

**DESIGNING ENGLISH LEARNING MATERIALS FOR THE TENTH  
GRADE STUDENTS OF ANIMATION STUDY PROGRAM  
AT SMK N 3 KASIHAN BANTUL YOGYAKARTA**

**A Thesis**

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



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2013**

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**DESIGNING ENGLISH LEARNING MATERIALS FOR THE TENTH  
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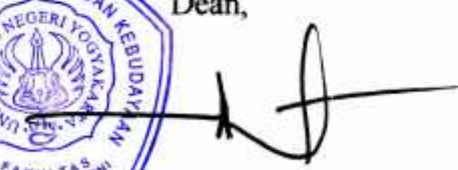
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Yogyakarta, 10 Juni 2013  
Penulis,



Iemha Ainun Fiqi Syatoto



## MOTTOS

The way to get started is  
to quit talking and begin doing  
~ *Walt Disney* ~

Vision without execution is a daydream.  
Execution without vision is a nightmare.  
~ *Japanese Proverb* ~

Blessed are those that can give without remembering and  
receive without forgetting.  
~ *Unknown Author* ~

## DEDICATIONS

This thesis is dedicated to:

my beloved Father and Mother for  
your unconditional love, understanding, patience, and  
all prayers along my life,

my beloved brothers who always support me,  
and all my friends whose names could not be mentioned  
one by one. Thanks for all we have shared.

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Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as readers to give critical comments and suggestions from those who are deeply concerned in such a topic. However, I expect that this thesis will give worthwhile contributions to all readers.

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**ABSTRACT**

The objectives of this research were: 1) to find out the English learners' needs and learning needs of animation program at SMK N 3 Kasihan Bantul and 2) to design the appropriate learning materials for the first grade students of animation program at SMK N 3 Kasihan Bantul.

This study was a research and development (R & D) study. The steps were conducting needs analysis, writing the course grid, writing the materials, reviewing the materials by experts, evaluating and revising the materials, conducting a try-out, evaluating and revising the materials, and writing the final draft of the materials. The subjects of the research were 27 first grade students of Animation Study Program at SMK N 3 Kasihan Bantul, Yogyakarta. The data of this study were quantitative obtained from questionnaires and qualitative obtained from observation and interview. The quantitative data were analyzed based on *Quantitative Data Conversion* proposed by Sudijono (2003: 335).

Three units were developed based on the *SK/KD SMK* of first grade in the second semester and the needs analysis. The first unit is entitled "*Creating Animation*". The second unit is entitled "*Where is Walt Disney Studio?*". The third unit is entitled "*Watching Animation Movies*". Each unit in the learning materials is considered effective. It is proven by the mean value ( $\bar{x}$ ) obtained from the questionnaires distributed to the students of animation program. The range of the mean value from the students is 3.6 to 4.3 for Unit 1, 4 to 4.5 for Unit 2, and 4 to 4.2 for Unit 3. It can be concluded that the students agree that the materials are well-developed. It is supported by the interview results stating that all components of the tasks in the units are good. The data indicate that in terms of goal, pictures, written dialogues, spoken dialogues, passages, phonetic transcriptions, and given situations were effective. For the activity, listening to passage, arranging the pictures, role-playing, arranging text were effective. For the learner and teacher role, effective materials give opportunity for learners to be active participants and teacher's role supported the learner role. Working individual and in pairs were effective settings.

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

SMK N 3 Kasihan Bantul Yogyakarta is one of the vocational high schools that has several study programs. One of the study programs is animation program. In this study program, English is an important subject to be learnt because most animation terms are using English, beside that English will be tested in final examination. Therefore the students of animation program should master English in order to be successful in their future work.

According to the law No. 22: 2003, teaching and learning process should be taught based on Content Standards (*Standar Isi*) which consists of Standard of Competence and Basic Competence (*Standar Kompetensi dan Kompetensi Dasar, SK/KD*). The Standard of Competence and Basic Competence of English for all SMKs in Indonesia are the same, it makes some English teachers are confused with the SK/KD if the SK/KD are not suitable with the background knowledge of the study program. Therefore, some teachers in Bantul regency held a meeting for all English teachers to design appropriate materials for the students, the meeting is called MGMP (*Musyawarah Guru Mata Pelajaran*). MGMP is a meeting for teachers to discuss learning materials that will be used in teaching and learning process.

SMK N 3 Kasihan Bantul uses English learning materials that are designed by the MGMP based on the SK/KD that were designed by the

educational ministry. The English leaning materials are used for all programs in that school as well as animation program. The designed learning materials are still too general for animation program, therefore the students of this program cannot get the learning materials that will support them to understand more clearly about their field. Although the designed learning materials are based on the Content Standards (*Standar Isi*) that consist of Standard of Competence and Basic Competence, they only have purposes for achieving the minimum competence in the certain level of mastering English. The learning materials do not support the students to improve their animation knowledge, therefore the learning materials used in animation program is not effective for the students.

The learning materials should be designed based on their field, which is in line with the principle of ESP (English for Specific Purposes). Robinson (1991:3) states that “ESP is normally good directed; and that ESP courses developed from need analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English.” It will support the students of animation program to understand their subjects better. For example, the content of the learning materials will use some situation where an animation programmer will meet the project holder to talk about their project. Therefore they will use some animation terms in their conversations that will support the students learning the terms.

In conclusion, it can be said that the English learning materials used in SMK N 3 Kasihan Bantul still need to be developed to be more specific in each of



study programs. Therefore a research should be conducted to develop English learning materials for animation program.

## **B. Identification of the Problem**

The first grade students of animation program in SMK N 3 Kasihan Bantul Yogyakarta only learn English through formal learning activities. In their school, there are not any extra activities that improve their English skills. SMK N 3 Kasihan Bantul Yogyakarta doesn't have English extracurricular activities, for example English Speaking Club, even this school doesn't have English laboratory for learning English.

The English teachers of SMK N 3 Kasihan Bantul Yogyakarta use the learning materials designed by MGMP. The English learning materials are too general for animation program. The aim of English learning materials is not only for helping the students to learn English but also supporting them to learn their animation subject. They need it to communicate with other people in workplace for their future.

What they need is instructional materials that consist of cognitive, affective, and psychomotoric aspects. The learning materials should consist of contents that build knowledge, skills and attitude, not only fulfilling the *SK/KD*. The forms of learning materials can be in various types. It can be a book, a module, compact disc, cassette, supplementary book, and so on. Unfortunately, SMK N 3 Kasihan Bantul Yogyakarta doesn't have various type of learning materials, this school only has a book that made by MGMP in that area.

Animation program in SMK N 3 Kasihan Bantul Yogyakarta is a program that deals with animation topic. The learning materials in animation program should be in line with their background knowledge

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

Due to the limitation of time and resources, this research focused on students' book. The effective English learning materials were designed for the second semester of the first grade of animation program in SMK N 3 Kasihan Bantul Yogyakarta.

### **D. Formulation of the Problems**

Based on the discussion on background of the study, the identification of the problems, and limitation of the problems, the formulation of the problems can be stated as follows.

1. What are the English learners' needs and learning needs of animation program students at SMK N 3 Kasihan Bantul?
2. What are the effective learning materials for first grade students of animation program at SMK N 3 Kasihan Bantul?

### **E. Objectives of the Research**

Corresponding to the formulation of the problems, the objectives of the research are as follows:

1. to find out the English learners' needs and learning needs of animation program that are needed to be developed into the effective materials design.
2. to design the effective learning materials for the first grade students of animation program in the second semester.

**F. Significance of the Research**

This study was expected to give some contributions as follows:

1. to the English Department, the researcher hopes that the result of this research study can be an input of reference relating to materials development of English materials for the first grade students of animation program,
2. to other researchers who wish to develop English materials for SMK students, the researcher hopes that the result of this research study can be a reference for their research,
3. to English teachers who want to use the result of this research study, the researcher hopes that these English materials can be as supplementary resources to use for teaching English, and
4. to the SMK students of animation program, the researcher hopes that the result of this research study will be a resource for supplementary English materials that can be used to learn English more specifically.

## **CHAPTER II**

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

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

The main objective of this research was to develop English learning materials for animation program students. The English learning materials development was based on the learning and learners' need. It helped the students learning English. Therefore, some theories will be presented and discussed below. They are English for Vocational High School, English for Specific Purposes, Communicative Language Teaching, Unit Design Model, and others related theories.

##### **1. English for Vocational High School**

Vocational High School (*SMK*) is one of formal education that organizes vocational education. The level of *SMK* is equal with Senior High School. *SMK* is the next level of Junior High School or the other equivalent schools. Therefore, English in Vocational High School is an important subject to be learnt because it will be tested in national examination. Beside that English is an international language that will lead vocational students to compete in world of work in the future.

Vocational High Schools are schools for students in senior high level that have a main aim to develop the students' intelligence, knowledge, personality, and skills in a workplace for having an independent life in their future (*Standar Isi*, 2006: 17). Three subject classifications in vocational high schools as mentioned in

*Standar Isi*, are normative, adaptive, and productive subjects. The normative subjects are Religion, Civics, Indonesian, Physic Education, and Arts and Cultures, while the adaptive subjects consist of English, Mathematics, Nature Education, and Social Education. The last is the productive subjects, which consist of a number of subjects that deal with students' concern in choosing their study program. The objective of Vocational High School is to create the ready to work graduates, therefore they need to master English in order to compete in the world of work.

#### **a. The Curriculum of Vocational High School**

There are three language levels in vocational high schools. They are novice, elementary, and intermediate. The standard of competence and basic competence of vocational high school could be seen in this following table.

**Table 2.1. Standard of Competence and Basic Competence**

Standard of Competence	Basic Competence
1. Communicating in the Novice level of English	1.1 Understanding the basic language function for the daily social interaction 1.2 Mentioning the names of things, persons, characteristics, time, days, months, and year 1.3 Describing the names of things, person, characteristics, time, days, months, and year. 1.4 Producing a simple speech or communication for the basic function. 1.5 Explaining the continuous activity 1.6 Understanding the memo and simple menu, schedule of travelling, and traffic lights. 1.7 Understanding the foreign words and terms and also simple sentences based on the dictionary

	1.8 Writing simple invitation
2. Communicating in the Elementary level of English	2.1 understanding the simple daily conversations in the personal and professional contexts. 2.2 Making short notes or simple messages in a direct interaction and using device. 2.3 Making the list of duties and education background in the written and spoken forms 2.4 Telling the past and future experience 2.5 Telling many kinds of language function 2.6 Understanding simple instructions 2.7 Understanding short messages, directions and list, words and sentences that are received.
3. Communicating in the Intermediate level of English	3.1 Understanding the monolog in a certain situation of job. 3.2 Understanding the conversation with the foreigners 3.3 Making a report 3.4 Understanding how to use the equipment manually 3.5 Understanding the simple business letters 3.6 Understanding the technical document 3.7 Writing a business letter and simple report

The Standard of Competence and Basic Competence above is designed to guide schools in designing School Based Curriculum. Each school has an authority to make a School-Based Curriculum with Standard of Competence and Basic Competence as the guidance.

#### **b. School-Based Curriculum**

Curriculum is a set of plan and arrangement concerning the objective, content, and substance of the lesson, and the way of which is used as the guidance



of management of study activity to reach the educational objectives purposes (*Standar Isi*, 2006: 4).

School based curriculum (SBC) is a curriculum which can be developed by school teachers. It is developed based on the characteristics and conditions of the school. Standard of content and graduate competence are the basic references in developing the curriculum. The other references to develop the curriculum are instrument and infrastructure, management, payment, and educational assessment. The School-Based Curriculum is developed based on the following principles (*Standar Isi*, 2006 : 4-5):

- 1) Curriculum focuses on the potential, development, needs, and necessity of the students and their environment. The curriculum is developed according to the students as the central position in teaching and learning process.
- 2) Curriculum is various and integrated. The curriculum is developed by paying attention to students' characteristics, the condition of a region, and levels of education. A curriculum covers the substances of compulsory subjects, local subjects, and self-development.
- 3) Curriculum follows the development of knowledge, technology, and arts. The curriculum is developed by regarding the development of knowledge, technology, and arts. Students have to use the development of knowledge, technology, and arts dynamically for supporting their study.
- 4) Curriculum is relevant to the students' needs. Developing curriculum always involves the stakeholders of every level in educational field. They can contribute to the developing of the curriculum in synchronizing the content of

curriculum with the social life of society. It also includes the development of personality skill, thinking skill, social skill, academic skill, and vocational skill.

- 5) Curriculum must be comprehensive and continuous. The substances of curriculum must cover all competence in subjects which have been planned and served continuously in all levels of educational fields.
- 6) Curriculum aims at making students learn everything in their whole life. Curriculum reflects the relevance of formal, non-formal, and informal elements by paying attention to the development of human resources and the social environment.
- 7) Curriculum must be balanced on either national interest or regional interest. Both the national interest and regional interest must be connected each other to achieve the main goal of education.

In the curriculum of *SMK*, English belongs to the adaptive subjects, together with Mathematics and Science. The objective of this subject is to prepare the students to be middle class workers who have necessary skills that will support their professions later. The objective of English teaching and learning in *SMK* is to prepare the students to have basics of English language skills in order to make students capable of doing simple communication concerning with their study program.

Based on the objective of English teaching and learning in *SMK*, English for *SMK* is categorized in English for Specific Purposes (ESP). Hutchinson and Waters (1987) classify ESP by the General nature of learner's needs. ESP is

divided into three broad categories: (a) English for Science and Technology (EST), (b) English for Business and Economics (EBE), and English for Social Sciences (ESS). Each category is divided into two smaller categories to distinguish two situations, namely English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Therefore, English for *SMK* belong to English for Academic Purposes.

## **2. English Specific Purposes (ESP)**

### **a. The Definitions of ESP**

Hutchinson and Waters (1987: 19) define ESP as an approach to language teaching which is based on the learners' needs. The purpose of an ESP course according to Hutchinson and Waters (1987: 12) is to enable learners to function adequately in a target situation, that is, the situation in which the learners will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation then carrying out a rigorous analysis of the linguistic features of that situation.

Stevens' (1988 in Dudley – Evan (1998)) definition of ESP makes a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics are that ESP consists of English Language Teaching which is:

- 1) designed to meet specified needs of the learner;
- 2) related in content (that is in its themes and topics) to particular disciplines, occupations and activities;

- 3) centred on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse;
- 4) in contrast with “General English”

The variable characteristics are that ESP:

- 5) may be restricted as to the learning skills to be learned (for example reading only);
- 6) may not be taught according to any pre-ordained methodology.

Related to that, Robinson’s (in Dudley – Evan 1998), definition of ESP is based on two key defining criteria and a number of characteristics that are generally found to be true of ESP. The key criteria are that ESP is “normally goal directed”, and that ESP courses develop from a need analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English.

In addition to that, Basturkmen (2006: 6) states that ESP helps language learners cope with the features of language or develop the competencies needed to function in a discipline, profession, or workplace. Garrido, Silveira, and Gomez (2010: 1) define ESP as a specialized language which usually refers to the specific discourse used by professionals and specialists to communicate and transfer information and knowledge. People share common purposes with the special discourse used in specific setting.

Dudley – Evan (in Gomez and Raisanen, 2008) states that the distinction of ESP with General English is that the English taught caters for the needs of learners in specific disciplines other than the arts and languages. ESP teaching

uses the methodologies and activities of the various disciplines. It focuses on the language, lexis, grammar, discourses and genres, of those disciplines rather than using the general grammar, learners' dictionaries and general public genres and discourses. These absolute characteristics are broad and distinguish ESP from general English courses in that ESP students are already assumed to possess some general knowledge of English. The purpose of learning the language is to communicate within a specific academic, occupational or professional domain. ESP is an approach that is based on the learner needs. Some analyses have to be conducted to know the needs of the learners.

