dialogue in the conversation in Task 3 and
	and responses of doing	identify the expressions of doing
	transaction or bargaining	transaction or bargaining. Then they are
	and write them in the box	asked to write the expressions in the box
	below. After that, answer	and answer the following questions. They
	the following questions.	are expected to explore more about doing
	Discuss it with your	transaction or bargaining by answering the
	friends.	questions.
12	Work in pairs. Match the	In this task, students are asked to match
	expression on the left side	the expressions in doing transaction or
	with the suitable response	bargaining to the correct responses. It aims
	on the right side. Then,	to give students opportunity to explore
	report your answers to your	more about doing transaction or
	classmates.	bargaining by matching the expressions.
13	Study the explanation	In this task, students are asked to study the
	below. Discuss it with your	explanation of modal verbs (can and
	friends.	could). It aims to give them the
		opportunity to collect information related
		to grammar feature.
14	Work in pairs. Write short	In this task, students are asked to write
	sentences by using the	short sentences by using the given words
	words given below. Take a	related to the previous explanation. This
	look at the example. Then,	task aims to check students' understanding
	state the sentences clearly.	from the previous discussion.
15	Work in pairs. Listen to the	In this task, students are asked to listen to
	recordings and complete	the recording and complete the blanks of
	the dialogues below. Then,	the conversation / dialogue. It aims to
	practise with your partner.	check students' listening skill related to
	Number one has been done	the topic of doing transaction or
1.6	for you.	bargaining.
16	Study the explanation	In this task, students are asked to study the
	below. Discuss it with your friends.	explanation of expressions of doing
	menus.	transaction or bargaining. This task aims
		to give them the opportunity to collect information related to language feature.
		information related to language reature.

Task	Instruction	Description
18	Work in pairs. Complete the dialogues below with suitable expressions. You may look at the examples from previous discussions. After that, act it out in front of the class. Work in groups and make a role play based on the situation cards below. You can use the expressions of greeting and leave taking and also doing transaction and bargaining in the previous tasks. After that, perform in front of the class.	In this task, students are asked to complete the blanks in the dialogues by using their own expressions related to the previous discussions. It aims to check students' ability in creating dialogue based on the previous explanations to be later performed in front of the class. In this task, students are asked to work in groups and make a role play based on the given situations. This task is a free-guided task in which students perform or practice speaking independently on the topics that they have learned in the whole spoken cycle.
	WRIT	TEN CYCLE
19	Look at the picture below. Underline the adjectives in the box that describe the medicines you see in the picture and strikethrough the ones that do not describe the medicines. Look at the examples.	In this task, students are asked to observe the given picture and then underline the adjectives in the box that describe the medicines they see in the picture and strikethrough the ones that do not describe the medicines. This warming up activity is expected to help students activate their schemata of the topics they are going to learn in the cycle. Students are expected to be well prepared in learning the topics in the written cycle after finishing this task.
20	Look at the pictures in Task 19 again. Then, answer the following questions.	In this task, students are asked to answer the questions related to the picture in the previous task. It aims to make students ready in learning the topics in the cycle.
21	Read the text below and answer the following questions. Discuss it with your friends.	In this task, students are asked to read the given descriptive text about medicine and answer the questions. This task aims to to give students the opportunity to observe the language phenomenon that occurs in the text and comprehend the content of the text by answering the questions.

Task	Instruction	Description
22	Read the text in Task 21 again. Find the adjective words written and find the Indonesian words. Write them in the table below.	In this task, students are expected to read again the text in Task 21 and then find the adjective words from the text. They are also asked to write them in the box and find the Indonesian words. This task aims to activate students' schemata about adjective that will be later discussed in the cycle.
23	Study the explanation about attributive adjectives below.	In this task, students are asked to study the explanation of attributive adjectives. This task aims to give the students the opportunity to collect information related to grammar feature.
24	Look at the pictures below. Write the suitable attributive adjectives for each picture and find the meaning in Bahasa Indonesia. Share your answers with your friends. Number one has been done for you.	In this task, students are asked to look at the given pictures and write the suitable attributive adjectives and find the meaning in Bahasa Indonesia. This task aims to check students understanding of the previous discussion and practice their writing skill.
25	Study the explanation of descriptive text below.	In this task, students are asked to study the explanation of descriptive text. This task aims to give the students the opportunity to collect information related to language feature.
26	Study the descriptive text below. Determine the generic structures.	In this task, students are asked to read the descriptive text about medicine and determine the generic structures of it. This task aims to check their understanding from the previous discussion.
27	Read the following jumbled sentences. Rearrange them into a good descriptive paragraph. Share your work with your friends.	In this task, students are asked read the given jumbled sentences and rearrange them into a good descriptive paragraph. This task aims to make students exercise in making a good description.
28	Look at the pictures below. Complete the descriptions of each product. You may look for additional information on the internet or by asking your teacher.	In this task, students are asked to observe the given pictures about medicine products and complete the characteristics description of each product. This task aims to help students give them guidance before they write a descriptive text.

Task	Instruction	Description
29	Choose one product from	In this task, students are asked to write a
	the pictures in Task 28.	short descriptive text by referring to the
	Write a simple descriptive	information in the previous task. It aims to
	text based on its	give them free practice after learning the
	characteristics and use. Ask	topics that they have learned in the whole
	your teacher if you have	written cycle.
	difficulties.	-

b. Unit 2

Unit 2 is derived from basic competence "2.1 Comprehending simple daily conversation in the profesional and individual context with non-native speakers" and "2.5 Expressing different kinds of intention". In this unit, the students will learn the expressions used in telephoning and in showing sympathy. They will also learn telephone message in this unit.

There are 24 tasks in total in Unit 2 which are divided into two cycle: spoken cycle and written cycle. There are 18 tasks provided in the spoken cycle and 6 tasks in written cycle. Each cycle starts with the warming up activity. The following table provides the description of the tasks of Unit 2.

Table 39: The Descriptions of Tasks of Unit 2

Task	Instruction	Description
	SPOK	KEN CYCLE
1	Look at the picture below. Answer the following questions orally.	In this task, students are asked to observe the picture provided and answer the following questions related to the picture orally. This warming up activity is expected to help students activate their schemata of the topics they are going to learn in the cycle. Students are expected to be well prepared in learning the topics in the spoken cycle after finishing this task.

Task	Instruction	Description
2	Put a tick on the expression that is often used in telephoning. Take a look at the example.	In this task, students are given five expressions. They have to choose the ones that is often used in telephoning. It aims to make students ready in learning the expressions related to the topic of the cycle.
3	Listen to the recording. Identify the expressions used in conversation and answer the following questions.	In this task, students are asked to listen to the recording while reading the conversation dialogue provided. The dialogue is given to help students observe the spoken language. Then, they are asked to answer the questions related to the dialogue. The questions are used to check the students' comprehension.
4	Listen to the recording in Task 3 again. Write T if the statement is true and F if the statement is false. Correct the false statements based on what you hear on the recordings. Number one has been done for you.	In this task, students are asked to listen again to the previous conversation and decide whether the statement is true or false. This task aims to help the students' in comprehending the conversation / spoken text.
5	Can you find the words below in Task 3? Later, you will find them in the next tasks. Find the Indonesian words of the English words below. Study the pronunciation.	In this task, students are asked to check the given words from the previous task and find the Indonesian words. Then, they are asked to pronounce those words with the help of the phonetic transcriptions. This task focuses on students' vocabulary enrichment and to practice pronunciation.
6	Listen to the recording in Task 3 again. Find the expressions and responses used in telephoning and write them in the box below.	In this task, students are asked to listen again to the previous conversation and find the expressions that are related to telephoning. This task aims to check students understanding about the expressions or language features discussed in the unit.
7	Listen to the recording. Complete the following dialogue with the words provided in the box below. Then, act it out with your friend.	In this task, students are asked to listen to the recording and choose the correct word to fill the blanks in the conversation / dialogue. They are also expected to practice their speaking skill by acting it out.

Task	Instruction	Description	
8	Study the explanation below. Repeat after your teacher in pronouncing the expressions correctly.	In this task, students are asked to study the explanation of expressions used in telephoning. It aims to give them the opportunity to collect information related to language feature. They are also expected to practice their speaking skill by repeating the pronunciation after their teacher.	
9	Listen to the recordings. Complete the missing sentences of the conversations below from the list provided. Act it out with your desk mate. Number one has been done for you.	In this task, students are asked to listen to the recording and choose the correct expression to complete the missing sentences in the conversation / dialogue. They are also expected to practice their speaking skill by acting it out.	
10	Work in pairs. Make a short dialogue by using the expressions used in telephoning in the previous tasks. Make sure you use the points below. After that, act it out in front of the class.	In this task, students are expected to make a short dialogue by using the expressions used in telephoning in the previous tasks to be later performed in front of the class with their friend. This task aims to give opportunity to the students in practicing their speaking skills.	
11	Read the dialogue in Task 3 again. Find the expressions used in expressing sympathy and write them in the box below. After that, answer the following questions. Discuss it with your friends.	In this task, students are asked to read the dialogue in the conversation in Task 3 and identify the expressions used in expressing sympathy. Then they are asked to write the expressions in the box and answer the following questions. They are expected to explore more about expressions used in expressing sympathy by answering the questions.	
12	Below are some words that you will find in the next tasks. Find the Indonesian words of these words. Study the pronunciation.	In this task, students are asked to find the Indonesian words of the English words given. Then, they are asked to pronounce those words with the help of the phonetic transcriptions. This task focuses on students' vocabulary enrichment and to practice pronunciation.	
13	Study the explanation below. Discuss it with your friends.	In this task, students are asked to study the explanation of reported speech. This task aims to give them the opportunity to collect information related to grammar feature.	

Task	Instruction	Description	
14	Listen to the recordings. Complete the sentences below in reported speech. Number one has been done for you.	In this task, students are asked to listen to the recordings of direct speeches to be later transformed into reported speeches. This task aims to enhance students' listening skills and to check students' understanding of reported speech by giving them exercise.	
15	Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number one has been done for you.	In this task, students are asked to listen to the recording and complete the blanks of the conversation / dialogue. It aims to check students' listening skill related to the topic of showing sympathy.	
16	Study the explanation below. Discuss it with your friends.	In this task, students are asked to study the explanation of expressions used in showing sympathy. This task aims to give them the opportunity to collect information related to language feature.	
17	Work in pairs. Complete the dialogues below with suitable expressions. You may look at the examples from previous discussions. After that, act it out in front of the class.	In this task, students are asked to complete the blanks in the dialogues by using their own expressions related to the previous discussions. It aims to check students ability in creating dialogue based on the previous explanations to be later performed in front of the class.	
18	Work in groups and make a role play based on the situation cards below. You can use the expressions used in telephoning and showing sympathy in the previous tasks. After that, perform in front of the class.		
10		TEN CYCLE	
19	Read the text below and answer the following questions. Discuss it with your friends.	In this task, students are asked to read the given telephone message. This task aims to give students the opportunity to observe the language phenomenon that occurs in the text and comprehend the content of the text by answering the questions. This warming up activity is expected to help students activate their schemata of the topics they are going to learn in the cycle.	
L		(continued)	

Task	Instruction	Description
20	Read the following	In this task, students are asked to complete
	telephone message.	the blanks in the telephone message by
	Complete it by using the	using the information provided in the box.
	information provided in the	This task aims to help students explore the
	box. You may look at the	language features in a telephone message.
	example on the previous	
21	task.	
21	Read the telephone	In this task, students are asked to read
	message in task 20 again.	again the telephone message that they
	Write T if the statement is	have finished in the previous task and
	true and F if the statement is false. Do not forget to	decide whether the statement is true or false. This task aims to check students
	correct the false statements.	comprehension on the telephone message.
22	Study the explanation about	In this task, students are asked to study the
22	telephone message below.	explanation of telephone message. This
	terephone message below.	task aims to give the students the
		opportunity to collect information related
		to language feature.
23	Read the following	In this task, students are expected to read
	conversation between Santi	the conversation given (adapted from Task
	Hadi and a pharmacy	3) and then write a proper telephone
	technician (PT) adapted	message based on the conversation. This
	from Task 3. Write the	task aims to help students practice writing
	proper telephone message.	telephone message based on context.
24	Read the following	In this task, students are asked to write a
	situations below. Choose	telephone message based on the given
	one and make your	situations. It aims to give them free
	telephone message. You	practice after learning the topics that they
	may look at the telephone messages on the previous	have learned in the whole written cycle. This task also aims to check students
	tasks.	understanding of the previous discussion
	tasks.	and practice their writing skill.
		and practice their writing skin.

c. Unit 3

Unit 3 is derived from basic competences "2.5 Expressing different kinds of intention" and "2.6 Understanding simple instructions". In this unit, the students will learn the expressions used in asking for and giving opinions; and dealing with complaints. They will also learn procedure text about medicine in this unit.

There are 31 tasks in total in Unit 3 which are divided into two cycle: spoken cycle and written cycle. There are 21 tasks provided in the spoken cycle and 10 tasks in written cycle. Each cycle starts with the warming up activity. The following table provides the description of the tasks of Unit 3.

Table 40: The Descriptions of Tasks of Unit 3

Task	Instruction	Description
	SPOK	EN CYCLE
1	Look at the picture below. Answer the following questions orally.	In this task, students are asked to observe the picture provided and answer the following questions related to the picture orally. This warming up activity is expected to help students activate their schemata of the topics they are going to learn in the cycle. Students are expected to be well prepared in learning the topics in the spoken cycle after finishing this task.
2	Put a tick on the expression that is often used in giving opinions. Take a look at the example.	In this task, students are given five expressions. They have to choose the ones that is often used in giving opinions. This task aims to make students ready in learning the expressions related to the topic of the cycle.
3	Listen to the recording. Identify the expressions used in conversation and answer the following questions.	In this task, students are asked to listen to the recording while reading the conversation dialogue provided. The dialogue is given to help students observe the spoken language. Then, they are asked to answer the questions related to the dialogue. The questions are used to check the students' comprehension.
4	Listen to the recording in Task 3 again. Write T if the statement is true and F if the statement is false. Correct the false statements based on what you hear on the recordings. Number one has been done for you.	In this task, students are asked to listen again to the previous conversation and decide whether the statement is true or false. This task aims to help the students' in comprehending the conversation / spoken text.

Task	Instruction	Description
5	Listen to the recording in	In this task, students are asked to listen
	Task 3 again. Find the	again to the previous conversation and
	expressions of asking for	find the expressions that are related to
	and giving opinions and	asking for and giving opinions. This task
	write them in the box	aims to check students understanding
	below.	about the expressions or language features
		discussed in the unit.
6	Complete the conversation	In this task, students are asked to choose
	below by using the words	the correct word to fill the blanks in the
	provided in the box. Then,	conversation / dialogue. They are also
	share your work with your	expected to practice their speaking skill by
	classmates. Act it out in	acting it out.
	front of the class with your friends.	
7	Study the explanation	In this task, students are asked to study the
_ ′	below. Repeat after your	explanation of expressions used in asking
	teacher in pronouncing the	for and giving opinions. It aims to give
	expressions correctly.	them the opportunity to collect
	J	information related to language feature.
		They are also expected to practice their
		speaking skill by repeating the
		pronunciation after their teacher.
8	Listen to the recordings and	In this task, students are asked to listen to
	choose which response you	the recording and choose the response that
	hear.	they hear. This task aims to check
		students' listening skill.
9	Below are some words	In this task, students are asked to find the
	taken from Task 7. Find the	Indonesian words of the English words
	Indonesian words of these words. Study the	given. Then, they are asked to pronounce
	3	those words with the help of the phonetic transcriptions. This task focuses on
	pronunciation.	students' vocabulary enrichment and to
		practice pronunciation.
10	Study the explanation	In this task, students are asked to study the
	below. Discuss it with your	explanation of modal verbs (<i>must</i> and
	friends.	should). This task aims to give them the
		opportunity to collect information related
		to grammar feature.
11	Listen to the recordings.	In this task, students are asked to listen to
	Write down must/must not	the recording and write must/must not or
	or should/should not based	should/should not based on what they
	on what you hear. Number	hear. This task aims to check students'
	one has been done for you.	listening skill.

Task	Instruction	Description
12	Work in pairs. Make a short	In this task, students are expected to make
	dialogue on how to ask for	a short dialogue by using the expressions
	and give opinions and act it	of asking for and giving opinions in the
	out in front of the class.	previous discussions to be later performed
	You can use the	in front of the class with their friend. It
	expressions in the previous	aims to give opportunity to the students in
	discussions. Look at the	practicing their speaking skills.
	example below.	
13	Read the dialogue on Task	In this task, students are asked to read the
	3 again. Find the	dialogue in the conversation in Task 3 and
	expressions of dealing with	identify the expressions used in dealing
	complaints (underlined	with complaints. Then they are asked to
	sentences) and write them in the box below. After	write the expressions in the box and
	that, answer the following	answer the following questions. They are expected to explore more about
	questions.	expressions used in dealing with
	questions.	complaints by answering the questions.
14	Look at the pictures of	In this task, students are asked to observe
	medicine related problems	the pictures of medicine related problems
	below. Match the pictures	and match the pictures with their names
	with their names correctly.	correctly. This task aims to give them the
	Number one has been done	opportunity to collect information related
	for you.	to terms that they will use later in the
		cycle.
15	Write the expressions in	In this task, students are asked to write the
	responding to complaints	expressions in responding to complaints
	based on your experiences.	based on their experiences. This task aims
	Take a look at the example.	to make students well prepared in learning
	Say it correctly and practice	the topics they are going to learn in the
	with your partner.	cycle.
16	Work in pairs. Listen to the	In this task, students are asked to complete
	recordings and complete	the blanks in the dialogues by using their
	the dialogues below. Then,	suitable words related to the previous
	practise with your partner.	discussions. This task aims to check
	Number one has been done	students' ability in creating dialogue based
	for you.	on the previous explanations to be later
		performed in front of the class.
17	Study the explanation	In this task, students are asked to study the
	below. Repeat after your	explanation of expressions used in dealing
	teacher in pronouncing the	with complaints. This task aims to give
	expressions correctly.	them the opportunity to collect
		information related to language feature.
		They are also expected to practice their
		speaking skill.

Task	Instruction	Description
18	Find the Indonesian words	In this task, students are asked to find the
	of the English words below. Study the pronunciation.	Indonesian words of the English words given. Then, they are asked to pronounce
	Study the pronunctation.	those words with the help of the phonetic
		transcriptions. This task focuses on
		students' vocabulary enrichment and to
19	Below are some parts of	practice pronunciation. In this task, students are asked to complete
19	speech that you are going to	the table with parts of speech and
	find in Task 20. Complete	Indonesian words and then pronounce the
	the table below and then	English words. This task focuses on
	pronounce the English	students' vocabulary enrichment and to
	words. Do it in pairs and ask your partner to check	practice pronunciation.
	your pronunciation.	
20	You will listen to a	In this task, students are asked to answer
	conversation containing	the following questions according to the
	some expressions of dealing with complaints	conversation that they hear. This task aims to check students' understanding on the
	from the customers and also	conversation related to dealing with
	asking for and giving	complaints from the customers and also
	opinions about medicine.	asking for and giving opinions about
	Listen carefully and answer	medicine that they have learned.
	the following questions according to the	
	conversation.	
21	Work in groups and make a	In this task, students are asked to work in
	role play based on the	groups and make a role play based on the
	situation cards below. You can use the expressions of	given situations. This task is a free-guided task in which students perform or practice
	asking for and giving	speaking independently on the topics that
	opinions and dealing with	they have learned in the whole spoken
	complaints in the previous	cycle.
	tasks. After that, perform in front of the class.	
		TEN CYCLE
22	Look at the picture below.	In this task, students are asked to observe
	Match each picture with the	the picture provided and match each
	correct word. Number one has been done for you.	picture with the correct word provided in the box. This warming up activity is
	nas occii done foi you.	expected to help students activate their
		schemata of types of medicine that they
		are probably going to find in the cycle.
		Students are expected to be well prepared in learning
		in learning.

Task	Instruction	Description
23	Look at the picture in ask 22. Then, answer the following questions.	In his task, students are asked to observe the picture in the previous task and then answer the questions. This task aims to make students ready in learning the topics in the cycle.
24	Read the text on how to use inhaler below and answer the following questions. Discuss it with your friends.	In this task, students are asked to read the given procedure text. This task aims to give students the opportunity to observe the language phenomenon that occurs in the text and comprehend the content of the text by answering the questions.
25	Find the verb and noun words written on the text on Task 24. Write them in the table below.	In this task, students are asked to find the verb and noun words written on the text on previous task and write them in the table. This task aims to help students in collecting information related to grammar feature.
26	Study the explanation about procedure text below. Read the text in Task 24 again and answer the following questions.	In this task, students are asked to study the explanation of procedure text. This task aims to give the students the opportunity to collect information related to language feature and to check their comprehension of the explanation by answering the questions.
27	Study the explanation about imperative sentences below. Discuss it with your friends.	In this task, students are asked to study the explanation of imperative sentences. This task aims to give them the opportunity to collect information related to grammar feature.
28	Arrange these jumbled words into correct imperative sentences.	In this task, students are asked to arrange the jumbled words into correct imperative sentences. This task aims to help students in practicing their writing skill based on the previous discussion.
29	Make short imperative sentences with the words given below. Work in pairs.	In this task, students are asked to make short imperative sentences with the words given. This task is a free guided task to help students in practicing their writing skill based on the previous discussion.
30	Arrange the sentences below into a good medicine manual on how to use a sterile eye drop. Pay attention to the pictures given.	In this task, students are asked to arrange the jumbled sentences given into a good medicine manual. This task aims to help students in making a good procedure text in the correct order.

Task	Instruction	Description
31	Find a manual about how to use certain types of medicine or medical treatment. Make a short	In this task, students are asked to work in groups and find a manual of certain medicines. They are also asked to make a short summary by listing the steps used in the text. This task is a free task to help students explore more about the topic and

6. The Materials Evaluation (Expert Judgement)

The next step after developing the materials was the materials evaluation or the expert judgement. The materials evaluation was conducted by distributing questionnaire to the expert. It was made based on *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* Year 2011. There were four aspects in the questionnaire which are: the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the layout.

The expert who evaluated the materials is Mrs. Ella Wulandari, M.A.. She is a M.A. (Master of Arts) graduate of University of Canberra and a lecturer in the English Education Department of State University of Yogyakarta. She specialised in the field of Teaching English as a Foreign Language or TEFL and has been teaching for more than 10 years. By looking at the experience and expertise of the expert, the suggestions given are considered to be valid.

- a. The Results of the Expert Judgement and Revision of Unit 1
 - 1) The Results of the Expert Judgement

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. The table below shows the results of the questionnaire of the appropriateness of the content of Unit 1.

Table 41: The Appropriateness of the Content of Unit 1

No	Items	Score
1	The developed materials are in accordance with	4
	Standard of Competences and Basic Competences	
	in Curriculum 2006 for Grade XI of vocational high	
	schools.	
2	The developed materials are developed based on the	3
	course grid.	
3	The topics developed in the materials are relevant	3
	with the grade XI students of pharmacy study	
	programme's daily life.	
4	The materials cover texts and conversations which	4
	are relevant with the field of pharmacy.	4
5	The developed materials cover the explanation of	4
	the structure of texts.	3
6	The developed materials cover the explanation of the social	3
	functions of texts.	
7	The developed materials cover the explanation of	4
,	linguistics	4
	features of texts.	
8	The developed materials cover vocabulary learning	3
	tasks which are relevant with the requirement of the	S
	curriculum.	
9	The developed materials cover pronunciation	3
	learning tasks which are relevant with the	
	requirement of the curriculum.	
10	The materials cover learning tasks that help	3
	students to develop their communicative	
	competence in spoken and written language.	
	Mean	3.4

Table 41 shows that the mean value of the appropriateness of the content of Unit 1 is 3.4. This value is in the range of $3.25 \le X \le 4.00$ which is categorized as "Very Good".

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language. The table below shows the results of the questionnaire of the appropriateness of the language of Unit 1.

Table 42: The Appropriateness of the Language of Unit 1

No	Items	Score
11	The language used in the developed materials is	3
	appropriate with the students' cognitive	
	development.	
12	The language used in the developed materials is	3
	grammatically correct.	
13	The language used in the developed materials is	3
	understandable and comprehensible for the	
	students.	
14	The language used in the developed materials is	3
	appropriate with the students' linguistic	
	development.	
15	The developed materials represent cohesiveness and	3
	coherence in every unit, sub unit, paragraph, and	
	sentences.	
16	The developed materials use the correct spellings.	3
17	The developed materials use a language variation	3
	consistently.	
	Mean	3

Table 42 shows that the mean value of the appropriateness of the language of Unit 1 is 3. This value is in the range of $2.50 \le X \le 3.24$ which is categorized as "Good".

c) The Appropriateness of the Presentation

The third aspect to be evaluated was the appropriateness of the presentation. The table below shows the results of the questionnaire of the appropriateness of the presentation of Unit 1.

Table 43: The Appropriateness of the Presentation of Unit 1

No	Items	Score
18	The developed materials are in accordance with the learning steps in Curriculum 2006.	3
19	The developed materials are arranged in accordance with the characteristics of communicative language learning.	3
20	The developed materials are arranged from guided tasks and gradually move to the free production tasks.	3
21	The developed materials are arranged systematically from easy tasks and gradually move to more difficult tasks.	3
22	The developed materials cover activities which focus on linguistic features and those which focus on communicative tasks.	4
23	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and other people.	4
24	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	3
25	The developed materials encourage students to have self-awareness to identify their success and lack in the learning process.	3
26	The developed materials cover learning objectives, summary, and reflection.	4
27	The developed materials cover intermezzo which is relevant with the learning process.	4
	Mean	3.4

Table 43 shows that the mean value of the appropriateness of the presentation of Unit 1 is 3.4. This value is in the range of $3.25 \le X \le 4.00$ which is categorized as "Very Good".

d) The Appropriateness of the Layout

The last aspect to be evaluated was the appropriateness of the layout. The table below shows the results of the questionnaire of the appropriateness of the layout of Unit 1.

Table 44: The Appropriateness of the Layout of Unit 1

No	Items	Score
28	The developed materials are printed on ISO-	4
	standardized size paper (A4, A5, and B5).	
29	The placement of title, texts, illustrations, picture	4
	captions and page number are proportional.	
30	The developed materials use appropriate variation	4
	of fonts.	
31	The use of font variation (bold, italic, underline,	4
	capitalization) is proportional.	
32	The illustrations and graphic designs in the	4
	developed materials are aesthetic and functional.	
33	The illustrations in the developed materials help to	4
	clarify the presentation of the materials.	
34	The developed materials use normal space.	3
35	The overall visual design of the developed materials	4
	is interesting.	
	Mean	3.87

Table 44 shows that the mean value of the appropriateness of the layout of Unit 1 is 3.87. This value is in the range of $3.25 \le X \le 4.00$ which is categorized as "Very Good".

2) Revisions of Unit 1

The revisions of Unit 1 of the developed materials deal with task sequence in the spoken cycle activity and some grammatical mistakes. The expert suggested that there should be a pre-listening activity in the spoken cycle. Hence, the writer adjusted the sequence of the tasks. The expert also suggested that there should be references in tasks

dealing with language or grammar explanation. The following table describes the revisions of unit one of the developed materials.

Table 45: The Revisions of Unit 1

Parts of the Unit	Points to Revise	Revisions	
Introduction	The picture used in the cover of	Change the picture	
	the unit resembles non- English	with the suitable	
	speaking country.	one.	
Task 1	No revision	No revision	
Task 2	No revision	No revision	
Task 3	This task's sequence should be	Changing the	
	changed with Task 4 so that	sequence with Task	
	there will be a pre-listening	4 and becomes Task	
	activity.	4.	
Task 4	This task should be placed	Changing the	
	before the listening activity in	sequence with Task	
	Task 3 as a pre-listening task.	3 and becomes Task	
		3.	
Task 5	No revision	No revision	
Task 6	No revision	No revision	
Task 7	No revision	No revision	
Task 8	No revision	No revision	
Task 9	There is no reference / source of	Write the reference /	
	the expressions in the	source of the	
	explanation	expressions.	
Task 10	A grammatical mistake in the	Revising the	
	sentence, "I'm going to buy	sentence into "I'm	
	some medicines. I really need it	going to buy some	
	now."	medicines. I really	
T 1 11	A	need them now."	
Task 11	A grammatical mistake in the	Revising the	
	sentence, "Discuss it with your	sentence into	
	friends."	"Discuss them with	
Tools 12	No revision	your friends."	
Task 12	No revision	No revision	
Task 13	No revision	No revision	
Task 14 Task 15	No revision No revision	No revision	
Task 15	There is no reference / source of	No revision Write the reference /	
Task 10	the expressions in the	source of the	
	explanation	expressions.	
Task 17	No revision	No revision	
1 ask 1 /	INO IEVISIOII	INO TEVISION	

(continued)

(continued)

Parts of the Unit	Points to Revise	Revisions	
Task 18	No revision	No revision	
Task 19	Replace the word "strikethrough" in the instruction to a more understandable one.	Replacing the word "strikethrough" into "cross out".	
Task 20	Add more relatable questions to the task.	Adding questions suggested by the expert.	
Task 21	No revision	No revision	
Task 22	No revision	No revision	
Task 23	There is no example sentence taken from the main text.	Put an example sentence taken from the main text.	
Task 24	No revision	No revision	
Task 25	No revision	No revision	
Task 26	No revision	No revision	
Task 27	Put boxes and make the task into sequencing sentences by numbers.	Putting boxes and change the instruction into sequencing sentences by numbers.	
Task 28	The pictures are too small. The information written in the picture cannot be read clearly.	Deleting two pictures so there is more space to make the remaining pictures bigger and the information can be seen clearly.	
Task 29	No revision	No revision	

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

1) The Results of the Expert Judgement

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. The table below shows the results of the questionnaire of the appropriateness of the content of Unit 2.

Table 46: The Appropriateness of the Content of Unit 2

No	Items	Score
1	The developed materials are in accordance with	4
	Standard of Competences and Basic Competences	
	in Curriculum 2006 for Grade XI of vocational high	
	schools.	
2	The developed materials are developed based on the	3
	course grid.	
3	The topics developed in the materials are relevant	3
	with the grade XI students of pharmacy study	
	programme's daily life.	
4	The materials cover texts and conversations which	4
	are relevant with the field of pharmacy.	4
5	The developed materials cover the explanation of	4
	the structure of texts.	4
6	The developed materials cover the explanation of	4
	the social	
	functions of texts.	4
7	The developed materials cover the explanation of	4
	linguistics features of texts.	
8		3
0	The developed materials cover vocabulary learning tasks which are relevant with the requirement of the	3
	curriculum.	
9	The developed materials cover pronunciation	3
	learning tasks which are relevant with the	3
	requirement of the curriculum.	
10	The materials cover learning tasks that help	3
	students to develop their communicative	
	competence in spoken and written language.	
	Mean	3.5

Table 46 shows that the mean value of the appropriateness of the content of Unit 2 is 3.5. This value is in the range of $3.25 \le X \le 4.00$ which is categorized as "Very Good".

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language. The table below shows the results of the questionnaire of the appropriateness of the language of Unit 2.

Table 47: The Appropriateness of the Language of Unit 2

No	Items	Score
11	The language used in the developed materials is	3
	appropriate with the students' cognitive	
	development.	
12	The language used in the developed materials is	3
	grammatically correct.	
13	The language used in the developed materials is	3
	understandable and comprehensible for the	
	students.	
14	The language used in the developed materials is	3
	appropriate with the students' linguistic	
	development.	
15	The developed materials represent cohesiveness and	3
	coherence in every unit, sub unit, paragraph, and	
	sentences.	
16	The developed materials use the correct spellings.	3
17	The developed materials use a language variation	3
	consistently.	
	Mean	3

Table 47 shows that the mean value of the appropriateness of the language of Unit 2 is 3. This value is in the range of $2.50 \le X \le 3.24$ which is categorized as "Good".

c) The Appropriateness of the Presentation

The third aspect to be evaluated was the appropriateness of the presentation. The table below shows the results of the questionnaire of the appropriateness of the presentation of Unit 2.

Table 48: The Appropriateness of the Presentation of Unit 2

No	Items	Score
18	The developed materials are in accordance with the learning steps in Curriculum 2006.	3
19	The developed materials are arranged in accordance	3
	with the characteristics of communicative language learning.	
20	The developed materials are arranged from guided	3
	tasks and	
	gradually move to the free production tasks.	
21	The developed materials are arranged systematically from easy tasks and gradually move	3
	to more difficult tasks.	
22	The developed materials cover activities which	4
	focus on linguistic features and those which focus	
	on communicative tasks.	
23	The learning activities in the developed materials	3
	encourage learners to actively interacting in English	
	with classmates, teachers, and other people.	
24	The learning activities in the developed materials	3
	encourage students have creative and critical	
	communication in spoken and written language.	
25	The developed materials encourage students to have	4
	self-awareness to identify their success and lack in	
-	the learning process.	
26	The developed materials cover learning objectives,	4
27	summary, and reflection.	4
27	The developed materials cover intermezzo which is	4
	relevant with the learning process.	3.4
	Mean	3.4

Table 48 shows that the mean value of the appropriateness of the presentation of Unit 2 is 3.4. This value is in the range of $3.25 \le X \le 4.00$ which is categorized as "Very Good".

d) The Appropriateness of the Layout

The last aspect to be evaluated was the appropriateness of the layout. The table below shows the results of the questionnaire of the appropriateness of the layout of Unit 2.

Table 49: The Appropriateness of the Layout of Unit 2

No	Items	Score
28	The developed materials are printed on ISO-	4
	standardized size paper (A4, A5, and B5).	
29	The placement of title, texts, illustrations, picture	4
	captions and page number are proportional.	
30	The developed materials use appropriate variation	4
	of fonts.	
31	The use of font variation (bold, italic, underline,	4
	capitalization) is proportional.	
32	The illustrations and graphic designs in the	4
	developed materials are aesthetic and functional.	
33	The illustrations in the developed materials help to	4
	clarify the presentation of the materials.	
34	The developed materials use normal space.	3
35	The overall visual design of the developed materials	4
	is interesting.	
	Mean	3.87

Table 49 shows that the mean value of the appropriateness of the layout of Unit 2 is 3.87. This value is in the range of $3.25 \le X \le 4.00$ which is categorized as "Very Good".

2) Revisions of Unit 2

The revisions of Unit 2 of the developed materials still deal with task sequence in the spoken cycle activity and few grammatical mistakes in the instructions. The writer adjusted the sequence of the tasks and put a pre-listening activity in the spoken cycle as suggested by the expert. The following table describes the revisions of Unit 2 of the developed materials.

Table 50: The Revisions of Unit 2

Parts of the	Points to Revise	Revisions	
Unit			
Introduction	No revision	No revision	
Task 1	No revision	No revision	
Task 2	No revision	No revision	
Task 3	This task's sequence should be	Changing the	
	changed with Task 4 so that	sequence with Task	
	there will be a pre-listening activity.	4 and becomes Task 4.	
Task 4	This task's sequence should be	Changing the	
	changed with Task 5 to adjust	sequence with Task	
	the suitable sequence.	5 and becomes Task 5.	
Task 5	This task should be placed	Changing the	
	before the listening activity in	sequence with Task	
	Task 3 as a pre-listening task.	3 and becomes Task 3.	
Task 6	No revision	No revision	
Task 7	No revision	No revision	
Task 8	No revision	No revision	
Task 9	A grammatical mistake in the	Revising the	
	instruction, "Act <u>it</u> out"	instruction into "Act	
		them out"	
Task 10	No revision	No revision	
Task 11	No revision	No revision	
Task 12	No revision	No revision	
Task 13	No revision	No revision	
Task 14	No revision	No revision	
Task 15	No revision	No revision	
Task 16	There is no reference / source of	Writing the	
	the expressions in the	reference / source of	
	explanation	the expressions.	
Task 17	No revision	No revision	
Task 18	No revision	No revision	
Task 19	No revision	No revision	
Task 20	No revision	No revision	
Task 21	No revision	No revision	
Task 22	No revision	No revision	
Task 23	No revision	No revision	
Task 24	Omit the word "her" in the	Omitting the word	
	sentence "to send her the	"her" in the	
	documents of Mr. Wibisono's	sentence.	
	medication to"		

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

1) The Results of the Expert Judgement

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. The table below shows the results of the questionnaire of the appropriateness of the content of Unit 3.

Table 51: The Appropriateness of the Content of Unit 3

No	Items	Score
1	The developed materials are in accordance with	4
	Standard of Competences and Basic Competences	
	in Curriculum 2006 for Grade XI of vocational high	
	schools.	
2	The developed materials are developed based on the	3
	course grid.	
3	The topics developed in the materials are relevant	3
	with the grade XI students of pharmacy study	
	programme's daily life.	
4	The materials cover texts and conversations which	4
	are relevant with the field of pharmacy.	
5	The developed materials cover the explanation of	4
	the structure of texts.	
6	The developed materials cover the explanation of	4
	the social	
	functions of texts.	
7	The developed materials cover the explanation of	4
	linguistics	
	features of texts.	
8	The developed materials cover vocabulary learning	3
	tasks which are relevant with the requirement of the	
	curriculum.	
9	The developed materials cover pronunciation	3
	learning tasks which are relevant with the	
10	requirement of the curriculum.	
10	The materials cover learning tasks that help	3
	students to develop their communicative	
	competence in spoken and written language.	2.5
	Mean	3.5

Table 51 shows that the mean value of the appropriateness of the content of Unit 3 is 3.5. This value is in the range of $3.25 \le X \le 4.00$ which is categorized as "Very Good".

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language. The table below shows the results of the questionnaire of the appropriateness of the language of Unit 3.

Table 52: The Appropriateness of the Language of Unit 3

No	Items	Score
11	The language used in the developed materials is	3
	appropriate with the students' cognitive	
	development.	
12	The language used in the developed materials is grammatically correct.	3
13	The language used in the developed materials is	3
	understandable and comprehensible for the	
	students.	
14	The language used in the developed materials is	3
	appropriate with the students' linguistic	
	development.	
15	The developed materials represent cohesiveness and	3
	coherence in every unit, sub unit, paragraph, and	
	sentences.	
16	The developed materials use the correct spellings.	3
17	The developed materials use a language variation	3
	consistently.	
	Mean	3

Table 52 shows that the mean value of the appropriateness of the language of Unit 3 is 3. This value is in the range of $2.50 \le X \le 3.24$ which is categorized as "Good".

c) The Appropriateness of the Presentation

The third aspect to be evaluated was the appropriateness of the presentation. The table below shows the results of the questionnaire of the appropriateness of the presentation of Unit 3.

Table 53: The Appropriateness of the Presentation of Unit 3

No	Items	Score
18	The developed materials are in accordance with the	3
	learning steps in Curriculum 2006.	
19	The developed materials are arranged in accordance	3
	with the characteristics of communicative language	
	learning.	
20	The developed materials are arranged from guided	4
	tasks and gradually move to the free production	
	tasks.	
21	The developed materials are arranged	3
	systematically from easy tasks and gradually move	
	to more difficult tasks.	
22	The developed materials cover activities which	3
	focus on linguistic features and those which focus	
	on communicative tasks.	
23	The learning activities in the developed materials	3
	encourage learners to actively interacting in English	
	with classmates, teachers, and other people.	
24	The learning activities in the developed materials	3
	encourage students have creative and critical	
	communication in spoken and written language.	
25	The developed materials encourage students to have	4
	self-awareness to identify their success and lack in	
	the learning process.	
26	The developed materials cover learning objectives,	4
	summary, and reflection.	
27	The developed materials cover intermezzo which is	4
	relevant with the learning process.	
	Mean	3.4

Table 53 shows that the mean value of the appropriateness of the presentation of Unit 3 is 3.4. This value is in the range of $3.25 \le X \le 4.00$ which is categorized as "Very Good".

d) The Appropriateness of the Layout

The last aspect to be evaluated was the appropriateness of the layout. The table below shows the results of the questionnaire of the appropriateness of the layout of Unit 3.

Table 54: The Appropriateness of the Layout of Unit 3

No	Items	Score
28	The developed materials are printed on ISO-	4
	standardized size paper (A4, A5, and B5).	
29	The placement of title, texts, illustrations, picture	4
	captions and page number are proportional.	
30	The developed materials use appropriate variation	4
	of fonts.	
31	The use of font variation (bold, italic, underline,	4
	capitalization) is proportional.	
32	The illustrations and graphic designs in the	4
	developed materials are aesthetic and functional.	
33	The illustrations in the developed materials help to	4
	clarify the presentation of the materials.	
34	The developed materials use normal space.	4
35	The overall visual design of the developed materials	4
	is interesting.	
	Mean	4

Table 54 shows that the mean value of the appropriateness of the layout of Unit 3 is 4. This value is in the range of $3.25 \le X \le 4.00$ which is categorized as "Very Good".

2) Revisions of Unit 3

The revisions of Unit 3 of the developed materials still deal with task sequence in the spoken cycle activity. There are also revisions on the grammar focus that is related to the topic and some grammatical mistakes. The grammar focus which previously was the explanation of modal verb ("may" and "should") has been replaced with the

explanation of comparative and superlative as suggested by the expert.

The expert also suggested that the production task in the written cycle should be more chalenging for the students. The following table describes the revisions of Unit 3 of the developed materials.

Table 55: The Revisions of Unit 3

Parts of the Unit	Points to Revise	Revisions
Introduction	No revision	No revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	- The expression "Do you think I should take vitamins, too?" is an expression used to aks for suggestion, not opinions.	- Replacing the expression into "What do you think about those vitamins?"
	- This task's sequence should be changed with Task 4 so that there will be a pre-listening activity.	- Changing the sequence with Task 4 and becomes Task 4.
Task 4	- The word "advises" indicates different topic, it should be replaced with suitable word related to the topic of asking for giving opinions.	- Replacing the word with "asks for Mrs. Rahayu's opinion."
	- This task's sequence should be changed with Task 5 to adjust the suitable sequence.	- Changing the sequence with Task 5 and becomes Task 5.
Task 5	This task's sequence should be changed with Task 6 to adjust the suitable sequence.	Changing the sequence with Task 6 and becomes Task 6.
Task 6	This task's sequence should be changed with Task 7 to adjust the suitable sequence.	Changing the sequence with Task 7 and becomes Task 7.
Task 7	This task's sequence should be changed with Task 8 to adjust the suitable sequence.	Changing the sequence with Task 8 and becomes Task 8.

(continued)

(continued)

Parts of the Unit	Points to Revise	Revisions
Task 8	This task's sequence should be changed with Task 9 to adjust the suitable sequence.	Changing the sequence with Task 9 and becomes Task 9.
Task 9	This task should be placed before the listening activity in Task 3 as a pre-listening task.	Changing the sequence with Task 3 and becomes Task 3.
Task 10	The explanation of modal verb "must" and "should" is not related to asking for and giving opinion, but more related to giving advices or suggestions.	Changing the explanation of modal verb "must" and "should" into explanation of comparative and superlative.
Task 11	This task is more related to giving advices or suggestions.	Changing the task into a task which is related to comparative and superlative.
Task 12	This task is more related to giving advices or suggestions.	Changing the task into a task which is related to comparative and superlative.
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	No revision	No revision
Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision
Task 27	No revision	No revision
Task 28	No revision	No revision
Task 29	No revision	No revision

(continued)

(continued)

Parts of the Unit	Points to Revise	Revisions
Task 30	This task is too easy. Create a	
	more difficult and challenging	
	one by combining descriptive	procedure texts in
	and procedure texts in a task	this task.
	together.	
Task 31	No revision	No revision

B. Discussion

The developed English learning materials is intended for grade XI students of Pharmacy Study Programme in Vocational High School. As its goal is to develop English learning materials based on the students' needs, this research is categorised as Research and Development (R&D) or product-based research according to Gall, Gall, and Borg (2003:569). Since the students of Pharmacy Study Programme are categorised as English for Specific Purpose (ESP) learners, the learning materials were developed by using the concept of ESP as proposed by Hutchinson and Waters (1987).

A needs analysis was conducted by the researcher on August 16th, 2016 in class XI-E at SMK / SMF "INDONESIA" Yogyakarta as the first step of the research to find out the target needs and the learning needs of the students. The needs analysis was divided into three parts. The first part was distributing a questionnaire that consisted of 29 questions in the form of multiple choices to the students. The needs analysis questionnaire was made by using the theories from experts. The second part was interviewing three students of the class with fifteen questions to get more information about their learning needs. The last part was interviewing the English teacher of grade XI

with thirteen questions related to the English teaching learning process and the materials used in vocational high schools that implement Curriculum 2006 to get needed information in developing the English learning materials.

Learners' goal means the students' aim or purpose in learning English, as proposed by Graves (2000:104). In terms of learners' goal in the needs analysis result, it is found that the students of Grade XI of Pharmacy Study Programme learn English to be able to communicate both in oral and written form. In the interview, a student said that she wanted to be able speak English appropriately and write correct English sentences in her future academic activities because English is considered as an international language. It is also found that the students wanted to understand words or terms of pharmacy in their future job.

A target need is the learners' view about the target situation (Hutchinson and Waters, 1987:55). In terms of target needs in the needs analysis result, the necessities of the students were they would use their reading and speaking skill a lot and they will also need a good vocabulary mastery. Vocabulary becomes important as they need to read a lot of passages related to pharmacy with specific terms and words. In terms of lacks as proposed by Hutchinson and Waters (1987:55), the students still have difficulty in distinguishing some of the pronunciation of words when it comes to listening activity, while in speaking activity they have difficulty in using correct grammatical sentences. In reading activity, the students find difficulty in understanding the whole meaning of sentences. They also faced difficulty

in writing activity, especially in writing appropriate English sentences with correct grammar.

In terms of wants as proposed by Hutchinson and Waters (1987:56), the needs analysis shows that the students wanted to have learning materials that could help them to speak fluently and correctly in the topic of communicating with patients at the pharmacy. Considering that most students wanted to be able to speak English fluently and correctly as it will help them in their future job, the researcher decided to develop the materials with more tasks in the spoken cycle.

Learning needs refer to what the learners need to do in order to learn (Hutchinson and Waters, 1987:60). To find the learning needs, the analysis of the learning needs of the students is divided into five points which are: input, procedures, setting, learners' role, and teacher's role as proposed by Nunan (2004). In terms of input, the students preferred written texts which have less than 250 words and spoken texts of conversation between patients and pharmacy technician that last for 2 – 3 minutes. They also prefer texts accompanied with supporting pictures. Most of the students want short recordings taken from songs, news, and movies, but the materials are developed with more texts which are related to pharmacy field, as shown in the necessities.

In terms of procedure as proposed by Nunan (2004:52), the students preferred activities of answering questions related to both listening and reading activities. In the speaking activity (production), they wanted to

present dialogues in pairs or doing role plays, while in the writing activity (production) they preferred arranging sentences into a good text.

Settings means the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004: 70). In terms of setting, the needs analysis result shows that the students chose learning assisted by teachers / instructors as the most effective way in learning. They also preferred learning in groups. The approximate time they need to work on one activity / task in the book is 5-10 minutes.

In terms of leaners' role as proposed by Nunan (2004:64), the students wanted to be an active participant who responds to the explanation or questions by the teacher and as an active participant, not just responding to the explanation and questions by the teachers, but also giving suggestions, criticisms, and opinions to teachers. In terms of teacher's role, the students wanted the teacher as the one who gives the opportunity to discuss, and openly asks and answers questions.

After analyzing the needs, the researcher developed the course grid by adapting the steps of materials development by Jolly and Bolitho (1998). The course grid is developed as the guidance in planning and developing the materials. The developed course grid consists of the identity of the course grid, the number of the unit, the topics and titles of the unit, standard of competence and basic competences of Curriculum 2006, achievement indicators, language focus (grammar, vocabulary), input text, and activities.

The course grid of Unit 1 is derived from the basic competence "2.1 Comprehending simple daily conversation in the profesional and individual context with non-native speakers". The title of the unit is "How much does this vitamin cost?". This unit focuses on the expressions of greeting and leave taking, doing transactions and bargaining, and descriptive texts about medicine. The focus of the grammar is modal verbs (*can & could*) and attributive adjectives.

The course grid of Unit 2 is derived from basic competences "2.1 Comprehending simple daily conversation in the profesional and individual context with non-native speakers" and "2.5 Expressing different kinds of intention". The title of this unit is "Could I speak to the pharmacist, please?" This unit focuses on expressions used in telephoning and showing sympathy, and comprehending telephone message. The focus of the grammar is reported speech.

The course grid of Unit 3 is derived from basic competences "2.5 Expressing different kinds of intention" and "2.6 Understanding simple instructions". The title of this unit is "I'd say that one's better." It focuses on the expressions used in asking for and giving opinions; and dealing with complaints. It also focuses on medicinal procedure texts. The focus of the grammar is modal verbs (*may & should*) and imperative sentences.

After the developing course grid, the next step was developing the first draft of the materials. There are three units in the developed materials. Each unit has different task numbers depending on the competences that the

students have to reach. The three units have the same unit design; introduction, main lesson, reinforcement, intermezzo and confirmation.

The first part of the unit which is introduction shows the title of the unit, brief explanation of the unit and also a warming up activity in each cycle. This part is expected to help students activate their schema related to the topics and make them ready to learn. The second part is the main lesson which consists of two cycles: Spoken Cycle and Written Cycle. Each cycle consists of several tasks which are developed to help students achieve the goals in the basic competences of Curriculum 2006. The third part is the reinforcement which consists of Summary and Reflection. It will help students in recalling the memory of what they have learned in the unit and assessing their achievement by knowing their success and lack in learning the materials in the unit. The next part is intermezzo that provides the students facts and information related to the Pharmacy Study Programme. The last part, confirmation that consists of Word Bank provides vocabulary list related to the topic in the unit to help the students find the meaning of specific words in Bahasa Indonesia and also help them in pronouncing those words by giving the phonetic transcriptions.

As the first draft of the materials had been developed, the next step was expert judgement. The materials evaluation was done by distributing a questionnaire which mas made based on *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* Year 2011. There were four aspects of the materials that were being evaluated, which are: the appropriateness of the

content, the appropriateness of the language, the appropriateness of the presentation, the appropriateness of the layout.

The results of the expert judgement of Unit 1 show that the mean value of the appropriateness of the content is 3.4 which is categorised as "Very Good". The mean value of the appropriateness of the language is 3 which is categorised as "Good". The mean value of the appropriateness of the presentation is 3.4 which is categorised as "Very Good". The mean value of the appropriateness of the layout is 3.87 which is categorised as "Very Good". It can be concluded that the mean value of the appropriateness of Unit 1 which is 3.42 is categorised as "Very Good" with interval $3.25 \le X \le 4.00$.

In Unit 2, the results of the expert judgement show that the mean value of the appropriateness of the content is 3.5 which is categorised as "Very Good". The mean value of the appropriateness of the language is 3 which is categorised as "Good". The mean value of the appropriateness of the presentation is 3.4 which is categorised as "Very Good". The mean value of the appropriateness of the layout is 3.87 which is categorised as "Very Good". It can be concluded that the mean value of the appropriateness of Unit 2 which is 3.44 is categorised as "Very Good" with interval $3.25 \le X \le 4.00$.

In Unit 3, the results of the expert judgement show that the mean value of the appropriateness of the content is 3.5 which is categorised as "Very Good". The mean value of the appropriateness of the language is 3 which is categorised as "Good". The mean value of the appropriateness of the presentation is 3.4 which is categorised as "Very Good". The mean value of

the appropriateness of the layout is 4 which is categorised as "Very Good". It can be concluded that the mean value of the appropriateness of Unit 3 which is 3.47 is categorised as "Very Good" with interval $3.25 \le X \le 4.00$.

The revisions in every unit mostly deal with the sequence of the first part of the spoken cycle. The expert suggested that the vocabulary activity in the spoken cycle can be changed into a pre-listening activity before the students listen to the main spoken text. The expert also suggested that there should be references for the tasks with language and grammar explanation. Some grammatical mistakes were also found during the expert judgement process. The expert also suggested that the title of the book which was "Get Well" should be changed with "Get Well Soon" as it sounds better. Hence, the writer revised the developed materials based on the revisions and suggestions from the expert. The revisions of Unit 1, 2 and 3 of the developed materials can be found in Table 45, Table 50, and Table 55 respectively.

As the needed revisions had been done, the materials were considered as the final draft. The final draft of the developed materials can be found in the appendices.

According to Gall, Gall, and Borg (2003: 569), the results of the R&D research are used to design new products and procedures or develop the product that had already been made which later will be field-tested, evaluated, and refined until they are suitable for the standards or ready to be published. However, this research has limitation in which the researcher did not conduct any field tests or try outs to get further materials evaluation. Hence, the

developed materials are still considered to be appropriate since it passed the expert judgement process with the mean value of the appropriateness categorized as "Very Good".

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The first part answers the objectives of the research and presents the conclusions drawn from the research findings and discussion. The second part presents some suggestions proposed by the researcher for the English teachers and other researchers.

A. Conclusions

The conclusions are drawn from the research findings and discussion presented in Chapter IV which is aimed to answer the research questions.

1. Target Needs of Grade XI Students of Pharmacy Study Programme

According to the needs analysis conducted on August 16th 2016, the target needs of grade XI students of Pharmacy Study Programme are presented below:

- a. The students of Grade XI of Pharmacy Study Programme learn English to be able to communicate both in oral and written forms.
- b. The students need to be able to communicate in English in their future study and workfield in which the topics of the materials are related to the Pharmacy Study Programme.

2. The Learning Needs of Grade XI Students of Pharmacy Study Programme

The analysis of the learning needs of the students is divided into five points which are: input, procedures, setting, learners' role, and teacher's role. In terms of input, the students preferred written texts which have less than 250 words and spoken texts of conversation between patients and pharmacy technician that last for 2-3 minutes. They also prefer texts accompanied with supporting pictures. Most of the students want short recordings taken from songs, news, and movies, but the materials are developed with more texts which are related to pharmacy field, as shown in the necessities.

In terms of procedure, the students preferred activities of answering questions related to both listening and reading activities. In the speaking activity (production), they wanted to present dialogues in pairs or doing role plays, while in the writing activity (production) they preferred arranging sentences into a good text.

In terms of setting, the needs analysis result shows that the students chose learning assisted by teachers / instructors as the most effective way in learning. They also preferred learning in groups. The approximate time they need to work on one activity / task in the book is 5-10 minutes.

In terms of learners' role, the students wanted to be an active participant who responds to the explanation or questions by the teacher and as an active participant, not just responding to the explanation and questions by the teachers, but also giving suggestions, criticisms, and opinions to teachers. In terms of teacher's role, the students wanted the teacher as the one who gives the opportunity to discuss, and openly asks and answers questions.

3. The Appropriate English Learning Materials for Grade XI Students of Patisserie Study Programme

Based on the results of the needs analysis and the expert judgement, the appropriate English learning materials for grade XI students of Pharmacy Study Programme can be concluded.

The topics of the units of the developed materials should be related to the pharmacy field. This aims to gain the students' interest and by making the topics related to their field of study, the learning process will be meaningful.

Next, the developed materials consist of three units which have some parts including introduction, main lesson, reinforcement, intermezzo and confirmation. The introduction part shows the title of the unit, brief explanation of the unit and also warming up activities in each cycle which are expected to help students activate their schema related to the topics and make them ready to learn.

The main lesson part consists of two cycles: *Spoken Cycle* and *Written Cycle*. Each cycle has several tasks which are developed to help students achieve the goals in the basic competences of Curriculum 2006. *Spoken Cycle* provides the students with several tasks that will help them in

enhancing their listening and speaking skills. Written Cycle provides the students with several tasks that will help them in enhancing their reading and writing skills. Both cycles start with warming up activities to help students prepare the following lessons. The tasks in these cycles are related to the topic discussed both in the language and grammar focus.

The reinforcement part which consists of *Summary* and *Reflection* helps students in recalling the memory of what they have learned in the unit and assessing their achievement by knowing their success and lack in learning the materials in the unit. The intermezzo part provides the students some facts and useful information related to the Pharmacy Study Programme.

The last part which is confirmation consists of *Word Bank*. It provides vocabulary list related to the topic in the unit to help the students find the meaning of specific words in Bahasa Indonesia and also help them in pronouncing those words by giving the phonetic transcriptions.

B. Suggestions

The product of this research is the English learning materials for grade XI students of Pharmacy Study Programme of Vocational High School. The results of this research are expected to be beneficial for:

1. The English teachers

The researcher suggests the English teachers to use the developed materials to give the students appropriate English learning materials related to their study programme and to make them interested in having a

meaningful learning process. Next, the teachers are also suggested to give input with relevant pictures and new vocabulary lists as it will help the students in the learning process.

2. Other researchers

The researcher suggests other researchers who conduct similar research to conduct the needs analysis as the first step to be used in developing materials which meet the students' target needs and learning needs. Another suggestion is that they should do a try out of their developed materials to get a better evaluation rather than only by doing the expert judgement. The activities in the materials should also be various and can help students to participate actively during the learning process. Lastly, the researcher suggests that the layout of the developed materials should be interesting and neatly designed. Relevant pictures or illustrations can also motivate the students to learn well.

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APPENDICES

APPENDIX A

The Needs Analysis Instrument



KEMENTRIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI YOGYAKARTA FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281. Telp. (0274) 550843, 548207. Fax (0274) 548207 http://www.fbs.uny.ac.id

KUESIONER ANALISIS KEBUTUHAN MATERI BAHASA INGGRIS BAGI SISWA SMF / SMK JURUSAN FARMASI

Kepada:

Siswa/i Jurusan Farmasi Kelas XI di SMK "Indonesia" Yogyakarta

Dalam rangka dilaksanakannya penelitian tentang pengembangan materi belajar bahasa Inggris untuk siswa SMF / SMK Jurusan Farmasi, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi kuesioner ini.

Kuesioner ini bertujuan untuk mengetahui kebutuhan belajar bahasa Inggris Anda sebagai pertimbangan dalam mengembangkan materi belajar bahasa Inggris untuk siswa SMF / SMK Jurusan Farmasi TANPA bermaksud untuk menguji atau menilai Anda.

Demi tercapainya tujuan dari kuesioner ini, Anda dimohon memilih jawaban dan/atau menuliskan informasi dengan jujur dan sebenar-benarnya sesuai dengan keadaan Anda saat ini. Semua jawaban yang diisikan dalam lembar kuesioner ini benar-benar hanya untuk kepentingan penyusunan materi belajar bahasa Inggris. Jawaban dan identitas Anda akan kami jaga kerahasiaannya sesuai dengan kode etik penelitian.

Yogyakarta, 16 Agustus 2016 Peneliti

Saras Bayu Jatmiko

NIM 12202241053

Pendidikan Bahasa Inggris – UNY

KUESIONER ANALISIS KEBUTUHAN

Materi Bahasa Inggris

Bagi Siswa SMF / SMK Jurusan Farmasi

I. Data Diri Responden

a. Identitas	
Pengisian data diri	responden ini bersifat opsional atau tidak bersifat memaksa
responden untuk me	ngisinya.
Nama	:
Usia	: tahun
Jenis Kelamin	: Perempuan / Laki-laki (centang salah satu)
b. Tingkat Kemamp	uan Berbahasa Inggris
Pilih salah satu sesu	ai dengan kemampuan berbahasa Inggris Anda saat ini.
☐ Basic	
Tahu sedikit kata	dan ekspresi dalam Bahasa Inggris, kurang mampu menjawab
pertanyaan pada be	berapa topik yang umum, tahu sedikit tata bahasa serta masih
memiliki / melakuka	n beberapa kesalahan pengucapan.
☐ Intermediate	
Tahu sebagian kec	il kata dan ekspresi dalam Bahasa Inggris, mampu menjawab
pertanyaan pada be	eberapa topik yang umum, memahami tata bahasa serta masih
memiliki / melakuka	n sedikit kesalahan pengucapan.
Advanced	
Tahu banyak kata da	an ekspresi dalam Bahasa Inggris, dapat menjawab pertanyaan pada
beberapa topik yang	umum dengan baik, menguasai tata bahasa serta sedikit memiliki /
melakukan kesalaha	n pengucapan.
Lainnya (sebutk	an)

II. Aspek-Aspek Pembelajaran Bahasa Inggris

Berikan tanda silang (X) pada pilihan yang tersedia sesuai kondisi/ keadaan diri Anda, jawaban boleh lebih dari satu.

1. Saya belajar bahasa Inggris di sekolah dengan tujuan agar
a. mendapat nilai yang baik.
b. memenuhi syarat lulus Ujian Nasional (UN).
c. dapat berkomunikasi secara tepat baik lisan maupun tertulis dalam Bahasa
Inggris.
d. dapat menunjang kemampuan saya di bidang yang saya tekuni (farmasi).
e. dapat membantu saya dalam kegiatan akademik/ pekerjaan saya kelak.
f. lainnya:
2. Dalam pekerjaan saya kelak di bidang farmasi, saya akan menggunakan bahasa
Inggris untuk
a. berkomunikasi secara lisan dengan rekan kerja, pasien, dan orang-orang di
sekitar saya.
b. berkomunikasi secara tertulis dengan rekan kerja, pasien, dan orang-orang di
sekitar saya.
c. memahami istilah-istilah kefarmasian yang ada dalam bahasa Inggris.
d. memahami langkah, prosedur atau instruksi berkaitan dengan pekerjaan saya.
e. lainnya :
3. Aspek/ kemampuan bahasa Inggris yang akan banyak saya gunakan adalah
a. reading/ membaca
b. writing/ menulis
c. listening/ menyimak
d. speaking/ berbicara
e. lainnya:
4. Pengetahuan bahasa Inggris yang akan banyak saya gunakan adalah
a. grammar / tata bahasa
b. vocabulary / kosa kata

c.	pronunciation / pengucapan
d.	lainnya:
5. To	opik kefarmasian yang akan sering saya gunakan adalah
a.	jenis/ macam informasi obat, simplisia (farmakognosi) dan alat kesehatan
b.	jenis/ macam informasi penyakit dan gejalanya
c.	komunikasi/ konsultasi obat-obatan dengan pasien
d.	swamedikasi (dan istilah-istilah kefarmasian lainnya)
e.	lainnya:
6. K	esulitan yang saya alami dalam menyimak (<i>listening</i>) bahasa Inggris adalah
a.	tidak mengetahui kata-kata yang diucapkan oleh pembicara (speaker).
b.	tidak memahami arti kata yang diucapkan oleh pembicara (speaker).
c.	tidak bisa membedakan beberapa pengucapan kata dalam bahasa Inggris.
d.	tidak dapat mengikuti irama rekaman yang terlalu cepat
e.	lainnya:
7. Ke	esulitan yang saya alami dalam berbicara (speaking) bahasa Inggris adalah
a.	tidak memiliki kosa kata dalam bahasa Inggris (vocabulary) yang memadai.
b.	kurangnya pemahaman tata bahasa dalam bahasa Inggris (grammar).
c.	kurangnya kemampuan pengucapan dalam bahasa Inggris (<i>pronunication</i>) yang baik.
d.	kurangnya pemahaman terhadap istilah-istilah dalam bahasa Inggris.
e.	lainnya:
8. Ke	esulitan yang saya alami dalam membaca (reading) bahasa Inggris adalah
a.	kurang memahami arti kata dalam teks berbahasa Inggris.
b.	kurang memahami arti kalimat secara utuh dalam teks berbahasa Inggris.
c.	kurang memahami isi paragraf dalam teks berbahasa Inggris.
d.	kurangnya kemampuan melafalkan kata-kata dalam bahasa Inggris.
e.	sulit memahami teks berbahasa Inggris yang terlalu panjang.
f.	lainnya:

9.	Kesulitan yang saya alami dalam menulis (writing) bahasa Inggris adalah
	a. tidak mampu menuliskan sesuai tata bahasa (<i>grammar</i>) yang baik dan benar.
	b. kurangnya kemampuan untuk menggunakan istilah-istilah yang tepat.
	c. kurangnya kosa kata bahasa Inggris (vocabulary) yang memadai.
	d. tidak mampu menuliskan ide kalimat/paragraf menggunakan kalimat yang tepat.
	e. tidak mampu menemukan kesalahan dalam penulisan.
	f. lainnya:
10.	Menurut saya, yang menjadikan saya sulit memahami hal-hal tersebut di atas adalah
	a. penguasaan kosa kata pada bidang/jurusan saya yang terbatas.
	b. penguasaan tata bahasa (<i>grammar</i>) saya yang terbatas.
	c. pengetahuan saya tentang bagian-bagian teks berbahasa Inggris yang terbatas.
	d. latar belakang pengetahuan pada bidang/jurusan yang saya tekuni.
	e. lainnya :
11	. Saya belajar bahasa Inggris agar kelak saya mampu
	a. memahami teks bacaan berbahasa Inggris dengan baik.
	b. berbicara dalam bahasa Inggris dengan lancar dan benar.
	c. menguasai kosa kata yang cukup dalam bidang farmasi dalam bahasa Inggris.
	d. mendapatkan nilai yang tinggi dalam tes-tes tertentu (TOEIC, TOEFL, IELTS, dsb.)
	e. lainnya:
12	2. Topik yang saya anggap paling menarik untuk dipelajari dalam bahasa Inggris adalah
	a. jenis-jenis obat dan cara penggunaannya
	b. jenis-jenis tanaman berkhasiat dan manfaatnya (farmakognosi)
	c. cara berkomunikasi dengan pasien
	d. cara memahami informasi obat
	e. cara memahami instruksi dan penggunaan obat
	f. lainnya:

13. Fasilitas yang saya inginkan dalam belajar Bahasa Inggris adalah
a. buku ajar/ buku paket atau modul pembelajaran
b. presentasi (powerpoint, dsb.)
c. gambar-gambar yang mendukung pembelajaran
d. rekaman beserta video interaktif
e. materi belajar dan soal-soal tertulis
f. lainnya :
14. Jenis materi Bahasa Inggris yang paling sesuai dengan keinginan Anda adalah
a. percakapan dengan pasien berbahasa Inggris (conversation)
b. cara membaca buku/ petunjuk pemakaian obat berbahasa Inggris (reading)
c. membaca informasi obat berbahasa Inggris (reading)
d. membaca literatur/ buku pedoman obat berbahasa Inggris (academic reading)
e. lainnya:
15. Dari input membaca dan menulis di bawah ini, yang menurut saya efektif dan saya
sukai dalam belajar Bahasa Inggris adalah
a. teks berupa tulisan (tanpa gambar).
b. teks dengan disertai gambar-gambar penunjang.
c. teks dengan disertai kosa kata dan cara pengucapan.
d. teks dengan disertai penjelasan struktur kebahasaan.
e. teks dengan disertai tabel atau grafik.
f. artikel yang diambil dari koran, majalah, internet, dsb.
g. jenis-jenis teks fungsional (teks narasi, teks deskripsi, teks prosedur, dsb.)
h. jenis-jenis teks yang menghibur seperti lirik lagu, sinopsis film, puisi, dsb.
i. lainnya :
16. Dari input menyimak dan berbicara di bawah ini, yang menurut saya efektif dan
saya sukai dalam belajar Bahasa Inggris adalah
a. rekaman singkat berupa dialog/ percakapan.
b. rekaman singkat berupa monolog.
c. rekaman disertai gambar (video recording).
d. rekaman singkat berupa lagu, berita, film, dsb.
e. lainnya:

17	. Durasi teks rekaman yang sesuai untuk teks lisan (menyimak) menurut saya
	adalah
	a. < 2 menit.
	b. 2-3 menit.
	c. 3-4 menit.
	d. > 4 menit.
	e. lainnya:
18	. Panjang yang sesuai untuk teks bacaan bahasa Inggris menurut saya adalah
	a. > 250 kata (panjang).
	b. 150-250 kata.
	c. < 150 kata (pendek).
19	. Dari aktivitas-aktivitas di bawah ini, aktivitas menyimak bahasa Inggris yang saya
	sukai adalah
	a. menjawab pertanyaan berdasarkan teks lisan dalam bentuk pilihan ganda.
	b. menjawab pertanyaan berdasarkan teks lisan dalam bentuk isian/ essay.
	c. menyimak teks lisan dan mencatat informasi-informasi pentingnya.
	d. menyimak teks lisan kemudian memilih pernyataan benar atau salah.
	e. mengisi kolom tabel berdasarkan teks lisan.
	f. melengkapi paragraf berdasarkan teks lisan.
	g. menyimak teks lisan kemudian mengambil atau mencatat intisari teks.
	h. lainnya:
20	. Dari aktivitas-aktivitas di bawah ini, aktivitas berbicara bahasa Inggris yang saya sukai adalah
	a. presentasi individu.
	b. dialog berpasangan dan bermain peran (role play).
	c. interview/ wawancara.
	d. diskusi berpasangan atau kelompok.
	e. saling bertukar informasi dengan teman.
	f. menceritakan kembali (story telling).
	g. memberikan opini, saran, kritik, dan pertanyaan terhadap suatu situasi.
	h. mendeskripsikan gambar, benda, atau orang.

j. lainnya :
21. Dari aktivitas-aktivitas di bawah ini, aktivitas membaca bahasa Inggris yang saya sukai adalah
a. menjawab pertanyaan berdasarkan bacaan dalam bentuk pilihan ganda.
b. menjawab pertanyaan berdasarkan bacaan dalam bentuk essay.
c. menentukan pikiran utama dalam suatu paragraf.
d. menentukan sinonim dan antonim suatu kata yang terdapat dalam bacaan.
e. mencari informasi-informasi/ poin-poin penting dalam bacaan.
f. merespon pernyataan benar atau salah berdasarkan bacaan.
g. mencocokkan dua buah pernyataan berdasarkan bacaan (matching).
h. membuat ringkasan dari suatu bacaan.
i. lainnya :
22. Dari aktivitas-aktivitas di bawah ini, aktivitas menulis bahasa Inggris yang saya
sukai adalah
a. menuliskan kembali cerita dengan kata-kata sendiri (paraphrasing).
b. membuat cerita berdasarkan tema yang telah ditentukan.
c. membuat cerita berdasarkan gambar, tabel, grafik, dll.
d. melengkapi kalimat rumpang.
e. menyusun kalimat acak menjadi suatu paragraf.
f. membetulkan paragraf dengan menggunakan kata-kata, tanda baca, dan
kapitalisasi yang tepat.
g. menulis cerita bebas (free writing).
h. lainnya:
23. Dari aktivitas-aktivitas di bawah ini, manakah aktivitas pembelajaran kosa kata
bahasa Inggris yang saya sukai adalah
a. mengidentifikasi jenis-jenis kata (<i>nouns</i> (kata benda), <i>verbs</i> (kata kerja),
adjectives (kata sifat), adverbs (keterangan), dsb.)

b. mencari sinonim dan antonim.c. mengerjakan teka-teki silang.

d. menjodohkan kata-kata dengan definisinya (matching).

i. menjelaskan proses (pembuatan atau penggunaan barang).

f. mengelompokkan kata-kata sejenis (hipernim dan hiponim). g. lainnya:
24. Waktu luang (di luar jam sekolah) yang saya miliki untuk belajar bahasa Inggris
dalam sehari adalah
a. tidak ada waktu luang
b. kurang dari 3 jam
c. sekitar 3 jam
d. lebih dari 3 jam
25. Cara yang efektif dalam membantu saya belajar bahasa Inggris menurut saya adalah a. belajar secara individu.
b. belajar secara berkelompok (dengan atau tanpa tutor).
c. belajar dengan dibantu oleh pengajar/ instruktur.
d. belajar dengan dilengkapi fasilitas-fasilitas yang dibutuhkan (buku
pelajaran, komputer, LCD, dll).
e. lainnya:
26. Bahasa yang menurut saya cocok dalam pemberian intruksi/ perintah dan penjelasan dalam pembelajaran Bahasa Inggris adalah
a. Bahasa Inggris saja.
b. Bahasa Indonesia saja.
c. Bahasa Inggris & Indonesia.
d. lainnya :
 27. Waktu yang kira-kira saya perlukan untuk mengerjakan satu kegiatan dalam buku materi Bahasa Inggris secara umum adalah a. < 5 menit b. 5-10 menit. c. 10-15 menit. d. > 15 menit.

e. melengkapi kalimat rumpang dengan kata-kata yang tepat.

28. Peranan yang saya harapkan dalam kegiatan belajar mengajar bahasa Inggris adalah ...
a. sebagai pendengar sedangkan pengajar menerangkan di depan kelas.
b. sebagai pendengar, kemudian melaksanakan apa yang diperintahkan oleh pengajar.
c. sebagai partisipan aktif yang merespon penjelasan atau pertanyaan pengajar.
d. sebagai partisipan aktif, tidak hanya merespon penjelasan dan pertanyaan pengajar, tapi juga memberikan saran, kritik, dan masukan kepada pengajar.
e. sebagai partisipan aktif yang terlibat secara langsung dalam kegiatan sosial di kelas baik terhadap pengajar maupun terhadap teman-teman sekelas.
f. lainnya:
29. Peranan pengajar yang saya harapkan dalam kegiatan belajar mengajar bahasa Inggris adalah ...
a. sebagai pusat dari kegiatan belajar mengajar di kelas.
b. sebagai fasilitator yang membantu saya belajar di kelas.
c. memberikan kesempatan kepada saya untuk berdiskusi, dan tanya jawab secara

terbuka.

d. sebagai motivator dan pendorong untuk belajar.

e. memberikan saran, kritik, dan masukkan terhadap siswa.