#### **b. Needs Analysis**

In order to be successful in teaching and learning, we need to know the needs of our learners. Hutchinson and Waters (1987: 54) make a basic distinction between target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn).

##### **1) Target Needs**

'Target needs' is something of an umbrella term, which in practice hides a number of important distinction. In Hutchinson and Waters (1987: 55), it is more useful to look at the target situation in terms of necessities, lacks, and wants.

##### **a) Necessities**

"Necessities" is the type of the need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. For example, a businessman might need to understand business letters, to communicate effectively at sales conferences, to

get the necessary information from sales catalogues and so on. He or she needs to know the linguistic features – discorsal, functional, structural, lexical – which are commonly used in the situations identified.

b) Lacks

It is not enough to know the target needs by identifying necessities. Since the concern in ESP is with the needs of particular learners, the other thing that is suggested to be identified is the lacks of the learners. The teachers need to know what the learners know already, therefore they can decide which of the necessities the learner lacks.

c) Wants

“Wants” are important aspect in analyzing the target needs. How learner perceives wants cannot be ignored. Wants can be the learner’s motivation in the learning process. As Richterich (1984 : 29 in Hutchinson and Waters) comments:

‘...a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.’

The learners know about what they want in learning language, they have some interests in learning language. Therefore wants are needed by the teachers to make the learners feel satisfied with the teaching and learning process.

Hutchinson and Waters (1987: 58) represent the necessities, lacks, and wants in the figure below:



**Table 2.2. Necessities, Lacks, and Wants Proposed by Hutchinson and Waters (1987: 58)**

	OBJECTIVES (i.e. as perceived by course designers)	SUBJECTIVES (i.e. as perceived by learners)
NECESSITIES	The English needed for success in Agriculture or Veterinary Studies	To reluctantly cope with a 'second-best' situation
LACKS	(Presumably) areas of English needed for agricultural or veterinary Studies	Means of doing Medical Studies
WANTS	To succeed in Agricultural or Veterinary Studies	To undertake Medical Studies

To gather the information about learner's needs, Hutchinson and Waters (1987: 58) suggest a number of ways that are most frequently used, namely questionnaires; interviews; observations; data collection e.g. gathering texts; informal consultations with sponsors, learners, and others. Questionnaires are the most appropriate way in collecting data from vocational students. Through the questionnaire, the respondents are expected to give the accurate information about their needs.

## 2) Learning Needs

Hutchinson and Waters (1987: 60) use the analogy of the ESP course as a journey. We have to consider the starting point (lack) and the destination (necessities), while there also must be seen that there might be some dispute as to what the destination should be (wants). In this case, learning can be said as the route of the journey.

Furthermore, Hutchinson and Waters (1987: 62) say that the target situation is not a reliable indicator of what is needed or useful in the learning situation. The target situation analysis can determine the destination; it can also act as a compass on the journey to give general direction, but we must choose our route according to the vehicles and guides available (i.e. the conditions of the learning situation), the existing roads within the learner's mind (i.e. their knowledge, skills and strategies) and the learner's motivation for travelling.

To teach English using ESP, the teacher should deliver the materials communicatively. It will make the learners understand easily, especially in speaking skill. One of methods that have communicative aspect is Communicative Language Teaching.

### **3. Communicative Language Teaching (CLT)**

#### **a. The Definitions of CLT**

In reference to Richards (2006: 2), communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Students are expected to learn English using the designed materials communicatively. The other expectation is the students are able to use English effectively in their environment, especially in a workplace of animation. Beside the expectations above, the students need to understand the knowledge of linguistic forms, meaning, and function of English.

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

Communicative Language Teaching (CLT) has some characteristics. The characteristics of CLT are proposed by Brown (2001: 43). They will be explained briefly as follows.

- 1) Classrooms goals are focused on all of the components (grammatical discourse, functional, sociolinguistics, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with pragmatic.
- 2) Organizational language forms are not the central focus, but rather aspect of language that enables the learners to accomplish those purpose.
- 3) Fluency is more important than accuracy in order to keep learners meaningfully engaged in language use.
- 4) Students in communicative class ultimately have to use the language productively and receptively. Classroom tasks must equip students with the skills necessary for communication
- 5) Students are given opportunities to focus on their own learning process through the development of appropriate strategies for autonomous learning.
- 6) The role of teacher is that of the facilitator and guide, not an all-knowing best over of knowledge.

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

Communicative Language Teaching has some principles that show the typical task in this approach. Richards (2006: 22-23) proposes ten principles of current communicative language teaching as follows:

- 1) Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- 2) Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
- 3) Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
- 4) Communication is a holistic process that often calls upon the use of several language skills or modalities.
- 5) Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
- 6) Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
- 7) Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
- 8) Successful language learning involves the use of effective learning and communication strategies.
- 9) The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides

opportunities for students to use and practice the language and to reflect on language use and language learning.

10) The classroom is a community where learners learn through collaboration and sharing.

It can be seen from the principles of CLT that the learners must active in learning languages. They are expected to use English in the classroom especially as a means of communication. To reach the goal of teaching and learning process, the CLT method should be supported by the materials that are good for the process. Material Development is needed to make the materials appropriate with the learners needs.

#### **4. Material Development**

##### **a. The Definition of Material Development**

Materials are defined as anything which is used by the teachers and learners to facilitate the learning of a language. Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake (Tomlinson, 1998: 2)

Moreover, Tomlinson (1998: 7-21) proposes eight principles that are relevant to the development of materials for language teaching, as follows:

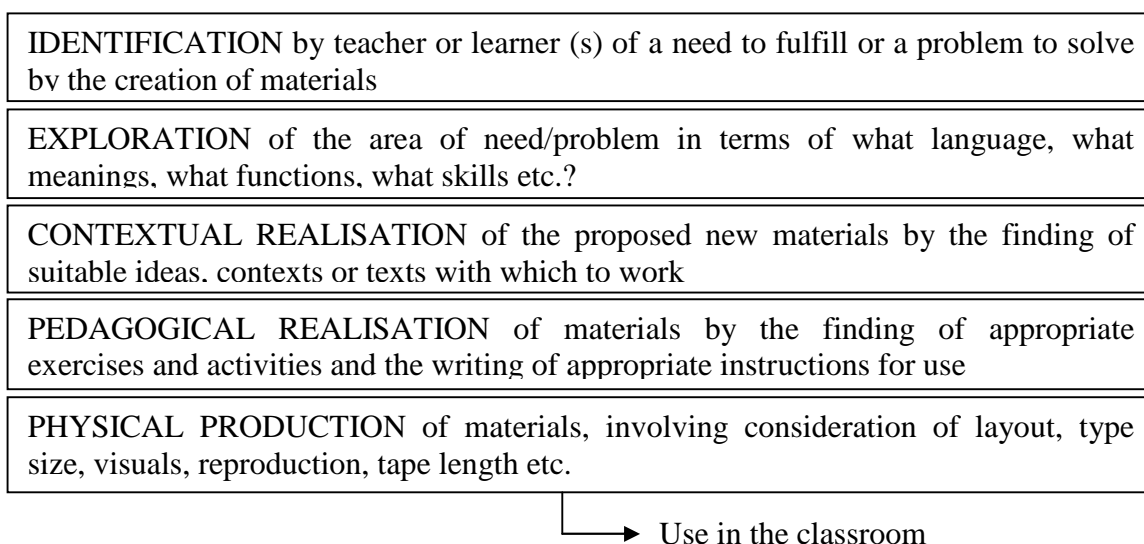
- 1) Materials should achieve impact;
- 2) Materials should help learners to feel at ease;
- 3) Materials should help the learners to develop confidence;
- 4) What is being taught should be perceived by learners as relevant and useful;

- 5) Materials should require and facilitate learners' self-investment;
- 6) Materials should expose the learners to language in authentic use;
- 7) Materials should provide the learners with opportunity to use the target language;
- 8) Materials should take into account that learners differ in learning style.

### **b. Materials Model Design**

Designing materials is a process. Teachers as one of material developers can produce texts, course books, tasks, and other materials for their students. The materials should reflect the learners needs, therefore the teacher have to know what their students needs first. After that they can design appropriate English materials for the students.

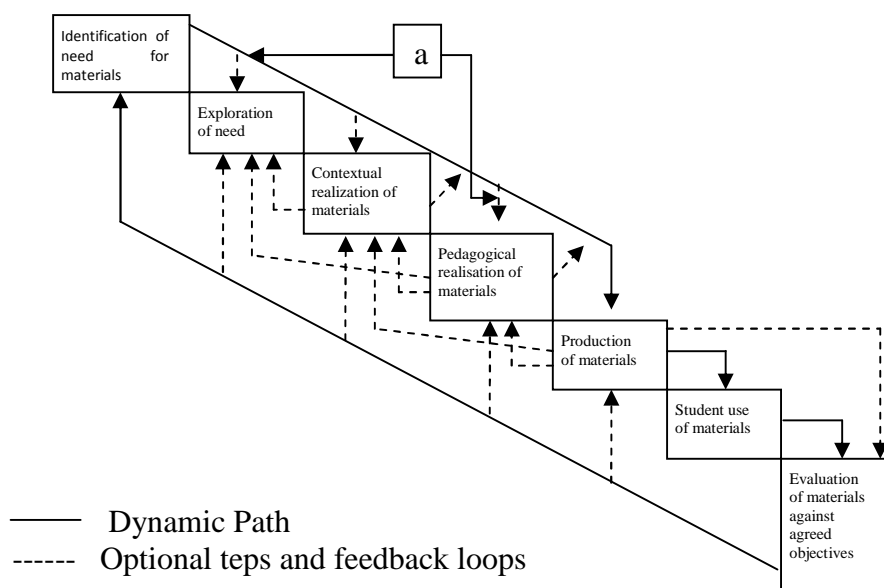
To make good materials, teacher as one of the developers should know the steps to develop materials. The process of materials writing will be more detailed in the form of a flow-diagram below (Tomlinson, 1998: 97).



**Figure 2.1. Material Writing Process Proposed by Tomlinson (1998: 97)**

The flow diagram above can be the method for teacher to develop the materials. But that diagram fails to illustrate the extent to which materials writing can be a dynamic and self-adjusting process. According to Tomlinson (1998), there are two reasons why that diagram seems too simple to develop materials. First, it compares materials production and materials use related to effective meeting of need identified. Second, human mind does not work in the same way when attempting to find solutions of problems. The addition that evaluation as an essential component of writing materials, a variety of optional pathways and feedback loops which make the whole process both dynamic and self-regulating. It will get us to deal with concrete way for the reasons of the language materials' failure and provide us with clues to improve it, both during the writing and after their use.

#### The process of materials writing



**Figure 2.2. A teacher's Path Through the Production of New or Adapted Materials (Tomlinson, 1998: 98).**

## Notes

- a) Even in the creation of entirely new materials, it may be the case that some of the steps envisaged have already been done for the writer,
- b) Materials may be produced and evaluated without student use, e.g. by a colleague or professional. Most publishers work this way. This does not reduce the need for evaluation after use by specific groups of students.

### **c. Materials Evaluation**

Tomlinson (2003: 16), Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgements about the effect of the materials on the people using them and it tries to measure some or all of the following:

- 1) the appeal of the materials to the learners;
- 2) the credibility of the materials to learners, teachers and administrators;
- 3) the validity of the materials (i.e, is what they teach worth teaching?);
- 4) the reliability of the materials (i.e would they have the same effect with different groups of target learners?);
- 5) the ability of the materials to interest the learners and the teachers;
- 6) the ability of the materials to motivate the learners;
- 7) the value of the materials in terms of short-term learning (important, for example, for performance on test and examinations);
- 8) the value of the materials in terms of long-term learning (of both language and of communication skills);
- 9) the learners' perceptions of the value of the materials;

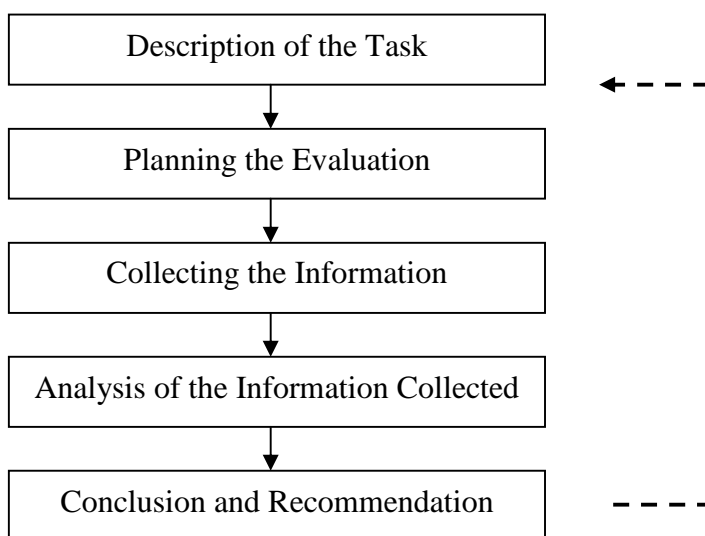


- 10) the teachers' perceptions of the value of the materials;
- 11) the assistance given to the teachers in terms of preparation, delivery and assessment;
- 12) the flexibility of the materials (e.g., the extent to which it is easy for a teacher to adapt the materials to suit a particular context);
- 13) the contribution made by the materials to teacher development;
- 14) the match with administrative requirements (e.g., standardization across classes, coverage of a syllabus, preparation for an examination).

An evaluation is not the same as an analysis. The objectives and procedures are different. An evaluation focuses on the users of the materials and makes judgements about their effects. No matter how structured, criterion referenced and rigorous an evaluation is, it will be essentially subjective. On the other hand, an analysis focuses on the materials and it aims to provide an objective analysis of them. It asks questions about what the materials contain, what they aim to achieve and what they ask learners to do, (Tomlinson, 1998: 10).

According to Hutchinson and Waters (1987: 97) there are four major steps in evaluating the materials; defining criteria, subjective analysis, objective analysis, and matching. While, Ellis in Tomlinson (1998: 228) states some steps in conducting materials evaluation. The first step is description of the tasks. It can be achieved by specifying the content of a task (input, procedures, language activity, and outcome). The next step is planning evaluation. It is done to achieve systematic and principled evaluation. Collecting information is the third step in materials evaluation. The collected information are information about how the

task was performed information about what learning took place as a result of performing the task and information regarding the teacher and learners' opinion about the task. After that, the collected information are analyzed. It can be done quantitatively and qualitatively. The last step is conclusion and recommendation. Conclusion relate to what has been discovered as a result of the analysis. Recommendation concerns proposals for future teaching. It is presented in the chart below.



**Figure 2.3. Steps in Conducting an Evaluation of Task by Ellis in Tomlinson (1998)**

Conducting an evaluation of task is needed to know the lack of the task, therefore it can be revised to be better.

## **5. Tasks**

### **a. The Definitions of Task**

There are many different definitions of tasks. Long (1985: 89), states that a task is a piece of work undertaken for oneself or for others, freely or for some

reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by “task” is meant the hundred and one things people do in everyday life, at work, at play, and in between.

Another definition from Richards, Platt and Weber (1986: 289), in which task is an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

In this definition, we can see that the authors take a pedagogical perspective. Tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom. They also emphasize the importance of having a non-linguistic outcome.

The other definition of pedagogical task is from Breen (1987: 23), ... any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for

those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning-from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making.

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

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

All definitions above emphasize that pedagogical tasks involve communicative language use in which the user's attention is focused on meaning rather than grammatical form.

#### **b. Components of Task**

Shavelson and Stern (1981: 478) in Nunan (2004: 40) who are concerned with general educational planning rather than TESOL planning in particular, suggest that task design should take into consideration the following elements:

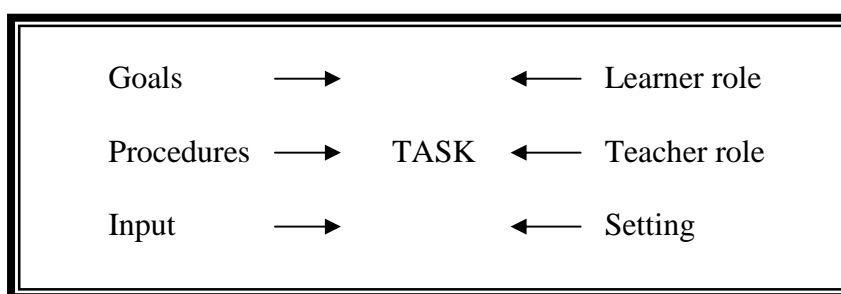
- 1) Content: the subject matter to be taught
- 2) Materials: the things that learners can observe/ manipulate
- 3) Activities: the things that learners and teachers will be doing during a lesson
- 4) Goals: the teachers' general aims for the task (these are much more general and vague than objectives)
- 5) Students: their abilities, needs and interests are important
- 6) Social community: the class as a whole and its sense of 'groupness'

Candlin (1987) in Nunan (2004: 40) suggests that tasks should contain input, roles, settings, actions, monitoring, outcomes, and feedback. Input refers to the data presented for learners to work on. Roles specify the relationship between participants in a task. Setting refers to where the task takes place. Actions are the procedures in sub-tasks to be performed by the learners. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of the task, and feedback refers to the evaluation of the task.

Wright (1987) in Nunan (2004: 40) is also concerned with tasks in language teaching. He argues that, minimally, tasks need to contain only two

elements. These are input data, which may be provided by materials, teachers or learners, and an initiating question, which instructs learners on what to do with the data. He rejects the notion that objectives or outcomes are obligatory on the grounds that a variety of outcomes may be possible and that these might be quite different from the ones anticipated by the teacher.

Nunan (2004: 41) proposes that a minimum specification of task will include goals, input and procedures, and that these will be supported by roles and setting. This simple model is represented diagrammatically below.



**Figure 2.4. Nunan's Framework for Analyzing Communicative Task**

Each component will be briefly described as follows:

1) Goals

Goals refer to the vague, general intentions behind any learning task (Nunan, 2004: 41). Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior. They may also refer to the knowledge and skill that the task intends to develop. Goals may not always be explicitly stated, although they can usually be inferred from the task itself. Richards (2001) in Nunan (2004: 42) notes that the choices we have made will reflect our beliefs and ideologies about the nature of language and learning, and the purpose and function of education.

An example of a goal is the animation students need to master English for animation terms, therefore the materials are using the terms that have relationship with animation.

## 2) Input

‘Input’ refers to the spoken, written and visual data that learners work with in the course of completing a task. (Nunan, 2004: 47). Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves. The data that serve the input of a task can be verbal language either spoken (e.g. lectures) or written (e.g. newspaper extracts), or non-verbal such as objects, pictures and real objects, or the combinations of all of those with which the learners work in the course of completing a task. Brosnan *et al.* (1984) in Nunan (2004: 51) propose the use of authentic materials by offering the following justifications:

- a) The language is natural. It must be simplified.
- b) It offers the students the chance to deal with small number of print which contains complete and meaningful messages.
- c) It provides students with the opportunity in making use of non-linguistic clues, such as layout, pictures, colours, symbols and others.
- d) It is realistic reading materials which enable students to relate to their lives.

For the language program, authentic content can be taken from subject areas in the school curriculum (Brinton (2003) in Nunan (2004:52)). Using an article of newspaper that have relationship with animation, computer, design,

graphic, etc will be useful for the students of animation program. That is the appropriate input for the students.

### 3) Procedures

‘Procedures’ specify what learners will actually do with the input that forms the point of departure for the learning task. In considering the task framework, tasks could be analyzed in terms of the extent to which they require learners to rehearse, in class, the sorts of communicative behaviors they might be expected to use in genuine communicative interactions outside the classroom.

Candlin and Edelhoff (1982) in Nunan (2004: 53) pointed out that the authenticity issue involves much more than simply selecting texts from outside the arena of language teaching, and that the processes brought to bear by learners on the data should also be authentic. Porter and Roberts (1981) in Nunan (2004: 53) also made the point that, while it is possible to use authentic texts in non-authentic ways (for example, turning a newspaper article into a cloze passage), this severely limits the potential of the materials as resources for language learning. Nunan (2004: 52) prefers to use procedure term than activities. At the first Nunan uses activities term, activities are what learners will do with the input given which form the learning tasks (Nunan, 1989:59). Activities must be parallel and resemble the real-world to display the genuine interactive communication. Related to activities of the tasks in the classroom, Pattison (1987) in Nunan (2004: 57-59) sets out seven tasks and the activity types:



a) Questions and Answer

It is done by creating the information-gap among learners. It can be used to practice the structure, function, or notion.

b) Dialogues and role plays

The students are given some choice to what to say in their role-play, and they will be more enthusiasts to participate and learn more than repeating the given dialogue.

c) Matching activities

The tasks are recognizing matching items and completing pairs or sets.

d) Communication strategies

The designed activities must encourage learners to practice communication strategies, such as paraphrasing, asking for feedback, borrowing or inventing feedback, simplifying.

e) Pictures and picture stories

The pictures can stimulate the communication activities.

f) Puzzles and problems

It draws on their general knowledge and personal experience, uses their imagination and tests their power of logical reasoning.

g) Discussion and decisions

It requires learners to collect and share information to reach a decision. Some activities above can be used as examples for the activities in SMK. Discussing the article of newspaper (input) about animation is one of example procedure (activities) that can be done.

#### 4) Teacher and learner roles

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004: 64). Richards and Rodgers (1986) point out that a task will reflect assumptions about the contributions that learners can make to the learning process. The following table is based on the analysis carried out by Richards and Rodgers.

**Table 2.3. Teacher and Learner Roles Analysis Result by Richards and Rodgers**

Approach	Roles
Oral Situational	learner listens to teacher and repeats; no control over content or methods
Audiolingual	learner has little control; reacts to teacher direction; passive, reactive role
Communicative	learner has an active, negotiative role; should contribute as well as receive
Total Physical Response	learner is a listener and performer; little influence over content and none over methodology
The Silent Way	learners learn through systematic analysis; must become independent and autonomous
Community Language Learning	learners are members of a social group or community; move from dependence to autonomy as learning progresses
The Natural Approach	learners play an active role and have a relatively high degree of control over content language production
Suggestopedia	learners are passive, have little control over content or methods

The roles that learners play in completing a task very much depend on the nature of the task. The roles are generally closely related to the activity of the task. As a task may have more than one related activity, the roles that the learners play may be varied as well.

Richards and Rogers (1986: 24) in Nunan (1989:84) point out those roles of the teacher related to the issue of:

- b) The type of functions teachers are expected to fulfil, e.g. whether that of practical director, counsellor or model.
- c) The degree of control the teacher has over how learning takes place.
- d) The degree to which the teacher is responsible to content.
- e) The interactional pattern that helps between teachers and learners.

Furthermore, Harmer (2001: 57) states that the role of teachers in the classroom may change from one activity to another. The roles of teachers explained by Harmer (2001: 58-62) can be a controller, an organiser, an assessor, a prompter, a participant, a resource, a tutor, and an observer. The role of teacher depends on what they want their students do in the classroom.

Richards and Rogers (1986) in Nunan (1989: 79-80) analyze the roles of learners in the language learning possibly as the lists below:

- a) The learner is the active recipient outside the stimuli;
- b) The learner is an interactor and negotiator who is capable of giving as well as taking;
- c) The learner is a listener and performer who has little control over the content of learning;
- d) The learners is involved in the personal growth;
- e) The learner is involved in the social activity, and the social and interpersonal roles of the learner cannot be divorced from the psychological learning processes;

- f) Learners must take responsibility for their own learning, developing autonomy and skills in learning how-to-learn.

An example of the learners' role in teaching and learning process is when discussing the article, all learners have to express their opinion about the topic of the article. While the teachers' role is keeping the learners in their topic.

#### 5) Settings

Setting refers to the classroom arrangements specified or implied in the tasks, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004: 71). It includes the students' configuration when they do the tasks and where the lesson is conducted. Nunan (2004) distinguishes between two different aspects of learning situation. He refers to this as 'mode' and 'environment'. Learning mode refers to whether the learner is operating on an individual or a group basis. Learning environment, on the other hand, refers to where the learning actually takes place from a conventional classroom in a school or language centre to a multi-media language centre. Similarly, Wright (1987) also classifies the classroom arrangements when completing a task. Tasks may be done individually, in pairs, in small groups, in large groups, or by the whole class. For example, learning and teaching process of animation students are conducted in computer laboratory, because the students need computers to do their task.

### **c. Grading and Sequencing**

Grading has been described as the arrangement of the content of a language course or textbook therefore that it is presented in a helpful way. Grading would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Grading may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner, Richards, Platt and Weber (1986: 125) in Nunan (2004: 113).

The grading of content for a language program is an extremely complicated and difficult business, even for syllabus designers who have been doing it for years. Nunan (2001: 97) takes three factors in determining difficulty from the perspective of inputs, learners, and activities.

#### **1) Input Factors**

The first thing to consider is the complexity of the input. Here, grammatical factors will be important. All things being equal, a text made up of simple sentences is likely to be simpler than one consisting of nonfinite verb constructions and subordination.

In addition to grammatical complexity, difficulty will be affected by the length of a text, propositional density (how much information is packaged into the text and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which this is signaled (for example, paragraphs in which the main point is buried away

will probably be more difficult to process than those in which the information is clearly foregrounded in the opening sentence of the paragraph). In addition, it has been found that a passage in which the information is presented in the same chronological order as it occurred in real life is easier to process than one in which the information is presented out of sequence (Brown and Yule 1983 in Nunan 2004:115).

Numerous investigations have been conducted into the comprehensibility of modified and unmodified versions of aural and written texts. An early study, by Parker and Chaudron (1987) in Nunan (2004:116) compared the comprehensibility of a text that had been elaborated rather than simplified. They found that the elaborated text, in which the same content was presented in several ways, did not lead to lower comprehensibility as measured by a cloze test. While the researchers pointed out that more research was needed into the effect of interaction, elaboration and simplification on the comprehensibility of aural and written texts, they did argue in favor of elaboration rather than simplification. Richards (2004: 116) said that subjects who were given an accompanying visual that provided a context were able to reconstruct a coherent version of the story.

Another factor that has an impact on processing difficulty is the type or 'genre' of text (Hammond and Derewianka 2001 in Nunan 2004:117). Genre theorists argue, for example, that narratives, recounts and descriptive texts will be easier to process than abstract or argumentative texts involving the expression of opinions and attitudes.

## 2) Learners Factor

In a classic book on reading comprehension, Pearson and Johnson (1972) in Nunan (2004:118) distinguish between what they call ‘inside the head’ factors and ‘outside the head’ factors. ‘Inside the head’ factors are all those that the learner brings to the task of processing and producing language such as background knowledge, interest, motivation and other factors that we look at below. Pearson and Johnson argue that comprehension is a process of building bridges between the known and the unknown.

Brindley, in Nunan (2004: 120) suggests that, in addition to background knowledge, learner factors will include confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge / awareness and linguistic knowledge. He proposes a list of questions that need to be considered in relation to each of these factors.

**Table 2.4. Learner’s Factor and Questions Proposed by Brindley in Nunan (2004)**

<b>Factor</b>	<b>Question</b>
Confidence	<ul style="list-style-type: none"> <li>• How confident does the learner have to be to carry out the task?</li> <li>• Does the learner have the necessary level of confidence?</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>• How motivating is the task?</li> </ul>
Prior learning experience	<ul style="list-style-type: none"> <li>• Does the task assume familiarity with certain learning skills?</li> <li>• Does the learner’s prior learning experience provide the necessary learning skills/strategies to carry out the task?</li> </ul>
Learning pace	<ul style="list-style-type: none"> <li>• How much learning material has the learner shown he/she is capable of handling?</li> <li>• Is the task broken down into manageable parts?</li> </ul>

Observed ability in language skills	<ul style="list-style-type: none"> <li>• What is the learner's assessed ability in the skills concerned?</li> <li>• Does this assessment conform to his/her observed behaviour in class?</li> <li>• In the light of the teacher's assessment, what overall level of performance can reasonably be expected?</li> </ul>
Cultural knowledge Awareness	<ul style="list-style-type: none"> <li>• Does the task assume cultural knowledge?</li> <li>• If so, can the learner be expected to have it?</li> <li>• Does the task assume knowledge of a particular subject?</li> </ul>
Linguistic knowledge	<ul style="list-style-type: none"> <li>• How much linguistic knowledge does the learner have?</li> <li>• What linguistic knowledge is assumed by the task?</li> </ul>

### 3) Procedural Factors

The last factor is procedural factors. With the increasing use of authentic texts, the trend has been to control difficulty, not by simplifying the input data but by varying the difficulty level of the procedures themselves. The following factors will determine the complexity of what the learners have to do. They have been adapted from a number of sources including Brindley 1987 in Nunan (2004: 123).

**Table 2.5. Procedural Factors and Questions proposed by Brindley in Nunan (2004)**

Factor	Question
Relevance	<ul style="list-style-type: none"> <li>• Is the task meaningful and relevant to the learner?</li> </ul>
Complexity	<ul style="list-style-type: none"> <li>• How many steps are involved in the task?</li> <li>• How complex are the instructions?</li> <li>• What cognitive demands does the task make on the learner?</li> <li>• How much information is the learner expected to process in performing the task?</li> </ul>
Amount of context provided prior to the task	<ul style="list-style-type: none"> <li>• How much prior knowledge of the world, the situation or the cultural context is assumed in the way the task is framed?</li> <li>• How much preliminary activity is allowed for in order to introduce the task and set the context?</li> </ul>
Processibility of language of the task	<ul style="list-style-type: none"> <li>• Is the language that learners are expected to produce in line with their processing capacity?</li> <li>• Can the learners use any language at their disposal, or is the task a 'focused' one requiring deployment of</li> </ul>



	a particular task?
Amount of help available to the learner	<ul style="list-style-type: none"> <li>• How much assistance can the learner get from the teacher, other learners, books or other learning aids?</li> <li>• In the case of interactive tasks, is the interlocutor sympathetic, does he/she provide help?</li> </ul>
Degree of grammatical complexity	<ul style="list-style-type: none"> <li>• What is his/her tolerance level of non standard language?</li> <li>• How 'standard' does the task require accuracy/fluency/ learners to be?</li> <li>• What is the desired effect on the interlocutor?</li> <li>• Does he/she demand accuracy, fluency or both?</li> <li>• What degree of complexity is required by the learners?</li> </ul>
Time available to the Learner	<ul style="list-style-type: none"> <li>• How long does the learner have to carry out the task?</li> <li>• Is planning and rehearsal time built into the task?</li> </ul>
Follow-up	<ul style="list-style-type: none"> <li>• Is there some kind of follow-up, providing debriefing and feedback?</li> </ul>

The standard way of dividing any mini-sequence is into three phases: a pre-task phase, a task-proper phase and a follow-up phase. The pre-task phase fulfils a similar function as schema-building tasks in larger instruction sequences. It orients the learners to the task, generates interest, and rehearses essential language that will be required to complete the task. In the task-proper phase learners complete the task. In the follow-up phase they get a debriefing from the teacher, report the results of the task back to the class as a whole, and may receive corrective feedback from the teacher. This phase may also act as a segue into the pre-task phase of the next task cycle.