Terima kasih atas kerjasama Anda. Semoga hari Anda menyenangkan.

f. lainnya:

APPENDIX B

The Needs Analysis Data

THE NEEDS ANALYSIS DATA

No.	Statements	Items	N	F	Percentage	
	RNER'S GOAL	Tems	11		rereentage	
1.	I learn English in school in order to	a. get good scores in the report card.	36	15	41.67	
		b. pass the National Examination (UN).	36	13	36.11	
		c. be able to communicate appropriately both in oral and written English.	36	22	61.11	
		d. support my skills in the field (pharmacy).	36	9	25.00	
		e. help me in the academic activities / future work.	36	21	58.33	
		f. others.	36	0	0	
2.	In my future work in the field of pharmacy, I will use English to	a. communicate orally with colleagues, patients, and people around me.	36	16	44.44	
		b. communicate in written with colleagues, patients, and people around me.	36	4	11.11	
		c. understand words / terms of pharmacy in English.	36	25	69.44	
		d. understand steps, procedures or instructions related to my work.	36	19	52.78	
		e. others.	36	0	0	
TAF	TARGET NEEDS					
	CESSITIES			1		
3.	English communication	a. reading	36	23	63.89	
	skill(s) that I will use a	b. writing	36	7	19.44	
	lot is	c. listening	36	15	41.67	
		d. speaking e. others.	36 36	18	50.00	
		c. outers.	20	J	U	

4.	English knowledge that I	a. grammar	36	13	36.11
''	will use a lot is	b. vocabulary	36	23	63.89
		c. pronuncation	36	14	38.89
		d. others.	36	0	0
5.	Topic(s) related to	a. types / kinds of	36	26	72.22
	pharmacy that I will	medicine			
	often use is / are	information,			
		botanicals			
		(Pharmacognosy)			
		and medical			
		devices.			
		b. types / kinds of	36	14	38.89
		illness and their			
		symptoms.			
		c. communication /	36	18	50.00
		medicine			
		consultation with			
		the patients			
		(medication).	0.5	4.4	• • • • • • • • • • • • • • • • • • • •
		d. self-medication	36	14	38.89
		(swamedikasi) and			
		other			
		pharmaceutical			
		terminology.	36	0	0
LAC	 	e. others.	30		0
6.	The difficulty I	a. not knowing the	36	8	22.22
0.	experienced in listening	words uttered by	30		22.22
	in English is	the speaker (unable			
		to identify the			
		words).			
		b. not understanding	36	11	30.56
		the meaning of			
		words uttered by			
		the speaker.			
		c. not being able	36	22	61.11
		distinguish some of			
		the pronunciation			
		of words in			
		English.			
		d. not be able to	36	14	38.89
		follow the rhythm			
		of recordings that			
		are too fast.	0.5		
		e. others.	36	0	0
1			1		

7.	The difficulty I experienced in speaking in English is	a. not having enough words (lack of vocabulary) in English to be used.	36	11	30.56
		b. lack of English grammar knowlegde.	36	20	55.56
		c. lack of English pronunciation ability.	36	13	36.11
		d. lack of English terms knowledge.	36	8	22.22
		e. others.	36	1	2.78
8.	The difficulty I experienced in reading in English is	a. not understanding the meaning of words in English texts.	36	8	22.22
		b. not understanding the whole meaning of sentences in English texts.	36	19	52.78
		c. not understanding the contents of the paragraphs in English text.	36	3	8.33
		d. lack of ability to pronounce words in English.	36	5	13.89
		e. not able to understand the contents of English texts that are too long.	36	5	13.89
		f. others.	36	0	0
9.	The difficulty I experienced in writing in English is	a. not being able to write appropriate and correct English grammar.	36	17	47.22
		b. lack of ability to use appropriate or correct English terms.	36	10	27.78
		c. not having enough words (lack of vocabulary) in	36	14	38.89

		English to be used.			
		d. not being able to jot down a sentence by using appropriate words; or a paragraph by using appropriate sentences.	36	5	13.89
		e. not being able to find errors / mistakes in self- written texts.	36	7	19.44
4.0		f. others.	36	0	0
10.	In my opinion, the reason that makes me difficult to understand the things mentioned	a. low vocabulary mastery in the field / subject of pharmacy.	36	14	38.89
	above is	b. low grammar mastery in English.	36	22	61.11
		c. limited knowledge of text parts in English.	36	10	27.78
		d. limited background knowledge on the field / subject which I elaborated.	36	2	5.56
		e. others.	36	0	0
WA					
11.	I learn English so that later on I will able to	a. understand English texts / passages well.	36	9	25.00
		b. speak English fluently and correctly.	36	24	66.67
		c. master enough vocabulary in the field of pharmacy in English.	36	18	50.00
		d. get high scores in certain tests (TOEIC, TOEFL, IELTS, etc.).	36	14	38.89
		e. others.	36	0	0
12.	Topic(s) that I think is most interesting to be learned in English is /	a. the types of medicines / drug and how to use	36	10	27.78

	are	them.			
		b. the types of herbal medicine and their benefits	36	6	16.67
		(Pharmacognosy).	2.5	2.1	5 0.00
		c. how to	36	21	58.33
		communicate with			
		patients.	26	7	10.44
		d. how to understand	36	7	19.44
		medicine / drug			
		information. e. how to understand	36	19	52.70
		the instructions and	30	19	52.78
		the use of			
		medicines / drugs.			
		f. others.	36	0	0
13.	The facility that I want	a. textbooks or	36	14	38.89
13.	in learning English is	learning modules.	30	17	30.07
	in learning English is	b. presentation slides	36	7	19.44
		(Powerpoint, etc.)	30	,	17.11
		c. pictures that	36	16	44.44
		support the English		10	
		learning.			
		d. recordings along	36	16	44.44
		with interactive			
		video footages.			
		e. learning materials	36	15	41.67
		and written			
		questions.			
		f. others.	36	0	0
	RNING NEEDS				
INPU		I			- 2.0-
14.	Types of English	a. conversations with	36	18	50.00
	learning materials that	patients in English.	26	10	22.22
	best suit me are	b. ways to read a book	36	12	33.33
		/ medicine user			
		guide in English.	26	12	26 11
		c. ways to read the	36	13	36.11
		medicine / drug information in			
		English.			
		d. ways to read	36	11	30.56
		literature / English	50	11	50.50
		medicine manuals			
		(academic reading).			
		(aradeline redding).		l	

		e. others.	36	0	0
15.	From the input of	a. text without	36	1	2.78
10.	reading and writing	pictures.		_	2., 0
	below, the one that I	b. text accompanied	36	28	77.78
	think is effective and I	by supporting			7.7.0
	prefer to use in learning	pictures.			
	English is	c. text with	36	15	41.67
		vocabulary and		13	11.07
		pronunciation lists.			
		d. text with the	36	11	30.56
		description of the		11	30.30
		language structure.			
		e. text with	36	1	2.78
		accompanying	30	1	2.70
		tables or graphs.			
		f. articles taken from	36	4	11.11
		newspapers,	30	'	11.11
		magazines, internet,			
		etc.			
		g. the types of	36	8	22.22
		functional text	30	0	22.22
		(narrative,			
		descriptive,			
		procedures, etc.)			
		h. the types of text	36	24	66.67
		that is entertaining			00.07
		for example: song			
		lyrics, movie			
		synopsis, poetry,			
		etc.			
1		i. others.	36	0	0
16.	From the input of	a. short recording in	36	9	25.00
	listening and speaking	the form of			
	below, the one that I	dialogue /			
	think is effective and I	conversation.			
		b. short recording in	36	2	5.56
	English is	the form of			
		monologue.			
		c. recording	36	24	66.67
		accompanied by			
		pictures (video			
		recording)			
		d. short recording in	36	24	66.67
		the form of songs,			
		news, movies, etc.			
		e. others.	36	0	0

17.	In my opinion, the	a. less than 2 minutes.	36	3	8.33
	appropriate length of the	b. 2-3 minutes.	36	24	66.67
	recording for listening	c. 3-4 minutes.	36	7	19.44
	is	d. more than 4	36	4	11.11
		minutes.			
		e. others.	36	0	0
18.	In my opinion, the	a. more than 250	36	1	2.78
	appropriate length of text	words (long)			
	for reading is	b. 150-250 words.	36	24	66.67
		c. less than 150 words	36	11	30.56
		(short)			
PRC	CEDURE				
19.	From the list below, the	a. answering	36	24	66.67
	activity of listening	questions based on			
	which I most prefer is	the spoken text in			
		the form of			
		multiple choice.			
		b. answering	36	3	8.33
		questions based on			
		the spoken text in			
		the form of filling			
		blanks / essay.			
		c. listening to spoken	36	7	19.44
		text and taking			
		notes on important			
		information.			
		d. listening to spoken	36	15	41.67
		text and then			
		choosing if the			
		statement is true or			
		false.	26	1.0	27.70
		e. filling in the table	36	10	27.78
		based on the			
		spoken text.	26	7	10.44
		f. completing a	36	7	19.44
		paragraph based on			
		the spoken text	26	8	22.22
		g. listening to the	36	ð	22.22
		spoken text and then taking the			
		content of the text.			
		h. others.	36	0	0
20	From the list below the	a. individual		1	
20.	From the list below, the	presentation.	36	1	2.78
	activity of speaking which I most prefer is		26	22	61 11
	which i most prefer is	b. presenting dialogue	36	22	61.11

			l		1
		in pairs and or			
		doing a role play.	2.		27.00
		c. doing interviews.	36	9	25.00
		d. having discussion	36	19	52.78
		in pairs or groups.	2.	1.0	2= =0
		e. exchanging	36	10	27.78
		information with			
		friends.	2.		4
		f. retelling stories.	36	6	16.67
		g. giving opinions,	36	7	19.44
		suggestions,			
		criticisms, and			
		questions of certain			
		situation.	26	10	52.70
		h. describing images,	36	19	52.78
		objects, or people.	26	1.1	20.56
		i. explaining process	36	11	30.56
		(production or use			
		of goods).	26	0	0
21	Enough the list helow the	j. others.	36	0	0
21.	From the list below, the	a. answering	36	24	66.67
	activity of reading which	questions based on the text in the form			
	I most prefer is				
		of multiple choice.	36	2	5.56
		b. answer questions based on the text in	30	2	3.30
		the form filling the			
		blanks or essay.			
		c. determining the	36	4	11.11
		main idea of a	30	'	11.11
		paragraph.			
		d. defining synonyms	36	9	25.00
		and antonyms of			_2.00
		words in the text.			
		e. looking for	36	10	27.78
		information / key			
		points in the text.			
		f. responding to true	36	10	27.78
		or false statements			
		based on the text.			
		g. matching two	36	12	33.33
		statements based on			
		the text.			
		h. make a summary of	36	0	0
		a text.			

		i. others.	36	0	0
22.	From the list below, the	a. rewriting the story	36	4	11.11
22.	activity of writing which	with my own words	30	4	11.11
	I most prefer is	(paraphrasing).			
	I most prefer is		36	4	11.11
		b. writing a story	30	4	11.11
		based on a certain			
		theme / topic.	26	10	26.11
		c. writing a story	36	13	36.11
		based on pictures,			
		tables, graphs, etc.	2.5	4.4	20.74
		d. completing the	36	11	30.56
		gaps of sentences.	_		
		e. arranging random	36	17	47.22
		sentences into a			
		good paragraph.			
		f. revising paragraphs	36	7	19.44
		by using correct			
		words, punctuation,			
		and exact			
		capitalization.			
		g. write stories (free	36	14	38.89
		writing).			
		h. others.	36	0	0
23.	From the list below, the	a. identifying types of	36	17	37.22
	activity of vocabulary	words (nouns,			
	mastery which I most	verbs, adjectives,			
	prefer is	adverbs, etc.).			
		b. looking for	36	11	30.56
		synonyms and			
		antonyms.			
		c. doing crossword	36	11	30.56
		puzzles.			-
		d. matching the words	36	19	52.78
		with their			
		definitions.			
		e. completing	36	9	25.00
		sentence gaps with			_2.00
		the correct words.			
		f. grouping similar	36	2	5.56
		words (hyponymy		_	3.53
		and hypernymy).			
		g. others.	36	0	0
SET	TING	5. Juio15.			<u> </u>
24.	Leisure time that I have	a. no leisure time.	36	6	16.67
	to learn English in a day	b. less than 3 hours.	36	28	77.78
	to ream English in a day	v. 1688 man 3 mours.	30	40	11.10

	ia	a shout 2 hours	26	2	5.56
	is	c. about 3 hours.	36	2	5.56
25	In my oninion the meet	d. more than 3 hours.	36	5	2.78
25.	In my opinion, the most	a. individual learning.	36	17	13.89
	effective way in helping me to learn English is	b. learning in groups	36	1 /	47.22
	me to learn English is	(with or without			
		tutor).	26	20	55.5 6
		c. learning assisted by	36	20	55.56
		teachers /			
		instructors.	26	1.0	44.44
		d. learning equipped	36	16	44.44
		with necessary			
		facilities (lesson			
		books, computers,			
		LCD projectors,			
		etc.)	26	0	0
26		e. others.	36	0	0
26.	Language that I think is	a. only Bahasa	36	0	0
	appropriate in giving	Indonesia.	2.5	1	2.70
	instructions / commands	b. only English.	36	1	2.78
	and explanations in	c. Bahasa Indonesia	36	35	97.22
	learning English is	and English.	0.5		
25		d. others.	36	0	0
27.	Approximate time that I	a. less than 5 minutes.	36	1	2.78
	need to work on one	b. 5-10 minutes.	36	13	36.11
	activity in an English	c. 10-15 minutes.	36	11	30.56
	material book in general	d. more than 15	36	12	33.33
	is	minutes.			
	RNERS' ROLE	T	ı	ı	T
28.	The role of learner that I	a. a listener while the	36	8	22.22
	expect in English	teacher explains to			
	language teaching and	the class.			
	learning activities is	b. a listener, and then	36	9	25.00
		do what was			
		ordered by the			
		teacher.			
		c. an active	36	12	33.33
		participant who			
		responds to the			
		explanation or			
		questions by the			
		teacher.			
		d. an active	36	12	33.33
		participant, not just			
		responding to the			
		explanation and			

		questions by the teachers, but also giving suggestions, criticisms, and opinions to teachers. e. an active participant who is directly involved in activities in both to the teacher and	36	8	22.22
		classmates.			
		f. others.	36	0	0
TEA	CHERS' ROLE				
29.	The role of teacher that I expect in English language teaching and learning activities is	a. the center of teaching and learning in the classroom.	36	14	38.89
	J	b. the facilitator who helped students learn in the classroom.	36	15	41.67
		c. the one who gives the opportunity to discuss, and openly ask and answer questions.	36	16	44.44
		d. a motivator for the students to learn.	36	15	41.67
		e. the one who gives suggestions, criticisms, and opinions to the student.	36	10	27.78
		f. others.	36	0	0

APPENDIX C

The Interview Guideline

PANDUAN WAWANCARA GURU

ANALISIS KEBUTUHAN SISWA UNTUK PENGEMBANGAN MATERI / BAHAN AJAR BAHASA INGGRIS SEKOLAH MENENGAH KEJURUAN - JURUSAN FARMASI KELAS XI

- 1. Apakah para siswa khususnya kelas XI tertarik dengan pelajaran bahasa Inggris?
- 2. Bagaimana sikap mereka pada saat pembelajaran bahasa Inggris di kelas?
- 3. Bagaimana pencapaian/ prestasi siswa terhadap pelajaran bahasa Inggris selama ini?
- 4. Apa sajakah aktivitas/ kegiatan bahasa Inggris yang biasa diberikan di kelas?
- 5. Jenis aktivitas/ kegiatan seperti apa yang lebih banyak menarik minat siswa?
- 6. Kendala atau masalah apa saja yang sering dihadapi oleh guru selama pembelajaran?
- 7. Bagaimana pemecahan masalah tersebut biasa dilakukan oleh guru?
- 8. Bagaimana pengaruh materi/ bahan ajar terhadap KBM?
- 9. Bagaimana pengaruh materi/ bahan ajar terhadap pencapaian/ prestasi siswa?
- 10. Apa saja kesulitan yang ditemui guru terkait materi/ bahan ajar selama ini?
- 11. Dari manakah materi/ bahan ajar diperoleh selama ini?
- 12. Apakah sekolah menyediakan materi/ bahan ajar yang sesuai dengan jurusan?
- 13. Seperti apakah materi/ bahan ajar yang seharusnya diberikan untuk siswa SMK?

PANDUAN WAWANCARA SISWA

ANALISIS KEBUTUHAN SISWA UNTUK PENGEMBANGAN MATERI / BAHAN AJAR BAHASA INGGRIS SEKOLAH MENENGAH KEJURUAN - JURUSAN FARMASI KELAS XI

- 1. Bagaimana kalian belajar bahasa Inggris di kelas selama ini?
- 2. Apa saja aktivitas/ kegiatan saat KBM bahasa Inggris di kelas?
- 3. Aktivitas yang paling kalian sukai saat belajar bahasa Inggris itu yang seperti apa?
- 4. Apakah kalian suka dengan pelajaran bahasa Inggris?
- 5. Apakah penting bagi anak SMK khususnya jurusan farmasi untuk belajar bahasa Inggris?
- 6. Apa pentingnya belajar bahasa Inggris bagi anak SMK?
- 7. Apakah materi bahasa Inggris dari guru/ sekolah sudah sesuai dengan jurusan kalian?
- 8. Apakah materi bahasa Inggris dari guru/ sekolah sudah cukup membantu mencapai tujuan kalian?
- 9. Apakah materi bahasa Inggris yang dipakai guru selama ini sulit dipelajari?
- 10. Apakah materi yang diberikan berupa buku, lembaran kertas, atau yang lainnya?
- 11. Apakah kalian menyukai materi yang disertai gambar, grafik, video, dsb.? Mengapa?
- 12. Apakah kalian menyukai materi yang diambil dari lagu, berita, film, dsb.? Mengapa?
- 13. Apa saja materi di bidang farmasi yang kalian pelajari selama ini?
- 14. Apakah kalian dapat menemukannya di pelajaran bahasa Inggris?
- 15. Apakah kalian perlu materi bahasa Inggris yang sesuai dengan jurusan kalian?

APPENDIX D

The Interview Transcript

INTERVIEW TRANSCRIPT (TEACHER)

Interviewer : Saras Bayu Jatmiko / Researcher (R)

Interviewee : Drs. H. Nurudin Prihartono, M.Hum. / English Teacher (T)

Day, date: Tuesday, August 16, 2016

Time : 02:00 PM
Place : Classroom

R : Baik, Bapak. Saya akan menanyakan pertanyaan yang pertama.

T: Iya.

R : Apakah para siswa khususnya kelas XI tertarik dengan pelajaran bahasa Inggris, Pak?

T: Ya, relatif tertarik. Ketika kita memancing anak untuk ngomong, untuk berbicara dalam bahasa Inggris, kita memberikan contoh kemudian kita sering mengucapkan, anak akan tertarik gitu, pengen bisa bahasa Inggris. Ingin menguasai bahasa Inggris.

R : Tertarik ya intinya, Pak?

T : *Iya*, *tertarik*.

R: Baik. Lalu sikap mereka pada saat pembelajaran bahasa Inggris di kelas itu seperti apa sih, Pak?

2 : Ya, memang karena mereka tertarik, ya mungkin ada yang kurang begitu antusias ya, sikapnya kurang begitu antusias terhadap bahasa Inggris, tapi karena kita berusaha untuk memancing anak, memotivasi, akhirnya cukup positif, ya ikut gitu, ke pelajaran ya kita ingin betul-betul sesuai keinginan guru juga, siswa juga, Inshaa Allah bisa mengembang.

R : Bisa berkembang ya, Pak? Jadi tergantung gurunya ya, Pak?

T: Iya, tergantung gurunya.

- R : Lalu pencapaian atau prestasi siswa terhadap pelajaran bahasa Inggris selama ini bagaimana, Pak?
- : Emm. Saya lihat selama ini kan memang belum musimnya ulangan, tapi secara khusus ketika kita proses, ya anak bagus, kita kasih listening, kasih speaking, ya sama reading, ya writing, nah itu relatif anak nilainya bagus-bagus. Ada yang A, A-, ada yang A+, ya relatif anak bisa lah untuk komunikasi dengan bahasa Inggris, gitu.
- R: Lalu untuk aktivitas atau kegiatan bahasa Inggris yang biasa diberikan di kelas itu apa saja ya, Pak?
- : Listening bisa, speaking bisa, reading bisa, writing juga bisa, semuanya terintegrasi. Termasuk grammar, ya cara pengucapan, maupun kosakata, memang sebagai modal untuk bisa menguasai ya listening mungkin reading atau writing, ya kosakata juga harus dikuasai.
- R : Biasanya kegiatan itu individu atau berkelompok, Pak?
- T: Ya kadang individu, kalau memang tugas itu untuk individu, kebanyakan kadang berkelompok, ya diusahakan atau difokuskan ke kelompok. Ya, diutamakan.
- R: Jenis aktivitas atau kegiatan seperti apa yang lebih banyak menarik minat siswa, Pak?
- : Lebih menarik siswa? Saya kira, setelah sekilas saya lihat, anak seneng untuk diajak ngomong, diajak praktek, artinya diajak keluar ya, anak setelah diajak keluar nanti minta lagi, "Pak, belajar di luar aja." Ya, mungkin agak fresh, enak, suasananya tidak ... apa ya, tidak tertekan.
- R : Jadi tidak melulu belajar di kelas ya, Pak?
- T : Ya sebenarnya sering di kelas, cuma ya suatu saat keluar.
- R : Kadang-kadang saja ya berarti, Pak?
- T : Iya, kadang-kadang saja.
- R: Lalu kendala atau masalah apa saja yang sering dihadapi oleh guru selama pembelajaran, Pak?

T: Kalau saya lihat anak kurang bisa menguasai kosakata, untuk mengungkapkan kata-kata itu agak masih kurang gitu lho. Masih miskin lah, kurang kosakata. Masih terbatas.

R : Lalu memecahkan masalah seperti itu biasanya gimana, Pak?

2 : Ya, saya ya paling banter suruh cari di kamus, buka kamus atau mungkin di Alfalink itu ya, kamus elektronik, terus kalau terpaksanya nggak menemukan ya kita menerjemahkan dalam bahasa Inggrisnya atau dalam bahasa Indonesianya, sehingga ya tetep harus diketahui kata yang ditemui sulit itu.

R: Lalu untuk materi atau bahan ajar sendiri itu bagaimana pengaruhnya terhadap KBM, Pak?

T : Materi yang sekarang diajarkan di sini, emm, saya kira sekilas, anak masih cocok, maksudnya level kesulitan itu masih bisa dikuasai oleh anak. Ya adapun kalau disesuaikan dengan jurusan barangkali ya emang belum begitu menjurus. Saya lihat karena ini SMK ya mungkin kayak cenderungnya itu ke ini, jurusan pariwisata, perdagangan, kalau ke kesehatan itu kurang begitu ada. Kosakatanya, kurang menekankan ke kesehatan.

R : Buku yang digunakan judulnya apa itu, Pak?

T: Ini, "Get Along with English for Vocational School Grade XIElemenetary Level" penerbit Erlangga.

R : Isinya masih umum ya, Pak, ya?

Iya, masih umum. Tapi ya tetep meskipun umum, kita nanti tetap dalam prakteknya kita arahkan, misalnya ketika ada dialog di hotel misalnya, ya bagaimana kita terapkan dialog di farmasi, rumah sakit, begitu, disesuaikan.

R: Lalu apakah buku ini berpengaruh dalam pencapaian atau prestasi siswa?

Ya sedikit berpengaruh sih, tergantung anak, kalau dia mau belajar,
 kalu misalnya mau ulangan terus belajar ya mendapatkan nilai yang
 baik, kalau nggak ya tetep nilainya jelek juga. Tergantung anaknya.

R : Tergantung anaknya ya, Pak.

: Iya. Tapi relatif anak itu sekarang punya bukunya, ya anak ya suka lah belajar di rumah, ketika ada tanya jawab di kelas itu ya banyak yang bisa menjawab. Tapi selama ini memang belum tes tertulis, masih tes proses, atau process assessment, atau authentic assessment.

R: Lalu apakah sekolah menyediakan materi atau bahan ajar yang sesuai dengan jurusan farmasi, Pak?

Ya itu tadi, saya kira belum begitu. Belum begitu ke mengacunya, ke
 tujuan khususnya, kan ada istilah English for Specific Purpose, iya, ESP
 itu ya? Untuk spesifiknya itu mungkin belum, belum, atau kurang lah.
 Kurang menjurus.

R : Masih secara umum ya, Pak?

T : Iya, masih umum.

R: Ya, menurut Bapak sendiri, harusnya seperti apa sih Pak materi atau bahan ajar yang seharusnya diberikan untuk siswa SMK?

T : Tentunya ya disesuaikan, ya kosakatanya, menggunakan istilah-istilah apa yang kesehatan, yang obat-obatan, nah kalau dialog atau percakapan ya dikaitkan dengan mungkin situasinya di drugstore, di kesehatan, mungkin di Departemen Kesehatan atau mungkin terkait dengan olahraga, dikaitkan dengan olahraga kan juga kesehatan ya, gizi, makanan, ya misalnya terkait yang seperti itu.

R : Baik, mungkin yang seperti itu saja Pak, terima kasih atas waktunya.

T : Iya, iya, sama-sama.

INTERVIEW TRANSCRIPT (STUDENT)

Interviewer : Saras Bayu Jatmiko / Researcher (R)

Interviewee(s): 3 students of Class XI E (S1, S2, S3)

Day, date: Tuesday, August 16, 2016

Time : 02:40 PM

Place : School Library

R : Selamat siang, adik-adik.

S1, S2, S3 : Selamat siang, kak.

R : Saya mulai saja ya, untuk wawancara analisis kebutuhan

pengembangan materi, pertanyaan pertama, bagaimana sih kalian

belajar bahasa Inggris di kelas selama ini?

S1 : Kalau di kelas itu, lebih ke, kalau sama Mr. Nurudin lebih ke

speaking, listening gitu, jadi bedanya lebih ke tingkatan

kosakatanya sih. Sama grammar.

R : Suka nggak belajar bahasa Inggris di kelas?

S1 : Saya sih suka.

S2 : Kalau belajar di kelas, selama ini sama Mr. Nurudin, ya asyik sih

soalnya kan mendengarkan kayak video gitu, video dari laptop gitu,

asyik sih.

S3 : Ya kalau menurut saya sih Mr. Nurudin itu cara mengajarnya

tidak hanya teoretis tapi juga grammar, selain itu juga ada

listening, speaking, seperti itu, jadi mengingatkan kita kembali bahwa sebuah bahasa itu tidak hanya sekedar ditulis tapi juga

diucapkan, gitu.

R : Lalu aktivitas atau kegiatan saat KBM di kelas itu seperti apa

saja sih?

S3 : Emm, kegiatan belajar mengajar di kelas itu bisa ada menulis, tugas, seperti itu, kemudian ada presentasi, ada juga diskusi, kami juga ada menyediakan beberapa kelompok belajar, seperti itu. Ya, dengan tujuan meningkatkan kreativitas siswa dan keaktifan, gitu. R : Lalu, aktivitas yang paling kalian sukai saat belajar bahasa Inggris yang seperti apa? S2: Kalau saya lebih suka yang seperti belajar kelompok, presentasi di depan teman-teman, berdialog. : Berdiskusi ya? R S2: Iya, berdiskusi juga. R : Kalau kamu? S1 : Emm, kalau saya lebih suka speakingnya. R : Praktek ngomong ya? S1 : Iya, lebih suka praktek ngomong. R : Pernah keluar (ngobrol) sama bule-bule gitu nggak? Ketemu bule-bule? S2: Itu waktu SMP sih. R : SMP ya? SMF belum? *S*2 : Belum. R : Kalau kamu yang paling suka apa? *S3* : Emm, pelajarannya, speaking, karena kembali lagi ke praktek ngomongnya itu. R : Pertanyaan ke empat, apakah kalian suka dengan pelajaran bahasa Inggris? S2: Kalau saya, emm, gimana ya, agak nggak suka, tapi saya suka mendengarkan musik bahasa Inggris, suka membaca novel bahasa Inggris. R : Kalau kamu? SI : Kalau saya dulu sih nggak suka banget, anti, tapi semenjak SMP

itu langsung les gitu sekarang udah jadi suka.

: Sekarang suka ya? Kamu gimana?

R

: Saya pertama kali, emm, bahasa Inggris itu memang sulit, saya mungking belum begitu menguasai, "Itu artinya apa sih?", "Itu maksudnya apa? Seperti apa?" tapi dengan membaca tuh suka aja. Cara membacanya tuh sedikit berbeda memang. Ya, suka baca aja. R : Bisa tau artinya kalau baca banyak ya? S3 : Oh iya iya. R :Terus, apakah penting bagi anak SMK khususnya jurusan farmasi nih, jurusan kalian untuk belajar bahasa Inggris? *S3* : Sangat penting, karena kan, emm, waktu di perguruan tinggi tidak hanya bahasa Indonesia, tapi juga bahasa Inggris yang membantu, dan pelajaran bahasa Inggris itu sangat membantu kita dalam memahami informasi tentang obat itu, gitu. R : Menurut kamu? S2: Menurut saya juga penting kalau di dunia kerja, nggak hanya orang Indonesia yang beli gitu, ada misalnya warga negara asing

juga mau beli obat, gitu, nggak cuma bahasa Latin aja yang dipelajari selama di SMK Farmasi ini. SI: Kalau saya, lebih ke perguruan tingginya kayak untuk tes TOEFL,

R : Oh iya. Ini semuanya mau melanjutkan ke perguruan tinggi?

S3 : Semoga. Semoga ada jalan.

R : Maunya jurusan apa?

S3 : Jurusan, ya farmasi.

R : Farmasi ya. Kamu?

S2: Inshaa Allah meneruskan, farmasi.

kan harus lebih tinggi.

SI: Saya juga.

S3

R : Oh iya, bagus. Lalu apakah materi bahasa Inggris dari guru, dari Pak Nurudin atrau dari sekolah itu sudah sesuai dengan jurusan kalian, misalnya bercakap-cakap dengan pasien dengan bahasa Inggris, lalu farmakologi, farmakognosi dengan bahasa Inggris, atau belum?

<i>S3</i>	: Oh, kalau selama ini sih memang belum karena di SMK Farmasi
	ini lebih ke secara umum, seperti apa itu bahasa Inggris, gitu.
	Mungkin kalau lebih mendalam nanti di perguruan tinggi, gitu.
R	: Kamu?
<i>S</i> 2	: Kalau menurut saya, belum sesuai dengan keinginan saya.
R	: Pengennya yang seperti apa sih?
<i>S</i> 2	: Hehehe. Pengennya yang gimana ya. Nggak usah pakai bahasa
	Inggris, hehehe.
R	: Oh gitu.
<i>S</i> 2	: Soalnya nggak suka ngomong, hehe.
R	: Kalau menurut kamu sudah sesuai belum?
S1	: Kalau menurut saya belum sesuai, tapi mungkin kalau untuk
	membantu kayak daily activities atau percakapan buat sehari-hari
	bisa.
R	: Ya, lalu untuk materi bahasa Inggris itu tadi apakah sudah cukup
	membantu mencapai tujuan kalian? Misalnya harus dapat nilai
	segini, apakah sudah membantu kalian?
<i>S3</i>	: Sangat membantu sebenernya karena dari yang belum tahu jadi
	tahu, dan itu sangat sulit, apa, kalau misalnya bekerja itu kan
	sudah tahu tinggal mengamalkan, tapi kalau belajar itu kan dari
	belum tahu menjadi tahu, nah itulah sulitnya di situ, tapi sangat
	membantu dari caranya, apa, misalnya present tense, seperti apa
	itu rumus-rumusnya atau bagaimana jadi mengerti sedikit demi
	sedikit, gitu.
R	: Oke, lalu materi bahasa Inggris yang dipakai guru itu sulit nggak
	sih dipelajari selama ini?
<i>S</i> 2	: Nggak sih, kalau sama Mr. Nurudin dan Mrs. Nyimas nggak
	terlalu sulit, kalau menurut saya, gampang dipahami dan gampang
	dimengerti.
R	: Lalu yang diberikan itu materinya berupa buku, lembaran kertas,

atau apa?

S2: Kalau Mr. Nurudin pakai lembaran kertas, tapi beliau juga pakai laptop, iya modul, dan LCD, presentasi, gitu. R : Lalu apakah kalian menyukai materi yang disertai gambar, grafik, video, dsb.? SI : Kalau saya lebih suka video sama listening (recording) soalnya kekurangan saya di listening. R : Rekaman ya? Kekurangannya di listening, kalau kamu? S3 : Kalau saya speaking itu tadi terus mendengarkan sama juga, karena, ehm, apa, emm, pronounce dalam bahasa Inggris itu tidak semudah bahasa Indonesia. R *: Iya. S3* : Jadi itu sangat membantu di saat, "Oh jadi kayak gini, cara membacanya seperti ini toh. Kalau kata ini membacanya seperti ini." Kayak gitu, sangat membantu. R : Berarti rekaman sama video? S3 : Iya, rekaman dan video. : Lalu apakah kalian menyukai materi yang diambil dari lagu, R berita, film, dsb.? *S*2 : Kalau saya lebih suka yang ada lagunya, film, soalnya saya malah suka, emm, lagu-lagu Inggris. R : Bahasa Inggris ya? S2: Iya, dan film (berbahasa) Inggris. : Kalau kamu? R S1 : Lebih bervariasi soalnya nggak ngebosenin gitu. R : Kamu? *S3* : Emm, lagu, selain itu juga, emm. Sebenarnya saya itu tipe orang yang pengen tahu gitu lho, maksudnya, "Kalau seperti ini tuh, nanti gimana ya? Kalau seperti ini gimana?" Jadi ya, lebih menjelajah aja sih. R : Menjelajah, semua dieksplor ya kalau bisa.

: Suka, iya, dicoba gitu. Hehehe.

S3

R : Bagus. Lalu apa saja materi di bidang farmasi yang kalian pelajari selama ini?

S3 : Kalau selama ini ada farmakognosi, ilmu farmasi, farmakologi, ada ilmu resep, kemudian ada bahasa Latin, sinonim, masih banyak lagi.

R : Kimia? Biologi?

S3 : UUK, Undang-Undang Kesehatan.

S2 : *IKM*.

S3 : Informasi Kesehatan Masyarakat.

R : Ilmu Kesehatan Masyarakat?

S3 : Oh iya, Ilmu Kesehatan Masyarakat, terus ada apa? PKM ya?

S1 : Iya.

R : Banyak ya?

S3 : Banyak banget, hehe.

R: Nah, kalian dapat menemukannya nggak semua itu di pelajaran bahasa Inggris? Istilah-istilah di situ, kata-kata di situ, yang di farmakognosi kayak khasiat, penggunaan.

S2 : Ada. Sedikit ada.

R : Sedikit ya tapi ya? Nggak semuanya ada?

S2 : Iya.

R: Ya, lalu pertanyaan terakhir, apakah kalian perlu materi bahasa Inggris yang sesuai dengan jurusan kalian?

22 : Kalau di jurusan farmasi, menurut saya perlu, karena ya itu, untuk emm, gimana ya, untuk bekerja bisa juga bermanfaat, di perguruan tinggi juga bisa untuk bermanfaat juga. Ya pokoknya menyenangkan lah bahasa Inggris itu, bisa bermanfaat.

R : Kalau menurut kamu perlu nggak?

S1 : Perlu banget, perlu sekali, soalnya pasien kan nggak selalu dari Indonesia, asing, jadi gitu, perlu.

R : Menurut kamu perlu?

S3

: Perlu, pertama farmasi itu tadi seperti yang sudah saya bicarakan, singgung, mungkin untuk menanggapi pasien yang nggak cuma dari, tidak hanya dari Jogja, dan sekitarnya tapi juga dari luar, selain itu bahasa Inggris itu sangat membantu kita dalam berkomunikasi dengan orang di luar sana karena itu bahasa internasional, seperti itu.

R

: Ya, oke mungkin itu saja pertanyaan dari saya, saya ucapkan terima kasih sekali lagi. Selamat siang.

S1, S2, S3

: Selamat siang.

APPENDIX E

Course Grid

COURSE GRID | Get Well – English for Pharmacy Study Programme Grade XI

School : SMK / SMF "INDONESIA" Yogyakarta

Study Programme : Pharmacy Class / Semester : XI / 1

Standard of Competence : Communicating in English at an Elementary Level

TT *4	TD 1 / / / / / / / / / / / / / / / / / /	Basic	Indic	eators	Lang	guage Focus	т 4	
Unit	Topic / Title	Competence	Spoken Cycle	Written Cycle	Grammar	Vocabulary	Input	Activities
1	Topic:	2.1	Listening	Reading	Modals	Greeting and	- Spoken and	Getting Ready
	Daily	Comprehending	Students are	Students are	Can	leave-taking	written text	- Students observe a picture
	conversations at	simple daily	able to:	able to:	Cannot	hi, hello, good,	related to how	about certain situation in a
	the pharmacy	conversation in			Could	morning,	to communicate	pharmacy
			- listen to	- identify the	Could not	afternoon,	with patients in	
		the profesional	particular topic-	meanings of		evening, bye,	the pharmacy	- Students answer the questions
	Title:	and individual	related	words in a short	Attributive	thank, come,		related to the situation
	How much does	context with	recordings	description text	Adjectives	again, excuse,	- Language	
	the vitamin	non-native		about a		please, etc.	features and	Spoken Cycle:
	cost?	speakers	- identify some	particular			structure of a	- Students listen to a spoken
			expressions in	medicine		Doing	descriptive text	dialogue about greeting, leave
			the conversation			transactions and		taking, doing transactions and
			of greeting and	- identify the		bargaining	- Explanation of	bargaining in a pharmacy
			leave taking	meanings of		price, expensive,	attributive	
				words in the text		cheap, money,	adjectives	- Students identify the
			- identify some			bill, coin, pay,		vocabulary in the spoken texts
			expressions in	- answer		payment, credit,	- List of	
			doing	questions related		card, cashier,	vocabulary	- Students answer the questions
			transactions and	to the		discount, much,	related to	related to the spoken texts
			bargaining	descriptive text		how, etc.	medicine and	
							diseases	- Students find the meaning of
			- answer	- identify the		Terms related to		particular words in the spoken
			questions based	structures a of		disease and		texts
			on the	desriptive text		symptoms		
			recordings			fever, headache,		- Students study the
				Writing		immunity,		expressions used in the spoken
				Students are		influenza,		texts
			Speaking	able to:		toothache, etc.		
			Students are					- Students study the
			able to:	- describe				explanation about greeting and
				medicines by				leave-taking

	questions related to the recording orally - perform a short dialogue example in pairs - make a short dialogue related to greeting, leave taking, doing transactions and bargaining - perform the dialogue in pairs	adjectives - arrange jumbled sentences into a good descriptive text - produce a short descriptive text about certain medicine		medicine / drug bandage, capsules, iodine, painkiller, sterile, tablet, etc. Attributive adjectives best, interesting, small, big, large, square, round, circular, old, new, pink, black, blue, etc.		- Students study the explanation about doing transactions and bargaining - Students make a short dialogue about greeting,leave taking, doing transactions and bargaining in pairs and then perform orally Written Cycle: - Students read a descriptive text about a particular medicine - Students identify the meanings of particular words in a descriptive text - Students study the explanation and the generic structures of descriptive text - Students answer the questions related to the descriptive text - Students study the explanation about attributive adjectives - Students write correct names of the pictures given - Students arrange jumbled sentences into a good descriptive text
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T I 4	Tomic / Tidle	Basic	Indic	ators	Language Focus		T4	A 041-1141.00
Unit	Topic / Title	Competence	Spoken Cycle	Written Cycle	Grammar	Vocabulary	Input	Activities
2	Topic:	2.1	Listening	Reading	Reported	Telephoning	- Spoken and	Getting Ready
	Telephoning and	Comprehending	Students are	Students are	Speech	hello, can, may,	written text	- Students observe apicture
	showing	simple daily	able to:	able to:	- She told me	help, drugstore,	related to	about certain situation in a
	sympathy	conversation in			that she went	hold, line, dial,	telephoning and	pharmacy
		the profesional	- listen to	- identify the	to the	number, call,	showing	
		and individual	particular topic-	words used in	hospital	message, wait,	sympathy at the	- Students answer the questions
	Title:		related	telephone	yesterday.	email, leave,	pharmacy	related to the situation
	Could I speak to	context with	recordings	messages	- He says	memo, note,		
	the pharmacist,	non-native		, ,	that he	receive, etc.	- Language	Spoken Cycle:
	please?	speakers	- identify some	- comprehend	studies		features of a	- Students listen to a spoken
			expressions used	telephone	Pharmacy.	Expressing	telephone	dialogue about telephoning and
		2.5	in telephoning	messages		sympathy	message	showing sympathy
		Expressing	. 1	1 4 141		sorry, apologize,	F 1 4 6	
		different kinds	- identify some	- understand the		alright, fine,	- Explanation of	- Students answer the questions
			expressions in	explanation of		heartfelt,	reported speech	related to the dialogue
		of intention	the conversation	telephone		condolence,	I :a4 a£	Cturdants Cilia the blanks of
			of showing	messages		healthy, sincere,	- List of vocabulary	- Students fill in the blanks of
			sympathy	onemor		hurt, , etc.	related to	dialogues
			- answer	- answer questions related		Terms related	medicine and	- Students identify the
			questions based	to the text		to disease and	diseases (2)	vocabulary in the spoken texts
			on the	to the text		symptoms	discases (2)	vocabulary in the spoken texts
			recordings	- determine the		asthma, hurt,		- Students study the
			recordings	meanings of		injured, painful,		explanation of showing
			Speaking	terms in the text		injury, etc.		gratitude and sympathy
			Students are			, , , , , , , , , , , , , , , , , , , ,		g
			able to:			Terms related		- Students pronounce the
				Writing		to medicine /		expressions in telephoning and
			- answer	Students are		drug		showing sympathy
			questions related	able to:		laxative,inhaler,		
			to the recording			prescription,		- Students answer the questions
			orally	- arrange		antibiotics,		related to the spoken texts
				jumbled		ointment,		
			- repeating the	sentences into		packages, etc.		- Students study the
			expressions used	good a				explanation about reported
			in telephoning	telephone				speech
				message				
			- make a short					- Students answer questions
			dialogue in					based on the recordings

	1 1 .		I	
telephoning	- produce a short			
	telephone			- Students make a short
- make a short	message based			dialogue about telephoning and
dialogue about	on a			showing sympathy in pairs and
showing	conversation			then perform in front of the
sympathy				class
	- produce short			
- perform the	telephone			Written Cycle:
dialogue	messages based			- Students read a telephone
January Suc	on situations			message
- make a short	on situations			message
dialogue related				- Students answer the questions
to telephoning				related to telephone message
and showing				C414-:14:64
sympathy				- Students identify the
				meanings of particular words in
- perform the				a telephone message
dialogue in pairs				
				- Students arrange jumbled
				sentences into a good telephone
				message
				- Students study the
				explanation of telephone
				message
				message
				- Students determine whether
				the statements are True or False
				the statements are 11th of 1 alse
				Students write a telephone
				- Students write a telephone
				message based on a
				conversation / dialogue
				- Students make a short
				telephone message based on
				the given situation

I Init	Tonio / Title	Basic	Indic	ators	Langu	age Focus	Immut	Activities
Unit	Topic / Title	Competence	Spoken Cycle	Written Cycle	Grammar	Vocabulary	Input	Activities
3	Topic:	2.5	Listening	Reading	Comparative	Asking for and	- Spoken and	Getting Ready
	Asking for and	Expressing	Students are	Students are	Superlative	giving opinions	written text	- Students observe a picture
	giving opinions;	different kinds	able to:	able to:		think, better,	related to	about certain situation in a
	and dealing with	of intention			Imperative	good, opinion,	asking for and	pharmacy
	complaints		- listen to	- identify the	Sentence	honest, actually,	giving opinions;	
		2.6	particular topic-	meanings of	(V1 + O)	best, bad,	and dealing	- Students answer the questions
			related	words in a short	Do not	suggest, advice,	with complaints	related to the situations
	Title:	Understanding	recordings	procedure text	Add a	try, how, about,	at the pharmacy	
	"I'd say that	simple	. 1	about particular	Shake the	etc.	T	Spoken Cycle:
	one's better."	instructions	- identify some	medicine	Please put	D 11 141	- Language	- Students listen to a spoken
			expressions in	manual		Dealing with	features and	dialogue about asking for and
			asking for and			complaints	structure of a	giving opinions; and dealing
			giving opinions;	- comprehend a		sorry,never,	procedure text	with complaints in a pharmacy
			and dealing with	procedure text about medicine		happen, error,	Evalenction of	Ctudents identify the
			complaints	manual		mistake, inconvenience,	- Explanation of imperative	- Students identify the vocabulary in the spoken texts
			- answer	illallual		fault, occur,	sentence	vocabulary in the spoken texts
			questions based	- answer		problem, fix, etc.	Schichee	- Students answer the questions
			on the	questions related		problem, jix, ctc.	- Adapted texts	related to the spoken texts
			recordings	to the procedure		Terms related	medicine	related to the spoken texts
			recordings	text		to disease and	manual or	- Students find the meanings of
			Speaking	tont		symptoms	instructions	particular words in the spoken
			Students are	- identify the		painful, hurt,	mstractions	texts
			able to:	meanings of		dizzy, cough,	- List of	
				words in the text		fever, phlegm,	vocabulary	- Students study the
			- answer			flu, influenza,	related to	explanation about giving
			questions related	Writing		painful, hurt,	medicine and	opinions / suggestions
			to the recording	Students are		etc.	diseases (3)	
			orally	able to:				- Students study the
						Terms related		explanation about dealing with
			- perform a short	- arrange		to medicine /		complaints
			dialogue about	jumbled		drug		
			asking for and	sentences into a		pills,antitussive		- Students make a short
			giving opinions	good procedure		expectorant,		dialogue about complaining in
			in pairs	text		spray, syringe,		pairs and then perform orally in
						ointment, liquid,		front of the class
			- make ashort	- produce a short		injections, dose,		
			dialogue about	procedure text		etc.		
			asking for and	related to				

	giving opinions	medicine instructions /		Written Cycle: - Students read a procedure text
	- make a short	medication		about medicine manual
	dialogue about dealing with			- Students study the
	complaints			explanation about procedure text
	- perform the			
	dialogue			- Students study the explanation about imperative sentence
				- Students arrange words into good sentences
				- Students make sentences based on words given
				- Students arrange sentences into a good procedure text
				- Students make a short procedure text about certain medicine manual / use

APPENDIX F

The First Draft of The Materials

Unit 1



How much does the vitamin cost?