#### **d. Designing Task**

Nunan (2004: 175) states that the starting point for task design should be the goals and objectives which are set out in the syllabus or curriculum guidelines that underpin the teaching program. The next step is selecting or creating input for

learners to work with. In this section, we know that the use of authentic input is a central characteristic of task-based language teaching.

Where possible, it is desirable to build up a 'bank' of data. These can be classified and filed under topics or themes, and provide a ready-made resource to be drawn on when designing a task.

When designing activity, we need to decide whether we want learners to rehearse in class tasks which they will want to carry out in the real world. If the tasks have a pedagogic rationale, we need to be cleared what it is. We need to consider the role, which both the teacher and the learners will adopt in carrying out the task and assess whether these roles are appropriate to the given group.

When monitoring the tasks, we will want to keep a close check on the actual language which is generated, particularly if it is a focused task. This will often differ from what had been predicted. It is a good idea to record teacher-fronted and small group interactions from time to time and use this to review and evaluate the task.

Task should be designed well to make the learners feel ease in learning the target language. It can make the learners more comfortable in learning target language.

## **6. Unit Design Development**

### **a. Second Language Acquisition**

Second Language Acquisition (SLA) can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom, Ellis (1997: 3). The other said that Second Language Acquisition

(SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language, Saville-Troike (2006: 2). The additional language is called a second language (L2). It is also commonly called a target language (TL), which refers to any language that is the aim or goal of learning.

The goal of language acquisition is communicative competence. Communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals. Communicative competence is a broad term that involves not only the structural features of language, but also its social, pragmatic and contextual characteristics. Therefore, it is necessary to understand communicative competence as the sum of a series of competences (Canale 1983). There are four areas of communicative competence, they are:

1) Grammatical competence

It refers to the ability of speakers in using the different functioning rules of the system of their language or the linguistic code: the mastery of second language phonological and lexicogrammatical rules and the rules of sentence formation. It includes:

- b. Phonetics : Pronunciation
- c. Morphology : Word function and inflection
- d. Syntax :Structure of language
- e. Lexis : Vocabulary and semantics

The competence in grammar can be seen from the ability to express and interpret literal meaning of their utterances (for examples: vocabulary, word

and sentence meaning, construction of grammatical sentences, correct spelling, etc.).

## 2) Sociolinguistic competence

It refers to the ability of speakers in producing sentences according to the communicative situation. Speakers (usually) know when, where, and whom to say things. Here, the mastery of socio-cultural rules of appropriate use of second language can be seen from how utterances are produced and understood in different sociolinguistic contexts (for example: understanding of speech act conventions, the use of a language to signal social relationships, etc.).

## 3) Discourse competence

It refers to the ability of speakers to use the different types of discourse. Usually language users know what is being referred to in different contexts, i.e. they distinguish between new and old information, and are able to determine the discourse topics. For instance, speakers know when a "he" refers to "John" or to "the child" according to the text context in the sentence: John went to the park, and he found a child who was sick. The young boy was crying because he didn't know where his mother was. It also deals with the mastery of rules concerning cohesion and coherence of various kinds of discourse in second language (for example: use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, etc.).

#### 4) Strategic competence

It refers to the knowledge speakers have to maintain communication. Therefore, this competence accounts for the strategies language users have to be understood, and to understand others. Gestures, expressions, mimics and intonation are among others some of the most strategies used. The mastery of verbal and non-verbal communication strategies in second language used when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication (for examples: how to address others when uncertain of their relative social status, slow speech for rhetorical effect, etc.).

While in Krashen (2009:61), the progress of language acquisition is supported by three things, they are input, output and conversations. Input has some characteristics:

##### 1) Optimal input is comprehensible

This is clearly the most important input characteristic. It amounts to the claim that when the acquirer does not understand the message, there will be no acquisition. In other words, incomprehensible input, or "noise", will not help.

##### 2) Optimal input is interesting and / or relevant

Optimal input focuses the acquirer on the message and not on form. To go a step further, the best input is so interesting and relevant that the acquirer may even "forget" that the message is encoded in a foreign language.

### 3) Optimal input is not grammatically sequenced

This may appear to be the case, but there is, nevertheless, a real problem with this approach. With a grammatical focus, communication will always suffer, there will always be less genuinely interesting input. The teacher's mind, and the materials writer's mind, is focused on "contextualizing" a particular structure, and not on communicating ideas. What is proposed here is fundamentally different from "contextualization". Contextualization involves inventing a realistic context for the presentation of a grammatical rule or vocabulary item. The goal in the mind of the teacher is the learning or acquisition of the rule or word. What is proposed here is that the goal, in the mind of both the teacher and the student, is the idea, the message.

### 4) Optimal input must be in sufficient quantity

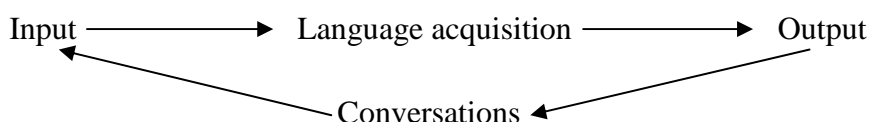
The quantity requirement for each level is different. It will be different in silent period and in higher level of proficiency.

The second thing that supports the progress of language acquisition is output. Output can play a fairly direct role in helping language learning, although even here it is not necessary. Output aids learning because it provides a domain for error correction. When a second language user speaks or writes, he or she may make an error. When this error is corrected, this supposedly helps the learner change his or her conscious mental representation of the rule or alter the environment of rule application.

The last is conversation. In Krashen (2009:61), some scholars have suggested that "participation in conversation" is responsible for language

acquisition. In the light of the above discussion, we can see that this is true, in a sense. "Conversation", however, is not in itself the causative variable in second language acquisition. It is one way, and a very good way, to obtain input. It is theoretically quite possible to acquire without participating in conversation, however.

This figure illustrates the indirect, but often considerable, contribution output can make to language acquisition.



**Figure 2.5. How Output Contributes to Language Acquisition Indirectly**

Comprehensible input is responsible for progress in language acquisition. Output is possible as a result of acquired competence. When performers speak, they encourage input (people speak to them). This is conversation.

Creating a linked sequence of exercise and activities that will prepare learners to carry out the task is important in developing instructional sequences around tasks. Nunan (2004:31) proposes a six-step procedure:

1. Step 1: Schema building

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

2. Step 2: Controlled practice

The step is to provide students with controlled practice in using the target language vocabulary, structures and functions.

3. Step 3: Authentic listening practice

The next step involves learners in intensive listening practice.

4. Step 4: Focus on linguistic elements.

The students now get to take part in a sequence of exercises in which the focus is on or more linguistic elements.

5. Step 5: Provide freer practice

So far, students have been involved in what I call ‘reproductive’ language work; in other words, they have been working within the constraints of language modals provided by the teacher and the materials.

6. Step 6: Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task itself.

**b. Components of Unit**

The components of a unit that will be developed in this research that refer to the BSE entitled Scaffolding and English for SMK are ordered as follows:

1. Title/topic: the appropriate title or topic based on the materials discussed.
2. Objective of a unit/ learning outcomes: telling the purpose of the unit and the reason of learning the unit to the students implicitly.



3. Lead-in: introducing the topic and the language that is related to the focus of the unit i.e. macro-skills (listening, speaking, reading, and writing) and micro-skills (vocab, grammar, pronunciation, etc).
4. Listening activities: there are native and non-native speakers to develop students' ability to understand spoken English.
5. Conversation: the unit contains dialogue that models everyday spoken English. In this part students hear then practice. This part also contains pronunciation activities focus attention on elements of conversational English.
6. Language function: this part contains some expressions in English.
7. Grammar focus: offers students grammar practice.
8. Reading: this part contains a reading passage. Students learn reading skills, and then discuss what they have read.
9. Writing: students write letters, text, messages, and simple paragraphs.
10. Enjoying English: in the end of the unit, there is a fluency activity that gives students a chance to have fun speaking English. The activities are surveys, games, and personality quizzes that facilitate students to add their personal information, ideas, and opinions.

Those components should be there to make the students learn the subject or the topic easily.

## **B. Conceptual Framework**

The main focus of this study is designing effective learning materials. Materials refer to anything which is used by the teachers or learners to facilitate the learning of a language that is able to improve the students' knowledge and

experience of the language (Tomlinson, 1998: 2). The effective learning materials should meet the needs of the learners, help students to develop their confidence, facilitate the learners to use the language effectively, facilitate learners in learning process, help learners to feel at ease, and provide learners with opportunities to use the target language to achieve communicative purposes.

In designing materials for students of grade X of the Animation study program, some factors are considered. The curriculum of Vocational High School becomes the first theory that should be known in developing effective learning materials for grade X students of animation study program. The curriculum is the guideline for designing materials. Curriculum defines as an element that brings important roles in teaching and learning process. The standard of competence and basic competence of Vocational High School are used as the guideline in designing the materials.

English learning materials which are conducted in this study is to fulfill the students' needs, for example mastering English that is related to their skill program. The theories of ESP give some contribution to the process of analyzing the students need. ESP is concern with teaching language and communicative skill that specific group of language learners needs or will need to function effectively in their discipline of study, professions or workplaces (Basturkmen, 2010:17).

An ESP approach starts with an analysis of the learner's needs. The results of needs analysis are used to determine the objective of language learning and to write the course grid. Course grid is the central aspect in developing materials. The materials are developed based on the course grid. The writer needs to

comprehend the theories of CLT (Communicative Language Teaching) in order to make an appropriate course grid. It was an analysis of the communicative meaning that a language learner needs to understand and express rather than describes the core of language through traditional concepts of grammar and vocabulary. (Richards and Rodgers, 2001:158).

The other important things are the theories of materials and task design model as proposed by Nunan. The materials should be developed based on the principles of materials development and meet the characteristics of good materials. The tasks will be analyzed based on the task components: goals, input, procedures, setting, teacher role, and learner role.

The materials developed then distribute to the students to be applied in their English lesson. To evaluate the materials, the researcher distributes questionnaires to know the feedback from students. The results of the evaluation are used to revise the materials. Finally, the output of this study is a set of English learning materials for Grade X students of Animation study program.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of Research**

As the purpose of this research was to design an educational product of proven effectiveness, this research was classified as Research and Development (R & D). The finished educational products were used in Animation study program at SMKN 3 Kasihan Bantul.

Borg and Gall (1983: 772) define the term R & D as a process used to develop and validate educational products. It does not only the term “product” refer to material objects, such as textbooks, the students’ book, workbook, the teacher’s book, cassettes, CD-ROMs, evaluation (test) book, enrichment materials, supplementary materials, task books, etc, but it also refers to established procedures and processes, such as a method of teaching or a method for organizing instruction.

Furthermore, Gay (1987: 8) states that the major purpose of R & D is not to formulate or test theory but to develop effective product for being used in educational programs. Products which are produced by R & D efforts include teachers’ training materials, learning materials, sets of behavioral objectives, media, materials, management system, etc. Products are developed to find specific needs according to detailed specifications. Products are also tested and revised until a specific level of effectiveness is achieved. R & D consists of a cycle in

which a version of the product is developed, field-tested, and revised on the basis of field-test data (Borg and Gall, 1983: 771).

### **B. Setting**

Since the purpose of this research is to design English learning materials for the first grade Animation study program students of SMK N 3 Kasihan, the subjects were the first grade students of the Animation study program in SMK Negeri 3 Kasihan Bantul. There were 27 students in this Animation class. The research was conducted from September, 1<sup>st</sup> – 18<sup>th</sup> 2012 in the first grade of Animation study program at SMKN 3 Kasihan Bantul.

### **C. Population and Sample**

Population according to Gay (1987:102) is the group of interest to the researcher, the group to which he or she would like the result of the study to be generalizable. While, sample is a number of individuals for a study in such a way that individuals represent the larger group from which they are selected. In this research, the researcher took one united population and sample. There were 27 students as the sample of this research. They were also needed to obtain the data for evaluating and revising the designed materials.

### **D. Research Instruments**

Needs analysis was conducted at the very beginning of this study. The data were collected using questionnaires. There were two kinds of questionnaires. The first questionnaire was in the form of needs analysis. The second questionnaire was used for evaluating the developed materials. The qualitative data was collected through observation and interview. The data on the learners' agreement

and the effectiveness of the unit design were collected by doing unstructured observation in the form of field-notes, administering the second questionnaire, and conducting guided interview. The data and information collected were used as the basis for revising and identifying the effective unit design for X grade students of animation study program.

There were three kinds of research instrument in this research; namely questionnaires, interviews, and observations. There were three kinds of questionnaires, the first was open-ended questionnaire that was used to obtain data of learner and learning needs in needs assessment process, the second questionnaire was used to get feedbacks from the experts, and the other was used to measure the effectiveness of the designed units by the end of the implementation. The first questionnaire's organization is presented in the following table:

**Table 3.1 The Organization of the Needs Analysis Questionnaire**

Aspects	The Purposes of Questions	Item Number	References
Goals	To find out the reasons of Learning English.	1	Hutchinson and Waters (1987: 62-63)
	To find out the learners' competencies.	2	Hutchinson and Waters (1987: 59)
	To find out the informations concerning in which situations English will be used.	3	Hutchinson and Waters (1987: 59)
	To find out the learners' difficulties in learning English.	4	Hutchinson and Waters (1987: 62)
Input	To find out the topics preferred by learners.	5,6,7,8	Nunan (2004: 47-49)
	To find out input texts preferred by learners.	9,10,11,12,13, 14,	Nunan (2004: 47-49)
Procedures	To find out the listening	15	Nunan (2004: 53-63),

	activities preferred by learners.		Hutchinson and Waters (1987: 60-63)
	To find out the time allocation appropriate with listening texts.	16	Nunan (2004:47-51)
	To find out the speaking activities preferred by learners.	17	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
	To find out the reading activities preferred by learners.	18	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
	To find out the length of texts appropriate in reading activities.	19	Nunan (2004:52-61)
	To find out the writing activities preferred by learners.	20	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
	To find out the vocabulary activities preferred by learners.	21	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
	To find out the grammar activities preferred by learners.	23	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
	To find out the pronunciation activities preferred by learners.	22	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
Setting	To find out the way of doing the tasks which are preferred by learners.	26	Nunan (2004: 70-73), Hutchinson and Waters (1987: 60-63)
Teacher Role	To find out the appropriate teacher roles in the teaching and learning process.	24	Nunan (2004: 64-70), Hutchinson and Waters (1987: 60-63)
Learners Role	To find out the appropriate learners roles in the teaching and learning process.	25	Nunan (2004: 64-70), Hutchinson and Waters (1987: 60-63)

Some interviews were conducted to the English teacher. Interview was an activity of asking and answering questions orally either in face-to-face situation or by using device. The organization of interview guidelines can be seen in the table below.