Picture 1.1



Pharmacy technicians deal with different kinds of conversation everyday. They talk to different types of patients, too. Do you know how to greet someone properly? Do you know how to tell a patient the way to pay the medicine? Can you explain particular medicine characteristics?

Learn the expressions of greeting and leave taking, doing transactions or bargaining, and understanding descriptive texts about medicine in this chapter.



GET WELL

English for Grade XI Pharmacy Study Programme



SPOKEN CYCLE

Getting Ready | Doing transactions



TASK 1 - Warming Up

Look at the picture below. Answer the following questions orally.



Picture 1.2

- 1. What are they doing?
- 2. Where is the location of the picture?
- 3. Do you know the expressions related to the picture?

TASK 2

Put a tick on the expression that indicates greeting and leave taking. Take a look at the example.

1. Hello, Sekar. How are you today?	$\sqrt{}$				
2. I am sorry to hear that.					
3. Good morning, Windria. Nice to see you.					
4. See you later.					
5. Don't shake the bottle too fast.					





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Listen to the recording. Identify the expressions used in conversation and answer the following questions.

Kanthy : Good morning.

Pharmacy technician : Good morning. Welcome to Mayang Sehat Pharmacy.

May I help you?

Kanthy : I need some medicines for my neuritis. Do you

have some effective ones?

Pharmacy technician : We do. What kind of medicine do you want?

: Maybe small tablets or capsules. No liquids, please. Kanthy

Pharmacy technician: Wait a minute, please. We have these two.

: How much is the pink one? Kanthy

Pharmacy technician : Do you mean Neuralgin? It's eight thousand rupiahs.

Kanthy : How about the green one?

Pharmacy technician: Neuropyron-V is ten thousand rupiahs.

: It's more expensive. Kanthy

Pharmacy technician: Indeed, but it cures faster than Neuralgin. Kanthy : Well, can you make it nine thousand rupiahs?

Pharmacy technician : Sorry, it's a fixed price.

: I see. Can I pay with my credit card? Kanthy

Pharmacy technician : Sure. We take credit cards.

Kanthy : Alright. I'll take this.

Pharmacy technician : Thank you very much. Come again at anytime if you

need anything.

Kanthy : Sure. Good bye.





Picture 1.3

Picture 1.4

- 1. What is the dialogue about?
- 2. What does Kanthy want to buy?
- 3. How much does Neuralgin cost?
- 4. What does the pharmacy technician say in the bargaining?
- 5. How does Kanthy pay the medicine?

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TASK 4

Vocabulary Time

3

Can you find the words below in Task 3? Later, you will find them in the next tasks. Find the Indonesian words of the English words below. Study the pronunciation.

card credit cure expensive fixed liquid medicine pay pill price small tablet	/ka:d/ /ˈkrɛdɪt/ /kjʊə/ /iksˈpɛnsɪv/ /fikst/ /ˈlikwɪd/ /ˈmɛdsɪn/ /peɪ/ /pɪl/ /praɪs/ /smɔ:l/ /ˈtæblɪt/	
thousand	/ˈθaʊzənd/	:

TASK 5

Listen to the recording in Task 3 again. Write T if the statement is true and F if the statement is false. Correct the false statements based on what you hear on the recordings. Number 1 has been done for you.

No.	Statements	T / F	Corrections
1.	Kanthy is at a supermarket.	F	Kanthy is at a pharmacy.
2.	Kanthy wants small tablets or pills to cure her fever.		
3.	Neuropyron-V is eight thousand rupiahs.		
4.	Neuralgin is more expensive than Neuropyron-V.		
5.	The price of the medicine is fixed.		
6.	Kanthy pays the medicine in cash.		
7.	The pharmacy does not accept credit cards.		

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TASK 6

Listen to the recording in Task 3 again. Find the expressions of greeting and leave-taking and write them in the box below.

Greeting	Leave-taking

TASK 7

Listen to the recording. Number the charts below orderly based on the expressions used by the speakers. Then, share your work with your classmates.

I need to buy some vitamins.	
Good afternoon, Yeni.	
I'm going to the pharmacy.	
Get healthy quickly.	
See you later.	

TASK 8

Listen to the recording in Task 7 again. Complete the following dialogue with the sentences provided in the box below. Then, act it out with your friend.

Yeni : Good afternoon, Fara. (1) : Hey! Good afternoon, Yeni. Fara Yeni : Glad to meet you here. (2) : (3)______. I need to buy some vitamins. Fara : Are you sick, Fara? Yeni : I'm alright, Yeni. (4) Fara : I see. You need vitamins, indeed. (5)_____, Fara. Yeni : Thanks, Yeni. I will. Ah, I really have to go now. Fara

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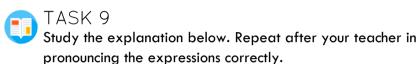


Yeni : Alright then. See you later.

Fara : See you.



- a. I've just recovered from influenza
- b. Long time no see
- c. I'm going to the pharmacy
- d. Get healthy quickly
- e. Where are you going?





Expressions used in greeting					
Greetings	Responses				
Hello. / Hi.	Hello. / Hi.				
Good morning / afternoon / evening.	Good morning / afternoon / evening.				
How do you do?	How do you do?				
Nice to see you.	Nice to see you too.				
Pleased to meet you.	Pleased to meet you too.				
How have you been?	I am very well.				
How are you?	I am fine.				
How is it going on?	l am good.				

Expressions used in leave-taking				
Leave takings	Responses			
Good bye.	Good bye.			
Bye.	Bye.			
See you later.	See you later.			
I'll talk to you later.	Alright.			
Sorry, I have to go now.	See you.			

TASK 10

Work in pairs. Make a short dialogue by using the expressions of greeting and leave taking in the previous discussions. Act it out in front of the class. Look at the example below.

Aisyah : Good afternoon, Galih.
Galih : Good afternoon, Aisyah.
Aisyah : How have you been?

Galih : I am not very well. I've got a cough.
Aisyah : I see, but where are you going?





Galih : I'm going to buy some medicines. I really need it now.

: See you later, then. Aisyah Galih : See you later.

TASK 11

Read the dialogue in Task 3 again. Find the expressions and responses of doing transaction or bargaining and write them in the box below. After that, answer the following questions. Discuss it with your friends.

Responses

- 1. What is the expression used to ask about something we want to buy?
- 2. What is the expression used to ask about the price?
- 3. What is the expression used to ask about method of payment?



TASK 12

Work in pairs. Match the expression on the left side with the suitable response on the right side. Then, report your answers to your classmates.

Do you have any eye drops?		Sorry, no discounts are available.
How much is it?		Sorry, we don't take credit cards.
Can I get a small one?		It is twelve thousand rupiahs.
Do you take a credit card?	A	Yes, we have it.
Can you give me a discount?		Yes, here is the small one.



TASK 13

Study the explanation below. Discuss it with your friends.

Modal Verb (1)				
Modal	Use	Formula	Example of expressions	
CAN	To ask for permission	Modal + S + V1	<u>Can</u> I drink this water?	
CAN	To request for something	<u>Modal</u> + \$ + V1	Can I get some vitamins?	





GRAMMAR

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	To show ability / inability	S + <u>Modal</u> + V1 / S + <u>Modal</u> + not + V1	I <u>can</u> go to the nearest pharmacy. You <u>can</u> not fix this.
	To ask for permission	Modal + S + V1	Could I borrow the syringe?
COULD	To request for something	Modal + S + V1	Could you give the pills to me?
	To suggest something	S + <u>Modal</u> + V1	You <u>could</u> try to fix it.
	To show future possibility / impossibility	S + <u>Modal</u> + V1 / S + <u>Modal</u> + not + V1	I <u>could</u> have another meeting tomorrow. She <u>could</u> not attend tonight's seminar.

TASK 14

Work in pairs. Write short sentences by using the words given below. Take a look at the example. Then, state the sentences clearly.

could – tablets

Could you give me some tablets of pain reliever?

- 1. can pharmacy
- 2. could medicine
- 3. can cheap
- 4. can ointment



TASK 15

Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number one has been done for you.

1. Faradina : How much does this eye-drop (1) cost?

Worker : It costs fifty thousand rupiahs.
Faradina : I see. It's a little bit expensive.

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2. Faradina : Could you give me a (2) one?

Worker : Sorry, but it comes in one size only.

Faradina : Alright. I will (3)_____ the two of them.

Worker : Here you are. Thank you.

3. Yeni : Excuse me. Can I get a (4)_____?

Worker : Sure, here you are.

Yeni : How (5)_____ is it?

Worker : It is (6) thousand rupiahs.
Yeni : Can you make it seventy thousand rupiahs?

Worker : No problem.



TASK 16

Study the explanation below. Discuss it with your friends.



EXPRESSIONS USED IN DOING TRANSACTION OR BARGAINING

- a. Asking about the product we want to buy:
 - Is there any sterile eye drops?
 - Do you sell vitamins for skin?
 - Do you have painkiller named Diclofenac Potassium?
- b. Asking about the size / form / type of the product:
 - Could you give me a bigger one?
 - Is it available in liquid form?
 - Do you have the ointment one?
- c. Asking about the price of the product:
 - How much is this sunblock cream?
 - How much does this vitamin cost?
 - What is the price of it?

d. Asking about payment method:

- Can I pay for the painkiller by credit card?
- Do you accept credit cards?
- Could I pay by cash here?

e. Bargaining of something:

- Can I get a discount here?
- Could you make it fifteen thousand rupiahs?
- Give me twenty percent off, please.
- How about nine thousand and five hundred rupiahs?

Diclofenac Potassium is

available as a generic drug in a number of formulations. Over the counter use is approved in some countries for minor aches, pains, and fever associated with common infections.

www.drugsupdate.com







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TASK 17

Work in pairs. Complete the dialogues below with suitable expressions. You may look at the examples from previous discussions. After that, act it out in front of the class.

Retno	: Good evening.
Worker	: (1)
Retno	: Do you have any painkillers?
Worker	: Yes, we do.(2)
Retno	: I want the coated tablets, please.
Worker	: Sure. You can take this Renadinac.
Retno	: (3)
Worker	: It is five thousand rupiahs per strip.
Retno	: (4)
Worker	: I'm sorry. It's a fixed price.
Retno	: (5)
Worker	: Here you are. Thank you very much.

TASK 18

Work in groups and make a role play based on the situation cards below. You can use the expressions of greeting and leave taking and also doing transaction and bargaining in the previous tasks. After that, perform in front of the class.

You are the pharmacy technician and your friend is the patient. The patient needs a medicine for stomachache. He/she also wants to buy some vitamins. The vitamins available in the pharmacy are expensive. Give him/her some discounts.

You are the pharmacy technician and your friend is the patient. The patient wants to buy aid bandages and a bottle of iodine. Greet him/her properly. Make a simple transaction. Say that the price is fixed.









Written Cycle

Getting Ready | Descriptive text





TASK 19 - Warming Up

Look at the picture below. Underline the adjectives in the box that describe the medicines you see in the picture and strikethrough the ones that do not describe the medicines. Look at the examples.



Picture 1.5

red		-green-		tall		square
	white		small		black	
pink		big		triangular		brown
	circular		oval		short	
orange		blue		round		transparent
	huge		wide		thin	



TASK 20

Look at the pictures in Task 19 again. Then, answer the following questions.

- 1. Do the medicines have the same colour?
- 2. Do you know the shapes of those medicines?
- 3. Can you describe certain medicine correctly?





TASK 21

Read the text below and answer the following questions. Discuss it with your friends.

Panadol

Panadol

Panadol is one kind of analgetic medicines manufactured by PT Sterling Products Indonesia. It is well known for common headache and fever.

Panadol for adults is available in three different variants which are Panadol Base for minor headache and fever, Panadol Extra for severe headache and toothache, and Panadol Cold & Flu for cold, cough and influenza. It is very easy to distinguish these three products. Look at the colours of the blisters. Panadol Base that contains only Paracetamol (500mg) comes with blue blister. Panadol Extra that contains Paracetamol (500mg) and Caffeine (65mg) comes with red blister. Meanwhile, Panadol Cold & Flu that contains Paracetamol (500mg), Pseudoephedrine HCI (30mg), and Dextromethorphan HBr (15mg) comes with green blister. Although they have different colours of blister, they share the same shape and color of the medicine, which are oval and white. This product's variants are very popular in Indonesia and mostly available in all pharmacies there.



Picture 1. 6 - 1. 8

Adapted from: www.panadol.co.id

- 1. What is the text about?
- 2. How many variants of Panadol are available?
- 3. What is the same substance of those variants?
- 4. What are the color and shape of the medicine?
- 5. Where can you find Panadol?



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TASK 22

Read the text in Task 21 again. Find the adjective words written and find the Indonesian words. Write them in the table below.

Adjective(s)	Indonesian word(s)
blue	bíru



TASK 23

Study the explanation about attributive adjectives below.





Do you know what adjectives are? Correct! Adjectives are words that describe or modify other words. They help us in making our writing and speaking much more specific and interesting. There are many types of adjectives, such as: articles, possessive adjectives, demonstrative adjectives, coordinate adjectives, numbers adjectives, indefinite adjectives, and attributive adjectives.

This time, we will learn about attributive adjectives. Why? Because we deal with specific traits or features of medicines, too. Attributive adjectives are used to discuss attributes.

Kinds of attributive adjectives:

Opinion : real, perfect, best, interesting, beautiful, nice, etc.
 Size : small, large, tiny, big, tall, enormous, gigantic, etc.

3. **Shape** : square, round, circular, triangular, etc. 4. **Age** : young, old, new, five-year-old, etc.

5. Colour
black, pink, red, yellow, blue, brown, green, etc.
Indonesia, American, Korean, Japanese, etc.
Material
cotton, leather, woollen, golden, wooden, etc.

How if an object has more than one attributive adjective kinds? Take a look at the number sequence above. It shows the sequence of attributive adjectives of the object(s). Take a look at the examples below.





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Examples:

- A <u>tiny circular</u> <u>blue</u> tablet.

- Three <u>nice</u> <u>tall</u> <u>new</u> orange bottles.



Picture 1.9

Adapted from: www.learnenglish.britishcouncil.org/en/english-grammar/adjectives/ www.gingersoftware.com/content/grammar_rules/adjectives/

TASK 24

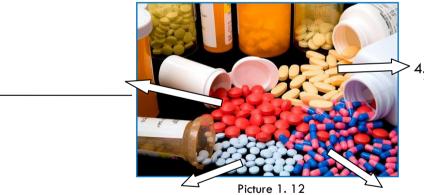
3.

Look at the pictures below. Write the suitable attributive adjectives for each picture and find the meaning in Bahasa Indonesia. Share your answers with your friends. Number one has been done for you.





round yellow tablets tablet bulat kuning 2.



6.





7.





TASK 25

Study the explanation of descriptive text below.



Descriptive Text

Descriptive text is a text which describes a person, a place or a thing by its characteristics or parts. Its purpose is to reveal or tell the readers about something specific.

Generic structures of a descriptive text include:

- a. Title
- b. General identification:

It identifies the subject that will be discussed generally.

c. Description:

It describes parts, characteristics, qualities, appearances, and information about the subject discussed.

Language features of a descriptive text include:

- a. A specific participant, eg.: Paracetamol, Apotek Mayang Sehat, My House, Uncle Jacob, etc.
- b. The use of adjectives to describe nouns, eg.: white tablets, tall bottle, nice package, etc.
- c. The use of Simple Present Tense (S+V1+O), because it tells facts.
- d. The use of action verbs, eg.: run, come, contain, take, etc.

Example of descriptive text: **Panadol** in Task 12

Adapted from: britishcourse.com/tag/language-feature-of-descriptive-text/



TASK 26

Study the descriptive text below. Determine the generic structures.

Zoralin

Zoralin is an azole antifungal. It may also be used for other conditions as determined by doctors.

Zoralin is a patent product that contains Ketoconazole which has the function of treating fungal infections, such as dermatophytosis, mycosis infections and candidiasis. It comes in two different forms, which are tablet and cream. The tablet comes in round shape and light pink color. Meanwhile, the cream comes in plain white color. The packages of these two forms share the same colour, which is yellow. Zoralin can be found in most pharmacies.

<	1
<	2
	3

Adapted from: www.gmedication.com







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TASK 27

Read the following jumbled sentences. Rearrange them into a good descriptive paragraph. Share your work with your friends.

- The colour of the bottle's cap and label is purple.
- It is classified as multivitamin product.
- H-booster comes in liquid form and available in a glass bottle.
- The colour of package is also purple.
- It helps children maintain their immunity system and get a speedy recovery from illness.
- You can find it in the nearest pharmacy.
 - H-booster is a product manufactured by PT.
 Gratia Husada Farma.



Picture 1.15

TASK 28

Look at the pictures below. Complete the descriptions of each product. You may look for additional information on the internet or by asking your teacher. Write a short descriptive text based on the product's characteristics and use.



Name:

Use:

Characteristics:



Name:

Use:

Characteristics:

Picture 1. 16 Picture 1. 17



Name:

Use:

Characteristics:

4.

Name:

Use:

Characteristics:

Picture 1.18







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Choose one product from the pictures in Task 28. Write a simple descriptive text based on its characteristics and use. Ask your teacher if you have difficulties.

(Title)	
General identification	
 Description	

My Greenhouse

Basil (Kemangi) | Ocimum basilicum
Basil is one of the best loved culinary herbs for good reason. Like other herbs in the mint family basil settles the stomach, improves appetite, and is a natural disinfectant. (www.anniesremedy.com)



Picture 1.20



Summary

In this chapter, you have learned:

1. Expressions in greeting and leave taking, for example:

- Hello.
- Good morning.
- Good afternoon.
- Nice to meet you.
- How do you do?
- See you later.
- Good bye.



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2. Expressions in doing transaction and bargaining, for example:

- Is there any sterile eye drops?
- Could you give me a bigger one?
- Do you have the ointment one?
- How much does this vitamin cost?
- Do you accept credit cards?
- Can I pay for the painkiller by credit card?
- Can I get a discount here?
- How about nine thousand and five hundred rupiahs?

3. Attributive Adjectives

Attributive adjectives are used to describe specific traits or features of something (thing, place, person, etc.). The sequence of attributive adjectives is explained as follows:

Opinion - Size - Shape - Age - Colour - Origin - Material

Example: Three <u>nice</u> <u>tall</u> <u>new</u> <u>orange</u> bottles. $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$

4. Descriptive Text

Descriptive text is a text which describes a person, a place or a thing by its characteristics or parts. Its purpose is to reveal or tell the readers about something specific.

A descriptive text usually consists of three parts. They are:

- 1. Title
- 2. General identification
- 3. Description



Reflection

How much did you learn from this unit? Put a tick ($\sqrt{\ }$) in the box according to your understanding.

Aspects	Very much	Much	Little
Greeting and leave taking			
Doing transaction & bargaining			
Modal Verb (Can & Could)			
Attributive adjectives			
Descriptive text			
Vocabulary			





Word Bank

ENGLISH WORD	PHONETIC TRANSCRIPTION	INDONESIAN WORD
ability	/əˈbɪlɪti/	kemampuan
bandage	/ˈbændɪʤ/	perban
capsules	/ˈkæpsjuːlz/	kapsul
cheap	/ʧi:p/	murah
circular	/ˈsɜːkjʊlə/	berbentuk lingkaran
contain	/kənˈteɪn/	berisi
discount	/ˈdɪskaʊnt/	potongan harga
distinguish	/dɪsˈtɪŋgwɪʃ/	membedakan
effective	/ɪˈfɛktɪv/	efektif
expensive	/ıksˈpɛnsɪv/	mahal
faster	/ˈfɑːstə/	lebih cepatl
fever	/ˈfiːvə/	demam
headache	/ˈhɛdeɪk/	sakit kepala
healthy	/ˈhɛlθi/	sehat
immunity	/ɪˈmjuːnɪti/	kekebalan
infection	/ɪnˈfɛkʃən/	infeksi
influenza	/ˌɪnflʊˈɛnzə/	influensa
iodine	/ˈaɪəʊdiːn/	obat merah
manufactured	/ˌmænjʊˈfæktʃəd/	diproduksi
material	/məˈtɪərɪəl/	bahan
origin	/ˈɒrɪʤɪn/	asal
painkiller	/ˈpeɪnˌkɪlə/	pereda rasa sakit
permission	/pəˈmɪʃən/	izin
possibility	/ˌpɒsəˈbɪlɪti/	kemungkinan
recovery	/rɪˈkʌvəri/	kesembuhan
request	/rɪˈkwɛst/	meminta
reveal	/rɪˈviːl/	mengungkapkan
shape	/∫егр/	bentuk
size	/saɪz/	ukuran
specific	/spɪˈsɪfɪk/	khusus
sterile	/ˈstɛraɪl/	steril
substance	/ˈsʌbstəns/	zat
tablet	/ˈtæblɪt/	tablet
toothache	/ˈtuːθeɪk/	sakit gigi
transaction	/trænˈzækʃən/	transaksi
transparent	/træns'peərənt/	tembus pandang
triangular	/traɪˈæŋgjʊlə/	berbentuk segitiga





1 My Notes

Unit 2



Could I speak to the pharmacist, please?



Picture 2, 1



Being a pharmacy technician requires a good communication skill. You will communicate to people everyday, directly or indirectly. Do you know how to handle a phone call properly? Do you know how to express your sympathy when something bad happened to the patients? Can you write a proper telephone message to your fellow pharmacy technicians?

Learn the expressions used in telephoning, showing sympathy, and how to write a proper telephone message in this chapter.



GET WELL

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SPOKEN CYCLE

Getting Ready | Telephoning



TASK 1 - Warming Up

Look at the picture below. Answer the following questions orally.



Picture 2. 2

- 1. What is she doing?
- 2. Have you ever received a phone call?
- 3. Where is the location of the picture?
- 4. Do you know the expressions related to the picture?

TASK 2

Put a tick on the expression that is oftenly used in telephoning. Take a look at the example.

1. Could I have your name, please?	$\sqrt{}$
2. Stay away from the tablet compressor.	
3. Good morning. Tsani's speaking.	
4. Do not step on the grass.	
5. Would you like to leave a message?	







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Listen to the recording. Identify the expressions used in conversation and answer the following questions orally.

Pharmacy technician: Hello. Mayang Sehat Pharmacy. Westhi's speaking. Santi Hadi : Hello. I'm Santi Hadi. May I speak to the pharmacist,

Mrs. Renggani?

Pharmacy technician: Would you mind holding the phone for a second,

please?

Santi Hadi : Alright.

Pharmacy technician: I'm really sorry but Mrs. Renggani is not here at the

moment. She went to the seminar.

Santi Hadi : I see.

Pharmacy technician: Would you like to leave a message? I'll tell her later.

Santi Hadi : Yes, please. Tell her that the medicine she gave me

yesterday did not work much. My asthma is getting

worse by now.

Pharmacy technician: I'm really sorry to hear that.

Santi Hadi : I can't breathe normally and my lungs hurt very much.

Pharmacy technician: It must be pretty rough on you. : Indeed, Please let her know. Santi Hadi

Pharmacy technician: Sure. I will tell her to call you back when she's here.

Could I have your phone number, please?

Santi Hadi : It is 085743347580. Pharmacy technician: Is it 085743347580?

Santi Hadi : Yes, it is. Thank you very much. Bye.

Pharmacy technician: You're very welcome. Good bye.

Picture 2. 3

- 1. What is the dialogue about?
- 2. Who is the caller?
- 3. Who does the caller want to speak to?
- 4. Where is the pharmacist at the moment?
- 5. What is the caller's sickness?
- 6. What is the caller's message?







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Listen to the recording in Task 3 again. Write T if the statement is true and F if the statement is false. Correct the false statements based on what you hear on the recordings. Number 1 has been done for you.

No.	Statements	T / F	Corrections
1.	The pharmacy technician is the caller.	F	Santi Hadi is the caller.
2.	Santi Hadi wants to speak to the pharmacist.		
3.	The pharmacist, Mrs. Renggani is at the pharmacy.		
4.	The pharmacy technician expressed her sympathy.		
5.	Santi Hadi's sickness is getting worse.		
6.	The pharmacy technician refuse to take the message.		
7.	Santi Hadi did not receive any medicines yesterday.		

TASK 5

Can you find the words below in Task 3? Later, you will find them in the next tasks.

Vocabulary Time

Find the Indonesian words of the English words below. Study the pronunciation.

a athana	///	
asthma	/ˈæsmə/	:
breathe	/briːð /	:
call	/kɔːl/	:
hurt	/hɜːt/	:
leave	/liːv/	:
lungs	/lʌŋz/	:
message	/ˈmɛsɪʤ/	:
moment	/ˈməʊmənt/	:
phone	/fəʊn/	:
rough	/rʌf/	:
speak	/spiːk/	:
yesterday	/ˈjɛstədeɪ/	:



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Listen to the recording in Task 3 again. Find the expressions and responses used in telephoning and write them in the box below.

Telephoning		
Expressions	Responses	

TASK 7

Listen to the recording. Complete the following dialogue with the words provided in the box below. Then, act it out with your friend.

Westhi	: Good morning. Is this PT. Nabila Farma?		
Worker	: Good morning. That's right. Can I help you?		
Westhi	: I'm Westhi from Mayang Sehat Pharmacy. I would like to		
	(1) to your sales (2) His name is Tonny.		
Worker	: I'm really sorry. He's not here at the (3)		
Westhi	: That's okay. I want to ask about the Ketoconazole products he		
	offered me. Tell him to call me (4) when he's there, please.		
Worker	: Of course. I will. Do you need (5)else?		
Westhi	: I think that's (6) Thank youKnow?		
Worker	: You're welcome. Ketoconazole is a synthetic		
	antifungal drug used to		

speak	anything	enough	back
	moment	representative	

prevent and treat skin and fungal infections. It inhibits fungal enzymes resulting in the accumulation of toxic concentrations of hydrogen peroxide.

www.drugsupdate.com



Study the explanation below. Repeat after your teacher in pronouncing the expressions correctly.

Making a call

Hello / hi.

Good morning / afternoon / evening.

This is Chawarizmi speaking.

Could I speak to Mr. Cahyadi, please?



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Could you put me through to Mr. Cahyadi, please? I'd like to speak to Mrs. Renggani, please.

I'm trying to contact Mrs. Renggani.

Receiving a call

Can I help you?

Hello. Dina's speaking.

Good afternoon. PT. Medika Farma.

Asking for a name / information

Can I have your name, please?

Could I have your name, please?

Could I have your number, please?

Who's calling, please?

Who's speaking, please?

Where are you calling from?

Are you sure you have the right name / number?

Asking the caller to wait

Hold the line, please.

Just a moment, please.

Could you hold on please?

Wait for a moment, please.

Would you mind holding the line for a moment, please?

Connecting

Thank you for holding.

I'll connect you to Mr. Prayogo now.

The line's free now. You may speak to Mr. Prayogo.

Giving negative information

I'm afraid the line's engaged.

I'm afraid he's in a meeting at the moment.

I'm sorry. He's out of the office at the moment.

I'm sorry but there's nobody here by that name.

I'm afraid you've dialled the wrong number.

Leaving / taking a message

Can I leave / take a message?

Would you like to leave a message?

Could you give her / him a message?

Could you tell her / him that I called?

I would like to leave a message.



Finishing a call

Thank you for calling.

I'll call you later.

Good bye.

Adapted from: www.learn-english-today.com/business-english/telephone.html www.espressoenglish.net/telephone-english-phrases/

My Greenhouse

Senna (Jati Cina) | Senna alexandrina Mill.

Senna is a reliable and quite powerful laxative. The active principles of senna are anthraquinone glycoside which act primarily on the colon. The plant also contains some mucilage and tartrates that enhance the laxative action. (www.anniesremedy.com)



Picture 2, 4

TASK 9

Listen to the recordings. Complete the missing sentences of the conversations below from the list provided. Act it out with your deskmate. Number one has been done for you.

Dialogue 1

- A: (1) Hello. Queen Lateef Pharmacy. Wulan's speaking. Can I help you?
- B: Hello. Can I speak to Miss Rahayu, please?
- A:(2)
- B: It's Akhadya. Winda Akhadya.
- A : <u>(3)</u>
- B: No problem.
- A: Thank you for waiting, but I'm sorry, Miss Rahayu is not here at the moment. She went out to buy some ointment packages.
- B: Ah, I see.
- A : (4)
- B : Well, I don't think so. Just tell her that I called her, please.
- A:(5)
- B: That's enough. Thank you very much.
- A : Anytime.

Dialogue 2

- X: Good afternoon. PT. Viva General Indonesia.
- Y: Good afternoon. I'm Desy Normalia. I want to ask about the announcement of the job applications in your website.







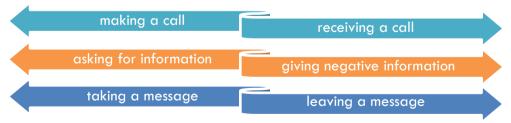
- X : (6)
- Y: No problem.
- Z : (7)
- Y: Yes, I'm Desy Normalia, one of the applicants that you interviewed yesterday. When will you put the accepted applicants list on your website?
- Z : About that, actually we still need to check some documents and it's still on going. Be patient, please.
- Y: (8)
- Z : Alright. Could you leave your number, please?
- Y:(9)
- Z: You're welcome.



- HRD division of PT. Viva General Indonesia. Can I help you?
- May I have your name, please?
- Sure. It is 085-729-927-580. Thank you in advance.
- I see, but can you inform me if the announcement is already put there?
- Alright. I'll put you through the HRD division. Hold the line, please.
- Sure. Do you need anything else?
- Hello. Queen Lateef Pharmacy. Wulan's speaking. Can I help you?
- Would you like to leave a message?
- Alright. Just a moment, Miss Akhadya.

TASK 10

Work in pairs. Make a short dialogue by using the expressions used in telephoning in the previous tasks. Make sure you use the points below. After that, act it out in front of the class.



TASK 11

Read the dialogue in Task 3 again. Find the expressions used in expressing sympathy and write them in the box below. After that, answer the following questions. Discuss it with your friends.





Expressions of showing sympathy

- 1. When do we use those kinds of expression?
- 2. Have you ever shown your sympathy to your friends?
- 3. Do you know another expressions that can be used to express sympathy?



TASK 12

Vocabulary Time



Below are some words that you will find in the next tasks. Find the Indonesian words of these words. Study the pronunciation.

condolence	/kən'dəvləns/	:
deepest	/'di:pist/	:
injured	/ˈɪnʤəd/	:
lost	/lɒst/	:
recovery	/rɪˈkʌvəri/	:
sincere	/sın'sıə/	:
sorry	/ˈsɒri/	:
sympathy	/ˈsɪmpəθi/	:
unfortunate	/ʌnˈfɔːtʃnɪt/	:



TASK 13

Study the explanation below. Discuss it with your friends.



Reported Speech

If we report what another person has said, we usually do not use the speaker's exact words, but reported speech. Therefore, we need to learn how to transform direct speech to indirect or reported speech. The structure is a little different depending on wheteher we want to transform a statement, question or request.

a. Statements

Aspects need to be changed:

- **Pronouns**
- Present tense verbs







- Place and time expressions
- Tenses (backshift)

Туре	Example	
Direct speech	He says, "I study pharmacy."	
Reported speech (no backshift)	He says that he studies Pharmacy.	
Reported speech (backshift)	He said that he studies Pharmacy.	

b. Questions

Aspects need to be changed:

- **Pronouns**
- Present tense verbs
- Place and time expressions
- Tenses (backshift)

Туре		Example
With interrogative	Direct speech	He asks, "Why don't you study Pharmacy?"
Trim miorroganic	Reported speech	He asked me why I didn't study Pharmacy.
Without	Direct speech	He asks, "Do you study Pharmacy?"
interrogative	Reported speech	He askd me whether / if I study Pharmacy.

c. Request

Aspects need to be changed:

- Pronouns
- Place and time expressions

Туре	Example	
Direct speech	He says, "Anes, study Pharmacy."	
Reported speech	He told Anes to study Pharmacy.	

Apart from the above mentioned basic rules, there are more ascpects that we should keep in mind, for exapmle:

- Main clauses connected with and / but
- Tense of the introductory clause
- Reported speech for difficult tenses
- Exeptions for backshift
- Request with must, should, ought to, and let's

Adapted from: www.ego4u.com/en/cram-up/grammar/reported-speech





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TASK 14

Listen to the recordings. Complete the sentences below in reported speech. Number one has been done for you.

1. You will hear:
Pharmacist: "Take these tablets twice a day."
The pharmacist told her to take the tablets twice a day.
2. Doctor:
The doctor told him
3. Pharmacy technician:
The pharmacy technician said
4. Herina:
Herina told Yudha
5. Nasibah:
Nasibah said



TASK 15

Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number 1 has been done for you.

1.	Intan	: The doctor told me that my asthma is getting worse.
	Umi	: Really? That must be very (1) painful for you.
	Intan	: Yes, it is.
2.	Dana Asriel	: Hello. I'm (2), Asriel. I couldn't make it today. : What happened?
	Dana	: I need to go to Seoul, my mother (3) that my great-grandfather has (4) away this morning.
	Asriel	: I'm sorry to hear that. You have my deepest (5)
3.	Rizka Worker Rizka	: Excuse me. Can I have a (6) ? : Sure, here you are. Is it for you? : Yes. The doctor (7) me to take it regularly. I've got this (8) for two months.

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: That must be very (9)_____. Get (10)_____ soon. Worker

Rizka : Thank you very much.

Worker : No problem.



TASK 16

Study the explanation below. Discuss it with your friends.



EXPRESSIONS USED IN SHOWING SYMPATHY

Sometimes unfortunate things happen to us or to people around us. Showing our sympathy to someone who are unfortunate is not a bad idea. Learn the expressions used in showing sympathy below.

a. If someone had lost something / bad things happen, say:

- I'm very sad to hear that.
- That's so sad that you lost your job.
- I hope things get better soon.
- I hope you feel better soon.
- It must be pretty tough on you.

b. If someone has been injured (hurt, harmed, wounded) or ill, say:

- I hope you recover soon.
- I am sorry to hear about your illness.
- We wish you a speedy recovery.
- Get well very soon.
- Sending you my wishes for a quick recovery and good health.

c. If someone's important person has passed away, say:

- I'm sorry to hear about your loss.
- My most sincere condolences.
- Our thoughts are with you.
- You have my deepest sympathy.
- You have our sincere sympathy.
- Please accept our most sincere sympathy.



Picture 2.5







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TASK 17

Work in pairs. Complete the dialogues below with suitable expressions. You may look at the examples from previous discussions. After that, act it out in front of the class.

Mita Worker	: Hello. Can I speak to my sister, Dina Ratna, please? : (1)
Mita	: It's Mita Wulan, her older sister.
Worker	: I see. (2)
Mita	: No problem.
Worker	: (3)
Mita	: Ah, I see. Could I leave a message, please?
Worker	: Sure.
Mita	: Tell her that Ria, our cousin, got a car accident this morning. We should go to the hospital this afternoon.
Worker	: (4)
Mita	: Thanks, but it's alright. She just got minor injuries.
Worker	: Still. It must be painful for her.
Mita	: (5)
Worker	: Sure, I will. You're very welcome.



TASK 18

Work in groups and make a role play based on the situation cards below. You can use the expressions in telephoning and expressing sympathy in the previous tasks. After that, perform in front of the class.