**Table 3.2 The Organization of Interview Guidelines**

Aspects	The Purposes of Questions	Item Number	References
Goal	To find out the learner's need of English	1	Nunan 2004
Input	To find out the criteria of input needed by learners.	2	
Procedures	To find out the activities needed by learners.	3	
Setting	To find out the way of doing the tasks which are appropriate for the learners	4	
Teachers Role	To find out the appropriate teacher role in the learning process.	5	
Learners Role	To find out the appropriate learners role in the learning process.	6	

The results of the first questionnaire and interview were used as the guidance to develop the learning materials. The course grid was written based on the data obtained. It was used as the outline of the materials. The written materials were evaluated by the experts to get some feedback. The organization of the expert judgment questionnaire is presented in following table:

**Table 3.3 The Organization of the Expert Judgment Questionnaire**

Aspects	The Purpose of Questions	Item Number	References
Content	To find out the effectiveness of the content.	1-5	<i>Permendiknas No. 2 (2008)</i>
Language	To find out the effectiveness of the language used in the materials.	6-10	
Layout	To find out the effectiveness of the layout.	10-19	
Methodology	To find out the effectiveness of the methodology.	20-27	



Next, the materials were revised based on the feedback from the experts. The materials that had been revised were the materials which are ready to be tried-out. To find out the effectiveness of the implemented materials, another set of questionnaire was developed after implementing the materials to the students. The questionnaire was called as the try-out questionnaire can be seen in the table below:

**Table 3.4 The Organization of the Try-Out Questionnaire**

Aspects	The Purpose of Questions	Item Number	References
Content	To find out the effectiveness of the content.	1-7, 16	<i>Permendiknas No. 2 (2008)</i>
Language	To find out the effectiveness of the language used in the materials.	11-12	
Layout	To find out the effectiveness of the layout.	13-15	
Methodology	To find out the effectiveness of the methodology.	8-10	

#### **E. Data Collection Technique**

The data of this research were collected in two separated times. Firstly, the researcher distributed the Need Analysis questionnaire to collect the data about the profiles of the first grade students of Animation study program of SMK N 3 Kasihan Bantul and their needs in learning English. The type of the Need Analysis questionnaire was multiple choices and the students were asked to choose one or more options from several provided. However, they were also allowed to give other answers related to the questions.

The feedbacks from the students' agreement of evaluation materials grade students of Animation study program and the English teachers of SMK N 3

Kasihani Bantul, and English lecturers were obtained through the students' agreement of evaluation materials questionnaire and the interview. The interview was conducted to obtain the data about the student's opinions and suggestions for the materials. The interviews with the students were done after the try-out of the materials. The interviews were done with one or more students who were asked to give their opinions about the materials. Besides, the English teachers were interviewed since she accompanied the researcher during the implementation of the material.

#### **F. Data Analysis Technique**

After the data collection process, the research obtained two types of data. They were quantitative and qualitative data. The results of the Need Analysis questionnaire were about the learner's characteristics and needs in learning English. They were analysed qualitatively. Besides, the qualitative data were also obtained from the field notes of the researcher, the students' responses, and the teachers' feedback in the form of interview.

The students' agreement of evaluation materials type of the data was obtained from the students' agreement of evaluation materials questionnaire. The data are about the effectiveness of the developed materials from the feedback of students' and English teachers' comments, opinion, and suggestions by distributing the students' agreement of evaluation materials type of the questionnaire. Then, the data were analysed quantitatively. The assessment of each respondent's opinion in the students' agreement of evaluation materials type

of the data used Likert Scales. According to Bell (1999:186), Likert Scales ask the respondents to indicate strength of agreement or disagreement with a given statement or series of statements on five – or seven point range. The scoring of this data ran from:

1 = SD, if you strongly disagree with the statement

2 = D, if you disagree with the statement

3 = U, if you neither agree nor disagree or doubt about the statement

4 = A, if you agree with the statement

5 = SA, if you strongly agree with the statement

In order to make the quantitative data easier to read, the researcher converted the quantitative data which were the computation of results of the students' agreement of evaluation materials questionnaire, into the interval of mean values.

This statistics data of the students' agreement of evaluation materials questionnaire was based on the quantitative data conversion proposed by Sudijono (2003: 339) it can be seen in the following table whether the result of the mean value were effective or less effective.

**Table 3.5. Quantitative Data Conversion**

Scales	Categories	Interval of Mean Value	
		Formula	Computation
5	Very Good	$X > X_i + (1.8 \times S_i)$	$X > 4.2$
4	Good	$X_i + (0.6 \times S_i) < X \leq X_i + (1.8 \times S_i)$	$3.4 < X \leq 4.2$

3	Fair	$X_i - (0.6 \times S_i) < X \leq X_i + (0.6 \times S_i)$	$2.6 < X \leq 3.4$
2	Poor	$X_i - (0.6 \times S_i) < X \leq X_i - (0.6 \times S_i)$	$1.8 < X \leq 2.6$
1	Very Poor	$X > X_i - (1.8 \times S_i)$	$X \leq 1.8$

## G. Research Procedures

As this research study was categorized into R & D, the research procedure followed the R & D cycle proposed by Borg and Gall (1983: 775). Some of the steps were done in simplified forms with regard to the researcher's feasibility.

The research procedures used by the researcher were as follows:

### 1. Conducting Needs Analysis

Conducting a need analysis was the first step in doing this research. This step was used to obtain the information on the learners' needs and learning needs in learning English. The information was gathered in the previous step before designing the course grid and the unit design. The learners' needs in terms of necessities were analyzed for designing English learning materials for first grade students of Animation study program according to the curriculum of Elementary Level at Vocational School. The data and information collected were then subsequently used as the basis for the next stage.

### 2. Writing the Course Grid

The researcher used the results of the first stage to write the course grid. The content of the course grid was following the curriculum of English in Elementary Level at Vocational School in the second semester. There were three Basic Competences that then were developed into a course grid. The main

component of course grid was based on the curriculum, but the theme and the activity were based on students needs. It includes all the components that should be taught, and then the components were graded and sequenced based on the theories of tasks grading and sequencing (Nunan, 2004).

### **3. Designing the Materials**

From the course grid, then the researcher designed the materials. There were three basic competences, so there were 3 units design. The writing of each draft of the unit went through several stages. First, the researcher wrote the materials. The sources which were used as the materials in this unit design were mostly from the internet, some engineering peers, grammar books, etc.

### **4. Expert Judgement**

The materials that had been designed were evaluated through several examinations by some experts. This step was used to get feedback to revise the materials before they were implemented in the classroom.

### **5. Revising the First Draft**

The feedback was used to revise the materials. The feedback was obtained from the expert of material development (lecturer) through the first design materials.

### **6. Trying-out the Second Draft**

The materials that had been revised based on the experts judgment were implemented to the learners. At this section there was three units that were implemented. The materials were delivered by the researcher himself. The

purpose of this step was to obtain information whether the learners could engage with the designed materials or not.

### **7. Evaluating the Second Draft**

The purpose of this step was to obtain feedback. The feedback was used to revise the materials. The feedback was obtained from the first grade students of Animation study program at SMKN 3 Kasihan Bantul through second questionnaire, interviews, and observation.

### **8. Writing the Final Draft of the Materials**

The materials then were revised based on the feedback obtained. The result of this revision was a set of English learning materials for first grade students of Animation study program.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

This chapter presents the findings of the research which was conducted from September 1- 18, 2012.

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

The needs analysis was conducted on May 8, 2012. An observation to the English teaching and learning process was conducted and at the end of the class a questionnaire was distributed to the students.

##### **a. Description of the Learners**

SMK N 3 Kasihan Bantul has several study programs, one of them is Animation study program. The first grade of Animation program was taken as subjects. It is only one single class. The class consists of 27 students. Below is the information about the students.

**Table. 4.1. Data of respondents in X Animation Program**

<b>Group</b>	<b>Number of students</b>	<b>Sex</b>		<b>Age</b>	<b>Dwellings</b>
		<b>Male</b>	<b>Female</b>		
X- Animasi	27	19	8	15-17 years old	Kasihan, Bantul (Yogyakarta) and the surrounding areas.

### b. Description of Target Needs

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

**Table 4.2. Target Needs (Goal)**

<b>Question Number</b>	<b>Students' needs</b>	<b>Total Answer</b>	<b>%</b>
<b>1</b>	<b>What is the purpose of the students on learning listening English? [goal]</b>		
	a. be able to communicate in a workplace	20	74%
	b. be able to communicate with a native speaker of English	3	11.1%
	c. be able to understand the spoken information in English from radio, television, internet, etc.	4	14.9%
<b>2</b>	<b>What is the purpose of the students on learning speaking English? [goal]</b>		
	a. be able to communicate in a workplace	22	81.5%
	b. be able to communicate with a native speaker of English	5	18.5%
<b>3</b>	<b>What is the purpose of the students on learning reading English? [goal]</b>		
	a. be able to get the meaning of technical term	5	18.5%
	b. be able to support students' knowledge of recently technology especially in animation fields.	5	18.5%
	c. be able to understand the contextual materials in English especially in animation fields.	17	63%
<b>4</b>	<b>What is the purpose of the students on learning writing English? [goal]</b>		
	a. be able to write in English well	20	74%



	b. be able to make a report in English well	0	0%
	c. be able to provide the contextual materials in the work place related to the animation field	4	14.9%
	d. be able to support students' knowledge of recently technology especially in animation fields.	3	11.1%

The target needs table above consists of the student's reasons to learn English Goal was analyzed from the perception of the four skills (listening, speaking, reading, and writing).

According to the result of the first questionnaire (students' needs) that was given to the first grade students of animation study program, the goal in learning listening and speaking was to be able to communicate in a workplace, (listening 74%, speaking 81,5%). For the reading skills, the students who wanted to be able to understand the contextual materials in English especially in animation fields were 63%. While on writing, the students who wanted to be able to write English well were 74%.

### c. Description of the Learning Needs

The learning needs were collected from the questionnaire. These were determined by what the learners wanted. These needs were closely related to the input, procedure, setting, learner role, and teacher role; which conveyed the "how to learn" toward the teaching and learning process.

**Table 4.3. Input of Listening and Speaking Tasks**

Question Number	Students' needs	Total Answer	%
5	What kind of input in listening tasks do students want? [input]		
	a. short English dialog	15	55.5%

	b. English monologue	0	0%
	c. words and its pronunciation	4	14.8%
	d. some expressions in English	8	29.7%
<b>6</b>	<b>What kind of input in speaking tasks do students want? [input]</b>		
	a. short English dialog	15	55.5%
	b. English monologue	1	3.7%
	c. words and its pronunciation	5	18.6%
	d. some expressions in English	6	22.2%
<b>9</b>	<b>How long is the Listening input that students want?</b>		
	a. < 2 minutes	22	81.5%
	b. 2-3 minutes	3	11.1%
	c. 3-4 minutes	2	7.4%
	d. > 4 minutes	0	0%
<b>10</b>	<b>How long is the Speaking input that students want?</b>		
	a. < 200 words	18	66.6%
	b. 200-300 words	8	29.7%
	c. 300-400 words	1	3.7%
	d. > 400 words	0	0%
<b>13</b>	<b>What kind of topic of input in listening tasks do students want?</b>		
	a. Topic which is related to animation	22	81.5%
	b. Topic which is related to school environment	0	0%
	c. Topic which is related to daily life	2	7.4%
	d. Topic which is related to the recent issues	3	11.1%
<b>14</b>	<b>What kind of topic of input in speaking tasks do students want?</b>		
	a. Topic which is related to animation	22	81.5%
	b. Topic which is related to school environment	0	0%
	c. Topic which is related to daily life	2	7.4%
	d. Topic which is related to the recent issues	3	11.1%

Input was analyzed from the perception of the four skills (listening, speaking, reading, and writing). In terms of listening input 55.5% students preferred to have a short dialogue, 29.7% preferred to have some expressions in English and 14.8% preferred to have word and its pronunciation. The length of the listening materials, 81.5% students tended to short dialogue about < 2 minutes, 11.1% students tended to 2-3 minutes, and 7.4% tended to 3-4 minutes. They preferred the topic of the listening materials are about animation (81.5%), daily life (7.4%), recent issue (11.1%).

In terms of speaking input, 55.5% students preferred to have a short dialog, 3.7% students preferred to have English monologue, 18.6% preferred to have words and its pronunciation, and 22.2% preferred to have some expression in English. The length of the materials that the students chose are 66.6% for <200 words, 29.7 for 200-300 words, and 3.7% for 300-400 words. The topics they preferred were about animation (81.5%), recent issue (11.1%), daily life (7.4%).

**Table 4.4. Input of Reading and Writing Tasks**

Question Number	Students' needs	Total Answer	%
7	<b>What kind of input in reading tasks do students want? [input]</b>		
	a. articles from newspaper, magazines, internet, etc.	11	40.7%
	b. some difficult words inside the text	5	18.6%
	c. job vacancy	3	11.1%
	d. instruction/ manual	2	7.4%
	e. negotiation dialog	0	0
	f. announcement	2	7.4%
	g. proposal	0	0
	h. advertisement	4	14.8%
	i. graphic, chart, or table	0	0

<b>8</b>	<b>What kind of input in writing tasks do students want? [input]</b>		
	a. articles from newspaper, magazines, internet, etc.	8	29.7%
	b. some difficult words inside the text	2	7.4%
	c. job vacancy	5	18.5%
	d. instruction/ manual	4	14.8%
	e. meeting field note	0	0
	f. negotiation dialog	0	0
	g. announcement	2	7.4%
	h. proposal	1	3.7%
	i. advertisement	5	18.5%
	j. graphic, chart, or table	0	0
<b>11</b>	<b>How long is the Reading input that students want?</b>		
	a. < 200 words	7	26%
	b. 200-300 words	20	74%
	c. 300-400 words	0	0
	d. >400 words	0	0
<b>12</b>	<b>How long is the Writing input that students want?</b>		
	a. < 200 words	12	44.4%
	b. 200-300 words	15	55.6%
	c. 300-400 words	0	0
	d. >400 words	0	0
<b>15</b>	<b>What kind of topic of input in reading tasks do students want?</b>		
	a. Topic which is related to animation	25	92.5%
	b. Topic which is related to school environment	2	7.5%
<b>16</b>	<b>What kind of topic of input in writing tasks do students want?</b>		
	a. Topic which is related to animation	25	92.5%
	b. Topic which is related to school environment	2	7.5%

Based on the data above, in terms of reading input, 74% students preferred 200-300 words for the text material and 26% students preferred <200 words. For the input of reading, the students chose articles from newspaper, magazines, internet, etc. (40.7%), some difficult words inside the text (18.6%), advertisement (14.8%), job vacancy (11.1%), instruction/manual (7.4%), and announcement (7.4%). The topics of reading input that the students preferred were related to animation (92.5%) and school environment (7.5%). For writing input, 29.7% students chose articles from newspaper, magazines, internet, etc. 18.5% students chose job vacancy, 18.5% students chose advertisement, 14.8% students chose instruction/manual, 7.4% students chose some difficult words inside the text, 7.4% students chose announcement, and 3.7% students chose proposal. For the length of writing input, 55.6% students chose 200-300 words and 44.4% students choose <200 words. The topics for writing input that students chose were 92,5% related to animation and the rest chose school environment.

**Table 4.5. Activities in Listening and Speaking Tasks**

<b>Question Number</b>	<b>Students Needs</b>	<b>Total answer</b>	<b>%</b>
<b>17</b>	<b>What kind of activity in Listening tasks do students want?</b>		
	a. listening to the dialog and answering the questions	8	29.6%
	b. listening to the monologue and defining the appropriate pictures according to the dialog	2	7.4%
	c. responding the oral questions	2	7.4%
	d. determining information of short talk (radio advertisement, telephone, short announcement, etc)	4	14.8%
	e. listening to the oral text and note the information ( <i>note-taking</i> )	3	11.2%
	f. listening to the monologue/ dialog and deciding the true/ false statement according to the text	6	22.2%

	g. listening to the monologue/ dialog and getting the essence of the text	0	0%
	h. listening to the short oral text and completing information in the table	2	7.4%
<b>18</b>	<b>What kind of activity in Speaking tasks do students want?</b>		
	a. sharing opinion and ideas with friends	4	14.8%
	b. understanding and responding a conversation	5	18.6%
	c. having a discussion	4	14.8%
	d. doing presentation	0	0%
	f. describing something you like in English	2	7.4%
	g. sharing information	2	7.4%
	h. role playing	10	37%
	i. story telling	0	0%
	j. giving and answering questions	0	0%
	k. practicing the dialog/conversation	0	0%

In terms of listening activities, the students who preferred to listen the dialog and answer the questions were 29.6%. They also wanted to have an activity about true and false statement (22.2%). The rest of the students chose the other activities like listening to the monologue and defining the appropriate pictures according to the dialog (7.4%), responding the oral questions (7.4%), determining information of short talk (radio advertisement, telephone, short announcement, etc) (14.8%), listening to the oral text and note the information (*note-taking*) (11.2%), and listening to the short oral text and completing information in the table (7.4%)

For speaking activities, 37% students liked to have a role play activity, 18.6% for understanding and responding a conversation, 14.8% for sharing

opinion and ideas with friends, 14.8% for having a discussion, 7.4% for describing something you like in English, and 7.4% for sharing information.