Your are working at a pharmacy as a pharmacy technician. One of the customers is calling your pharmacy to talk to the pharmacist. Unfortunately, the pharmacist is still at the seminar. Tell the customer to wait for the pharmacist, promise that you will call the customer once the pharmacis's back to the pharmacy.

You are the pharmacy technician and your friend is the patient. The patient calls you inform that her grandmother used who to buy medicines at your pharmacy passed away. Show your sympathy towards her with proper expressions.



Picture 2.6







Written Cycle

Getting Ready | Telephone message





TASK 19 - \mathcal{W} arming $\mathcal{U}p$

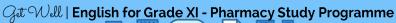
Read the following text below and answer the following questions. Discuss it with your friends.

TELEPHONE MESSAGE
Date: Nov 16, 2016 Time Received: 09:16 am pm. From: Mrs. Hapsari To: Sul Hasan
Please call Will call again Returned your call
Message: She wants to know what time you are meeting her tomorrow at the hospital.
Receiver: Santi

Picture 2.7

- 1. What is the text about?
- 2. Who is the caller?
- 3. When does she call?
- 4. Who wrote the telephone message?
- 5. What does Mrs. Hapsari want to know?
- 6. What should Sul Hasan do after knowing the message?







TASK 20



Read the following telephone message. Complete it by using the informations provided in the box. You may look at the example on the previous task.

— "Happy Pharmacy" —			
TELEPHONE MESSAGE			
Date: Time Received:pm From: To :			
Please call Will call again Returned your call Message :			
22. 00			
Receiver: Ridha			

Picture 2.8

She also asked you to wait for her call tonight at 09:00 P.M.		
(0274) 557557		
She said that she forgot to write a prescription copy for Mrs. Susanti.		
07:30		
Mrs. Mustika Widhi		
Aug 22, 2016		



TASK 21

Read the telephone message in task 20 again. Write T if the statement is true and F if the statement is false. Do not forget to correct the false statements.

No.	Statements	T / F	Corrections
1.	The receiver of the call is		
	Ridha.		
2.	Mrs. Mustika Widhi called the		
	pharmacy in the morning.		

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		alla .	
3.	The doctor is at the pharmacy when Mrs. Mustika Widhi called.		
4.	dr. Terence does not need to call Mrs. Mustika Widhi back.		
5.	Mrs. Mustika Widhi forgot to write a prescription copy to Ridha.		



TASK 22

Study the explanation about telephone message below.

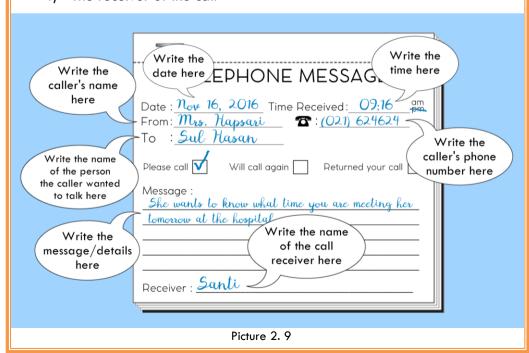


Telephone Message

Sometimes you are unable to reach the person you are trying to reach and you may need to leave a message to other people for that person. It is important to know features you must use to leave a telephone message.

Features of a telephone message usually consist of:

- a) Date and time
- b) The caller
- c) The person whom the caller wants to speak to
- d) The phone number of the caller
- e) The message / detail information
- f) The receiver of the call







Gel	Figure 1 - Pharmacy Study Programme
	one messages usually also include request /info from the caller, for
example.	Please call Will call again Returned your call
We also	o use reported speech in writing the content or the message from
the caller,	for example:
- ^ - H	She said that she will call you tonight. Ars. Hapsari asked you to postpone the meeting tomorrow. He says that he studies Dentistry. Nafisah wants you to attend the seminar.
Adapted fr	om: www.twominenglish.com/video/419-leaving-messages-in-business-english
	following conversation between Santi Hadi and a pharmacy T) adapted from Task 3. Write the proper telephone message.
It was on Ma	ıy 28 th , 2016, at 10:20 A.M.
Santi Hadi	: Hello. I'm Santi Hadi. May I speak to the pharmacist, Mrs. Renggani?
PT	: I'm really sorry but Mrs. Renggani is not here at the moment. She went to the seminar.

Santi Hadi : I see.

: Would you like to leave a message? I'll tell her later. РΤ

Santi Hadi : Yes, please. Tell her that the medicine she gave me yesterday did

not work much. My asthma is getting worse by now.

РΤ : Sure. I will tell her to call you back when she's here. Could I have

your phone number, please?

Santi Hadi : It is 085743347580. Thank you very much.

— Telephone Message —			
Date : From: To :	Time Received:	am pm	
Please call Message :	Will call again Returned your ca	<u> </u>	
Receiver :			

Picture 2. 10





TASK 24

Read the following situations below. Choose one and make your telephone message. You may look at the telephone messages on the previous tasks.

1. Santi is a pharmacy technician of Simforiana Pharmacy. This morning, at 09:00 A.M., she received a call from dr. Anggih Pratiwi. The doctor wanted to tell Chawarizmi, the pharmacist of Simforiana Pharmacy to attend the seminar on antibiotics use tomorrow. She wanted Chawarizmi to call her immediately when she's back. Her number is (0274) 010894.



Picture 2. 11

2. Mrs. Siti Harisah, Apt., the owner of Mayang Sehat Pharmacy wanted to tell Nrangwesthi, the pharmacy technician to send her the documents of Mr. Wibisono's medication to her email. Tonny, a pharmacy technician who was available at the moment received the call while Nrangwesthi is out buying medicine packages. It was on October 31st, 2016, at 08:00 P.M.

— Telephone Message —
Date:Time Received:am pm From:To:
Please call Will call again Returned your call Message :
Receiver :

Picture 2.12





Summary

In this chapter, you have learned:

1. Expressions in Telephoning

- Hello. Dina's speaking.
- Could I speak to Mr. Prayogo, please?
- Who's speaking, please?
- Hold the line, please.
- I'm afraid he's in a meeting at the moment.
- Would you like to leave a message?
- Thank you for calling.

2. Expressions in Showing Sympathy

- I'm very sad to hear that.
- It must be pretty tough on you.
- We wish you a quick recovery.
- I'm sorry to hear about your loss.
- My most sincere condolences.

3. Reported Speech

We use reported speech to report what another person has said. The aspects need to be changed are usually:

- Pronouns
- Present tense verbs
- Place and time expressions
- Tenses (backshift)

Examples:

	Direct Speech	Reported Speech	
Statement	He says, "I study Pharmacy."	He says that he studied Pharmacy.He said that he studies Pharmacy.	
Question	- He asks, "Why don't you study Pharmacy?" - He asks, "Do you study Pharmacy?"	He asked me why I didn't study Pharmacy.He asked me whether / if I study Pharmacy.	
Request	He says, "Anes, study Pharmacy."	He told Anes to study Pharmacy.	





4. Telephone Message

Sometimes you are unable to reach the person you are trying to reach and you may need to leave a message to other people for that person. It is important to know features you must use to leave a telephone message.

Features of a telephone message usually consist of:

- a) Date and time
- b) The caller
- c) The person whom the caller wants to speak to
- d) The phone number of the caller
- e) The message / detail information
- f) The receiver of the call

We also use reported speech in writing the content or the message from the caller, for example:

- She said that she will call you tonight.
- Mrs. Hapsari asked you to postpone the meeting tomorrow.
- He says that he studies Dentistry.
- Nafisah wants you to attend the seminar.



Reflection

How much did you learn from this unit? Put a tick ($\sqrt{\ }$) in the box according to your understanding.

Aspects	Very much	Much	Little
Telephoning			
Expressing sympathy			
Reported speech			
Understanding telephone message			
Writing telephone message			
Vocabulary			







Word Bank

ENGLISH WORD	PHONETIC TRANSCRIPTION	INDONESIAN WORD	
accident	/ˈæksɪdənt/	kecelakaan	
announcement	/əˈnaʊnsmənt/	pengumuman	
application	/ˌæplɪˈkeɪʃ(ə)n/	lamaran	
attend	/əˈtɛnd/	menghadiri	
basic	/ˈbeɪsɪk/	dasar	
choose	/ʧu:z/	memilih	
connect	/kəˈnɛkt/	menyambungkan	
content	/ˈkɒntɛnt/	isi	
dial	/ˈdaɪəl/	memutar nomor (telp.)	
direct	/dɪˈrɛkt/	langsung	
document	/ˈdɒkjʊmənt/	berkas	
enhance	/ɪnˈhɑːns/	meningkatkan	
express	/ıks'prɛs/	mengungkapkan	
indirect	/ˌɪndɪˈrɛkt/	tidak langsung	
injury	/ˈɪnʤəri/	luka	
interview	/ˈɪntəvjuː/	wawancara	
laxative	/ˈlæksətɪv/	pencahar	
leave	/liːv/	meninggalkan	
line	/lam/	saluran	
meeting	/ˈmiːtɪŋ/	rapat	
minor	/ˈmaɪnə/	kecil	
owner	/ˈəʊnə/	pemilik	
postpone	/pɛʊstˈpəʊn/	menunda	
powerful	/ˈpaʊəfʊl/	kuat	
prescription	/prɪsˈkrɪpʃən/	resep	
proper	/ˈprɒpə/	pantas	
receive	/rɪˈsiːv/	menerima	
recovery	/rɪˈkʌvəri/	pemulihan	
refuse	/ˌriːˈfjuːz/	menolak	
representative	/ˌrɛprɪˈzɛntətɪv/	perwakilan	
rule	/ruːl/	aturan	
situation	/ˌsɪtjʊˈeɪʃən/	keadaan	
speedy	/ˈspiːdi/	cepat	
transform	/trænsˈfɔːm/	mengubah	
twice	/twais /	dua kali	
worse	/waːs/	memburuk	





My Notes

Unit 3



I'd say that one's better.



Picture 3, 1



Giving good services to the customers is a must for all employees, especially pharmacist assisstants or pharmacy technicians who meet many kinds of people everyday. Have you ever experienced getting a complaint? Have you stated your opinions correctly?

Learn the expressions of giving opinions to the customer, responding to complaints, and how to write procedure text in this chapter.



GET WELL



SPOKEN CYCLE

Getting Ready | Opinion and complaint





TASK 1 - Warming Up

Look at the picture below. Answer the following questions orally.



Picture 3. 2

- 1. Have you ever experienced that kind of situation?
- 2. With whom did you experience it?
- 3. Do you know the expressions to give opinion?

TASK 2

Put a tick on the expression that is oftenly used in giving opinions. Take a look at the example.

1. I think you should buy this.	$\sqrt{}$
2. In my opinion, this one is the best.	
3. Good evening. Nice to meet you.	
4. I went to the store.	
5. For me, the small one is more effective.	







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Listen to the recording. Identify the expressions used in conversation and answer the following questions.

Mrs. Rahayu : Good afternoon.

Pharmacy technician : Good afternoon. May I help you?

Mrs. Rahayu : I have a bad fever. It has been three days. Can I get

some medicines?

Pharmacy technician : Sure. You can have these Ibuprofen tablets, or

do you want the Paracetamol ones?

Mrs. Rahayu : Which one do you think is better?

Pharmacy technician : To my way of thinking, this one's better. It works faster.

Mrs. Rahayu : Alright. I'll take this. Do you think I should take vitamins,

too?

Pharmacy technician : In my opinion, you should have some.

Mrs. Rahayu : I see. By the way, I bought some pills here yesterday.

Pharmacy technician : Yes, Ma'am.

Mrs. Rahayu : <u>I'm afraid there is a slight problem</u> about them.

Pharmacy technician : What is the problem, Ma'am?

Mrs. Rahayu : These two do not have labels on them. I cannot check

the dosage.

Pharmacy technician : These two are supposed to be like that, Ma'am. The

labels are on the plastic wraps, did you throw them by

any chance?

Mrs. Rahayu : I did. I didn't know that the labels were on them.

Pharmacy technician : It is alright, Ma'am. I can give you new ones.

Mrs. Rahayu : Great, thank you very much.

Pharmacy technician : You're very welcome.

Picture 3. 3

- 1. What is the dialogue about?
- 2. What is Mrs. Rahayu doing there?
- 3. What is Mrs. Rahayu's sickness?
- 4. What does the pharmacy technician suggest?
- 5. What happened to Mrs. Rahayu's pills?







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TASK 4

Listen to the recording in Task 3 again. Write T if the statement is true and F if the statement is false. Correct the false statements based on what you hear on the recordings. Number one has been done for you.

No.	Statements	T / F	Corrections
1.	Mrs. Rahayu has a bad cough.	F	Mrs. Rahayu has a bad fever.
2.	Mrs. Rahayu does not accept the pharmacy technician's opinion.		
3.	The pharmacy technician advises Mrs. Rahayu to have some vitamins.		
4.	Mrs. Rahayu bought some capsules yesterday.		
5.	The pharmacy technician gives Mrs. Rahayu new labels.		



TASK 5

Listen to the recording in Task 3 again. Find the expressions of asking for and giving opinions and write them in the box below.

Asking for opinions	Giving opinions



TASK 6

Complete the conversation below by using the words provided in the box. Then, share your work with your classmates. Act it out in front of the class with your friends.

Customer : Good morning. I want to (1) ____ something.

Worker : Good morning, Sir. What can I (2) ____?

Customer : I have these (3)_____. I bought these yesterday.

Worker : I see. So, what is the matter?

Customer : Which one do you think is the best for me to

(4)_____ my pain?

Worker : What is your (5)_____ problem, sir?

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Customer : I've got a bad (6)______ because of my low

blood pressure level. I get (7)_____ easily.

Worker : In my (8)_____, you should take the vitamin

B12 regularly. It will help you with your (9)_____

and body strength.

helprelievestaminavitaminsaskheadachehealthtiredopinion



TASK 7

Study the explanation below. Repeat after your teacher in pronouncing the expressions correctly.



Expressions to be Used in Asking for Opinions

- What do you think about these vitamins?
- Do you think this ointment is fine?
- How about this one?
- What is your opinion on this product?
- What would you say about this medical treatment?
- Can I have your opinion on this labels?

Expressions to be Used in Giving Opinions

- In my opinion, this one would be better for your sore-throat.
- If you ask me, this one's better to cure your fever.
- To my way of thinking, this one's fine.
- In my view, this one is best for your son's scabies.
- Know what I think? That one's best.
- I'd say that one's better. It's perfect for relieving pain.
- For me, these small tablets are better.
- I tell you what I think, that one's best.

How to Use These Phrases

- 1. 'In my opinion' is the classic expression but it's not the only one. Use moderately.
- 'To my mind' is a common spoken form and you can use it in writing, too.
- 3. 'If you ask me' is very, very common in spoken English, and can come first or last in a sentence.
- 4. 'To my way of thinking' is often used with emphasis on 'my' to give a strong opinion.
- 5. 'In my view' is common in spoken and written English.





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Listen to the recordings and choose which response you hear.

- 1. (a) In my opinion, these tablets would be better for your fever.
 - (b) In my opinion, these pills would be better for your fever.
- 2. (a) I tell you what I think, take some vitamins.
 - (b) I tell you what I think, take some medicines.
- 3. (a) Take some Aspirin to relieve the pain.
 - (b) Take some Ibuprofen to reileve the pain.
- 4. (a) It's bad for your scabies.
 - (b) It's bad for your sore-throat.
- 5. (a) For me, these big tablets are better.
 - (b) For me, these big capsules are better.

Do You Know?

GRAMMAR

Ibuprofen is known to have an antiplatelet effect, though it is relatively mild and short-lived when compared with that of aspirin or other better-known antiplatelet drugs.

www.drugsupdate.com



TASK 9

Vocabulary Time

Below are some words taken from Task 7. Find the Indonesian words of these words. Study the pronunciation.

fever	/ˈfiː.vər/	:
opinion	/əˈpɪn.jən/	:
pain	/peɪn/	:
relieve	/rɪˈliːv/	:
scabies	/ˈskeɪ.biːz/	:
sore-throat	/sarr Araut/	



TASK 10

Study the explanation below. Discuss it with your friends.

Modal Verb (2)				
Modal	Use	Formula	Example	
AALICT	To express obligation	S + Modal + V1 + O	You <u>must</u> drink water regularly.	
MUST	To show certainty		He <u>must</u> be very tired.	





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			1)
MUST	To express 📥		You <u>must not</u> work over
NOT	prohibition		the night.
SHOULD	To give advice	S + Modal + V + ()	You <u>should</u> take these vitamins.
SHOULD	To express		You should not give this
NOT	prohibition		pills to the patients.



TASK 11

Listen to the recordings. Write down **must/must not** or **should/should not** based on what you hear. Number one has been done for you.

- 1. He should not go outside in this cold weather.
- 2. You _____ take these pills immediately.
- 3. She _____ take some vitamins.
- 4. I think he _____ get a medical treatment.
- 5. I _____ go to my office today.
- 6. She _____ rest for a while.



TASK 12

Work in pairs. Make a short dialogue on how to ask for and give opinions and act it out in front of the class. You can use the expressions in the previous discussions. Look at the example below.

Customer	: Good afternoon.	
Worker	: Good afternoon. Can I help you?	
Customer	: I got a very bad cough. Can I get sor	ne medicines?
Worker	: I see. You must stop drinking cold be	verages. Do you
	want Ambroxol or Bromhexine?	
Customer	: Which one do you think is the best for my cough?	r me to relieve
Worker	: If you ask me, this one is better.	Do You Know?
	You should take this. It works better	I I I I I I I I I I I I I I I I I I I
	for common cough.	Bromhexine is a
Customer	: That's great. Thank you very much.	mucolytic agent used in the treatment of
	I will take these.	respiratory disorders
Worker	: Sure. You're welcome.	associated with viscid
		or excessive mucus.
		www.drugsupdate.com





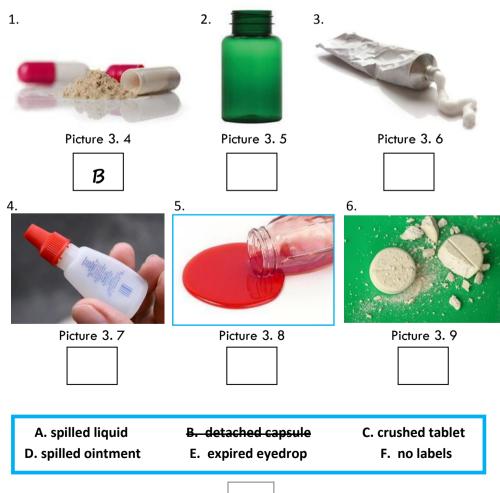
Read the dialogue on Task 3 again. Find the expressions of dealing with complaints (underlined sentences) and write them in the box below. After that, answer the following questions.

Complaining	Responding to complaints

- 1. Have you ever experienced that kind of situation?
- 2. What did you say when you are in that situation?
- 3. Do you know the expressions in responding to complaints?

TASK 14

Look at the pictures of medicine related problems below. Match the pictures with their names correctly. Number one has been done for you.







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TASK 15

Write the expressions in responding to complaints based on your experiences. Take a look at the example. Say it correctly and practice with your partner.

1.	Sorry, there is nothing we can do about your spilled Ibuprofen liquid
2.	
3.	
1	



TASK 16

Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number one has been done for you.

1. Patient : I want to (1)complain about the medicine.

Worker : Sure. What is it about, sir?
Patient : It's about the expiration date.

2. Patient : I'm afraid there's a problem with the (2)_____

Worker : What is the (3)______?

Patient : I think the (4)_____ is not right. Here you are.

Worker : I think so. Let me give you a new one.



Picture 3.10

3. Dana : I'm sorry to say this but these capsules are
(5)_____

Pharmacy technician : Sorry, there (6)_____ we can do about it.

Dana : I see, but can you (7)______?

Pharmacy technician : Sure. Wait (8)_____, please.

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Dana : Thank you in advance.

Pharmacy technician : No problem.



TASK 17

Study the explanation below. Repeat after your teacher in pronouncing the expressions correctly.



Expressions That Customers/ Patients Use in Complaining

- 1. I have a complaint to make. ...
- 2. Sorry to bother you but...
- 3. I'm sorry to say this but...
- 4. I'm afraid there is a slight problem with...
- 5. Excuse me but there is a problem about...
- 6. I want to complain about...

Examples:

- 1. I'm afraid I've got a complaint about the ointment products.
- 2. I'm afraid there is a slight problem with this syrup dose.
- 3. Excuse me but these capsules are detached.
- 4. I want to complain about the prescription copy you are making.
- 5. I'm sorry to say this but your product is already expired.

Positive responses to complaints:

- I'm so sorry, but this will never happen again.
- I'm sorry, we promise never to do the same mistake again.
- I'm really sorry; we'll do our best not to do the same mistake again.

Negative responses to complaints:

- Sorry, there is nothing we can do about it.
- I'm afraid, there isn't much we can do these ointment products.
- We are sorry but the prescription copy is just alright.



Picture 3.11









TASK 18

Vocabulary Time

Find the Indonesian words of the English words below. Study the pronunciation.

alright	/ɔːlˈraɪt/	:
bother	/ˈbɒð.ər/	:
capsule	/ˈkæp.sjuːl/	:
complain	/kəm'pleɪn/	:
dose	/dəʊs/	:
mistake	/mɪˈsteɪk/	:
ointment	/ˈɔɪnt.mənt/	:
prescription	/prɪˈskrɪp.ʃən/	:
problem	/ˈprɒb.ləm/	:





TASK 19

Below are some parts of speech that you are going to find in Task 20. Complete the table below and then pronounce the English words. Do it in pairs and ask your partner to check your pronunciation.

No.	English	Part of speech	Indonesian
1.	capsule	Noun	kapsul
2.	dizzy		
3.	doctor		
4.	expensive		
5.	felt		
6.	headache		
7.	injection		
8.	liquid		
9.	prescription		
11.	sure		
12.	wrote		



TASK 20

You will listen to a conversation containing some expressions of dealing with complaints from the customers and also asking for and giving opinions about medicine. Listen carefully and answer the following questions according to the conversation.

What are they talking about?
 a. Lydia's medicine
 b. Sicknesses
 c. Labels





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- 2. What is the symptom that Lydia got yesterday morning?
 - a. Dizziness
- b. Nausea
- c. Itchiness
- 3. What is the type of medicine given by the pharmacy technician? a. Tablet b. Liquid c. Capsule
- 4. How many injections are written in the prescription?

- 5. What did Lydia complain about?
 - a. The price
- b. The labels c. The packaging



TASK 21

Work in groups and make a role play based on the situation cards below. You can use the expressions of asking for and giving opinions and dealing with complaints in the previous tasks. After that, perform in front of the class.

You are the pharmacy technician and your friends are the patients. They act as customers who need medicine to cure their kids' influenza. Each customer's kid has different symptoms. Try to explain the proper medicines to be given. One of the customers complained about the price of the medicine.

Words you may use:

cough, flu, phlegm, antitussive, expectorant, liquid, fruit, flavours

You and your friend are the pharmacy technicians. There are two customers, one is asking about your opinion on fever medicine, and the other one is complaining about the way you treat him/her. He/she is not satisfied with the services. Try to convince and apology to him/her.

Words you may use: sorry, inconvenience, better, apologize



Picture 3.12







Written Cycle

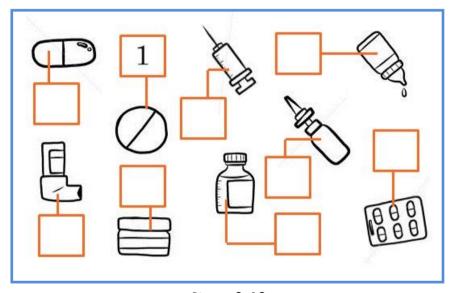
Getting Ready | Procedure text





TASK 22 - Warming Up

Look at the picture below. Match each picture with the correct word. Number one has been done for you.



Picture 3.13

- 1. Tablet
- 2. Capsule
- 3. Cream
- 4. Caplets
- 5. Inhaler

- 6. Ophtalmic solution
- 7. Liquid
- 8. Syringe
- 9. Nasal decongestant



TASK 23

Look at the picture in Task 22. Then, answer the following questions.

- 1. Do you know the names of those medicine types?
- 2. Do you know the functions of each type?
- 3. Do you know how to use them correctly?
- 4. Do you usually use certain types to cure your sickness?





TASK 24

Read the text on how to use inhaler below and answer the following questions. Discuss it with your friends.

How To Use a Metered-Dose Inhaler (MDI) Correctly

- 1. First, remove the cap and hold the inhaler upright.
- 2. Second, shake the inhaler.
- 3. Third, tilt your head back and breathe out.
- 4. Then, hold the inhaler as shown in the picture.
- 5. Spacers are useful for all patients, especially young children and older adults.



Picture 3.14

- 6. Next, press down on the inhaler to release the medicine as you start to breathe in slowly.
- 7. After that, breathe in slowly for 3-5 seconds.
- 8. Hold your breath for 10 seconds to allow medicine to go deeply into your lungs.
- 9. Repeat puffs as directed. Wait 1 minute between puffs to allow the second puff to get into the lungs better.
- 1. What is the text about?
- 2. What is the first step of the text?
- 3. How many steps are there in the text?
- 4. How many seconds should patients breathe in slowly for?
- 5. What should patients do to release the medicine?



TASK 25

Find the verb and noun words written on the text on Task 24. Write them in the table below.

Verb(s)	Noun(s)		
remove	сар		



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TASK 26

Study the explanation about procedure text below. Read the text in Task 24 again and answer the following questions.



Procedure Text

is a piece of text that tells how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

A procedure usually consists of three parts. They are:

- 1. Goal (title)
- 2. Things needed to achieve the goal (materials, tools)
- 3. Sequence of steps

Some examples of procedure texts might include:

- 1. Cooking recipes
- 2. Directions (to somewhere)
- 3. Game rules
- 4. Manuals (instructions in doing something)
- 5. Experiments, etc.

Procedure texts usually include following grammatical features:

- Sentence that begins with verbs and are stated as commands / imperative sentences.
- 2. **Time words** or numbers that show the order for carrying out the procedure. (first, second, third, then, after that, next, finally, etc.)
- Adverbs to describe how the action should be performed. (quickly, slowly, deeply, etc.)
- 4. Precise terms and technical language.

1. The goal of the text is	

- 2. Thing(s) needed to achieve the goal is/are
- 3. The time words used in the text are _____
- 4. The adverbs used in the text are __

My Greenhouse

Noni (Mengkudu) | Morinda citrifolia

In Hawaii, the traditional uses of noni include for cough, fever, flu, malaria, and hypertension. The juice can also be used in treating burns and cuts. (www.anniesremedy.com)



Picture 3.15







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TASK 27

Study the explanation about imperative sentences below. Discuss it with your friends.



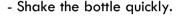
Imperative Sentence

In writing **procedure texts**, we use imperative sentences. An imperative sentence gives a command. It usually ends with a period, but it may also end with an exclamation point.

Imperative sentences are often used in procedure texts. We use them to request, ask or tell people to do something.

Formula: V1 + O + Adv.

Examples: - Open the medicine package.





TASK 28

Arrange these jumbled words into correct imperative sentences.

- 1. bottle the shake on cap with its
- 2. for hold 5 breath your seconds
- 3. day the take twice antidotes a
- 4. do alcoholic not beverages drink
- 5. ointment the on area the spread burnt



TASK 29

Make short imperative sentences with the words given below. Work in pairs.

1. Drink :

2. Put :_____

3. Remove : _____

4. Hold : _____

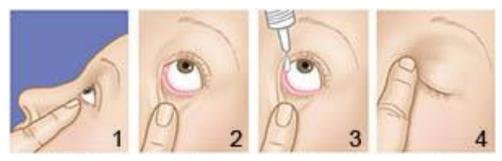
5. Press : _____







Arrange the sentences below into a good medicine manual on how to use a sterile eye drop. Pay attention to the pictures given.



Picture 3.16

- Next, close your eyes and press your finger against the inside corner.
- First, tilt your head back.
- Then, pull your lower lid down creating a pocket.
- After that, put a drop in the pocket without touching your eye with the bottle.

1	
2.	
- 3.	
4.	



TASK 31

Work in group of three. Find a manual about how to use certain types of medicine or medical treatment. Make a short summary by listing the steps used in the text. Present it to the class in the next meeting.



Summary

In this chapter, you have learned:

- 1. How to give opinions, for example:
- In my view, this one is best for your son's scabies.
- Know what I think? That one's best.
- I'd say that one's better. It's perfect for relieving pain.
- For me, these small tablets are better.
- I tell you what I think, that one's best.





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2. How to deal with complaints, for example:

- I'm so sorry, but this will never happen again.
- I'm sorry, we promise never to do the same mistake again.
- I'm really sorry, we'll do our best not to do the same mistake again.
- Sorry, there is nothing we can do about it.
- I'm afraid, there isn't much we can do these ointment products.
- We are sorry but the prescription copy is just alright.

3. How to formulate imperative sentences

Formula: V1 + O + Adv.

Example: Open the medicine package.

4. Procedure text

Procedure text is a piece of text that tells how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

A procedure usually consists of three parts. They are:

- 1. Goal (title)
- 2. Things needed to achieve the goal (materials, tools)
- 3. Sequence of steps



Reflection

How much did you learn from this unit? Put a tick ($\sqrt{}$) in the box according to your understanding.

Aspects	Very much	Much	Little
Asking for & giving opinions			
Use of modals (must & should)			
Complaining			
Responding to complaints			
Procedure text			
Imperative sentences			
Vocabulary			







Word Bank

ENGLISH WORD	PHONETIC TRANSCRIPTION	INDONESIAN WORD	
advice	/ədˈvaɪs/	nasihat	
antitusive	/ænti'tʌsɪv/	pereda batuk	
apologize	/əˈpɒləʤaɪz/	meminta maaf	
breath	/brεθ/	napas	
breathe	/briːð/	bernapas	
company	/kʌmpəni/	perusahaan	
complaint	/kəmˈpleɪnt/	aduan	
cough	/kpf/	batuk	
damaged	/dæmɪʤd/	rusak	
drugstore	/drʌgstɔː/	apotek	
expectorant	/εksˈpεktərənt/	pengencer dahak	
expiration	/ɛkspaɪəˈreɪʃən/	kadaluwarsa	
inconvenience	/ɪnkənˈviːnjəns/	ketidaknyamanan	
injections	/ɪnˈʤɛkʃənz/	suntikan	
lid	/lɪd/	tutup	
liquid	/lıkwıd/	cairan	
medical	/mɛdɪkəl/	medis	
mistake	/mɪsˈteɪk/	kesalahan	
obligation	/ɒblɪˈgeɪʃən/	kewajiban	
ointment	/ɔɪntmənt/	salep	
package	/pækɪʤ/	kemasan	
patient	/peɪ∫ənt/	pasien	
phlegm	/flɛm/	dahak	
plastic	/plæstɪk/	plastik	
prescription	/prɪsˈkrɪpʃən/	resep	
product	/prɒdʌkt/	produk	
puff	/pʌf/	isapan	
register	/rɛʤɪstə/	daftar	
responsibilty	/rɪsˌpɒnsəˈbɪlɪti/	pertanggungjawaban	
service	/saːvis/	pelayanan	
spray	/spreɪ/	semprot	
symptoms	/sɪmptəmz/	gejala	
syringe	/sırınʤ/	alat suntik	
tilt	/tɪlt/	miringkan	
treatment	/tri:tmənt/	pengobatan	





My Notes	



APPENDIX G

The Expert Judgement Questionnaire

SURAT PERMOHONAN EXPERT JUDGEMENT

Hal	: Permohonan Kesediaan Expert Judgement
Lampiran	: 1 bendel
Yth	
Dosen Jurus	an Pendidikan Bahasa Inggris
Fakultas Bal	nasa dan Seni UNY
Di Yogyaka	rta

Dengan hormat,

Dalam rangka penelitian dan pengembangan materi pembelajaran bahasa Inggris untuk siswa kelas XI (sebelas) jurusan Farmasi di SMK / SMF "INDONESIA" Yogyakarta, pada kesempatan kali ini saya:

Nama : Saras Bayu Jatmiko

NIM : 12202241053

Judul Penelitian : Developing English Learning Materials for Grade XI

Students of Pharmacy Study Programme of SMK /

SMF "INDONESIA" Yogyakarta

memohon dengan sangat atas kesediaan Bapak / Ibu untuk memberikan *Expert Judgement* atau penilaian pada produk yang telah saya buat. Produk tersebut berupa tiga unit materi pembelajaran bahasa Inggris untuk kelas XI (sebelas) SMK jurusan Farmasi.

Demikian permohonan ini saya sampaikan, atas bantuan dan kesediaan Bapak / Ibu saya ucapkan terima kasih.

Yogyakarta, November 2016 Pemohon,

Saras Bayu Jatmiko NIM. 12202241053

ANGKET EVALUASI

MATERI PEMBELAJARAN BAHASA INGGRIS BERDASAR KURIKULUM 2006

UNTUK SISWA KELAS XI JURUSAN FARMASI

DI SMK / SMF "INDONESIA" YOGYAKARTA

(Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMK)

A. IDENTITAS RESPONDEN

Nama	:
Jenis Kelamin	: Laki-laki Perempuan (centang yang sesuai)
Pekerjaan	:
Lama Mengajar	:

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang ($\sqrt{}$) pada salah satu kolom SS / S / TS / STS yang sesuai dengan pendapat Bapak / Ibu. Bapak / Ibu juga dapat menuliskan pendapat tambahan pada kolom yang telah disediakan.

Keterangan:

SS : Sangat Setuju (4)

S : Setuju (3)

TS: Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

UNIT 1

"How much does the vitamin cost?"

- a. Standar Kompetensi
 - 2. Berkomunikasi dengan Bahasa Inggris setara Level Elementary
- b. Kompetensi Dasar
 - 2. 1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli

NO.	PERNYATAAN	SS	S	TS	STS		
KEI	KELAYAKAN ISI						
1.	Materi yang dikembangan sesuai dengan Standar						
	Kompetensi (SK) dan Kompetensi Dasar (KD)						
	Kurikulum 2006 untuk kelas XI SMK.						
2.	Materi yang dikembangkan sudah sesuai dengan						
	course grid.						
3.	Materi yang dikembangan memiliki topik yang						
	relevan dengan konteks kehidupan siswa kelas XI						
	SMK jurusan Farmasi.						
4.	Materi yang dikembangkan mencakup teks-teks						
	dan percakapan yang relevan dengan bidang						
	Farmasi.						
5.	Materi yang dikembangkan mencakup						
	pembelajaran tentang struktur sebuah teks.						
6.	Materi yang dikembangkan mencakup						
	pembelajaran fungsi sosial sebuah teks.						
7.	Materi yang dikembangkan mencakup						
	pembelajaran fitur linguistik sebuah teks.						
8.	Materi mencakup pembelajaran vocabulary yang						
	relevan dengan teks.						
9.	Materi mencakup pembelajaran pronunciation						
	yang relevan dengan teks.						
10.	Materi mencakup aktivitas yang membimbing						

	siswa mengembangkan kompetensi dalam				
	berkomunikasi secara lisan dan tertulis secara				
	akurat dan berterima.				
KEI	LAYAKAN BAHASA				
11.	Bahasa yang digunakan dalam penjelasan dan				
	instruksi sesuai dengan tingkat perkembangan				
	kognitif peserta didik.				
12.	Bahasa yang digunakan dalam materi				
	pembelajaran dan instruksi sesuai dengan kaidah				
	bahasa Inggris yang benar.				
13.	Bahasa yang digunakan dalam materi				
	pembelajaran yang dikembangkan jelas dan dapat				
	dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam instruksi yang ada				
	dalam materi sesuai dengan perkembangan bahasa				
	siswa.				
15.	Bahasa pesan atau materi yang disajikan dalam				
	satu Bagian / bab / subbab / paragraf kalimat				
	mencerminkan keruntutan penyampaian makna.				
16.	Bahasa yang digunakan dalam materi				
	pembelajaran menggunakan ejaan (spelling) yang				
	benar.				
17.	Bahasa yang digunakan dalam materi				
	pembelajaran konsisten menggunakan satu variasi				
	Bahasa Inggris.				
KEI	KELAYAKAN PENYAJIAN				
18.	Materi yang dikembangkan sudah sesuai dengan				
	langkah-langkah pembelajaran Kurikulum 2006.				
19.	Materi dikembangkan sesuai tata urutan				
	berdasarkan karakteristik pembelajaran Bahasa				

	Inggris yang komunikatif.	
20.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan disajikan dari kegiatan terbimbing	
	berturut-turut ke kegiatan mandiri.	
21.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan disajikan secara sistematis,	
	berurutan dari yang paling mudah hingga paling	
	sulit.	
22.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan mencakup aktivitas yang berfokus	
	pada fitur linguistik dan aktivitas yang berfokus	
	pada kegiatan komunikasi.	
23.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan mendorong siswa untuk	
	berinteraksi dalam bahasa Inggris dengan sesama	
	siswa, guru, dan juga lingkungan yang lebih luas.	
24.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan dapat mendorong siswa untuk	
	berkomunikasi secara lisan maupun tertulis secara	
	kreatif dan kritis.	
25.	Materi yang dikembangkan dapat mendorong	
	siswa untuk mengenali keberhasilan dan	
	kekurangan mereka sendiri dalam melaksanakan	
2.5	kegiatan pembelajaran.	
26.	Materi yang dikembangkan dilengkapi dengan	
	tujuan pembelajaran, ringkasan materi, dan	
27	refleksi.	
27.	Materi yang dikembangkan dilengkapi dengan	
	intermezzo yang sesuai dengan proses	
	pembelajaran.	

KEI	LAYAKAN GRAFIS		
28.	Materi pembelajaran yang dikembangkan dicetak		
	dengan kertas ukuran standar ISO (A4, A5, B5).		
29.	Penempatan unsur tata letak (judul, subjudul, teks,		
	ilustrasi, keterangan gambar, nomor halaman)		
	proporsional.		
30.	Materi pembelajaran yang dikembangkan tidak		
	menggunakan terlalu banyak jenis huruf.		
31.	Penggunaan variasi (bold, italic, underline,		
	capitalization) tidak berlebihan.		
32.	Ilustrasi dan karya grafis dalam materi		
	pembelajaran bersifat aestetis dan fungsional.		
33.	Ilustrasi dalam materi pembelajaran membantu		
	memperjelas penyajian materi.		
34.	Penggunaan spasi antar baris susunan teks normal.		
35.	Keseluruhan desain visual / tampilan materi		
	menarik.		

C. TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

1. Secara umum, bagaimana pendapat Bapak / Ibu mengenai materi di Unit 1 yang
telah saya susun?
2. Menurut Bapak / Ibu, apa kekurangan dari materi di Unit 1 yang telah saya susun?
3. Apa saran Bapak / Ibu untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi bahasa Inggris untuk sisv
SMK kelas XI jurusan Farmasi UNIT 1 dengan judul "How much does the
vitamin cost?" dinyatakan*:
Layak tanpa revisi Tidak layak Layak dengan revisi sebagai berikut:
* Berilah tanda centang ($$) pada pilihan yang sesuai dengan pendapat Anda.
Yogyakarta, November 201
Evaluator Materi
NIP.