**Table 4.6. Procedure in Reading and Writing Tasks**

<b>Question Number</b>	<b>Students' needs</b>	<b>Total Answer</b>	<b>%</b>
<b>19</b>	<b>What kind of activity in Reading tasks do students want?</b>		
	a. reading a text and determining the main idea	5	18.5%
	b. reading a text and determining detail information	2	7.5%
	c. getting a meaning from a certain term in English	5	18.5%
	d. defining the synonym of certain words	9	33.3%
	e. reading a certain text and answering the following questions	3	11.1%
	f. reading a short text and paraphrasing the text	3	11.1%
<b>20</b>	<b>What kind of activity in Writing tasks do students want?</b>		
	a. arranging jumbled words into a sentence	10	37%
	b. completing the blanks in a text	3	11.1%
	c. writing a paragraph	0	0
	d. making a work report	0	0
	e. arranging jumbled sentences into a paragraph	12	44.5%
	f. reviewing a text on a certain topic	1	3.7%
	g. writing a monologue text	1	3.7%

Concerning reading activities, the students preferred defining the synonym of certain words (33.3%) and they preferred read a text and determine the main idea (18.5%). They also wanted to have some activity of getting a meaning from a certain term in English (18.5%). The rest were reading a certain text and answering the following questions (11.1%), reading a short text and paraphrasing the text (11.1%), and reading a text and determining detail information (7.5%).

In writing activities, they preferred to arrange jumbled sentences into a good paragraph (44.5%). They also preferred to arrange jumbled words into a sentence (37%). The other activities that students chose were completing the blanks in a text (11.1%), reviewing a text on a certain topic (3.7%), and writing a monologue text (3.7%).

**Table 4.7. Learner Roles**

<b>Question Number</b>	<b>Students' needs</b>	<b>Total Answer</b>	<b>%</b>
<b>25</b>	<b>What should students do in a teaching and learning process?</b>		
	a. being passive participants	0	0
	b. being responsive participants	12	44.4%
	c. being listeners and performers in the class	0	0
	d. being involved participants	5	18.5%
	e. being participants who are responsible to their ability either in the class or out the class	5	18.5%
	f. listening to the teacher's explanation	1	3.7%
	g. doing the teacher's instruction	3	11.1%
	h. taking a part in the classroom	1	3.7%
	i. doing systematically analysis to the designed materials	0	0
	j. giving suggestion, critic, and feedback to the teacher's style in teaching	0	0
	k. organizing information from the material to break a problem	0	0
	l. making a good interaction to the other friends in the class	0	0
	m. being cooperative when teacher gives assessment	0	0

The next component is the learner role. The students preferred to be responsive participants (44.4%). It means that they wanted to be active during the teaching and learning activity. They also wanted to be involved participants (18.5%). The other roles that students chose were being participants who were



responsible to their ability either in the class or out the class (18.5%), doing the teacher's instruction (11.1%), taking part in the classroom (3.7%), and listening to the teacher's explanation (3.7%)

**Table 4.8. Teacher Roles**

Question Number	Students' needs	Total Answer	%
<b>24</b>	<b>What should an English teacher do in a teaching and learning process?</b>		
	a. being instructor	1	3.7%
	b. being observer	0	0
	c. being participant	0	0
	d. being facilitator	5	18.5%
	e. giving motivation	12	44.5%
	f. explaining the activity that students do	2	7.4%
	g. monitoring the development of student's ability of English	0	
	h. giving students chance to share or ask for questions	5	18.5%
	i. giving feedback	2	7.4%

In the teacher's role, they preferred the teacher to be a motivator (44.5%).

They wanted the teacher motivate them to be a good person. The other students wanted the teacher to be facilitator (18.5%), giving students chance to share or ask for questions (18.5%), explaining the activity that students do (7.4%), giving feedback (7.4%), and being instructor (3.7%).

**Table 4.9. Setting of Teaching and Learning Process**

Question Number	Students' needs	Total Answer	%
<b>26</b>	<b>What kind of setting of teaching learning process do students want?</b>		
	a. individual	10	37%
	b. in pairs	8	29.7%
	c. in group	9	33.3%

The last component is setting. It dealt strongly with how the students would do the task, where they would do it, and in which kind of grouping they would be in. In the teaching and learning setting, they preferred to have modern technology in their teaching and learning process (74%). They also wanted to learn English in groups (11.1%). The other students wanted do the teaching and learning process in pairs (7.4%) and interactive teaching and learning process (7.4%).

## **2. The Course Grid**

After an analysis on the learners' needs and learning needs had been done, the next step was writing course grid. Course grid was used as a guideline in designing units of materials. In writing course grid, the researcher had to pay attention to the results of needs analysis, standard of competences and the basic competences of SMK (vocational high school).

In SMK, each level has different Standard of Competence. At novice level, the Standard of Competence is '*Communicate using English in novice level*'. The researcher focused on the second semester of the novice level. There are two basic competences – *1.7. Comprehending foreign words and terms and also simple words in correct order*, and *1.8. Writing simple invitation*.

The researcher decided to make those basic competencies into three units. As the students chose in previous step – needs analysis, the topic of this designed materials are mostly about animation. The first basic competency, *1.7. Comprehending foreign words and terms and also simple words in correct order* was used to make the first and second unit. And the third unit was designed based

on the second basic competency *1.8. Writing simple invitation*. The course grid written as the result of the needs analysis can be seen in the appendix.

### **3. The Unit Design**

After developing the course grid, the units were developed. Three units of materials contained 19 to 20 tasks each. The description of each of the developed unit is presented below. Here is the outline for the general design of the units:

- a. Unit title
- b. Objectives
- c. Lead-in
- d. Main Teaching and Learning Activities
  - 1) Listening and Speaking Sections
  - 2) Reading and Writing Sections
- e. Let's Check Your Competence
- f. Let's Make Reflection
- g. Let's Make a Summary
- h. Vocabulary List

Each unit consisted of the components above. It began with a title which was chosen from the topic or theme related to the need analysis and basic competency. Then, it had to have one or two paragraphs in the opening section as objectives, it consisted of the goal of learning the unit. Then after the objectives, there was a part called Lead-in. In this part; students were given a picture and list of questions to help them build their background knowledge about the topic they were learning. After the Lead-in part, it came to the main teaching and learning

process. It consisted of “Listening and Speaking Sections” and “Reading and Writing Sections”.

Let’s Check Your Competence was the part after teaching and learning process. In this part the students were given a task related to the unit to check whether they understood about the unit or not. Then there was a part called Let’s Make a reflection, it was used for the student to assess their self. After reflection part, there was a part that summarized all materials in the unit, it was called Let’s Make a Summary. The last part in each unit was Vocabulary List, this part was used for the students who wanted to check the difficult or unfamiliar words. The more specific description of each unit is given as follows.

The title of Unit 1 was “Creating Animation”, this unit talked about expressing preferences and capabilities. Then below the title there was a box where the goals were written. Following the goals part, there was *Lead-in*. In this section, there were pictures about a man sitting at the front of computer creating an animation and about bounce animation. And then this picture was followed by some questions about the topic that the students would learn.

Listening tasks in this unit were given in Task 2, Task 3, Task 4, Task 5, Task 7, and Task 8. In Task 2, students were given a listen and answer task. In this task, the students had to listen the expression of preferences and capabilities, after that they had to write the expression. In Task 3, the students still listened to the dialog in Task 2, and then the students had to answer the multiple choice task. In Task 4 the students listened to the teacher about the expression of preferences and capabilities. In task 5, the students listened to the dialog and wrote the

missing word in the dialog, the missing words were provided. In Task 7, the student had to listen to the dialog and complete the dialog. The last listening task is Task 8, in this task the students had to listen to the dialog in Task 7 and gave a checkmark to the correct sentences that were provided in Task 8.

Speaking tasks were given in Task 6, Task 9, Task 10 and Task 11. In task 6, the activity was about pronunciation of *can*, *can't*, and *cannot*. In Task 9, the students had to act out the dialog in Task 7. In Task 10 there were some guides for the students to express their preferences and capabilities to the other friend. They needed to have a conversation each other. The free guided task of speaking was in Task 11, the students needed to have a conversation with his/her friend about animation.

Reading tasks were given in Task 12, Task 13 and Task 14. The reading section was begun with vocabulary list in Task 12. Some difficult and unfamiliar words in the text of Task 13 were presented in the table. In Task 13, there was a report text about animation software that followed by some statements. Students needed to write true or false on each statement. If the statement was false, students needed to correct the statement. In Task 14, the students had to find the main idea of the text. The text was taken from Task 13.

In Task 15 there were some explanation about report text and an example of it. In Task 16, there were some notes about *Present Tense*, some examples also provided in this task.

Writing tasks were given in Task 17, Task 18 and Task 19. In Task 17 students had to fill in the missing words of the report text. The missing words

were provided, In Task 18 there were jumbled paragraphs and the students needed to arrange the jumbled paragraphs to be a good paragraph. The last task is Task 19, in this task students had to create a short report text individually.

At the last part of Unit 1, there was a check competence section, this part was used to check students understanding. After that, there was a reflection part, it was for self-evaluation for the students. Then there was a summary part, all materials in Unit 1 were summarized in this part. And the last was vocabulary part, to show all difficult and unfamiliar words in Unit 1.

Unit 2 was named under the title “*Where is Walt Disney Studio?*” There were some objectives below the title. Following the objectives, there was *Lead-in*. In this section, students were given two pictures, one for the title and the other for the task in Task 1. The students were given some questions about the topic that would lead them to the next activities.

Listening tasks in this unit were given in Task 2, Task 3, Task 4, Task 5 and Task 6. In Task 2, the students had to listen to the dialog and identify some expressions in the dialog. In Task 3, some questions needed to be answered by the students. The questions were related to the Task 2. In Task 4, the students were given the note of some expressions about asking and giving direction. In Task 5, the students were given exercise about completing dialog. And the last listening task, Task 6, was about deciding location based on a dialog.

There were 4 tasks of reading in this unit. They were Task 7, Task 8, Task 9 and Task 10. In Task 7, the students needed to complete a dialog and act it out. And then in Task 8, they had a conversation with his/her partner about asking and

giving direction. In Task 9, there was a picture and the students had to complete some conversations based on the picture. After that, they needed to act it out. In Task 10 the students had to create a conversation with the partner about asking and giving direction based on her/his town.

After listening and speaking tasks, there were reading and writing tasks. For reading section, there were Task 11, Task 12, Task 13, Task 14 and Task 15. Task 11 was *Lead-in* for reading section. In Task 12 there was a procedure text about “*How to Visit Walt Disney World*” and followed by some true/false questions. And then Task 13 was about questions based on the text in Task 12. In Task 14, there were some explanations about procedure text. And in Task 15 there was another procedure text and followed by some questions.

Reading tasks were given in Task 16, Task 17, Task 18 and Task 19. In Task 16 the students had to complete the missing words in a procedure text. In Task 17 there was a matching exercise. Students needed to match the picture and the paragraph. And then in Task 18, the students needed to create a procedure text based on the picture given in this task. And the last task was Task 19, the students needed to create a procedure text about drawing a character that they already knew.

At the last part of Unit 2, there was a check competence section, this part was used to check students understanding. After that, there was a reflection part, it was for self-evaluation for the students. Then there was a summary part, all materials in Unit 2 were summarized in this part. And the last was vocabulary part, to show all difficult and unfamiliar words in Unit 2.

The last unit is Unit 3. The constructions of all units were the same, so Unit 3 had same construction with the other units. It started with a title “*Watching Animation Movies*”. After that there was a part called objectives that told the students about the goal of the unit. And then after the objectives, it was followed by a picture about the topic. After the picture, there was a picture in Task 1 and followed by some questions about the picture.

Listening tasks were given in Task 2, Task 3, Task 4, Task 5, Task 6 and Task 7. Task 2 was about listening and identifying some expressions about accepting and declining invitation. In Task 3 students had to listen to a dialog in Task 2 and answer the questions. Task 4 contained some explanations about expressions of accepting and declining an invitation. In Task 5 there was an exercise about completing a dialog with correct expressions based on the dialog that they heard. In Task 6 the students needed to answer some questions based on the Task 5. And the last task of listening is Task 7, the students had to answer some questions based on the dialog that they heard.

For speaking section, there were Task 8, Task 9, Task 10 and Task 11. In Task 8 the students had to complete a conversation and act it out. After that in Task 9 the students had to complete some conversations based on the key that was given in the task, and then they needed to act out the conversations. In Task 10 there were some clues to create a conversation about inviting someone. They had to create the conversation and act it out. The last task about speaking was Task 11. In that task, the students had to create a conversation and act it out with his/her partner.



After speaking section, there was reading and writing section. In reading section, there were Task 12, Task 13, Task 14 and Task 15. In Task 12 there was lead in to the topic of reading. It had some questions about watching movie in recount text. After that, Task 13 contained a recount text and some true/false question about the text. In Task 14 there were some comprehending questions about the text in Task 13. In Task 15, there were some explanations about recount text.

In Task 16 there were some notes about simple past tense, which were given to the students to emphasize the use of simple past tense in recount text. After that there were Task 17, Task 18 and Task 19 in writing section. Task 17 contained a recount text with some blank spaces. The students had to fill the blank spaces with the correct words. The words were provided in the task. In Task 18 there were some explanations and samples of irregular verb, and then it was followed by the exercise about correcting the wrong verbs. In Task 19 the students had to create a short recount text.

At the last part of Unit 3, there was a check competence section, which was used to check students understanding. After that, there was a reflection part, it was for self-evaluation for the students. Then there was a summary part, all materials in Unit 3 were summarized in this part. And the last was vocabulary part, to show all difficult and unfamiliar words in Unit 3.

#### **4. The expert judgment data and the 2<sup>nd</sup> draft**

In this stage, the material were judged and validated by an expert before being tried out. Generally, there were four components of the material that needed

to be judged and validated. They were content, language, layout, and methodology. Those components were judged and developed into an expert judgment questionnaire. The result of the expert judgment can be seen in the following tables.

**a. The Expert Judgment Data (Content)**

**Table 4.10. Expert Judgment Data (Content)**

No	Statement	Judge
1	The learning materials based on the SK/KD for grade X animation program at SMK N 3 Bantul.	Agree
2	The learning materials lead the students to get explicit comprehension about parts of texts formation (such as: social function, linguistic features, meaning, and structure).	Agree
3	The texts in the learning material lead the students to the social function competency (interpersonal, transactional, and functional) that have correlation with the daily life	Partially Agree
4	The texts in the learning material lead the students to think systematically.	Partially Agree
5	The texts in the learning material lead the students to improve communication skill.	Partially Agree
	Advice: The text in the learning materials should be ordered systematically	

As seen in the table, the expert agreed that the learning materials are based on the SK/KD, also she agreed that the learning materials lead the students to get explicit comprehension about parts of text formation. There were some points that the expert partially agreed. The expert partially agreed on the texts in the learning materials. The texts should lead the students to the social function competency and be ordered systematically. The texts also should improve the students in communication skill. The expert proposed suggestions to develop the learning materials. She suggested that the texts should be ordered systematically.

### b. The Expert Judgment Data (Language)

**Table 4.11. Expert Judgment Data (Language)**

No	Statements	Judge
6	The language used in the explanation is appropriate with the cognitive level of the students.	Disagree
7	The level of difficulty and familiarity of the language is explicitly facilitated.	Disagree
8	The language used is appropriate to the socio-emotional of the learners.	Disagree
9	The messages are presented in this unit is clear and easy to understand.	Partially Agree
10	The messages are presented in English properly.	Partially Agree
	Advice: Please present the messages using English properly	

It can be seen from the table that the expert disagreed with the appropriateness of the language in the materials. Based on the expert's opinion, the language was not appropriate with the cognitive level of the students, the level of difficulty and familiarity of language were not explicitly facilitated. The language was not appropriate with the socio-emotional of the learners. The expert partially agreed on the point 9 and 10. Those were about the messages. They should be easy to understand. The messages also had to be presented in English properly.

### c. The Expert Judgement Data (Layout)

**Table 4.12. Expert Judgment Data (Layout)**

No	Statements	Judge
11	Overall layout was attractive.	Partially Agree
12	The size of the font was proportional	Agree
13	Not using too many fonts.	Strongly Agree
14	The use of the fonts (bold, italic, all capital, small capital) was	Strongly

	not excessive.	Agree
15	The pattern of layout elements (title, subtitle, text, captions, and page numbers) was printed proportionally.	Strongly Agree
16	The overall presentation of the illustration (pictures, tables, and so on) was harmonious and interesting.	Disagree
17	Illustration was able to clarify the presentation of the materials	Partially Agree
18	Captions were placed close to the illustration with a smaller size than the text font.	Disagree
	Advice: Picture for dialogue practice. When a dialogue is represented by animated picture then should follow, do not mix animation. The first picture P 1. A man! Don't you think a picture which represents the target would be more appropriate?	

Furthermore, the expert thought that the overall layout was quite attractive.

There were two points that the expert disagreed on. They were about the illustration (picture, tables and so on) and the caption. She suggested the writer to make the picture more appropriate with the content.

#### **d. The Expert Judgement Data (Methodology)**

**Table 4.13. Expert Judgment Data (Methodology)**

No	Statements	Judge
19	Materials and tasks are presented in the form of texts, communicative acts, illustration and symbols by using a regular pattern and sequence.	Agree
20	Materials and tasks presented in the form of texts, communicative acts illustration and symbols are balanced.	Partially Agree
21	The presentation of the materials and assignments encourage learners to have interaction with the other students and teacher in English.	Agree
22	The presentation of the materials and assignments encourage learners to complete various communicative activities both orally and writing independently.	Agree
23	The presentation of materials and tasks encourage learners to take responsibility for their own learning process.	Partially Agree
24	The presentation of materials and tasks encourage learners to recognize their success and lacks in learning process.	Partially Agree
25	The presentation of materials and tasks were presented systematically.	Partially Agree

26	The learners activities are various (i.e. questions and answers, matching, games, role plays, information gap activity, etc)	Partially Agree
27	The setting of learning process was various, started from individually, in pair, and in group	Agree
	Advice: -	

In terms of the presentation used in the learning materials, the expert agreed that the tasks were presented in the form of texts, communicative acts, illustration and symbols by using a regular pattern and sequence. The presentation of the learning materials and assignments also encouraged learners to have interaction with the other students and teacher in English. The expert also agreed that the presentation of the materials and assignments encouraged learners to complete various communicative activities both orally and writing independently. And the last point that the expert agreed was the setting of the learning process, the learning process was various, started from individually, in pair, and in group.

In addition, the expert noted that some points still needed to be improved. They were about the balancing of the communicative act illustration and symbols, the presentation of learning materials should encourage learners to take the responsibility for their own learning process. The other points were still about the presentation of learning materials, it should encourage learners to recognize their success and lacks in the learning process. The learning materials should be presented systematically, and it should be various.

To measure the learners' achievement in completing the task and the activities, the expert suggested the writer to add self check. It was aimed to give students space to reflect about what they had learnt in this unit.

### e. The Evaluations and Revisions of Unit 1

The suggestions and revisions of Unit 1 can be seen in Table 4.14, and the revised materials can be seen in Appendix F.

**Table 4.14. Suggestions and Revisions for Unit 1**

<b>Task</b>	<b>Suggestion</b>	<b>Revision</b>
Page 1	Add source for the picture	Adding source of the picture
Page 1	Change the picture to be more appropriate to the students	Changing the picture about students creating animation
Task 1	Add source for the picture	Adding source the picture
Task 2	Make Task 2 easier	Decrease the amount of blank words
Task 2	Remove the comma	Removing the comma
Task 4	Add source for the picture	Adding source of the picture
Task 4	Make the font of the content not in bold format	Revising the font in regular format
Task 4	The position of the balloons should be different.	Moving the chat balloons that have question content higher.
Task 5	Add source for the picture	Adding source of the picture
Task 6	Add slashes on the transcription	Adding slashes on the transcription
Task 7	Add source for the picture	Adding source of the picture
Task 8	Add source for the picture	Adding source of the picture
Task 12	Add pronunciation transcription to the vocabulary list	Adding pronunciation transcription to the vocabulary list
Task 13	Add source for the picture	Adding source of the picture
Task 18	Add source for the picture	Adding source of the picture
	Add self-evaluation for the students	Adding self evaluation for the students
	Add pronunciation transcript for the difficult words in the vocabulary list	Adding the pronunciation transcription.

### f. The Evaluations and Revisions of Unit 2

The suggestions and revisions of Unit 2 can be seen in Table 4.15, and the revised materials can be seen in Appendix F.

**Table 4.15. Suggestions and Revisions for Unit 2**

<b>Task</b>	<b>Suggestion</b>	<b>Revision</b>
Page 1	Add source for the picture	Adding source of the picture

Task 1	Add source for the picture	Adding source of the picture
Task 2	Make Task 2 easier	Decrease the amount of blank words
Task 4	Add source for the picture	Adding source of the picture
Task 4	Make the font of the content not in bold format	Revising the font in regular format
Task 5	Add source for the picture	Adding source of the picture
Task 8	Add source for the picture	Adding source of the picture
Task 8	The position of the balloons should be different.	Moving the chat balloons that have question content higher.
Task 9	Add source for the picture	Adding source of the picture
Task 15	Add source for the picture	Adding source of the picture
Task 16	Add source for the picture	Adding source of the picture
Task 17	Add source for the picture	Adding source of the picture
Task 18	Add source for the picture	Adding source of the picture
	Add self-evaluation for the students	Adding self evaluation for the students
	Add pronunciation transcription for the difficult words in the vocabulary list	Adding the pronunciation transcription.

#### a. The Evaluations and Revisions of Unit 3

The suggestions and revisions of Unit 3 can be seen in Table 4.16, and the revised materials can be seen in Appendix.

**Table 4.16. Suggestions and Revisions for Unit 3**

Task	Evaluation	Revision
Page 1	Add source for the picture	Adding source of the picture
Task 1	Add source for the picture	Adding source of the picture
Task 2	Make Task 2 easier	Decrease the amount of blank words
Task 4	Make the font of the content not in bold format	Revising the font in regular format
Task 5	Add source for the picture	Adding source of the picture
Task 8	Add source for the picture	Adding source of the picture
Task 8	The position of the balloons should be different.	Moving the chat balloons that have question content higher.
Task 10	Add source for the picture	Adding source of the picture
Task 13	Add source for the picture	Adding source of the picture
Task 16	Emphasize the pattern of simple past tense using something	Adding boxes to the pattern of simple past tense

Task 18	Add source for the picture	Adding source of the picture
	Add self-evaluation for the students	Adding self evaluation for the students
	Add pronunciation transcription for the difficult words in the vocabulary list	Adding the pronunciation transcription.

## **5. The Second Draft of English Learning Materials**

The results of expert judgement were used to revise the first draft of the materials. And then the first draft was revised in response to the comments and suggestions from experts into the second draft of the materials. The second draft of the materials were implemented to the first grade of Animation program at SMK N 3 Kasihan Bantul Yogyakarta.

## **6. The Try-out of the Materials**

As stated in chapter III, the designed materials that had been developed would be implemented. In this section the researcher described the try-out process that had been done. After analyzing the designed materials, the English teacher allowed the researcher to implement the materials.

The implementation was held in September 2012. Because the teacher did not want to hold the try-out by himself, the researcher acted as the English teacher in the implementation. To conduct the try-out, the researcher was assisted by a partner.

### **a. The Description of Unit 1.**

The try-out of unit 1 was conducted in two meetings. The meetings were conducted in 1<sup>st</sup> and 4<sup>th</sup> of September 2012. Unit 1 consists of nineteen tasks. Here is the brief description of the whole task in Unit 1.



**Table 4.17. The Description of Unit 1**

Task	Instruction and description	Function
1	Study the picture below and answer the questions. Description: In this task there is a picture. The picture describes the topic in the Unit 1. In this task the students were asked to answer the questions about the situation in the pictures orally.	Prompting the students toward the topic of the unit.
2	Listen to the dialog and identify some expressions of preferences and capabilities you can find in the dialog. Do it individually. The listening script is in the Appendix. Description: In this task the students listened a conversation and then identify the expression of preferences and capabilities	Introducing expression of preferences and capabilities
3	Listen to the dialog in task 2 again and answer the question. Description: In this task the students will answer some multiple choice questions based on the Task 2.	Giving opportunities to the students to listen and comprehend the context that will be used in deciding the answer of the questions
4	Study the following expressions in small group. Listen to the teacher and repeat after him. Description: In this task there were some example of preferences and capabilities expressions	Giving the students example about how to express preferences and capabilities.
5	Complete the following conversation with the correct words in the box. Compare your answers with a classmate's. The listening script is in the Appendix Description: In this task the students complete the conversation based on the conversation that they heard.	Giving opportunities to the students to listen and comprehend the context that will be used in deciding the correct word.
6	In the dialogue between Roni and Andre (Task 5) you find the word 'can' and "can't". How do you pronounce it? Description: In this task were three words that have similar pronunciation. The students were asked to say those words after the teacher.	Introducing correct pronunciation of can, cannot and can't to the students
7	Listen to the following conversation. Then, complete the dialogue. The listening script is in the Appendix.	Giving opportunities to the students to listen and comprehend the

	<p>Description: In this task there is a conversation that should be completed. On this task the students were asked to complete the dialogue based on the listening materials.</p>	context that will be used in deciding the correct word.
8	<p>After you completed the conversation above (Task 7), listen to it again and give a (v) check mark to the sentence that correct based on the conversation.</p> <p>Description: In this task the students were asked to give a check mark to the correct statement based on the conversation in Task 7.</p>	Giving opportunities to the students to listen and comprehend the context that will be used in deciding whether the statements are true or false.
9	<p>Act out the conversation in Task 7 with your friend.</p> <p>Description: In this task the students were asked to act out the conversation in Task 7 with their partner.</p>	Giving the students example about how to express preferences and capabilities.
10	<p>Have a conversation in pairs. Express your capability and your preference to your friend. Look at the guide.</p> <p>Description: In this task the students create a conversation about expressing preferences and capabilities based on the guide.</p>	Giving the students example about how to express preferences and capabilities.
11	<p>Have a conversation in pairs. Express your capability and your preference about animation to your friend.</p>	Providing free activity for the students.
12	<p>Study the words below.</p> <p>Description: There are list of unfamiliar words that would be found in the next task.</p>	Increasing the vocabulary mastered of the students.
13	<p>Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.</p> <p>Description: In this task the students had to read the text and then answer the true and false questions based on the text.</p>	As a reading comprehension activity.
14	<p>Study the following notes and find the main idea of each paragraph of the text in Task 13, do it in small group.</p> <p>Description: In this task the students were given the explanation of finding the main idea. And then they need to find the main idea of text in Task 13.</p>	Giving students explanations about finding main idea and free activity
15	<p>Study the following notes.</p> <p>Description: In this task the students were</p>	Giving students explanations about

	given the explanation of report text.	report text.
16	Study the note below. Description: In this the students were given the explanation of present tense.	As a grammar focus activity.
17	Fill in the blanks with correct verb forms. Compare your answers with your classmate's sitting next to you. Look at the example. Description: In this task the students filled the missing words. The missing words were available.	As a grammar focus activity.
18	Arrange the jumbled paragraphs into a good report text. Description: In this task the students arranged the jumbled paragraphs into a good report text.	Giving opportunity to the students to practice their writing ability.
19	Based on the notes in Task 11, write a short report text about animation technique. And then submit your report text to your teacher.	To provide free activity for the students.

#### **b. Data Analysis of Unit 1**

This research was not focused on the improvement of students' performance before and after the materials tried-out. There was no experimental and control group. The data were then collected by using questionnaire and interview. The try out questionnaire aimed to see the quality of content, components and design of the materials. The results of the data led to a new final product. The results of Unit 1's feedback from the students about the materials in try out from the aspect of content, components and design qualities can be seen in this table below.

**Table 4.18. Students' Feedback on Unit 1**

No	Statements	Total score	Mean	Category
1	The learning materials have been suitable with the background of the students'	117	4.3	Very Good

	animation program.			
2	The learning materials are suitable with the English level of students' animation program.	108	4	Good
3	The learning materials are challenging/not too easy.	98	3.6	Good
4	The learning materials are suitable with the students' interest.	104	3.8	Good
5	The learning materials motivate the students to learn.	114	4.2	Good
6	The learning materials can improve students' English skills	117	4.3	Very Good
7	The learning materials improve students' English vocabulary.	114	4.2	Good
8	The learning materials have various activities	112	4.1	Good
9	The activities in the materials give students opportunity to practice.	110	4	Good
10	The learning materials sequenced from the easiest one to the difficult one.	113	4.1	Good
11	The designed learning materials were completed by clear instruction.	109	4	Good
12	The activities in this unit were completed by clear instruction.	113	4.1	Good
13	The use of font, color, and font size	117	4.3	Very Good
14	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	113	4.1	Good
15	The lay-out of this unit was interesting.	109	4	Good
16	This unit helped the students to reach the goal	110	4	Good

The table shows that the data have the mean scores range from 3.6 to 4.3. Item number 1, 6, and 13 have the highest mean value of 4.3, while the lowest mean value is item number 3 with 3.6. According to the quantitative conversion proposed by Sudijono, 2003: 335, the highest mean value belongs to “very good” category since the range of the mean value is more than 4.2. Below the “very good” category, there is a “good” category, the range of this category is more than

3.4 but less than and be equivalent with 4.2. Since the lowest mean value is 3.6, it means that most of the students agreed that the content in the learning materials were suitable for them. The data supported by the following interview.

-----

T: *Bagaimana menurut anda tentang materi yang saya buat secara umum?* (What do you think of the learning materials in general?)

S: *Menurut saya baik ya, karena ini menarik, ada background gambar, layout nya juga bagus, mudah dimengerti. Ditambah gambar lebih bagus. Tentang soalnya, materi2 yang diajarkan itu sudah masuk dengan standar animasi karena membahas soal animasi.* (I think it is good. It is interesting because it has some pictures for the background and the layout is nice, easy to understand. It is better if you add some pictures. The learning materials have fulfilled the requirements in animation)

T: *Kemudian bagaimana tentang kesulitan materinya?* (How about the level of learning materials?)