UNIT 2 "Could I speak to the pharmacist, please?"

- a. Standar Kompetensi
 - 2. Berkomunikasi dengan Bahasa Inggris setara Level Elementary
- b. Kompetensi Dasar
 - 2. 1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
 - 2. 5 Mengungkapkan berbagai macam maksud hati

NO.	PERNYATAAN	SS	S	тс	STS		
		22	3	TS	212		
KEI	KELAYAKAN ISI						
1.	Materi yang dikembangan sesuai dengan Standar						
	Kompetensi (SK) dan Kompetensi Dasar (KD)						
	Kurikulum 2006 untuk kelas XI SMK.						
2.	Materi yang dikembangkan sudah sesuai dengan						
	course grid.						
3.	Materi yang dikembangan memiliki topik yang						
	relevan dengan konteks kehidupan siswa kelas XI						
	SMK jurusan Farmasi.						
4.	Materi yang dikembangkan mencakup teks-teks						
	dan percakapan yang relevan dengan bidang						
	Farmasi.						
5.	Materi yang dikembangkan mencakup						
	pembelajaran tentang struktur sebuah teks.						
6.	Materi yang dikembangkan mencakup						
	pembelajaran fungsi sosial sebuah teks.						
7.	Materi yang dikembangkan mencakup						
	pembelajaran fitur linguistik sebuah teks.						
8.	Materi mencakup pembelajaran vocabulary yang						
	relevan dengan teks.						
9.	Materi mencakup pembelajaran pronunciation						
	yang relevan dengan teks.						
				L			

10.	Materi mencakup aktivitas yang membimbing		
	siswa mengembangkan kompetensi dalam		
	berkomunikasi secara lisan dan tertulis secara		
	akurat dan berterima.		
KEI	LAYAKAN BAHASA		
11.	Bahasa yang digunakan dalam penjelasan dan		
	instruksi sesuai dengan tingkat perkembangan		
	kognitif peserta didik.		
12.	Bahasa yang digunakan dalam materi		
	pembelajaran dan instruksi sesuai dengan kaidah		
	bahasa Inggris yang benar.		
13.	Bahasa yang digunakan dalam materi		
	pembelajaran yang dikembangkan jelas dan dapat		
	dipahami oleh peserta didik.		
14.	Bahasa yang digunakan dalam instruksi yang ada		
	dalam materi sesuai dengan perkembangan bahasa		
	siswa.		
15.	Bahasa pesan atau materi yang disajikan dalam		
	satu Bagian / bab / subbab / paragraf kalimat		
	mencerminkan keruntutan penyampaian makna.		
16.	Bahasa yang digunakan dalam materi		
	pembelajaran menggunakan ejaan (spelling) yang		
	benar.		
17.	Bahasa yang digunakan dalam materi		
	pembelajaran konsisten menggunakan satu variasi		
	Bahasa Inggris.		
KEI	LAYAKAN PENYAJIAN		
18.	Materi yang dikembangkan sudah sesuai dengan		
	langkah-langkah pembelajaran Kurikulum 2006.		
19.	Materi dikembangkan sesuai tata urutan		

	berdasarkan karakteristik pembelajaran Bahasa	
	Inggris yang komunikatif.	
20.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan disajikan dari kegiatan terbimbing	
	berturut-turut ke kegiatan mandiri.	
21.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan disajikan secara sistematis,	
	berurutan dari yang paling mudah hingga paling	
	sulit.	
22.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan mencakup aktivitas yang berfokus	
	pada fitur linguistik dan aktivitas yang berfokus	
	pada kegiatan komunikasi.	
23.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan mendorong siswa untuk	
	berinteraksi dalam bahasa Inggris dengan sesama	
	siswa, guru, dan juga lingkungan yang lebih luas.	
24.	Aktivitas pembelajaran dalam materi yang	
	dikembangkan dapat mendorong siswa untuk	
	berkomunikasi secara lisan maupun tertulis secara	
	kreatif dan kritis.	
25.	Materi yang dikembangkan dapat mendorong	
	siswa untuk mengenali keberhasilan dan	
	kekurangan mereka sendiri dalam melaksanakan	
	kegiatan pembelajaran.	
26.	Materi yang dikembangkan dilengkapi dengan	
	tujuan pembelajaran, ringkasan materi, dan	
	refleksi.	
27.	Materi yang dikembangkan dilengkapi dengan	
	intermezzo yang sesuai dengan proses	

	pembelajaran.				
KEI	KELAYAKAN GRAFIS				
28.	Materi pembelajaran yang dikembangkan dicetak				
	dengan kertas ukuran standar ISO (A4, A5, B5).				
29.	Penempatan unsur tata letak (judul, subjudul, teks,				
	ilustrasi, keterangan gambar, nomor halaman)				
	proporsional.				
30.	Materi pembelajaran yang dikembangkan tidak				
	menggunakan terlalu banyak jenis huruf.				
31.	Penggunaan variasi (bold, italic, underline,				
	capitalization) tidak berlebihan.				
32.	Ilustrasi dan karya grafis dalam materi				
	pembelajaran bersifat aestetis dan fungsional.				
33.	Ilustrasi dalam materi pembelajaran membantu				
	memperjelas penyajian materi.				
34.	Penggunaan spasi antar baris susunan teks normal.				
35.	Keseluruhan desain visual / tampilan materi				
	menarik.				

C. TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

1. Secara umum, bagaimana pendapat Bapak / Ibu mengenai materi di Unit 2 yang
telah saya susun?
2. Menurut Bapak / Ibu, apa kekurangan dari materi di Unit 2 yang telah saya susun?
3. Apa saran Bapak / Ibu untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, mate	eri bahasa Inggris untuk siswa
SMK kelas XI jurusan Farmasi UNIT 2 dengan	judul "Could I speak to the
<pre>pharmacist, please?" dinyatakan*:</pre>	
Layak tanpa revisi Tidak layak Layak dengan revisi sebagai l	berikut:
* Berilah tanda centang ($$) pada pilihan yang sesua	i dengan pendapat Anda.
	Yogyakarta, November 2016
	Evaluator Materi
	NIP.

UNIT 3 "I'd say that one's better."

- a. Standar Kompetensi
 - 2. Berkomunikasi dengan Bahasa Inggris setara Level Elementary
- b. Kompetensi Dasar
 - 2. 5 Mengungkapkan berbagai macam maksud hati
 - 2. 6 Memahami instruksi-instruksi sederhana

NO.	PERNYATAAN	SS	S	TS	STS	
KEI	KELAYAKAN ISI					
1.	Materi yang dikembangan sesuai dengan Standar					
	Kompetensi (SK) dan Kompetensi Dasar (KD)					
	Kurikulum 2006 untuk kelas XI SMK.					
2.	Materi yang dikembangkan sudah sesuai dengan					
	course grid.					
3.	Materi yang dikembangan memiliki topik yang					
	relevan dengan konteks kehidupan siswa kelas XI					
	SMK jurusan Farmasi.					
4.	Materi yang dikembangkan mencakup teks-teks					
	dan percakapan yang relevan dengan bidang					
	Farmasi.					
5.	Materi yang dikembangkan mencakup					
	pembelajaran tentang struktur sebuah teks.					
6.	Materi yang dikembangkan mencakup					
	pembelajaran fungsi sosial sebuah teks.					
7.	Materi yang dikembangkan mencakup					
	pembelajaran fitur linguistik sebuah teks.					
8.	Materi mencakup pembelajaran vocabulary yang					
	relevan dengan teks.					
9.	Materi mencakup pembelajaran pronunciation					
	yang relevan dengan teks.					
10.	Materi mencakup aktivitas yang membimbing					

	siswa mengembangkan kompetensi dalam		
	berkomunikasi secara lisan dan tertulis secara		
	akurat dan berterima.		
KEI	LAYAKAN BAHASA	<u> </u>	
11.	Bahasa yang digunakan dalam penjelasan dan		
	instruksi sesuai dengan tingkat perkembangan		
	kognitif peserta didik.		
12.	Bahasa yang digunakan dalam materi		
	pembelajaran dan instruksi sesuai dengan kaidah		
	bahasa Inggris yang benar.		
13.	Bahasa yang digunakan dalam materi		
	pembelajaran yang dikembangkan jelas dan dapat		
	dipahami oleh peserta didik.		
14.	Bahasa yang digunakan dalam instruksi yang ada		
	dalam materi sesuai dengan perkembangan bahasa		
	siswa.		
15.	Bahasa pesan atau materi yang disajikan dalam		
	satu Bagian / bab / subbab / paragraf kalimat		
	mencerminkan keruntutan penyampaian makna.		
16.	Bahasa yang digunakan dalam materi		
	pembelajaran menggunakan ejaan (spelling) yang		
	benar.		
17.	Bahasa yang digunakan dalam materi		
	pembelajaran konsisten menggunakan satu variasi		
	Bahasa Inggris.		
KEI	LAYAKAN PENYAJIAN	•	
18.	Materi yang dikembangkan sudah sesuai dengan		
	langkah-langkah pembelajaran Kurikulum 2006.		
19.	Materi dikembangkan sesuai tata urutan		
	berdasarkan karakteristik pembelajaran Bahasa		

	Inggris yang komunikatif.		
20.	Aktivitas pembelajaran dalam materi yang		
	dikembangkan disajikan dari kegiatan terbimbing		
	berturut-turut ke kegiatan mandiri.		
21.	Aktivitas pembelajaran dalam materi yang		
	dikembangkan disajikan secara sistematis,		
	berurutan dari yang paling mudah hingga paling		
	sulit.		
22.	Aktivitas pembelajaran dalam materi yang		
	dikembangkan mencakup aktivitas yang berfokus		
	pada fitur linguistik dan aktivitas yang berfokus		
	pada kegiatan komunikasi.		
23.	Aktivitas pembelajaran dalam materi yang		
	dikembangkan mendorong siswa untuk		
	berinteraksi dalam bahasa Inggris dengan sesama		
	siswa, guru, dan juga lingkungan yang lebih luas.		
24.	Aktivitas pembelajaran dalam materi yang		
	dikembangkan dapat mendorong siswa untuk		
	berkomunikasi secara lisan maupun tertulis secara		
	kreatif dan kritis.		
25.	Materi yang dikembangkan dapat mendorong		
	siswa untuk mengenali keberhasilan dan		
	kekurangan mereka sendiri dalam melaksanakan		
	kegiatan pembelajaran.		
26.	Materi yang dikembangkan dilengkapi dengan		
	tujuan pembelajaran, ringkasan materi, dan		
	refleksi.		
27.	Materi yang dikembangkan dilengkapi dengan		
	intermezzo yang sesuai dengan proses		
	pembelajaran.		

KEL	AYAKAN GRAFIS		
28.	Materi pembelajaran yang dikembangkan dicetak		
	dengan kertas ukuran standar ISO (A4, A5, B5).		
29.	Penempatan unsur tata letak (judul, subjudul, teks,		
	ilustrasi, keterangan gambar, nomor halaman)		
	proporsional.		
30.	Materi pembelajaran yang dikembangkan tidak		
	menggunakan terlalu banyak jenis huruf.		
31.	Penggunaan variasi (bold, italic, underline,		
	capitalization) tidak berlebihan.		
32.	Ilustrasi dan karya grafis dalam materi		
	pembelajaran bersifat aestetis dan fungsional.		
33.	Ilustrasi dalam materi pembelajaran membantu		
	memperjelas penyajian materi.		
34.	Penggunaan spasi antar baris susunan teks normal.		
35.	Keseluruhan desain visual / tampilan materi		
	menarik.		

C. TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

1. Secara umum, bagaimana pendapat Bapak / Ibu mengenai materi di Unit 3 yan
telah saya susun?
2. Menurut Bapak / Ibu, apa kekurangan dari materi di Unit 3 yang telah say susun?
3. Apa saran Bapak / Ibu untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, ma	teri bahasa Inggris untuk siswa
SMK kelas XI jurusan Farmasi UNIT 3 dengan ju	dul "I'd say that one's better."
dinyatakan*:	
Layak tanpa revisi	
Tidak layak	
Layak dengan revisi sebaga	i berikut:
* Berilah tanda centang ($$) pada pilihan yang sesu	iai dengan pendapat Anda.
	Yogyakarta, November 2016
	Evaluator Materi
	NID
	NIP.

APPENDIX H

The Expert Judgement Data

The Expert Judgement Data Unit 1

No	Items	Score			
	The appropriateness of content				
1	The developed materials are in accordance with Standard of	4			
	Competences and Basic Competences in Curriculum 2006 for				
	Grade XI of vocational high schools.				
2	The developed materials are developed based on the course grid.	3			
3	The topics developed in the materials are relevant with the grade	3			
	XI students of pharmacy study programme's daily life.				
4	The materials cover texts and conversations which are relevant	4			
	with the field of pharmacy.				
5	The developed materials cover the explanation of the structure of	4			
	texts.				
6	The developed materials cover the explanation of the social	3			
	functions of texts.				
7	The developed materials cover the explanation of linguistics	4			
	features of texts.				
8	The developed materials cover vocabulary learning tasks which	3			
	are relevant with the requirement of the curriculum.				
9	The developed materials cover pronunciation learning tasks	3			
	which are relevant with the requirement of the curriculum.				
10	The materials cover learning tasks that help students to develop	3			
	their communicative competence in spoken and written language.	2.4			
	Mean	3.4			
	The appropriateness of language				
11	The language used in the developed materials is appropriate with	3			
	the students' cognitive development.				
12	The language used in the developed materials is grammatically	3			
	correct.				
13	The language used in the developed materials is understandable	3			
	and comprehensible for the students.	_			
14	The language used in the developed materials is appropriate with	3			
	the students' linguistic development.				
15	The developed materials represent cohesiveness and coherence in	3			
1.5	every unit, sub unit, paragraph, and sentences.	2			
16	The developed materials use the correct spellings.	3			
17	The developed materials use a language variation consistently.	3			
	Mean	3			
	The appropriateness of presentation				
18	The developed materials are in accordance with the learning	3			
	steps in Curriculum 2006.				
19	The developed materials are arranged in accordance with the	3			

33	interesting.	
35	The overall visual design of the developed materials is	4
34	The developed materials use normal space.	3
	presentation of the materials.	
33	The illustrations in the developed materials help to clarify the	4
32	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
31	proportional.	4
31	The developed materials use appropriate variation of fonts. The use of font variation (bold, italic, underline, capitalization) is	4
30	page number are proportional.	4
29	The placement of title, texts, illustrations, picture captions and	4
	paper (A4, A5, and B5).	•
28	The developed materials are printed on ISO-standardised size	4
	The appropriateness of layout	5.1
	Mean	3.4
27	The developed materials cover intermezzo which is relevant with the learning process.	4
27	and reflection.	Λ
26	The developed materials cover learning objectives, summary,	4
	process.	
25	The developed materials encourage students to have self-awareness to identify their success and lack in the learning	3
	students have creative and critical communication in spoken and written language.	
24	teachers, and other people. The learning activities in the developed materials encourage	3
23	The learning activities in the developed materials encourage learners to actively interacting in English with classmates,	4
22	The developed materials cover activities which focus on linguistic features and those which focus on communicative tasks.	4
21	The developed materials are arranged systematically from easy tasks and gradually move to more difficult tasks.	3
20	The developed materials are arranged from guided tasks and gradually move to the free production tasks.	3
1 2/1		

The Expert Judgement Data Unit 2

No	Items	Score	
	The appropriateness of content		
1	The developed materials are in accordance with Standard of	4	
	Competences and Basic Competences in Curriculum 2006 for		
	Grade XI of vocational high schools.		
2	The developed materials are developed based on the course grid.	3	
3	The topics developed in the materials are relevant with the grade	3	
	XI students of pharmacy study programme's daily life.		
4	The materials cover texts and conversations which are relevant	4	
	with the field of pharmacy.		
5	The developed materials cover the explanation of the structure of	4	
	texts.		
6	The developed materials cover the explanation of the social	4	
	functions of texts.		
7	The developed materials cover the explanation of linguistics	4	
	features of texts.		
8	The developed materials cover vocabulary learning tasks which	3	
	are relevant with the requirement of the curriculum.		
9	The developed materials cover pronunciation learning tasks	3	
	which are relevant with the requirement of the curriculum.	_	
10	The materials cover learning tasks that help students to develop	3	
	their communicative competence in spoken and written language.		
	Mean	3.5	
	The appropriateness of language		
11	The language used in the developed materials is appropriate with	3	
	the students' cognitive development.		
12	The language used in the developed materials is grammatically	3	
	correct.		
13	The language used in the developed materials is understandable	3	
	and comprehensible for the students.		
14	The language used in the developed materials is appropriate with	3	
	the students' linguistic development.		
15	The developed materials represent cohesiveness and coherence in	3	
	every unit, sub unit, paragraph, and sentences.		
16	The developed materials use the correct spellings.	3	
17	The developed materials use a language variation consistently.	3	
	Mean	3	
	The appropriateness of presentation		
18	The developed materials are in accordance with the learning	3	
	steps in Curriculum 2006.		
19	The developed materials are arranged in accordance with the	3	

	interesting.	
35	The overall visual design of the developed materials is	4
34	The developed materials use normal space.	3
2.4	presentation of the materials.	2
33	The illustrations in the developed materials help to clarify the	4
32	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
	proportional.	Λ
31	The use of font variation (bold, italic, underline, capitalization) is	4
30	The developed materials use appropriate variation of fonts.	4
29	The placement of title, texts, illustrations, picture captions and page number are proportional.	4
20	paper (A4, A5, and B5).	7
28	The developed materials are printed on ISO-standardised size	4
	The appropriateness of layout	J. 11
	the learning process. Mean	3.4
27	The developed materials cover intermezzo which is relevant with the learning process.	4
27	and reflection.	A
26	The developed materials cover learning objectives, summary,	4
	awareness to identify their success and lack in the learning process.	
25	The developed materials encourage students to have self-	4
∠ 4	students have creative and critical communication in spoken and written language.	3
24	teachers, and other people. The learning activities in the developed materials encourage	3
23	tasks. The learning activities in the developed materials encourage learners to actively interacting in English with classmates,	3
22	The developed materials cover activities which focus on linguistic features and those which focus on communicative	4
21	The developed materials are arranged systematically from easy tasks and gradually move to more difficult tasks.	3
20	The developed materials are arranged from guided tasks and gradually move to the free production tasks.	3
		_

The Expert Judgement Data Unit 3

No	Items	Score			
	The appropriateness of content				
1	The developed materials are in accordance with Standard of	4			
	Competences and Basic Competences in Curriculum 2006 for				
	Grade XI of vocational high schools.				
2	The developed materials are developed based on the course grid.	3			
3	The topics developed in the materials are relevant with the grade	3			
	XI students of pharmacy study programme's daily life.				
4	The materials cover texts and conversations which are relevant	4			
	with the field of pharmacy.				
5	The developed materials cover the explanation of the structure of	4			
	texts.				
6	The developed materials cover the explanation of the social	4			
	functions of texts.				
7	The developed materials cover the explanation of linguistics	4			
	features of texts.				
8	The developed materials cover vocabulary learning tasks which	3			
	are relevant with the requirement of the curriculum.				
9	The developed materials cover pronunciation learning tasks	3			
	which are relevant with the requirement of the curriculum.				
10	The materials cover learning tasks that help students to develop	3			
	their communicative competence in spoken and written language.	2.5			
	Mean	3.5			
	The appropriateness of language				
11	The language used in the developed materials is appropriate with	3			
	the students' cognitive development.				
12	The language used in the developed materials is grammatically	3			
	correct.				
13	The language used in the developed materials is understandable	3			
	and comprehensible for the students.				
14	The language used in the developed materials is appropriate with	3			
	the students' linguistic development.	2			
15	The developed materials represent cohesiveness and coherence in	3			
1.0	every unit, sub unit, paragraph, and sentences.	2			
16	The developed materials use the correct spellings.	3			
17	The developed materials use a language variation consistently.	3			
	Mean	3			
	The appropriateness of presentation				
18	The developed materials are in accordance with the learning	3			
	steps in Curriculum 2006.				
19	The developed materials are arranged in accordance with the	3			

	characteristics of communicative language learning.	
20	The developed materials are arranged from guided tasks and	4
	gradually move to the free production tasks.	
21	The developed materials are arranged systematically from easy	3
	tasks and gradually move to more difficult tasks.	
22	The developed materials cover activities which focus on	3
	linguistic features and those which focus on communicative	
	tasks.	
23	The learning activities in the developed materials encourage	3
	learners to actively interacting in English with classmates,	
	teachers, and other people.	
24	The learning activities in the developed materials encourage	3
	students have creative and critical communication in spoken and	
	written language.	
25	The developed materials encourage students to have self-	4
	awareness to identify their success and lack in the learning	
	process.	
26	The developed materials cover learning objectives, summary,	4
	and reflection.	
27	The developed materials cover intermezzo which is relevant with	4
	the learning process.	
	Mean	3.4
20	The appropriateness of layout	4
28	The developed materials are printed on ISO-standardised size	4
20	paper (A4, A5, and B5).	4
29	The placement of title, texts, illustrations, picture captions and	4
20	page number are proportional.	4
30	The developed materials use appropriate variation of fonts.	4
31	The use of font variation (bold, italic, underline, capitalization) is	4
22	proportional. The illustrations and graphic designs in the developed materials	4
32	The illustrations and graphic designs in the developed materials are aesthetic and functional.	4
22		<u> </u>
33	The illustrations in the developed materials help to clarify the	4
34	presentation of the materials. The developed meterials use normal space.	1
	The developed materials use normal space. The overall visual design of the developed materials is	4
35	interesting.	4
1	I IIIICICNIIIV	
	Mean	4

APPENDIX I

The Final Draft of The Materials





English for Pharmacy Study Programme of Vocational High School

Writer Supervisor : Sa<mark>ras Ba</mark>yu Jatmiko : Dra. Jamilah, M.Pd. **Crade**





English for Pharmacy Study Programme of Vocational High School



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Get Well Soon

English for Pharmacy Study Programme of Vocational High School Grade XI

Curriculum 2006

Written by : Saras Bayu Jatmiko

English Education Study Programme Faculty of Languages and Arts Yogyakarta State University

2016





Preface

Gt Will Soon is an English course book designed for grade XI students of Pharmacy Study Programme in Vocational High Schools. This book is developed to help students achieve the communication competence at an elementary level. It is developed based on students' needs and by using Curriculum 2006.

gt Will Soon consists of three units and covers all four skills; listening, speaking, reading and writing, which are separated into two cycles: Spoken Cycle and Written Cycle. This book is also equipped with Grammar Time and Learn The Language, which are materials to give students basic knowledge of English. British English is used as the model for grammar, vocabulary and pronunciation. The tasks in each unit are linked to the main topic in such ways. Each unit also contains Summary, Reflection, and Word Bank to help students evaluate their English learning. It also has Did You Know? and My Greenhouse corners that will help students gain interesting information related to the study programme.

GtWM Som is also equipped with an audio CD that contains the recordings from all units to help students practising their listening skill. It can be played on personal computers, mobile phones, or other devices for students' autonomous learning.

By learning from Gt Well Soon, grade XI students of Pharmacy Study Programme are expected to develop their English skills to be able to communicate both in oral and written form. Finally, the writer would like to thank everyone who has helped in writing this book. The writer would be very grateful to receive advice and suggestions from the users of this book.

Good Suck!

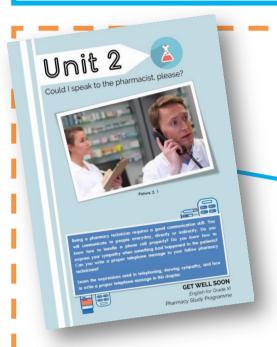








Book Map



Unit Cover, the opening of every unit gives students a

brief explanation of

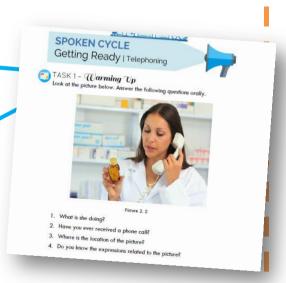
the whole unit. It helps them to be well prepared in learning.

Spoken Cycle

contains tasks to help students practise their listening and speaking skills.

Warming Up

helps students in recalling their background knowledge before going to the main topic.







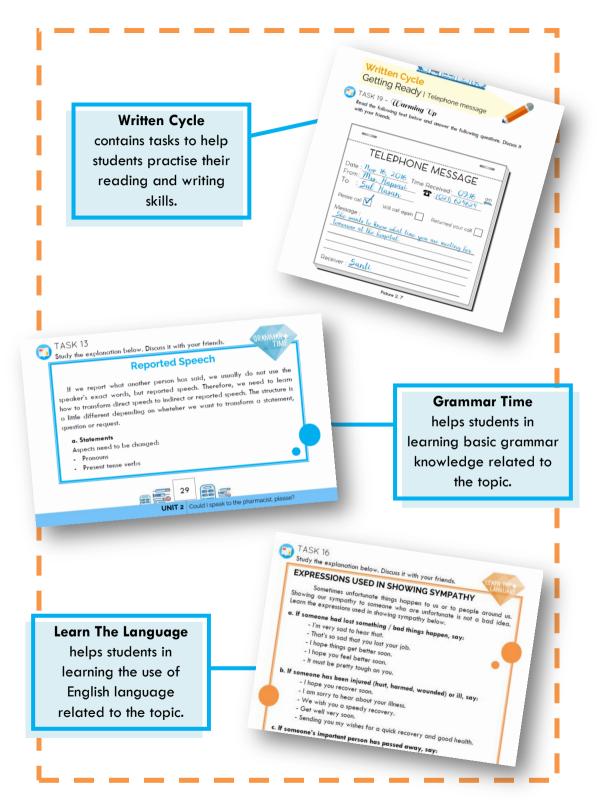






$\text{$\operatorname{Gat} \ensuremath{\mathcal{VM}} Som | English for Grade XI - Pharmacy Study Programme}$}$













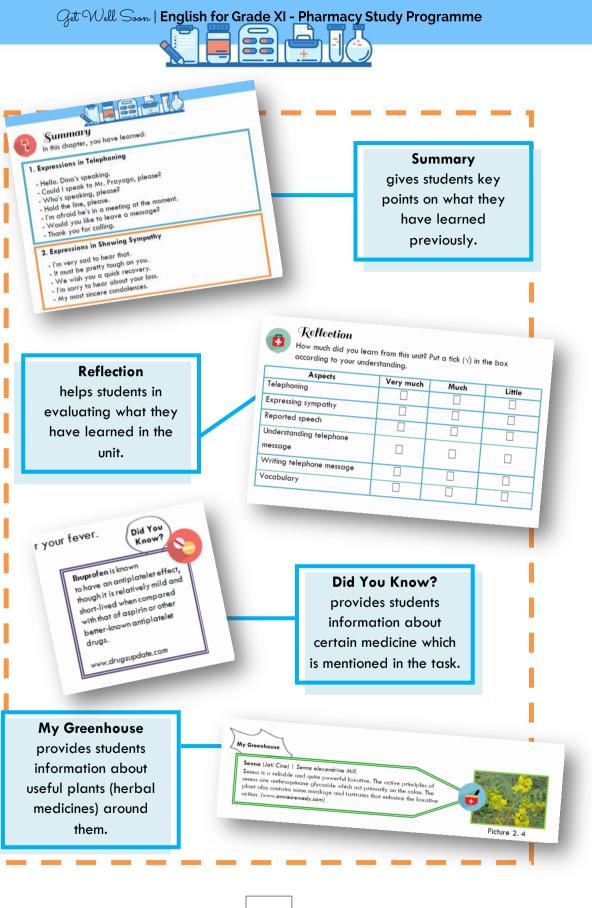














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Key to Pronunciation

Consonant

Symbol	Example	Pronunciation
р	pen	/pen/
b	bed	/bæd/
t	tea	/tiː/
d	did	/dɪd/
k	cat	/kæt/
g	got	/gɒt/
t∫	chin	/t∫ın/
dʒ	june	/dʒuːn/
f	fall	/fɔːl/
٧	van	/væn/
θ	thin	/θın/
ð	then	/ðen/
S	so	/səʊ/
Z	Z00	/zuː/
ſ	she	/ʃi/
h	how	/haʊ/
m	man	/mæn/
n	near	/nɪə/
I	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Vowel

Symbol	Example	Pronunciation
ix	see	/siː/
i	any	/ˈeni/
e	net	/net/
æ	hat	/hæt/
ar	arm	/ɑːm/
ช	got	/gɒt/
ΣC	walk	/wɔːk/
ប	put	/pʊt/
uː	too	/tuː/
Λ	bug	/b/g/
3 I	hurt	/h3:t/
ə	agree	/əˈgriː/
еі	main	/mein/
aı	high	/haı/
อบ	home	/həʊm/
au	now	/naʊ/
ЭI	point	/pɔɪnt/
ΙƏ	near	/nɪə/
еə	hair	/heə/
บอ	pure	/pjʊə/

List of Abbreviations

kk : kata kerja kb : kata benda ks : kata sifat

kkt : kata keterangan

konj : konjungsi (penghubung)









Unit 1



How much does the vitamin cost?



Picture 1. 1



Pharmacy technicians deal with different kinds of conversation everyday. They talk to different types of customers, too. Do you know how to greet someone properly? Do you know how to tell a patient the way to pay the medicine? Can you explain particular medicine characteristics?

Learn the expressions of greeting and leave taking, doing transactions or bargaining, and understanding descriptive texts about medicine in this chapter.



GET WELL SOON



SPOKEN CYCLE

Getting Ready | Doing transactions



TASK 1 - \mathscr{W} arming \mathscr{U} p

Look at the picture below. Answer the following questions orally.



Picture 1.2

- 1. What are they doing?
- 2. Where is the location of the picture?
- 3. Do you know the expressions related to the picture?

TASK 2

Put a tick on the expression that indicates greeting and leave taking. Take a look at the example.

1. Hello, Sekar. How are you today?	$\sqrt{}$
2. I am sorry to hear that.	
3. Good morning, Windria. Nice to see you.	
4. See you later.	
5. Don't shake the bottle too fast.	











Vocabulary Time

You will find the words below in Task 4. Find the Indonesian words from your dictionary or the internet. Study the pronunciation.

card	/kaːd/ :
credit	/ˈkrɛdɪt/ :
cure	/kjʊə/ :
expensive	/ıks'pɛnsıv/ :
fixed	/fikst/ :
liquid	/ˈlɪkwɪd/ :
medicine	/'m&dsin/ :
price	/prals/ :
small	/smɔːl/ :
tablet	/'tæblɪt/ :
thousand	/ˈθaʊzənd/ :



TASK 4

Listen to the recording. Identify the expressions used in conversation and answer the following questions.

Kanthy : Good morning.

Pharmacy technician : Good morning. Welcome to Mayang Sehat Pharmacy.

May I help you?

Kanthy : I need some medicines for my neuritis. Do you

have some effective ones?

Pharmacy technician : We do. What kind of medicine do you want?

Kanthy : Maybe small tablets or capsules. No liquids, please.

Pharmacy technician : Wait a minute, please. We have these two.

: How much is the pink one? Kanthy

Pharmacy technician : Do you mean Neuralgin? It's eight thousand rupiahs.

Kanthy : How about the green one?

Pharmacy technician: Neuropyron-V is ten thousand rupiahs.

Kanthy : It's more expensive.

Pharmacy technician : Indeed, but it cures faster than Neuralgin.

: Well, can you make it nine thousand rupiahs? Kanthy

Pharmacy technician : Sorry, it's a fixed price.

Kanthy : I see. Can I pay with my credit card?

Pharmacy technician : Sure. We take credit cards.



$\textit{GtWM} \ \, \textbf{Sun} \ \, \textbf{| English for Grade XI - Pharmacy Study Programme}$

Kanthy : Alright. I'll take this.

Pharmacy technician : Thank you very much. Come again at anytime if you

need anything.

Kanthy : Sure. Good bye.





Picture 1.3

Picture 1.4

- 1. What is the dialogue about?
- 2. What does Kanthy want to buy?
- 3. How much does Neuralgin cost?
- 4. What does the pharmacy technician say in the bargaining?
- 5. How does Kanthy pay the medicine?



TASK 5

Listen to the recording in Task 4 again. Write T if the statement is true and F if the statement is false. Correct the false statements based on what you hear on the recordings. Number one has been done for you.

No.	Statements	T / F	Corrections
1.	Kanthy is at a supermarket.	F	Kanthy is at a pharmacy.
2.	Kanthy wants small tablets or pills to cure her fever.		
3.	Neuropyron-V is eight thousand rupiahs.		
4.	Neuralgin is more expensive than Neuropyron-V.		
5.	The price of the medicine is fixed.		
6.	Kanthy pays the medicine in cash.		
7.	The pharmacy does not accept credit cards.		



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TASK 6

Listen to the recording in Task 4 again. Find the expressions of greeting and leave-taking and write them in the box below.

Greeting	Leave-taking		

TASK 7

Listen to the recording. Number the charts below orderly based on the expressions used by the speakers. Then, share your work with your classmates.

I need to buy some vitamins.	
Good afternoon, Yeni.	
I'm going to the pharmacy.	
Get healthy quickly.	
See you later.	

TASK 8

Listen to the recording in Task 7 again. Complete the following dialogue with the sentences provided in the box below. Then, act it out with your friend.

Yeni : Good afternoon, Fara. (1) : Hey! Good afternoon, Yeni. Fara Yeni : Glad to meet you here. (2) : (3)______. I need to buy some vitamins. Fara : Are you sick, Fara? Yeni : I'm alright, Yeni. (4) Fara : I see. You need vitamins, indeed. (5)_____, Fara. Yeni : Thanks, Yeni. I will. Ah, I really have to go now. Fara

$\text{$\operatorname{Gat} {\mathcal W} $\mathbb{M} $ \subseteq \mathbb{N} $} \ | \ \operatorname{English} \ \operatorname{for} \ \operatorname{Grade} \ \operatorname{XI} - \operatorname{Pharmacy} \ \operatorname{Study} \ \operatorname{Programme}$



Yeni : Alright then. See you later.

Fara : See you.



- a. I've just recovered from influenza
- b. Long time no see
- c. I'm going to the pharmacy
- d. Get healthy quickly
- e. Where are you going?



TASK 9

Study the explanation below. Repeat after your teacher in pronouncing the expressions correctly.



Expressions used in greeting

Greetings	Responses		
Hello. / Hi.	Hello. / Hi.		
Good morning / afternoon / evening.	Good morning / afternoon / evening.		
How do you do?	How do you do?		
Nice to see you.	Nice to see you too.		
Pleased to meet you.	Pleased to meet you too.		
How have you been?	I am very well.		
How are you?	I am fine.		
How is it going on?	I am good.		

Expressions used in leave-taking

Leave takings	Responses
Good bye.	Good bye.
Bye.	Bye.
See you later.	See you later.
I'll talk to you later.	Alright.
Sorry, I have to go now.	See you.

Adapted from: englishpost.org/2014/10/14/greeting-introductionand-leave takings/



TASK 10

Work in pairs. Make a short dialogue by using the expressions of greeting and leave taking in the previous discussions. Act it out in front of the class. Look at the example below.

Aisyah : Good afternoon, Galih.
Galih : Good afternoon, Aisyah.
Aisyah : How have you been?

Galih : I am not very well. I've got a cough.
Aisyah : I see, but where are you going?





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Galih : I'm going to buy some medicines. I need them now.

Aisyah : See you later, then. Galih : See you later, Aisyah.

TASK 11

Read the dialogue in Task 4 again. Find the expressions and responses of doing transaction or bargaining and write them in the box below. After that, answer the following questions. Discuss them with your friends.

Expressions	Responses

- 1. What is the expression used to ask about something we want to buy?
- 2. What is the expression used to ask about the price?
- 3. What is the expression used to ask about method of payment?

TASK 12

Work in pairs. Match the expression on the left side with the suitable response on the right side. Then, report your answers to your classmates.

Do you have any eye drops?		Sorry, no discounts are available.
How much is it?		Sorry, we don't take credit cards.
Can I get a small one?		It is twelve thousand rupiahs.
Do you take a credit card?	A	Yes, we have them.
Can you give me a discount?		Yes, here is the small one.



TASK 13

Study the explanation below. Discuss it with your friends.

Modal Verb (1)					
Modal	Use	Formula	Example of expressions		
CAN	To ask for permission	Modal + S + V1	<u>Can</u> I drink this water?		
CAN	To request for something	<u>Modal</u> + \$ + V1	Can I get some vitamins?		





GRAMMAR

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	To show ability / inability	\$ + <u>Modal</u> + V1 / \$ + <u>Modal</u> + not + V1	I <u>can</u> go to the nearest pharmacy. You <u>can</u> not fix this.	
	To ask for permission	Modal + S + V1	Could I borrow the syringe?	
	To request for something	Modal + S + V1	Could you give the pills to me?	
COULD	To suggest something	S + <u>Modal</u> + V1	You <u>could</u> try to fix it.	
	To show future possibility / impossibility	S + <u>Modal</u> + V1 / S + <u>Modal</u> + not + V1	I <u>could</u> have another meeting tomorrow. She <u>could</u> not attend tonight's seminar.	

TASK 14

Work in pairs. Write short sentences by using the words given below. Take a look at the example. Then, state the sentences clearly.

could – tablets

Could you give me some tablets of pain reliever?

- 1. can pharmacy
- 2. could medicine
- 3. can cheap
- 4. can ointment



TASK 15

Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number one has been done for you.

1. Faradina : How much does this eye-drop (1) cost?

Worker : It costs fifty thousand rupiahs.
Faradina : I see. It's a little bit expensive.

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2. Faradina : Could you give me a (2) one?

Worker : Sorry, but it comes in one size only.

: Alright. I will (3)_____ the two of them. Faradina

Worker : Here you are. Thank you.

3. Yeni : Excuse me. Can I get a (4)_____ ?

Worker : Sure, here you are.

Yeni : How (5)_____ is it?

Worker : It is (6) thousand rupiahs. Yeni : Can you make it seventy thousand rupiahs?

Worker : No problem.



TASK 16

Study the explanation below. Discuss it with your friends.



EXPRESSIONS USED IN DOING TRANSACTION OR BARGAINING

a. Asking about the product we want to buy:

- Is there any sterile eye drops?
- Do you sell vitamins for skin?
- Do you have painkiller named Diclofenac Potassium?

b. Asking about the size / form / type of the product:

- Could you give me a bigger one?

- Is it available in liquid form?
- Do you have the ointment one?

c. Asking about the price of the product:

- How much is this sunblock cream?
- How much does this vitamin cost?
- What is the price of it?

d. Asking about payment method:

- Can I pay for the painkiller by credit card?
- Do you accept credit cards?
- Could I pay by cash here?

e. Bargaining of something:

- Can I get a discount here?
- Could you make it fifteen thousand rupiahs?
- Give me twenty percent off, please.
- How about nine thousand and five hundred rupiahs?

Adapted from: Sutinah, Entin. 2010. Get Along with English. Jakarta: Penerbit Erlangga



Did You Know?

Diclofenac Potassium is available as a generic drug in a

number of formulations. Over the counter use is approved in some

fever associated with common

www.drugsupdate.com

infections.

countries for minor aches, pains, and



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TASK 17

Work in pairs. Complete the dialogues below with suitable expressions. After that, act it out in front of the class.

Retno Worker Retno	: Good evening. : (1) : Do you have any painkillers?	
Worker	: Yes, we do. (2)	
Retno	: I want the coated tablets, please.	
Worker	: Sure. You can take this Renadinac.	
Retno	: (3)	
Worker	: It is five thousand rupiahs per strip.	
Retno	: (4)	
Worker	Worker : I'm sorry. It's a fixed price.	
Retno	: (5)	
Worker	: Here you are. Thank you very much.	

TASK 18

Work in groups and make a role play based on the situation cards below. After that, perform in front of the class.

You are the pharmacy technician and your friend is the patient. The patient needs a medicine for stomachache. He/she also wants to buy some vitamins. The vitamins available in the pharmacy are expensive. Give him/her some discounts.

You are the pharmacy technician and your friend is the patient. The patient wants to buy aid bandages and a bottle of iodine. Greet him/her properly. Make a simple transaction. Say that the price is fixed.









Written Cycle

Getting Ready | Descriptive text





📊 TASK 19 - Warming Up

Look at the picture below. Underline the adjectives in the box that describe the medicines you see in the picture and cross out the ones that do not describe the medicines. Look at the examples.



Picture 1.5

red) JD0000(tall		square
	white		small		black	
pink		big		triangular		brown
	circular		oval		short	
orange		blue		round		transparent
	huge		wide		thin	



TASK 20

Look at the pictures in Task 19 again. Then, answer the following questions.

- 1. Do the medicines have the same colour?
- 2. Do you know the shape of those medicines?
- 3. Did you take a medication before?
- 4. If yes, can you describe it?





TASK 21

Read the text below and answer the following questions. Discuss it with your friends.

Panadol

Panadol

Panadol is one kind of analgetic medicines manufactured by PT Sterling Products Indonesia. It is well known for common headache and fever.

Panadol for adults is available in three different variants which are Panadol Base for minor headache and fever, Panadol Extra for severe headache and toothache, and Panadol Cold & Flu for cold, cough and influenza. It is very easy to distinguish these three products. Look at the colours of the blisters. Panadol Base that contains only Paracetamol (500mg) comes with nice blue blister. Panadol Extra that contains Paracetamol (500mg) and Caffeine (65mg) comes with red blister. Meanwhile, Panadol Cold & Flu that contains Paracetamol (500mg), Pseudoephedrine HCl (30mg), and Dextromethorphan HBr (15mg) comes with green blister. Although they have different colours of blister, they share the same shape and color of the medicine, which are oval and white. This product's variants are very popular in Indonesia and mostly available in all pharmacies there.



Picture 1. 6 - 1. 8

Adapted from: www.panadol.co.id

- 1. What is the text about?
- 2. How many variants of Panadol are available?
- 3. What is the same substance of those variants?
- 4. What are the color and shape of the medicine?
- 5. Where can you find Panadol?

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Read the text in Task 21 again. Find the adjective words written and find the Indonesian words. Write them in the table below.

Indonesian word(s)
bíru



TASK 23

Study the explanation about attributive adjectives below.



Attributive Adjectives

Do you know what adjectives are? Correct! Adjectives are words that describe or modify other words. They help us in making our writing and speaking much more specific and interesting. There are many types of adjectives, such as: articles, possessive adjectives, demonstrative adjectives, coordinate adjectives, numbers adjectives, indefinite adjectives, and attributive adjectives.

This time, we will learn about attributive adjectives. Why? Because we deal with specific traits or features of medicines, too. Attributive adjectives are used to discuss attributes.

Kinds of attributive adjectives:

Opinion : real, perfect, best, interesting, beautiful, nice, etc.
 Size : small, large, tiny, big, tall, enormous, gigantic, etc.

3. **Shape** : square, round, circular, triangular, etc. 4. **Age** : young, old, new, five-year-old, etc.

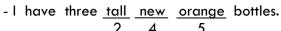
5. Colour
black, pink, red, yellow, blue, brown, green, etc.
Origin
Indonesia, American, Korean, Japanese, etc.
cotton, leather, woollen, golden, wooden, etc.

How if an object has more than one attributive adjective kinds? Take a look at the number sequence above. It shows the sequence of attributive adjectives of the object(s). Take a look at the examples below.



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Examples: - Panadol Base comes with nice blue blister.





Picture 1.9

Adapted from: www.learnenglish.britishcouncil.org/en/english-grammar/adjectives/ www.gingersoftware.com/content/grammar_rules/adjectives/

TASK 24

Look at the pictures below. Write the suitable attributive adjectives for each picture and find the meaning in Bahasa Indonesia. Share your answers with your friends. Number one has been done for you.





round yellow tablets tablet bulat kuning 2.



3.

5.

6.





7.







TASK 25

Study the explanation of descriptive text below.



Descriptive Text

Descriptive text is a text which describes a person, a place or a thing by its characteristics or parts. Its purpose is to reveal or tell the readers about something specific.

Generic structures of a descriptive text include:

- a. Title
- b. General identification :

It identifies the subject that will be discussed generally.

c. Description:

It describes parts, characteristics, qualities, appearances, and information about the subject discussed.

Language features of a descriptive text include:

- a. A specific participant, eg.: Paracetamol, Apotek Mayang Sehat, My House, Uncle Jacob, etc.
- b. The use of adjectives to describe nouns, eg.: white tablets, tall bottle, nice package, etc.
- c. The use of Simple Present Tense (S+V1+O), because it tells facts.
- d. The use of action verbs, eg.: run, come, contain, take, etc.

Example of descriptive text: **Panadol** in Task 21

Adapted from: britishcourse.com/tag/language-feature-of-descriptive-text/



TASK 26

Study the descriptive text below. Determine the generic structures.

Zoralin

Zoralin is an azole antifungal. It may also be used for other conditions as determined by doctors.

Zoralin is a patent product that contains Ketoconazole which has the function of treating fungal infections, such as dermatophytosis, mycosis infections and candidiasis. It comes in two different forms, they are tablet and cream. The tablet comes in round shape and light pink color. Meanwhile, the cream comes in plain white color. The packages of these two forms share the same colour, which is yellow. Zoralin can be found in most pharmacies.

<	1
<	2
	3
· ·	

Adapted from: www.gmedication.com









TASK 27

Read the following jumbled sentences. Number the sentence to make a good descriptive paragraph. Share your work with your friends.

The colour of the bottle's cap and label is purple.	
It is classified as multivitamin product.	C
H-booster comes in liquid form and available in	50 20 20 20 20 20 20 20 20 20 20 20 20 20
a glass bottle.	
☐ The colour of package is also purple.	
It helps children maintain their immunity system	0
and get a speedy recovery from illness.	In 's
You can find it in the nearest pharmacy.	1

1 H-booster is a product manufactured by PT.

Gratia Husada Farma.



Picture 1.15

TASK 28

Look at the pictures below. Complete the descriptions of each product. You may look for additional information from the internet or by asking your teacher.

2.

1.



Picture 1.16



Picture 1.17

Name:	Name:
Use:	Use:
Characteristics:	Characteristics:



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TASK 29

Choose one product from the pictures in Task 28. Write a simple descriptive text based on its characteristics and uses. Ask your teacher if you have difficulties.

(Title)	
General identification	
 Description	

My Greenhouse

Basil (Kemangi) | Ocimum basilicum
Basil is one of the best loved culinary herbs for good reason. Like other herbs in the mint family basil settles the stomach, improves appetite, and is a natural disinfectant. (www.anniesremedy.com)



Picture 1.18



Summary

In this chapter, you have learned:

1. Expressions in greeting and leave taking, for example:

- Hello.
- Good morning.
- Good afternoon.
- Nice to meet you.
- How do you do?
- See you later.
- Good bye.



2. Expressions in doing transaction and bargaining, for example:

- Is there any sterile eye drops?
- Could you give me a bigger one?
- Do you have the ointment one?
- How much does this vitamin cost?
- Do you accept credit cards?
- Can I pay for the painkiller by credit card?
- Can I get a discount here?
- How about nine thousand and five hundred rupiahs?

3. Attributive Adjectives

Attributive adjectives are used to describe specific traits or features of something (thing, place, person, etc.). The sequence of attributive adjectives is explained as follows:

Opinion - Size - Shape - Age - Colour - Origin - Material

Example: I have three \underline{tall} \underline{new} \underline{orange} bottles.

4. Descriptive Text

Descriptive text is a text which describes a person, a place or a thing by its characteristics or parts. Its purpose is to reveal or tell the readers about something specific.

A descriptive text usually consists of three parts. They are:

- 1. Title
- 2. General identification
- 3. Description



Reflection

How much did you learn from this unit? Put a tick ($\sqrt{\ }$) in the box according to your understanding.

Aspects	Very much	Much	Little
Greeting and leave taking			
Doing transaction & bargaining			
Modal Verb (Can & Could)			
Attributive adjectives			
Descriptive text			
Vocabulary			





👔 Word Bank

ENGLISH WORD PHONETIC TRANSCRIPTION		INDONESIAN WORD	
ability	/əˈbɪlɪti/	kemampuan	
bandage	/ˈbændɪʤ/	perban	
capsules	/ˈkæpsjuːlz/	kapsul	
cheap	/ʧiːp/	murah	
circular	/ˈsɜːkjʊlə/	berbentuk lingkaran	
contain	/kənˈteɪn/	berisi	
discount	/ˈdɪskaʊnt/	potongan harga	
distinguish	/dɪsˈtɪŋgwɪʃ/	membedakan	
effective	/ıˈfɛktɪv/	efektif	
expensive	/ıksˈpɛnsɪv/	mahal	
faster	/ˈfɑːstə/	lebih cepatl	
fever	/ˈfiːvə/	demam	
headache	/ˈhɛdeɪk/	sakit kepala	
healthy	/ˈhɛlθi/	sehat	
immunity	/ɪˈmjuːnɪti/	kekebalan	
infection	/ɪnˈfɛkʃən/	infeksi	
influenza	/ˌɪnflʊˈɛnzə/	influensa	
iodine	/ˈaɪəʊdiːn/	obat merah	
manufactured	/ˌmænjʊˈfæktʃəd/	diproduksi	
material	/məˈtɪərɪəl/	bahan	
origin	/'pridzin/ asal		
painkiller	/ˈpeɪnˌkɪlə/	pereda rasa sakit	
permission	/pəˈmɪʃən/	izin	
possibility	/ˌpɒsəˈbɪlɪti/	pɒsəˈbɪlɪti/ kemungkinan	
recovery	/rɪˈkʌvəri/	kesembuhan	
request	/rɪˈkwɛst/	meminta	
reveal	/rɪˈviːl/	mengungkapkan	
shape	/ʃеɪр/	bentuk	
size	/saɪz/	ukuran	
specific	/spɪˈsɪfɪk/	khusus	
sterile	/ˈstɛraɪl/	steril	
substance			
tablet			
toothache	toothache /ˈtuːθeɪk/ sakit gig		
transaction			
transparent /træns'peərənt/ tembus		tembus pandang	
triangular	/traɪˈæŋgjʊlə/	berbentuk segitiga	



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🊺 My T	Votes

Unit 2



Could I speak to the pharmacist, please?



Picture 2, 1



Being a pharmacy technician requires a good communication skill. You will communicate to people everyday, directly or indirectly. Do you know how to handle a phone call properly? Do you know how to express your sympathy when something bad happened to the patients? Can you write a proper telephone message to your fellow pharmacy technicians?

Learn the expressions used in telephoning, showing sympathy, and how to write a proper telephone message in this chapter.



GET WELL SOON

English for Grade XI Pharmacy Study Programme



SPOKEN CYCLE

Getting Ready | Telephoning



TASK 1 - Warming Up

Look at the picture below. Answer the following questions orally.



Picture 2. 2

- 1. What is she doing?
- 2. Have you ever received a phone call?
- 3. Where is the location of the picture?
- 4. Do you know the expressions related to the picture?

TASK 2

Put a tick on the expression that is oftenly used in telephoning. Take a look at the example.

1. Could I have your name, please?	<u>\</u>
2. Stay away from the tablet compressor.	
3. Good morning. Tsani's speaking.	
4. Do not step on the grass.	
5. Would you like to leave a message?	









Vocabulary Time

You will find the words below in Task 4. Find the Indonesian words from your dictionary or the internet. Study the pronunciation.

asthma	/ˈæsmə/	:
breathe	/briːð /	:
call	/kɔːl/	:
hurt	/hɜːt/	:
leave	/liːv/	:
lungs	/lʌŋz/	:
message	/ˈmɛsɪʤ/	:
moment	/ˈməʊmənt/	:
rough	/rʌf/	:
speak	/spiːk/	:
yesterday	/ˈjɛstədeɪ/	:



TASK 4

Listen to the recording. Identify the expressions used in conversation and answer the following questions orally.

Pharmacy technician : Hello. Mayang Sehat Pharmacy. Westhi's speaking.

Santi Hadi : Hello. I'm Santi Hadi. May I speak to the pharmacist,

Mrs. Renggani?

Pharmacy technician : Would you mind holding the phone for a second,

please?

Santi Hadi : Alright.

Pharmacy technician : I'm really sorry but Mrs. Renggani is not here at the

moment. She went to the seminar.

Santi Hadi : I see.

Pharmacy technician : Would you like to leave a message? I'll tell her later.

Santi Hadi : Yes, please. Tell her that the medicine she gave me

yesterday did not work much. My asthma is getting

worse by now.

Pharmacy technician : I'm really sorry to hear that.

Santi Hadi : I can't breathe normally and my lungs hurt very much.

Pharmacy technician : It must be pretty rough on you. Santi Hadi : Indeed. Please let her know.

Pharmacy technician : Sure. I will tell her to call you back when she's here.

Could I have your phone number, please?



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Santi Hadi : It is 085743347580. Pharmacy technician: Is it 085743347580?

Santi Hadi : Yes, it is. Thank you very much. Bye. Pharmacy technician: You're very welcome. Good bye.

Picture 2. 3

- 1. What is the dialogue about?
- 2. Who is the caller?
- 3. Who does the caller want to speak to?
- 4. Where is the pharmacist at the moment?
- 5. What is the caller's sickness?
- 6. What is the caller's message?

TASK 5

Listen to the recording in Task 4 again. Write T if the statement is true and F if the statement is false. Correct the false statements based on what you hear on the recordings. Number one has been done for you.

No.	Statements	T / F	Corrections
1.	The pharmacy technician is the caller.	F	Santi Hadi is the caller.
2.	Santi Hadi wants to speak to the pharmacist.		
3.	The pharmacist, Mrs. Renggani is at the pharmacy.		
4.	The pharmacy technician expressed her sympathy.		
5.	Santi Hadi's sickness is getting worse.		
6.	The pharmacy technician refuse to take the message.		
7.	Santi Hadi did not receive any medicines yesterday.		



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TASK 6

Listen to the recording in Task 4 again. Find the expressions and responses used in telephoning and write them in the box below.

Teleph	oning
Expressions Responses	

TASK 7

Listen to the recording. Complete the following dialogue with the words provided in the box below. Then, act it out with your friend.

Westhi	: Good morning. Is this PT. Nabila Farma?		
Worker	: Good morning. That's right. Can I help you?		
Westhi	: I'm Westhi from Mayang Sehat Pharmacy. I would like to		
	(1) to your sales (2) His name is Tonny.		
Worker	: I'm really sorry. He's not here at the (3)		
Westhi	: That's okay. I want to ask about the Ketoconazole products he		
1	offered me. Tell him to call me (4)when he's there, please.		
Worker	: Of course. I will. Do you need (5)else?		
Westhi	: I think that's (6) Thank you.		
Worker	: You're welcome. Ketoconazole is a synthet		

anything enough speak back representative moment

prevent and treat skin and fungal infections. It inhibits fungal enzymes resulting in the accumulation of toxic concentrations of hydrogen peroxide.

www.drugsupdate.com



Study the explanation below. Repeat after your teacher in pronouncing the expressions correctly.

Making a call

Hello / hi.

Good morning / afternoon / evening.

This is Chawarizmi speaking.

Could I speak to Mr. Cahyadi, please?



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Could you put me through to Mr. Cahyadi, please?

I'd like to speak to Mrs. Renggani, please.

I'm trying to contact Mrs. Renggani.

Receiving a call

Can I help you?

Hello. Dina's speaking.

Good afternoon. PT. Medika Farma.

Asking for a name / information

Can I have your name, please?

Could I have your name, please?

Could I have your number, please?

Who's calling, please?

Who's speaking, please?

Where are you calling from?

Are you sure you have the right name / number?

Asking the caller to wait

Hold the line, please.

Just a moment, please.

Could you hold on please?

Wait for a moment, please.

Would you mind holding the line for a moment, please?

Connecting

Thank you for holding.

I'll connect you to Mr. Prayogo now.

The line's free now. You may speak to Mr. Prayogo.

Giving negative information

I'm afraid the line's engaged.

I'm afraid he's in a meeting at the moment.

I'm sorry. He's out of the office at the moment.

I'm sorry but there's nobody here by that name.

I'm afraid you've dialled the wrong number.

Leaving / taking a message

Can I leave / take a message?

Would you like to leave a message?

Could you give her / him a message?

Could you tell her / him that I called?

I would like to leave a message.



Finishing a call

Thank you for calling.

I'll call you later.

Good bye.

Adapted from: www.learn-english-today.com/business-english/telephone.html

My Greenhouse

Senna (Jati Cina) | Senna alexandrina Mill.

Senna is a reliable and quite powerful laxative. The active principles of senna are anthraquinone glycoside which act primarily on the colon. The plant also contains some mucilage and tartrates that enhance the laxative action. (www.anniesremedy.com)



Picture 2, 4

TASK 9

Listen to the recordings. Complete the missing sentences of the conversations below from the list provided. Act them out with your deskmate. Number one has been done for you.

Dialogue 1

- A: (1) Hello. Queen Lateef Pharmacy. Wulan's speaking. Can I help you?
- B: Hello. Can I speak to Miss Rahayu, please?
- A:(2)
- B : It's Akhadya. Winda Akhadya.
- A : (3)
- B: No problem.
- A: Thank you for waiting, but I'm sorry, Miss Rahayu is not here at the moment. She went out to buy some ointment packages.
- B: Ah, I see.
- A : (4)
- B : Well, I don't think so. Just tell her that I called her, please.
- A : (5)
- B: That's enough. Thank you very much.
- A : Anytime.

Dialogue 2

- X: Good afternoon. PT. Viva General Indonesia.
- Y: Good afternoon. I'm Desy Normalia. I want to ask about the announcement of the job applications in your website.







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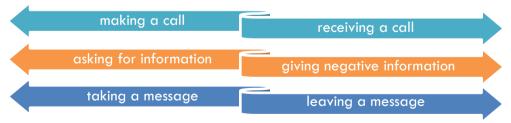
- X : (6)
- Y: No problem.
- Z : (7)
- Y: Yes, I'm Desy Normalia, one of the applicants that you interviewed yesterday. When will you put the accepted applicants list on your website?
- Z : About that, actually we still need to check some documents and it's still on going. Be patient, please.
- Y: (8)
- Z : Alright. Could you leave your number, please?
- Y:(9)
- Z: You're welcome.



- HRD division of PT. Viva General Indonesia. Can I help you?
- May I have your name, please?
- Sure. It is 085-729-927-580. Thank you in advance.
- I see, but can you inform me if the announcement is already put there?
- Alright. I'll put you through the HRD division. Hold the line, please.
- Sure. Do you need anything else?
- Hello. Queen Lateef Pharmacy. Wulan's speaking. Can I help you?
- Would you like to leave a message?
- Alright. Just a moment, Miss Akhadya.

TASK 10

Work in pairs. Make a short dialogue by using the expressions used in telephoning in the previous tasks. Make sure you use the points below. After that, act it out in front of the class.



TASK 11

Read the dialogue in Task 4 again. Find the expressions used in expressing sympathy and write them in the box below. After that, answer the following questions. Discuss it with your friends.



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Expressions of showing sympathy

- 1. When do we use those kinds of expression?
- 2. Have you ever shown your sympathy to your friends?
- 3. Do you know another expressions that can be used to express sympathy?



TASK 12

Vocabulary Time

Below are some words that you will find in the next tasks. Find the Indonesian words from your dictionary or the internet. Study the pronunciation.

condolence	/kən'dəvləns/	:
deepest	/'di:pist/	:
injured	/ˈɪnʤəd/	:
lost	/lɒst/	:
recovery	/rɪˈkʌvəri/	:
sincere	/sın'sıə/	:
sorry	/ˈsɒri/	:
sympathy	/ˈsɪmpəθi/	:



TASK 13

Study the explanation below. Discuss it with your friends.



Reported Speech

If we report what another person has said, we usually do not use the speaker's exact words, but reported speech. Therefore, we need to learn how to transform direct speech to indirect or reported speech. The structure is a little different depending on wheteher we want to transform a statement, question or request.

a. Statements

Aspects need to be changed:

- **Pronouns**
- Present tense verbs





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- Place and time expressions
- Tenses (backshift)

Туре	Example	
Direct speech	He says, "I study pharmacy."	
Reported speech (no backshift)	He says that he studies Pharmacy.	
Reported speech (backshift)	He said that he studies Pharmacy.	

b. Questions

Aspects need to be changed:

- **Pronouns**
- Present tense verbs
- Place and time expressions
- Tenses (backshift)

Туре		Example
With interrogative	Direct speech	He asks, "Why don't you study Pharmacy?"
	Reported speech	He asked me why I didn't study Pharmacy.
Without	Direct speech	He asks, "Do you study Pharmacy?"
	Reported speech	He asked me whether / if I study Pharmacy.

c. Request

Aspects need to be changed:

- Pronouns
- Place and time expressions

Туре	Example	
Direct speech	He says, "Anes, study Pharmacy."	
Reported speech	He told Anes to study Pharmacy.	

Apart from the above mentioned basic rules, there are more ascpects that we should keep in mind, for example:

- Main clauses connected with and / but
- Tense of the introductory clause
- Reported speech for difficult tenses
- Exceptions for backshift
- Request with must, should, ought to, and let's

Adapted from: www.ego4u.com/en/cram-up/grammar/reported-speech





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TASK 14

Listen to the recordings. Complete the sentences below in reported speech. Number one has been done for you.

1. You will hear:
Pharmacist: "Take these tablets twice a day."
The pharmacist told her to take the tablets twice a day.
2. Doctor:
The doctor told him
3. Pharmacy technician:
The pharmacy technician said
4. Herina:
Herina told Yudha
5. Nasibah:
Nasibah said



TASK 15

Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number one has been done for you.

1.	Intan	: The doctor told me that my asthma is getting worse.	
	Umi	: Really? That must be very (1) painful for you.	
	Intan	: Yes, it is.	
2.	Dana Asriel	: Hello. I'm (2), Asriel. I couldn't make it today. : What happened?	
	Dana	: I need to go to Seoul, my mother (3) that my great-grandfather has (4) away this morning.	
	Asriel	: I'm sorry to hear that. You have my deepest (5)	
3.	Rizka Worker Rizka	: Excuse me. Can I have a (6) ? : Sure, here you are. Is it for you? : Yes. The doctor (7) me to take it regularly. I've got this (8) for two months.	

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: That must be very (9)_____. Get (10)_____ soon. Worker

Rizka : Thank you very much.

Worker : No problem.



TASK 16

Study the explanation below. Discuss it with your friends.



EXPRESSIONS USED IN SHOWING SYMPATHY

Sometimes unfortunate things happen to us or to people around us. Showing our sympathy to someone who are unfortunate is not a bad idea. Learn the expressions used in showing sympathy below.

a. If someone had lost something / bad things happen, say:

- I'm very sad to hear that.
- That's so sad that you lost your job.
- I hope things get better soon.
- I hope you feel better soon.
- It must be pretty tough on you.

b. If someone has been injured (hurt, harmed, wounded) or ill, say:

- I hope you recover soon.
- I am sorry to hear about your illness.
- We wish you a speedy recovery.
- Get well very soon.
- Sending you my wishes for a quick recovery and good health.

c. If someone's important person has passed away, say:

- I'm sorry to hear about your loss.
- My most sincere condolences.
- Our thoughts are with you.
- You have my deepest sympathy.
- You have our sincere sympathy.
- Please accept our most sincere sympathy.

Adapted from: www.esl.about.com/od/smalltalk/a/Expressing-Sympathy



Picture 2.5







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TASK 17

Work in pairs. Complete the dialogues below with suitable expressions. After that, act it out in front of the class.

Mita Worker	: Hello. Can I speak to my sister, Dina Ratna, please? : (1)
Mita	: It's Mita Wulan, her older sister.
Worker	: I see. (2)
Mita	: No problem.
Worker	: (3)
Mita	: Ah, I see. Could I leave a message, please?
Worker	: Sure.
Mita	: Tell her that Ria, our cousin, got a car accident this morning. We should go to the hospital this afternoon.
Worker	: (4)
Mita	: Thanks, but it's alright. She just got minor injuries.
Worker	: Still. It must be painful for her.
Mita	: (5)
Worker	: Sure, I will. You're very welcome.

TASK 18

Work in groups and make a role play based on the situation cards below. After that, perform in front of the class.

Your are working at a pharmacy as a pharmacy technician. One of the customers is calling your pharmacy to talk to the pharmacist. Unfortunately, the pharmacist is still at the seminar. Tell the customer to wait for the pharmacist, promise that you will call the customer once the pharmacis's back to the pharmacy.

You are the pharmacy technician and your friend is the patient. The patient calls you inform that her to grandmother used who to buy medicines at your pharmacy passed away. Show your sympathy towards her with proper expressions.



Picture 2.6







Written Cycle

Getting Ready | Telephone message





TASK 19 - \mathcal{W} arming $\mathcal{U}p$

Read the following text below and answer the following questions. Discuss it with your friends.

TELEPHONE MESSAGE
Date: $\frac{N_{ov}}{16}$, $\frac{2016}{2016}$ Time Received: $\frac{09:16}{9m}$ From: $\frac{m_{rs}}{16}$, $\frac{m_{rs}}{16}$ Time Received: $\frac{(021)}{624624}$
Please call Will call again Returned your call
Message: She wants to know what time you are meeting her tomorrow at the hospital.
Receiver: Santi

Picture 2.7

- 1. What is the text about?
- 2. Who is the caller?
- 3. When does she call?
- 4. Who wrote the telephone message?
- 5. What does Mrs. Hapsari want to know?
- 6. What should Sul Hasan do after knowing the message?





TASK 20

Read the following telephone message. Complete it by using the informations provided in the box. You may look at the example on the previous task.

— "Happy Pharmacy" —			
TELEPHONE MESSAGE			
Date: Time Received:pm From: To : dr. Terence			
Please call Will call again Returned your call Message :			
Receiver: Ridha			

Picture 2.8

She also asked you to wait for her call tonight at 09:00 P.M.		
(0274) 557557		
She said that she forgot to write a prescription copy for Mrs. Susanti.		
07:30		
Mrs. Mustika Widhi		
Aug 22, 2016		

TASK 21

Read the telephone message in task 20 again. Write T if the statement is true and F if the statement is false. Do not forget to correct the false statements.

No.	Statements	T / F	Corrections
1.	The receiver of the call is Ridha.		
2.	Mrs. Mustika Widhi called the pharmacy in the morning.		

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3.	The doctor is at the pharmacy when Mrs. Mustika Widhi called.				
4.	dr. Terence does not need to call Mrs. Mustika Widhi back.				
5.	Mrs. Mustika Widhi forgot to write a prescription copy to Ridha.				



TASK 22

Study the explanation about telephone message below.

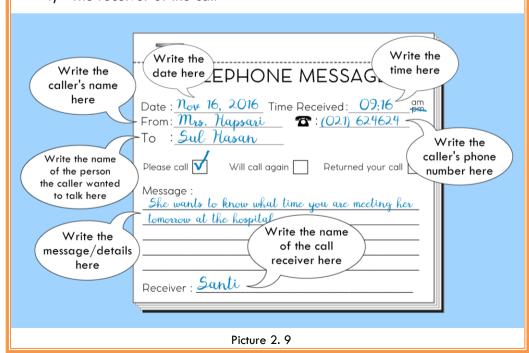


Telephone Message

Sometimes you are unable to reach the person you are trying to reach and you may need to leave a message to other people for that person. It is important to know features you must use to leave a telephone message.

Features of a telephone message usually consist of:

- a) Date and time
- b) The caller
- c) The person whom the caller wants to speak to
- d) The phone number of the caller
- e) The message / detail information
- f) The receiver of the call







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Telephone mess	ages usuall	y also	include	request/information	from	the
caller, for example	:		. /			
Please ca		ill call a	gain Y	Returned your call [

We also use reported speech in writing the content or the message from the caller, for example:

- She said that she will call you tonight.
- Mrs. Hapsari asked you to postpone the meeting tomorrow.
- He says that he studies Dentistry.
- Nafisah wants you to attend the seminar.

Adapted from: www.twominenglish.com/video/419-leaving-messages-in-business-english



TASK 23

Read the following conversation between Santi Hadi and a pharmacy technician (PT) adapted from Task 4. Write the proper telephone message.

It was on May 28th, 2016, at 10:20 A.M.

Santi Hadi : Hello. I'm Santi Hadi. May I speak to the pharmacist, Mrs. Renggani? PT : I'm really sorry but Mrs. Renggani is not here at the moment. She went

to the seminar.

Santi Hadi : I see.

PΤ : Would you like to leave a message? I'll tell her later.

Santi Hadi : Yes, please. Tell her that the medicine she gave me yesterday did

not work much. My asthma is getting worse by now.

PΤ : Sure. I will tell her to call you back when she's here. Could I have

your phone number, please?

Santi Hadi : It is 085743347580. Thank you very much.

— Telephone Message —					
Date : From : To :	Time Received: :	am _pm -			
Please call Message : 	Will call again Returned your call				
		— - -			

Picture 2. 10





TASK 24

Read the following situations below. Choose one and make your telephone message. You may look at the telephone messages from the previous tasks.

1. Santi is a pharmacy technician of Simforiana Pharmacy. This morning, at 09:00 A.M., she received a call from dr. Anggih Pratiwi. The doctor wanted to tell Chawarizmi, the pharmacist of Simforiana Pharmacy to attend the seminar on antibiotics use tomorrow. She wanted Chawarizmi to call her immediately when she's back. Her number is (0274) 010894.



Picture 2. 11

2. Mrs. Siti Harisah, Apt., the owner of Mayang Sehat Pharmacy wanted to tell Nrangwesthi, the pharmacy technician to send the documents of Mr. Wibisono's medication to her email. Tonny, a pharmacy technician who was available at the moment received the call while Nrangwesthi is out buying medicine packages. It was on October 31st, 2016, at 08:00 P.M.

— Telephone Message —					
Date:Time Received:am pm From:To:					
Please call Will call again Returned your call Message :					
Receiver :					

Picture 2.12





Summary

In this chapter, you have learned:

1. Expressions in Telephoning

- Hello. Dina's speaking.
- Could I speak to Mr. Prayogo, please?
- Who's speaking, please?
- Hold the line, please.
- I'm afraid he's in a meeting at the moment.
- Would you like to leave a message?
- Thank you for calling.

2. Expressions in Showing Sympathy

- I'm very sad to hear that.
- It must be pretty tough on you.
- We wish you a quick recovery.
- I'm sorry to hear about your loss.
- My most sincere condolences.

3. Reported Speech

We use reported speech to report what another person has said. The aspects need to be changed are usually:

- Pronouns
- Present tense verbs
- Place and time expressions
- Tenses (backshift)

Examples:

	Direct Speech	Reported Speech	
Statement	He says, "I study Pharmacy."	He says that he studied Pharmacy.He said that he studies Pharmacy.	
Question	- He asks, "Why don't you study Pharmacy?" - He asks, "Do you study Pharmacy?"	He asked me why I didn't study Pharmacy.He asked me whether / if I study Pharmacy.	
Request	He says, "Anes, study Pharmacy."	He told Anes to study Pharmacy.	





4. Telephone Message

Sometimes you are unable to reach the person you are trying to reach and you may need to leave a message to other people for that person. It is important to know features you must use to leave a telephone message.

Features of a telephone message usually consist of:

- a) Date and time
- b) The caller
- c) The person whom the caller wants to speak to
- d) The phone number of the caller
- e) The message / detail information
- f) The receiver of the call

We also use reported speech in writing the content or the message from the caller, for example:

- She said that she will call you tonight.
- Mrs. Hapsari asked you to postpone the meeting tomorrow.
- He says that he studies Dentistry.
- Nafisah wants you to attend the seminar.



Reflection

How much did you learn from this unit? Put a tick ($\sqrt{\ }$) in the box according to your understanding.

Aspects	Very much	Much	Little
Telephoning			
Expressing sympathy			
Reported speech			
Understanding telephone message			
Writing telephone message			
Vocabulary			







Word Bank

ENGLISH WORD	PHONETIC TRANSCRIPTION	INDONESIAN WORD	
accident	/ˈæksɪdənt/	kecelakaan	
announcement	/əˈnaʊnsmənt/	pengumuman	
application	/ˌæplɪˈkeɪʃ(ə)n/	lamaran	
attend	/əˈtɛnd/	menghadiri	
basic	/ˈbeɪsɪk/	dasar	
choose	/ʧu:z/	memilih	
connect	/kəˈnɛkt/	menyambungkan	
content	/ˈkɒntɛnt/	isi	
dial	/ˈdaɪəl/	memutar nomor (telp.)	
direct	/dɪˈrɛkt/	langsung	
document	/ˈdɒkjʊmənt/	berkas	
enhance	/ɪnˈhɑːns/	meningkatkan	
express	/ıks'prɛs/	mengungkapkan	
indirect	/ˌɪndɪˈrɛkt/	tidak langsung	
injury	/ˈɪnʤəri/	luka	
interview	/ˈɪntəvjuː/	wawancara	
laxative	/ˈlæksətɪv/	pencahar	
leave	/liːv/	meninggalkan	
line	/lam/	saluran	
meeting	/ˈmiːtɪŋ/	rapat	
minor	/ˈmaɪnə/	kecil	
owner	/ˈəʊnə/	pemilik	
postpone	/pɛʊstˈpəʊn/	menunda	
powerful	/ˈpaʊəfʊl/	kuat	
prescription	/prɪsˈkrɪpʃən/	resep	
proper	/ˈprɒpə/	pantas	
receive	/rɪˈsiːv/	menerima	
recovery	/rɪˈkʌvəri/	pemulihan	
refuse	/ˌriːˈfjuːz/	menolak	
representative	/ˌrɛprɪˈzɛntətɪv/	perwakilan	
rule	/ruːl/	aturan	
situation	/ˌsɪtjʊˈeɪʃən/	keadaan	
speedy	/ˈspiːdi/	cepat	
transform	/træns'fɔ:m/ mengubah		
twice	/twais / dua kali		
worse	/wa:s/	memburuk	



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My Notes	

Unit 3



I'd say that one's better.







Giving good services to the customers is a must for all employees, especially pharmacist assisstants or pharmacy technicians who meet many kinds of people everyday. Have you ever experienced getting a complaint? Have you stated your opinions correctly?

Learn the expressions of giving opinions to the customer, responding to complaints, and how to write procedure text in this chapter.



GET WELL SOON



SPOKEN CYCLE

Getting Ready | Opinion and complaint



TASK 1 - Warming Up

Look at the picture below. Answer the following questions orally.



Picture 3. 2

- 1. Have you ever experienced that kind of situation?
- 2. With whom did you experience it?
- 3. Do you know the expressions to give opinion?

TASK 2

Put a tick on the expression that is oftenly used in giving opinions. Take a look at the example.

1. I think you should buy this.	1			
2. In my opinion, this one is the best.				
3. Good evening. Nice to meet you.				
4. I went to the store.				
5. For me, the small one is more effective.				













Vocabulary Time

You will find the words below in Task 4. Find the Indonesian words from your dictionary or the internet. Study the pronunciation.

fever	/ˈfiː.vər/	:
opinion	/əˈpɪn.jən/	:
plastic	/ plæstɪk/	:
problem	/ˈprɒb.ləm/	:
slight	/slaɪt/	:
vitamin	/'vɪtəmɪn/	:



TASK 4

Listen to the recording. Identify the expressions used in conversation and answer the following questions.

Mrs. Rahayu : Good afternoon.

Pharmacy technician : Good afternoon. May I help you?

Mrs. Rahayu : I have a bad fever. It has been three days. Can I get

some medicines?

Pharmacy technician : Sure. You can have these Ibuprofen tablets, or

do you want the Paracetamol ones?

Mrs. Rahayu : Which one do you think is better?

Pharmacy technician: I think this one's better. It works faster.

Mrs. Rahayu : Alright. I'll take this and also some vitamins there.

What do you think about those vitamins?

Pharmacy technician : In my opinion, the ones in the bottle are more

beneficial for your body.

Mrs. Rahayu : I'll take them, then. By the way, I bought some pills

here yesterday.

Pharmacy technician : Yes, Ma'am.

Mrs. Rahayu : I'm afraid there is a slight problem about them.

Pharmacy technician: What is the problem, Ma'am?

Mrs. Rahayu : These two do not have labels on them. I cannot check

the dosage.

Pharmacy technician: These two are supposed to be like that, Ma'am. The

labels are on the plastic wraps, did you throw them by

any chance?

Mrs. Rahayu : I did. I didn't know that the labels were on them.

Pharmacy technician: It is alright, Ma'am. I can give you new ones.





Mrs. Rahayu : Great, thank you very much.

Pharmacy technician : You're very welcome.

Picture 3. 3

- 1. What is the dialogue about?
- 2. What is Mrs. Rahayu doing there?
- 3. What is Mrs. Rahayu's sickness?
- 4. What is the pharmacy technician's opinion of the vitamins?
- 5. What happened to Mrs. Rahayu's pills?



TASK 5

Listen to the recording in Task 4 again. Write T if the statement is true and F if the statement is false. Correct the false statements based on what you hear on the recordings. Number one has been done for you.

No.	Statements	T / F	Corrections
1.	Mrs. Rahayu has a bad cough.	F	Mrs. Rahayu has a bad fever.
2.	Mrs. Rahayu does not accept the pharmacy technician's opinion.		
3.	The pharmacy technician asks for Mrs. Rahayu's opinion about some vitamins.		
4.	Mrs. Rahayu bought some capsules yesterday.		
5.	The pharmacy technician gives Mrs. Rahayu new labels.		



TASK 6

Listen to the recording in Task 4 again. Find the expressions of asking for and giving opinions and write them in the box below.

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Asking for opinions

Giving opinions



TASK 7

Complete the conversation below by using the words provided in the box. Then, share your work with your classmates. Act it out in front of the class with your friends.

Customer : Good morning. I want to (1) ____ something.

Worker : Good morning, Sir. What can I (2) ____?

Customer : I have these (3)_____. I bought these yesterday.

Worker : I see. So, what is the matter?

Customer : Which one do you think is the best for me to

(4)_____ my pain?

Worker : What is your (5)_____ problem, sir?

Customer : I've got a bad (6)_____ because of my low

blood pressure level. I get (7)_____ easily.

Worker : In my (8)_____, you should take the vitamin

B12 regularly. It will help you with your (9)_____

and body strength.

helprelievestaminavitaminsaskheadachehealthtiredopinion



TASK 8

Study the explanation below. Repeat after your teacher in pronouncing the expressions correctly.

Expressions to be Used in Asking for Opinions

- What do you think about these vitamins?
- Do you think this ointment is fine?
- How about this one?
- What is your opinion on this product?
- What would you say about this medical treatment?
- Can I have your opinion on this labels?











Expressions to be Used in Giving Opinions

- In my opinion, this one would be better for your sore-throat.
- If you ask me, this one's better to cure your fever.
- To my way of thinking, this one's fine.
- In my view, this one is best for your son's scabies.
- Know what I think? That one's best.
- I'd say that one's better. It's perfect for relieving pain.
- For me, these small tablets are better.
- I tell you what I think, that one's best.

How to Use These Phrases

- 1. 'In my opinion' is the classic expression but it's not the only one. Use moderately.
- 2. 'To my mind' is a common spoken form and you can use it in writing,
- 3. 'If you ask me' is very, very common in spoken English, and can come first or last in a sentence.
- 4. 'To my way of thinking' is often used with emphasis on 'my' to give a strong opinion.
- 5. 'In my view' is common in spoken and written English.

Adapted from: www.ihbristol.com/useful-english-expressions/example/giving-your-opinion-0



TASK 9

Listen to the recordings and choose which response you hear.

- 1. (a) In my opinion, these tablets would be better for your fever.
 - (b) In my opinion, these pills would be better for your fever.
- 2. (a) I tell you what I think, take some vitamins.
 - (b) I tell you what I think, take some medicines.
- 3. (a) Take some Aspirin to relieve the pain.
 - (b) Take some *Ibuprofen* to relieve the pain.
- 4. (a) It's bad for your scabies.
 - (b) It's bad for your sore-throat.
- 5. (a) For me, these big tablets are better.
 - (b) For me, these big capsules are better.

Did You Know?

Ibuprofen is known to have an antiplatelet effect, though it is relatively mild and short-lived when compared with that of aspirin or other better-known antiplatelet drugs.

www.drugsupdate.com











Study the explanation below. Discuss it with your friends.

Comparative and Superlative

I think this one's better. It works faster.

In my opinion, the ones in the bottle are more beneficial for your body.

Can you find the sentences above in the previous tasks? Can you figure out the underlined words? Yes, those two are comparative adjectives. Do you know what a comparative adjective is? No? Let's learn!

Adjectives can be used to make comparisons. They are used to show what is different or similar about two or more things. Now, we are going to learn about comparative and superlative.

Comparative form (-er) is used to show a difference or a similarity between two things, while the **superlative form (-est)** is used when one thing is compared to a group of three or more things.

Regular	Superlative				
Regular Comparative Superlative One or two syllables adjective					
new	newer	newest			
hot	hotter	hottest			
fast	faster	fastest			
slow	slower	slowest			
happy	happier	happiest			
Thi	ree or more syllables adject	ive			
beautiful	more beautiful	most beautiful			
popular	more popular	most popular			
delicious	more delicious	most delicious			
expensive	more expensive	most expensive			
beneficial	more beneficial	most beneficial			
	Irregular adjective				
good	better	best			
bad	worse	worst			
old	older / elder	oldest / eldest			
many	more most				
far	farther / further farthest / furthes				
little	less	least			

Examples:

- This medicine cures faster than that one.
- Vitacid is the most expensive ointment here.
- Rahmatika is more beautiful than her sister.
- Nikita works the fastest out of all the pharmacy technicians.

Adapted from: www.testden.com/toeic/grammar-comparative-superlative









TASK 11

Study the information below. Make comparison of adjectives based on it. Discuss with your friends.

1. There are three products of sterile eye drops with different prices.

Insto is Rp12,500;

Visine is Rp14,000;

Cendo Xytrol is Rp38,000.

2. Each pharmacy technician arrives at the pharmacy at different time.

Ika arrives at 8:00 a.m;

Estri arrives at 8:15 a.m;

Amel arrives at 8:30 a.m.

3. Each student has different Pharmacology scores.

Anes got 80;

Esta got 85;

Chawa got 90.



TASK 12

Work in pairs. Make a short dialogue on how to ask for and give opinions and act it out in front of the class. You can use the expressions in the previous discussions. Look at the example below.

Customer : Good afternoon.

Worker : Good afternoon. Can I help you?

Customer : I got a very bad cough. Can I get some medicines?

Worker : Sure. We have Bromhexine and Dextral.

Customer : What do you think about this one?

Worker : If you ask me, this one is better. Bromhexine works

quicker as expectorant for your cough.

Customer : That's great. Thank you very much.

I will take this.

Worker : Sure. You're welcome.

Did You Know?

Bromhexine is a mucolytic agent used in the treatment of respiratory disorders associated with viscid or excessive mucus.

www.drugsupdate.com





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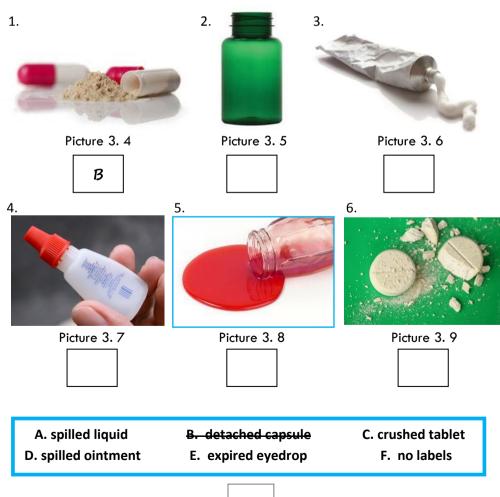
Read the dialogue on Task 4 again. Find the expressions of dealing with complaints (underlined sentences) and write them in the box below. After that, answer the following questions.

Complaining	Responding to complaints

- 1. Have you ever experienced that kind of situation?
- 2. What did you say when you are in that situation?
- 3. Do you know the expressions in responding to complaints?

🐂 TASK 14

Look at the pictures of medicine related problems below. Match the pictures with their names correctly. Number one has been done for you.







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Write the expressions in responding to complaints based on your experiences. Take a look at the example. Say it correctly and practice with your partner.

1.	Sorry, there is nothing we can do about your spilled Ibuprofen liquid.
2.	
3.	
4	



TASK 16

Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number one has been done for you.

1. Patient : I want to (1) complain about the medicine.

Worker : Sure. What is it about, sir? **Patient** : It's about the expiration date.

2. Patient : I'm afraid there's a problem with the (2)_____

Worker : What is the (3)_____?

: I think the (4) is not right. Here you are. Patient

Worker : I think so. Let me give you a new one.



Picture 3.10

: I'm sorry to say this but these capsules are 3. Dana (5)_____ : Sorry, there (6)_____ we can do Pharmacy technician about it. : I see, but can you (7)_____ Dana Pharmacy technician : Sure. Wait (8)_____, please.







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Dana : Thank you in advance.

Pharmacy technician : No problem.



TASK 17

Study the explanation below. Repeat after your teacher in pronouncing the expressions correctly.



Expressions That Customers/ Patients Use in Complaining

- 1. I have a complaint to make. ...
- 2. Sorry to bother you but...
- 3. I'm sorry to say this but...
- 4. I'm afraid there is a slight problem with...
- 5. Excuse me but there is a problem about...
- 6. I want to complain about...

Examples:

- 1. I'm afraid I've got a complaint about the ointment products.
- 2. I'm afraid there is a slight problem with this syrup dose.
- 3. Excuse me but these capsules are detached.
- 4. I want to complain about the prescription copy you are making.
- 5. I'm sorry to say this but your product is already expired.

Positive responses to complaints:

- I'm so sorry, but this will never happen again.
- I'm sorry, we promise never to do the same mistake again.
- I'm really sorry; we'll do our best not to do the same mistake again.

Negative responses to complaints:

- Sorry, there is nothing we can do about it.
- I'm afraid, there isn't much we can do these ointment products.
- We are sorry but the prescription copy is just alright.

Adapted from: www.myenglishpages.com/site_php_files/communication-lesson-complaining



Picture 3. 11



TASK 18

Vocabulary Time

-(₹)

Find	the	Indonesian	words	of	the	English	words	below.	Study	the
proni	uncia	tion.								

alright	/ɔːlˈraɪt/	:
bother	/ˈbɒð.ər/	:
capsule	/ˈkæp.sjuːl/	:
complain	/kəm'pleɪn/	:
dose	/dəʊs/	:
mistake	/mɪˈsteɪk/	:
ointment	/ˈɔɪnt.mənt/	:
prescription	/prɪˈskrɪp.ʃən/	:

TASK 19

Below are some parts of speech that you are going to find in Task 20. Complete the table below and then pronounce the English words. Do it in pairs and ask your partner to check your pronunciation.

No.	English	Part of speech	Indonesian
1.	capsule	Noun	kapsul
2.	dizzy		
3.	doctor		
4.	expensive		
5.	felt		
6.	headache		
7.	injection		
8.	liquid		
9.	prescription		
11.	sure		
12.	wrote		

TASK 20

You will listen to a conversation containing some expressions of dealing with complaints from the customers and also asking for and giving opinions about medicine. Listen carefully and answer the following questions according to the conversation.

What are they talking about?
 a. Lydia's medicine
 b. Sicknesses
 c. Labels







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- 2. What is the symptom that Lydia got yesterday morning?
 - a. Dizziness
- b. Nausea
- c. Itchiness
- 3. What is the type of medicine given by the pharmacy technician? a. Tablet b. Liquid c. Capsule
- 4. How many injections are written in the prescription?

- 5. What did Lydia complain about?
 - a. The price
- b. The labels c. The packaging



TASK 21

Work in groups and make a role play based on the situation cards below. After that, perform in front of the class.

You are the pharmacy technician and your friends are the patients. They act as customers who need medicine to cure their kids' influenza. Each customer's kid has different symptoms. Try to explain the proper medicines to be given. One of the customers complained about the price of the medicine.

Words you may use:

cough, flu, phlegm, antitussive, expectorant, liquid, fruit, flavours

You and your friend are the pharmacy technicians. There are two customers, one is asking about your opinion on fever medicine, and the other one is complaining about the way you treat him/her. He/she is not satisfied with the services. Try to convince and apology to him/her.

Words you may use: sorry, inconvenience, better, apologize



Picture 3, 12





Written Cycle

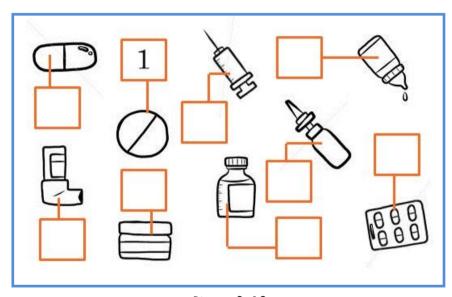
Getting Ready | Procedure text





TASK 22 - \mathcal{U} arming \mathcal{U} p

Look at the picture below. Match each picture with the correct word. Number one has been done for you.



Picture 3.13

- 1. Tablet
- 2. Capsule
- 3. Cream
- 4. Caplets
- 5. Inhaler

- 6. Ophtalmic solution
- 7. Liquid
- 8. Syringe
- 9. Nasal decongestant



TASK 23

Look at the picture in Task 22. Then, answer the following questions.

- 1. Do you know the names of those medicine types?
- 2. Do you know the functions of each type?
- 3. Do you know how to use them correctly?
- 4. Do you usually use certain types to cure your sickness?





TASK 24

Read the text on how to use inhaler below and answer the following questions. Discuss it with your friends.

How To Use a Metered-Dose Inhaler (MDI) Correctly

- 1. First, remove the cap and hold the inhaler upright.
- 2. Second, shake the inhaler.
- 3. Third, tilt your head back and breathe out.
- 4. Then, hold the inhaler as shown in the picture.
- Spacers are useful for all patients, especially young children and older adults.
- Next, press down on the inhaler to release the medicine as you start to breathe in slowly.



Picture 3, 14

- 7. After that, breathe in slowly for 3-5 seconds.
- 8. Hold your breath for 10 seconds to allow medicine to go deeply into your lungs.
- 9. Repeat puffs as directed. Wait 1 minute between puffs to allow the second puff to get into the lungs better.

Adapted from: www.safemedication.com/safemed/MedicationTipsTools/ HowtoAdminister/HowtoUseMeterdDoseInhalers

- 1. What is the text about?
- 2. What is the first step of the text?
- 3. How many steps are there in the text?
- 4. How many seconds should patients breathe in slowly for?
- 5. What should patients do to release the medicine?



TASK 25

Find the verb and noun words written on the text on Task 24. Write them in the table below.

Verb(s)	Noun(s)
remove	сар





TASK 26

Study the explanation about procedure text below. Read the text in Task 24 again and answer the following questions.



Procedure Text

is a piece of text that tells how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

A procedure usually consists of three parts. They are:

- 1. Goal (title)
- 2. Things needed to achieve the goal (materials, tools)
- 3. Sequence of steps

Some examples of procedure texts might include:

- 1. Cooking recipes
- 2. Directions (to somewhere)
- 3. Game rules
- 4. Manuals (instructions in doing something)
- 5. Experiments, etc.

Procedure texts usually include following grammatical features:

- Sentence that begins with verbs and are stated as commands / imperative sentences.
- 2. **Time words** or numbers that show the order for carrying out the procedure. (first, second, third, then, after that, next, finally, etc.)
- 3. **Adverbs** to describe how the action should be performed. (quickly, slowly, deeply, etc.)
- 4. Precise terms and technical language.

1. The goal of the text is	

- 2. Thing(s) needed to achieve the goal is/are _____
- 3. The time words used in the text are _____
- 4. The adverbs used in the text are

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Noni (Mengkudu) | Morinda citrifolia In Hawaii, the traditional uses of noni include for cough, fever, flu, malaria, and hypertension. The juice can also be used in treating burns and cuts. (www.anniesremedy.com)



Picture 3. 15







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TASK 27

Study the explanation about imperative sentences below. Discuss it with your friends.



Imperative Sentence

In writing procedure texts, we use imperative sentences. An imperative sentence gives a command. It usually ends with a period, but it may also end with an exclamation point.

Imperative sentences are often used in procedure texts. We use them to request, ask or tell people to do something.

Formula: V1 + O + Adv.

Examples:

- Open the medicine package.
- Shake the bottle quickly.



TASK 28

Arrange these jumbled words into correct imperative sentences.

- 1. bottle the shake on cap with its
- 2. for hold 5 breath your seconds
- 3. day the take twice antidotes a
- 4. do alcoholic not beverages drink
- 5. ointment the on area the spread burnt



TASK 29

Make short imperative sentences with the words given below. Work in pairs.

1. Drink

2. Put

3. Remove

4. Hold

5. Press









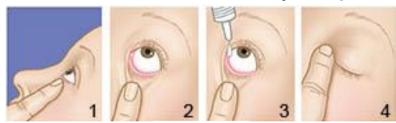


TASK 30

Observe the pictures below. Make a short descriptive text about the sterile eye drop based on what you have learned on Unit 1. Then, rearrange the jumbled sentences into a good procedure text.



How to Use Insto Sterile Eye Drop



Picture 3. 17

- Next, close your eyes and press your finger against the inside corner.
- First, tilt your head back.
- Then, pull your lower eyelid down creating a pocket.
- After that, put a drop in the pocket without touching your eye with the bottle.

1.	
2.	
3.	
4.	
•••	



Work in group of three. Find a manual about how to use certain types of medicine or medical treatment. Make a short summary by listing the steps used in the text. Present it to the class in the next meeting.



Summary

In this chapter, you have learned:

1. How to ask for and give opinions, for example:

- What do you think about these vitamins?
- Do you think this ointment is fine?
- How about this one?
- In my view, this one is best for your son's scabies.
- Know what I think? That one's best.
- I'd say that one's better. It's perfect for relieving pain.
- For me, these small tablets are better.
- I tell you what I think, that one's best.

2. How to deal with complaints, for example:

- I'm so sorry, but this will never happen again.
- I'm really sorry, we'll do our best not to do the same mistake again.
- Sorry, there is nothing we can do about it.
- I'm afraid, there isn't much we can do these ointment products.
- We are sorry but the prescription copy is just alright.

3. Comparative and superlative

Comparative form (-er) is used to show a difference or a similarity between two things, while the **superlative form (-est)** is used when one thing is compared to a group of three or more things.

Regular	Comparative	Superlative	
One or two syllables adjective			
new	new newer		
hot	hotter	hottest	
fast	faster	fastest	
slow	slower	slowest	
Three or more syllables adjective			
beautiful	more beautiful	most beautiful	
delicious	more delicious	ous most delicious	
expensive	more expensive	most expensive	
beneficial	more beneficial	most beneficial	



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Irregular adjective		
good better best		best
bad	worse	worst
old	older / elder	oldest / eldest
many	more	most
far	farther / further	farthest / furthest
little	less	least

4. How to formulate imperative sentences

Formula: V1 + O + Adv.

Example: Open the medicine package.

5. Procedure text

Procedure text is a piece of text that tells how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

A procedure usually consists of three parts. They are:

- 1. Goal (title)
- 2. Things needed to achieve the goal (materials, tools)
- 3. Sequence of steps



Reflection

How much did you learn from this unit? Put a tick ($\sqrt{}$) in the box according to your understanding.

Aspects	Very much	Much	Little
Asking for & giving opinions			
Comparative and superlative			
Complaining			
Responding to complaints			
Procedure text			
Imperative sentences			
Vocabulary			



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ENGLISH WORD	PHONETIC TRANSCRIPTION	INDONESIAN WORD	
antitusive	/ænti'tʌsɪv/	pereda batuk	
apologize	/əˈpɒləʤaɪz/	meminta maaf	
breath	/brεθ/	napas	
breathe	/briːð/	bernapas	
company	/kʌmpəni/	perusahaan	
complaint	/kəmˈpleɪnt/	aduan	
cough	/kpf/	batuk	
damaged	/dæmɪʤd/	rusak	
drugstore	/drʌgstɔː/	apotek	
expectorant	/εks'pεktərənt/	pengencer dahak	
expiration	/ɛkspaɪəˈreɪʃən/	kadaluwarsa	
inconvenience	/ɪnkənˈviːnjəns/	ketidaknyamanan	
injections	/ɪnˈʤɛkʃənz/	suntikan	
lid	/lɪd/	tutup	
liquid	/lıkwıd/	cairan	
medical	/mɛdɪkəl/	medis	
mistake	/mɪsˈteɪk/	kesalahan kewajiban salep	
obligation	/ɒblɪˈgeɪʃən/		
ointment	/ɔɪntmənt/		
package	/pækɪʤ/	kemasan	
patient	/peɪʃənt/	pasien	
phlegm	/flɛm/	dahak	
plastic	/plæstɪk/	plastik	
prescription	/prɪsˈkrɪpʃən/	resep	
product	/prɒdʌkt/	produk	
puff	/pʌf/	isapan daftar pertanggungjawaban	
register	/rɛʤɪstə/		
responsibilty	/rɪsˌpɒnsəˈbɪlɪti/		
service	/saːvis/	pelayanan	
spray	/spreɪ/	semprot	
symptoms	/sɪmptəmz/	gejala	
syringe	/sırındʒ/	alat suntik	
tilt	/tɪlt/	miringkan	
treatment	/tri:tmənt/	pengobatan	



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My Notes



Appendix 1 – Picture Sources

Book Cover

http://www.howtobecomeapharmacytech.org/pharmacy-techniciancontinuing-education/

Book Icons

http://www.vecteezy.com/vector-art/111492-free-medicine-doctor-toolsvector

http://www.iconarchive.com/show/medical-health-icons-by-graphicloads.html

Unit 1: How much does the vitamin cost?

Picture 1. 1

http://www.thejournal.ie/healthwave-pharmacy-delivery-1408704-Apr2014

Picture 1. 2

http://www.dnaindia.com/mumbai/report-for-want-of-pharmacists-2530-medicalshops-surrender-licences-1824233

Picture 1. 3

http://www.harsen.co.id/index.php/product/gallery

Picture 1.4

http://www.kalbemed.com/products/drugs/branded/tabid/245/id/5607/neural gin-rx

Picture 1.5

http://sfenvironment.org/zh/article/recycling-and-managingtoxic-products-forresidents

Picture 1. 6

http://www.panadol.co.id/

Picture 1.7

http://www.panadol.co.id/

Picture 1.8

http://www.panadol.co.id/

Picture 1.9

http://www.safemedicinedisposal.org/2011/07/13/can-i-recycle-my-medicinebottle/







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Picture 1. 10

http://cdn.grid.fotosearch.com/CSP/CSP990/k10014389

Picture 1.11

http://authorityempire.com/studies-find-that-an-experimental-multiple-sclerosis-drug-reduces-relapses

Picture 1.12

http://www.lindamcavanmep.org.uk/other-issues/safety-of-medicines.php

Picture 1.13

http://womanonline.co.za/Family-detail/safe-paracetamol-children

Picture 1.14

http://www.dreamstime.com/royalty-free-stock-photography-yellow-blue-medical-http://capsules-blister-package-image25842847

Picture 1. 15

http://hufa.co.id/produk/h-booster/

Picture 1. 16

http://hufa.co.id/produk/hufagripp-syrup/

Picture 1.17

http://hufa.co.id/produk/hufagripp-syrup/

Picture 1.18

http://www.anniesremedy.com/herb_detail4.php

Unit 2: Could I speak to the pharmacist, please?

Picture 2. 1

http://footage.framepool.com/shotimg/qf/200729800-apprentice-farmacy-cure-farmacist

Picture 2. 2

 $http://footage.framepool.com/shotimg/498525377\text{-}telefone-line-farmacy-cure-farmacist}$

Picture 2. 3

http://www.bestresumeguru.com/wp-content/uploads/2014/10/pharmacy-tech

Picture 2. 4

http://www.anniesremedy.com/herb_detail537

Picture 2. 5

http://i.telegraph.co.uk/multimedia/archive/02753/worried-students_2753922b

Picture 2. 6

http://footage.framepool.com/shotimg/489459640-telefone-line-farmacy-cure-farmacist

Picture 2. 7

http://pad-printers.co.uk/images/telephone-message-pad (adapted)





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Picture 2. 8

http://pad-printers.co.uk/images/telephone-message-pad (adapted)

Picture 2. 9

http://pad-printers.co.uk/images/telephone-message-pad (adapted)

Picture 2. 10

http://pad-printers.co.uk/images/telephone-message-pad (adapted)

Picture 2. 11

http://media.gettyimages.com/photos/portrait-of-young-woman-in-autumn-telephoning-with-smartphone-picture

Picture 2. 12

http://pad-printers.co.uk/images/telephone-message-pad (adapted)

Unit 3: I'd say that one's better.

Picture 3. 1

http://static.gulfnews.com/polopoly_fs/1.1323147//image/3559411983.jpg_gen/derivatives/box_460346/3559411983

Picture 3. 2

http://www.martybucella.com/pharmacy.html

Picture 3. 3

http://blog.publix.com/career/store-opportunities/pharmacy-technician-careers-at-publix

Picture 3. 4

http://thumbs.dreamstime.com/t/capsule-pills-open-pill-its-content-white-table-65008774

Picture 3. 5

http://cdnll.freundcontainer.com/images/art/NoCapChoosePlasticJars

Picture 3. 6

 $http://dfgh5erbttm3r.cloudfront.net/uploads/article/hero_image/3232/header_truth-about-your-trusty-antibiotic-ointment\\$

Picture 3. 7

http://pad3.whstatic.com/images/thumb/6/63/Administer-Eye-Drops-Step-1

Picture 3.8

http://thumbs.dreamstime.com/t/spill-8114871

Picture 3. 9

http://www.photl.com/images/photos/2009/11/17/0953/wm209625tt

Picture 3. 10

http://il5.picdn.net/shutterstock/videos/8565169/thumb/1

Picture 3. 11

http://www.headlinepolitics.com/wp-content/uploads/2016/02/blender-complain-435cs102612





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Picture 3. 12

http://images.wisegeek.com/female-pharmacist-talking-to-man-holding-pills

Picture 3. 13

http://www.shutterstock.com/stock-vector-drugs-medicine-dosage-form-objects-oricons-set-objects-cartoon-vector-and-illustration-155054762

Picture 3. 14

http://www.safemedication.com/safemed/medicationtipstools/howtoadminister/howtousemeterddoseinhalers

Picture 3. 15

http://www.anniesremedy.com/herb_detail465

Picture 3. 16

http://www.insto.co.id/sites/all/themes/freshair/images/pages/home/insto_bottle_package_blue

Picture 3. 17

http://www.drugs.com/cg/corneal-ulcer.html





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Appendix 2 – Listening Scripts

Unit 1: How much does the vitamin cost?

TASK 4

Listen to the recording. Identify the expressions used in conversation and answer the following questions.

Kanthy : Good morning.

Pharmacy technician : Good morning. Welcome to Mayang Sehat Pharmacy.

May I help you?

Kanthy : I need some medicines for my neuritis. Do you

have some effective ones?

Pharmacy technician : We do. What kind of medicine do you want?

Kanthy : Maybe small tablets or capsules. No liquids, please.

Pharmacy technician : Wait a minute, please. We have these two.

Kanthy : How much is the pink one?

Pharmacy technician : Do you mean Neuralgin? It's eight thousand rupiahs.

Kanthy : How about the green one?

Pharmacy technician: Neuropyron-V is ten thousand rupiahs.

Kanthy : It's more expensive.

Pharmacy technician : Indeed, but it cures faster than Neuralgin.

Kanthy : Well, can you make it nine thousand rupiahs?

Pharmacy technician : Sorry, it's a fixed price.

Kanthy : I see. Can I pay with my credit card?

Pharmacy technician : Sure. We take credit cards.

Kanthy : Alright. I'll take this.

Pharmacy technician : Thank you very much. Come again at anytime if you

need anything.

Kanthy : Sure. Good bye.

TASK 7

Listen to the recording. Number the charts below orderly based on the expressions used by the speakers. Then, share your work with your classmates.

Yeni : Good afternoon, Fara. Long time no see.

Fara : Hey! Good afternoon, Yeni.





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Yeni : Glad to meet you here. Where are you going?

Fara : I'm going to the pharmacy. I need to buy some vitamins.

Yeni : Are you sick, Fara?

Fara : I'm alright, Yeni. I've just recovered from influenza.

Yeni : I see. You need vitamins, indeed. Get healthy quickly, Fara.

Fara : Thanks, Yeni. I will. Ah, I really have to go now.

Yeni : Alright then. See you later.

Fara : See you.

TASK 15

Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number one has been done for you.

1. Faradina : How much does this eye-drop cost?

Worker : It costs fifty thousand rupiahs.
Faradina : I see. It's a little bit expensive.

2. Faradina : Could you give me a bigger one?
Worker : Sorry, but it comes in one size only.
Faradina : Alright. I will take the two of them.

Worker : Here you are. Thank you.

3. Yeni : Excuse me. Can I get a metered inhaler?

Worker : Sure, here you are. Yeni : How much is it?

Worker: It is seventy one thousand rupiahs.

Yeni : Can you make it seventy thousand rupiahs?

Worker : No problem.

Unit 2: Could I speak to the pharmacist, please?

TASK 4

Listen to the recording. Identify the expressions used in conversation and answer the following questions orally.

Pharmacy technician : Hello. Mayang Sehat Pharmacy. Westhi's speaking.

Santi Hadi : Hello. I'm Santi Hadi. May I speak to the pharmacist,

Mrs. Renggani?

Pharmacy technician: Would you mind holding the phone for a second,

please?

Santi Hadi : Alright.





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Pharmacy technician: I'm really sorry but Mrs. Renggani is not here at the

moment. She went to the seminar.

Santi Hadi : I see.

Pharmacy technician : Would you like to leave a message? I'll tell her later.

Santi Hadi : Yes, please. Tell her that the medicine she gave me

yesterday did not work much. My asthma is getting

worse by now.

Pharmacy technician: I'm really sorry to hear that.

Santi Hadi : I can't breathe normally and my lungs hurt very much.

Pharmacy technician : It must be pretty rough on you. Santi Hadi : Indeed. Please let her know.

Pharmacy technician: Sure. I will tell her to call you back when she's here.

Could I have your phone number, please?

Santi Hadi : It is 085743347580. Pharmacy technician : Is it 085743347580?

Santi Hadi : Yes, it is. Thank you very much. Bye. Pharmacy technician : You're very welcome. Good bye.

TASK 7

Listen to the recording. Complete the following dialogue with the words provided in the box below. Then, act it out with your friend.

Westhi : Good morning. Is this PT. Nabila Farma?
Worker : Good morning. That's right. Can I help you?

Westhi : I'm Westhi from Mayang Sehat Pharmacy. I would like to

speak to your sales representative. His name is Tonny.

Worker: I'm really sorry. He's not here at the moment.

Westhi: That's okay. I want to ask about the Ketoconazole products he

offered me. Tell him to call me back when he's there, please.

Worker : Of course. I will. Do you need anything else?

Westhi : I think that's enough. Thank you.

Worker: You're welcome.

TASK 9

Listen to the recordings. Complete the missing sentences of the conversations below from the list provided. Act it out with your deskmate. Number one has been done for you.



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Dialogue 1

- A: Hello. Queen Lateef Pharmacy. Wulan's speaking. Can I help you?
- B: Hello. Can I speak to Miss Rahayu, please?
- A : May I have your name, please?
- B: It's Akhadya. Winda Akhadya.
- A: Alright. Just a moment, Miss Akhadya.
- B: No problem.
- A: Thank you for waiting, but I'm sorry, Miss Rahayu is not here at the moment. She went out to buy some ointment packages.
- B: Ah, I see.
- A: Would you like to leave a message?
- B: Well, I don't think so. Just tell her that I called her, please.
- A : Sure. Do you need anything else?
- B: That's enough. Thank you very much.
- A : Anytime.

Dialogue 2

- X: Good afternoon. PT. Viva General Indonesia.
- Y: Good afternoon. I'm Desy Normalia. I want to ask about the announcement of the job applications in your website.
- X : Alright. I'll put you through the HRD division. Hold the line, please.
- Y: No problem.
- Z: HRD division of PT. Viva General Indonesia. Can I help you?
- Y: Yes, I'm Desy Normalia, one of the applicants that you interviewed yesterday. When will you put the accepted applicants list on your website?
- Z : About that, actually we still need to check some documents and it's still on going. Be patient, please.
- Y: I see, but can you inform me if the announcement is already put there?
- Z : Alright. Could you leave your number, please?
- Y: Sure. It is 085-729-927-580. Thank you in advance.
- Z: You're welcome.

TASK 14

Listen to the recordings. Complete the sentences below in reported speech. Number one has been done for you.

1. You will hear:

Pharmacist: "Take these tablets twice a day."

The pharmacist told her to take the tablets twice a day.





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Doctor : "You need to eat vegetables regularly."

3. Pharmacy technician : "I went to the hospital last week."

4. Herina : "Yudha, buy me a bottle of painkiller."

5. Nasibah : "I didn't study Pharmacy."

TASK 15

Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number 1 has been done for you.

1. Intan : The doctor told me that my asthma is getting worse.

Umi : Really? That must be very painful for you.

Intan : Yes, it is.

2. Dana : Hello. I'm sorry , Asriel. I couldn't make it today.

Asriel : What happened?

Dana : I need to go to Seoul, my mother said that my great-

grandfather has passed away this morning.

Asriel : I'm sorry to hear that. You have my deepest

condolence

3. Rizka : Excuse me. Can I have a metered inhaler?

Worker : Sure, here you are. Is it for you?

Rizka : Yes. The doctor told me to take it regularly. I've got

this asthma for two months.

Worker: That must be very painful. Get well soon.

Rizka : Thank you very much.

Worker : No problem.

Unit 3: I'd say that one's better.

TASK 4

Listen to the recording. Identify the expressions used in the conversation and answer the following questions.

Mrs. Rahayu : Good afternoon.

Pharmacy technician : Good afternoon. May I help you?

Mrs. Rahayu : I have a bad fever. It has been three days. Can I get

some medicines?

Pharmacy technician : Sure. You can have these Ibuprofen tablets, or

do you want the Paracetamol ones?



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Mrs. Rahayu : Which one do you think is better?

Pharmacy technician : To my way of thinking, this one's better. It works faster.

Mrs. Rahayu : Alright. I'll take this and also some vitamins there.

What do you think about those vitamins?

Pharmacy technician: In my opinion, the ones in the bottle are more

beneficial for your body.

Mrs. Rahayu : I'll take them, then. By the way, I bought some pills

here yesterday.

Pharmacy technician : Yes, Ma'am.

Mrs. Rahayu : <u>I'm afraid there is a slight problem</u> about them.

Pharmacy technician: What is the problem, Ma'am?

Mrs. Rahayu : These two do not have labels on them. I cannot check

the dosage.

Pharmacy technician : These two are supposed to be like that, Ma'am. The

labels are on the plastic wraps, did you throw them by

any chance?

Mrs. Rahayu : I did. I didn't know that the labels were on them.

Pharmacy technician : It is alright, Ma'am. I can give you new ones.

Mrs. Rahayu : Great, thank you very much.

Pharmacy technician : You're very welcome.

TASK 9

Listen to the recordings and choose which response you hear.

- 1. In my opinion, these tablets would be better for your fever.
- 2. I tell you what I think, take some medicines.
- 3. Take some Ibuprofen to relieve the pain.
- 4. It's bad for your scabies.
- 5. For me, these big tablets are better.

TASK 16

Work in pairs. Listen to the recordings and complete the dialogues below. Then, practise with your partner. Number one has been done for you.

1. Patient : I want to complain about the medicine.

Worker : Sure. What is it about, sir?
Patient : It's about the expiration date.

2. Patient : I'm afraid there's a problem with the inhaler.

Worker: What is the problem?







Patient : I think the manual is not right. Here you are.

Worker : I think so. Let me give you a new one.

3. Dana : I'm sorry to say this but these capsules are detached.

PT : Sorry, there is nothing we can do about it.

Dana : I see, but can you give me new ones?

PT : Sure. Wait a minute, please.

Dana : Thank you in advance.

PT: No problem.

TASK 20

You will listen to a conversation containing some expressions of dealing with complaints from the customers and also asking for and giving opinions about medicine. Listen carefully and answer the following questions according to the conversation.

Lydia : Excuse me. Can I get some medicines?

PT : Sure. Do you have the prescription?

Lydia : Here it is.

PT : I see. You've got headache, right?

Lydia : Yes, and it's horrible. Yesterday morning I felt very dizzy.

PT : And your doctor wrote some injections here, do you want to

take them all?

Lydia : How many injections are there? Should I take them?

PT : Well, there are only two of them. I think you should take them.

Lydia : How much do they cost?

PT: Let me check. Well, it will be ninety thousand rupiahs in total.

Lydia : Seriously? That's very expensive.

PT: I'm really sorry but I could do nothing about it.

Lydia : Do you have liquid or tablet ones?

PT : Yes, we do have both. Lydia : I will take the liquid then.

PT: Here you are.



Get Well Soon

Get Well Soon is an English course book designed for grade XI students of Pharmacy Study Programme of Vocational High School. This book is developed to help students achieve the communication competence at an elementary level. It is developed based on students' needs and by using Curriculum 2006.



APPENDIX J

Permit Letters



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Jalan Colombo No.1 Yogyakarta 55281 (0274) 550843, 548207; Fax. (0274) 548207 Laman: fbs.uny.ac.id; e-mail: fbs@uny.ac.id

> FRM/FBS/33-01 10 Jan 2011

Yogyakarta, 9 Agustus 2016

Nomor

: 733c/UN.34.12/DT/VIII/2016

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 GRADE ELEVEN STUDENTS OF PHARMACY STUDY PROGRAMME OF SMK/SMF "INDONESIA" YOGYAKARTA BASED ON SCHOOL BASED CURRICULUM

Mahasiswa dimaksud adalah

Nama

: SARAS BAYU JATMIKO

MIM

: 12202241053

Jurusan/Program Studi

: Pendidikan Bahasa Inggris

Waktu Pelaksanaan

: Agustus - September 2016

Lokasi

: SMK/SMF "Indonesia" Yogyakarta

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

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

Yuyun Farida, M.Biotech. NIP19750604 199803 2 002

adidikan FBS.

Tembusan:

- Kepala SMK/SMF "Indonesia" Yogyakarta



PEMERINTAHAN KOTA YOGYAKARTA

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:

070/2862

5650/34

Membaca Surat

Dari Dekan Fak. Bahasa dan Seni - UNY

Nomor: 733c/UN.34.12/DT/VIII/2016

Tanggal: 9 Agustus 2016

Mengingat

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.

Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan,

Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;

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;

Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan 5. Perizinan pada Pemerintah Kota Yogyakarta;

Diijinkan Kepada

Nama

SARAS BAYU JATMIKO

No. Mhs/ NIM

12202241053

Pekerjaan

Mahasiswa Fak. Bahasa dan Seni - UNY

Alamat

Jalan Colombo No. 1 Yogyakarta Dra. Jamilah, M.Pd.

Penanggungjawab:

Keperluan

Melakukan Penelitian dengan judul Proposal : DEVELOPING

ENGLISH LEARNING MATERIALS FOR GRADE ELEVEN

STUDENTS OF PHARMACY STUDY PROGRAMME OF SMK/SMF

"INDONESIA" YOGYAKARTA BASED ON SCHOOL BASED

CURRICULUM

Lokasi/Responden

Waktu

Kota Yogyakarta

10 Agustus 2016 s/d 10 November 2016

Lampiran

Dengan Ketentuan

Proposal dan Daftar Pertanyaan

Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)

Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat

Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu 3. kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah

Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

111

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

DINAS PERIZINAN

Tanda Tangan Pemegang Izin

Dikeluarkan di Pada Tanggal

Yogyakarta 10 Agustus 2016

RINTAAn Kepala Dinas Perizinan

SARAS BAYU JATMIKO

Tembusan Kepada:

Yth 1.Walikota Yogyakarta (sebagai laporan) 2.Ka. Dinas Pendidikan Kota Yogyakarta

3.Kepala SMK "Indonesia" Yogyakarta

Dra. CHRISTY DEWAYANI, MM NIC 196304081986032019