S: *Tergantung orangnya jg mas, tapi bagi saya ada yang menantang dan ada yang lumayan dan ada yang mudah, bervariasilah.* (I think it depends on the students, the learning materials are various.)

T: *Kekurangan dari materi saya yang buat apa?* (What are the lacks of the learning materials?)

S: *Menurut saya sudah memenuhi, tidak ada kekurangan.* (In my opinion the learning materials is good, There was no lack)

T: *Saran untuk materi yang saya buat?* (Is there any suggestion?)

S: *Mungkin isinya ditambah dengan situasi masa muda sekarang mas, kalo yang itu-itu saja kan sudah bosan.* (In my opinion, maybe adding some situations that represent our young life.)

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### **c. Conclusion of Unit 1**

Based on the result of the analysis this unit was effective as stated by the whole students. This could be represented in the following table.

**Table 4.19. Analysis Result of Unit 1**

No	Statements	Analysis
1	The learning materials have been suitable with the background of the students' animation program.	Effective
2	The learning materials are suitable with the English level of students' animation program.	Effective
3	The learning materials are challenging/not too easy.	Effective
4	The learning materials are suitable with the students' interest.	Effective
5	The learning materials motivate the students to learn.	Effective
6	The learning materials can improve students' English skills	Effective
7	The learning materials improve students' English vocabulary.	Effective
8	The learning materials have various activities	Effective
9	The activities in the materials give students opportunity to practice.	Effective
10	The learning materials sequenced from the easiest one to the difficult one.	Effective
11	The designed learning materials were completed by clear instruction.	Effective
12	The activities in this unit were completed by clear instruction.	Effective
13	The use of font, color, and font size	Effective
14	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	Effective
15	The lay-out of this unit was interesting.	Effective
16	This unit helped the students to reach the goal	Effective

**d. The Revisions of Unit 1**

The data obtained from the questionnaire and the interview results were used to revise the materials. Below is the table of the revision of Unit 1.

**Table 4.20. Suggestions and Revisions for Unit 1**

No	Task	Suggestion	Revision
1.	Task 8	Add the translation of difficult words.	Adding the translation of difficult words.
2.	Task 10	Add an image for illustration.	Adding an image for illustration.
3.	Vocabulary List (Page 17)	Add the translation of difficult words.	Adding the translation of difficult words

### e. The Description of Unit 2.

The try-out of unit 2 was conducted in two meetings. The meetings were conducted in 8<sup>th</sup> and 11<sup>th</sup> of September 2012. Unit 2 consists of nineteen tasks. Here is the brief description of whole task in Unit 2.

**Table 4.21. The Description of Unit 2**

Task	Instruction and description	Function
1	Study the picture below and answer the questions. Description: In this task there is a picture. The students were asked to answer the questions.	Introducing the topic that will be learnt in this unit.
2	Listen to the dialog and identify some expressions of asking and giving direction you can find in the dialog. Do it individually. The listening script is in the Appendix. Description: In this task the students had to listen a conversation and then identify the expression of asking and giving direction.	To introduce expression of preferences and capabilities
3	Listen to the dialog in task 2 again and answer the question. Description: In this task the students will answer some questions based on the Task 2.	To check the students' listening skill
4	Study the following expressions in small group. Listen to the teacher and repeat after him. Description: In this task there were some example of asking and giving directions.	To give the students example of how to ask and give directions.
5	Listen to the following dialogue. Then, complete the dialogue below with correct expressions. The listening script is in the Appendix. Appendix Description: In this task the students complete the dialogue based on the conversation that they heard.	To check the students' listening skill
6	Draw a circle on the letter to show the position of Michelle and Barnet based on the conversation in Task 5. Description: In this task the students were asked to locate the position of Michael and Barnet based on the conversation in Task 5.	To check the students' listening skill and comprehension about asking and giving directions.

7	<p>Complete the following conversation with the correct words in the box. Compare your answers with a classmate's. Then, act the conversation out.</p> <p>Description: In this task, the students were asked to complete the missing words. The words are provided.</p>	To check the students' comprehension about how to use the expressions of asking and giving directions.
8	<p>Have a conversation in pairs. Ask directions to your friends. Then switch, have your friend ask directions to you. Then, act the conversation out. Look at the example</p> <p>Description: In this task the students were asked to ask directions to his/her partner.</p>	To give the students example how to ask and give directions.
9	<p>Complete the following dialogues using expression of giving directions based on the picture. Your position is on the central of your city. Then act the conversation out. Do it in pairs.</p> <p>Description: In this task the students were asked to complete the dialogue based on the picture.</p>	To check the students' comprehension about how to use the expressions of asking and giving directions.
10	<p>Work with a partner and ask for and give directions to the following places below in your town. Decide between you on a starting point. Use some expressions of asking and giving directions. Then, act the conversation out.</p> <p>Description: In this task the students create a conversation about asking and giving directions.</p>	To provide free activity for the students.
11	<p>Answer these questions.</p> <p>Description: The students were asked to answer the questions.</p>	To introduce the topic of text that will be learnt.
12	<p>Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.</p> <p>Description: In this task the students had to read the text and then answer the true and false questions based on the text.</p>	To check student's reading comprehension.
13	<p>Answer these question based on text in Task 12.</p> <p>Description: In this task the students had to answer the questions based on the Task 12.</p>	To check student's reading comprehension.



14	Study the following notes. Description: In this task the students were given the explanation of procedure text.	Giving students explanations about procedure text
15	Read the text carefully and answer the questions. Description: In this task the students were asked to read the text and then answer the questions.	To check student's reading comprehension.
16	Fill in the blanks with the suitable words in the box. Compare your work with a classmate's. Look at the example. Description: In this task the students were asked to fill in the blanks with the correct word. The words are provided.	To check the students' comprehension about procedure text.
17	Match the picture to the paragraph. Compare your work with a classmate's. Look at the example. Description: In this task the students had to match the picture to the paragraph.	To check the students' comprehension about procedure text.
18	Write a procedure text based on these pictures. Description: In this task the students were asked to create a procedure text based on the picture.	To check the students' comprehension about writing a good procedure text.
19	Based on the notes in Task 11, write a procedure text about drawing a figure that you know and then submit your text to your teacher.	To provide free activity for the students.

#### f. Data Analysis of Unit 2

The results of Unit 2's feedback from the students about the materials in try out from the aspect of content, components and design qualities can be seen in this table below.

**Table 4.22. Students' Feedback on Unit 2**

No	Statements	Total score	Mean	Category
1	The learning materials have been suitable with the background of the students'	123	4.5	Very Good

	animation program.			
2	The learning materials are suitable with the English level of students' animation program.	116	4.2	Good
3	The learning materials are challenging/not too easy.	112	4.1	Good
4	The learning materials are suitable with the students' interest.	118	4.3	Very Good
5	The learning materials motivate the students to learn.	114	4.2	Good
6	The learning materials can improve students' English skills	117	4.3	Very Good
7	The learning materials improve students' English vocabulary.	119	4.4	Very Good
8	The learning materials have various activities	110	4.3	Very Good
9	The activities in the materials give students opportunity to practice.	115	4.2	Good
10	The learning materials sequenced from the easiest one to the difficult one.	113	4.1	Good
11	The designed learning materials were completed by clear instruction.	117	4.3	Very Good
12	The activities in this unit were completed by clear instruction.	114	4.2	Good
13	The use of font, color, and font size	115	4.2	Good
14	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	116	4.2	Good
15	The lay-out of this unit was interesting.	110	4	Good
16	This unit helped the students to reach the goal	114	4.2	Good

The Table shows that the data have the mean scores range from 4 to 4.5. Item number 1 has the highest mean value of 4.3, while the lowest mean value is item number 15 with 4. According to the quantitative conversion proposed by Sudijono, 2003: 335, the highest mean value belongs to “very good” category since the range of the mean value is more than 4.2. Below the “very good” category, there is a “good” category, the range of this category is more than 3.4

but less than and be equivalent with 4.2. Since the lowest mean value is 4, it means that most of the students agreed that the content in the learning materials were suitable for them. The data supported by the following interview.

---

T: *Bagaimana menurut anda tentang materi yang saya buat secara umum?* (What do you think of the learning materials in general?)

S: *Udah bagus dan baik, jadi muridnya bisa mengerti semua.* (I think it is good. The students can understand the learning materials)

T: *Kemudian bagaimana dengan desain dan layoutnya?* (How about the design and layout?)

S: *Lebih bagus lagi kalo gambarnya lebih menarik, lebih lucu dan up to date.* (I think it will be better using funny and up to date picture.)

T: *Kemudian bagaimana tentang kesulitan materinya?* (How about the level of learning materials?)

S: *Sudah bervariasi kok mas.* (I think the learning materials have been various)

T: *Kekurangan dari materi saya yang buat apa?* (What are the lacks of the learning materials?)

S: *Ya kalo bisa sih materi yang rumit dijadikan sebuah gambar yang bisa dimengerti murid* (If possible, using pictures on the difficult learning materials)

T: *Saran untuk materi yang saya buat?* (Is there any suggestion?)

S: *Ga ada mas* (I don't have any suggestion)

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### g. Conclusion of Unit 2

Based on the result of the analysis this unit was effective as stated by the whole students. This could be represented in the following table.

**Table 4.23. Analysis Result of Unit 2**

No	Statements	Analysis
1	The learning materials have been suitable with the background of the students' animation program.	Effective
2	The learning materials are suitable with the English level of students' animation program.	Effective
3	The learning materials are challenging/not too easy.	Effective
4	The learning materials are suitable with the students' interest.	Effective
5	The learning materials motivate the students to learn.	Effective

6	The learning materials can improve students' English skills	Effective
7	The learning materials improve students' English vocabulary.	Effective
8	The learning materials have various activities	Effective
9	The activities in the materials give students opportunity to practice.	Effective
10	The learning materials sequenced from the easiest one to the difficult one.	Effective
11	The designed learning materials were completed by clear instruction.	Effective
12	The activities in this unit were completed by clear instruction.	Effective
13	The use of font, color, and font size	Effective
14	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	Effective
15	The lay-out of this unit was interesting.	Effective
16	This unit helped the students to reach the goal	Effective

#### **h. The Revision of Unit 2**

The data obtained from the questionnaire and the interview results were used to revise the materials. Below is the table of the revision of Unit 2.

**Table 4.24. Suggestions and Revisions for Unit 2**

No	Tasks	Suggestion	Revision
1.	Task 5	Add an image for illustration	Adding an image for illustration
2.	Vocabulary List (Page 17)	Add the translation of difficult words.	Adding the translation of difficult words

#### **i. The Description of Unit 3.**

The try-out of unit 3 was conducted in two meetings. The meetings were conducted in 15<sup>th</sup> and 18<sup>th</sup> of September 2012. Unit 3 consists of nineteen tasks. Here is the brief description of whole task in Unit 3.

**Table 4.25 The Description of Unit 3**

Task	Instruction and description	Function
1	Study the picture below and answer the	Introducing the topic

	<p>questions.</p> <p>Description: In this task there are 4 pictures. The picture describes the topic in the Unit 3. In this task the students were asked to answer the questions about the situation in the pictures orally.</p>	that will be learnt in this unit.
2	<p>Listen to the dialog and identify some expressions of accepting and declining invitation you can find in the dialog. Do it individually. The listening script is in the Appendix.</p> <p>Description: In this task the students listened a conversation and then identify the expression of accepting and declining invitation</p>	To introduce expression of accepting and declining invitation
3	<p>Listen to the dialog in task 2 again and answer the question.</p> <p>Description: In this task the students will answer some multiple choice questions based on the Task 2.</p>	To check the students' listening skill
4	<p>Study the following expressions in small group. Listen to the teacher and repeat after him.</p> <p>Description: In this task there were some examples of accepting and declining invitation</p>	To give the students example of how to accept and decline an invitation
5	<p>Listen to the following dialogue. Then, complete the dialogue below with correct expressions. The listening script is in the Appendix.</p> <p>Description: In this task the students complete the conversation based on the conversation that they heard.</p>	To check the students' listening skill and comprehension about how to accept and decline an invitation.
6	<p>Answer the question based on the conversation in Task 5</p> <p>Description: In this task the students were asked to answer some questions based on the conversation in Task 5.</p>	To check the students' listening skill
7	<p>Listen to the dialog and answer the questions. Listening script is in appendix</p> <p>Description: In this task the students were asked to answer the questions based on the conversation they heard.</p>	To check the students' listening skill and comprehension about how to accept and decline an invitation.
8	<p>Complete the following conversation with the correct words in the box. Compare your answers with a classmate's. Then, act the</p>	To check the students' comprehension about how to accept and

	conversation out. Description: In this task the students were asked to complete the conversation and act it out.	decline an invitation.
9	Complete the following dialogues using expression of accepting and declining invitation. Then, act the conversation out. Description: In this task the students were asked to complete the conversation and act it out.	To check the students' comprehension about how to accept and decline an invitation.
10	Work with a partner and invite him/her to do an activity together with you. Use some of the expressions for inviting someone. The following clues will help you. Description: In this task the students were asked to create a conversation about accepting and declining invitation based on the clues.	To check the students' comprehension about how to accept and decline an invitation.
11	Work with a partner and invite him/her to do an activity together with you. Use some of the expressions for inviting someone. Then, act the conversation out. Description: In this task the students were asked to create a conversation about accepting and declining invitation with their partner. And then they had to act the conversation out.	To provide free activity for the students.
12	Answer these questions. Description: The students had to answer the questions	To introduce the topic of text that will be learnt.
13	Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example. Description: In this task the students had to read the text and then answer the true and false questions based on the text.	To check student's reading comprehension.
14	Read the text in Task 13 again and answer the questions. Description: In this task the students had to read the text and then answer the questions based on the text.	To check student's reading comprehension.
15	Study the following notes. Description: In this task the students were given the explanation of recount text.	Giving students explanations about recount text.

16	Study the note below and do the exercise. Description: In this the students were given the explanation of simple past tense and some exercises.	Giving students explanations about past tense.
17	Fill in the blanks with the suitable words in the box. Compare your work with a classmate's. Look at the example. Description: In this task the students filled the missing words. The missing words were available.	To check student's comprehension about the using of verbs in past tense
18	Study the note below and complete the short dialogues with the correct verb. Description: In this the students were given the explanation of irregular verbs and some exercises.	Giving students explanations about irregular verbs.
19	Based on the notes in Task 10, make a short recount text about your experience in watching movie and then submit your text to your teacher.	To provide free activity for the students.

#### j. Data analysis of Unit 3

The results of Unit 2's feedback from the students about the materials in try out from the aspect of content, components and design qualities can be seen in this table below.

**Table 4.26 Students' Feedback on Unit 3**

No	Statements	Total score	Mean	Category
1	The learning materials have been suitable with the background of the students' animation program.	116	4.2	Good
2	The learning materials are suitable with the English level of students' animation program.	110	4	Good
3	The learning materials are challenging/not too easy.	110	4	Good
4	The learning materials are suitable with the students' interest.	110	4	Good
5	The learning materials motivate the students	111	4.1	Good

	to learn.			
6	The learning materials can improve students' English skills	110	4	Good
7	The learning materials improve students' English vocabulary.	113	4.1	Good
8	The learning materials have various activities	114	4.2	Good
9	The activities in the materials give students opportunity to practice.	113	4.1	Good
10	The learning materials sequenced from the easiest one to the difficult one.	111	4.1	Good
11	The designed learning materials were completed by clear instruction.	109	4	Good
12	The activities in this unit were completed by clear instruction.	111	4.1	Good
13	The use of font, color, and font size	113	4.1	Good
14	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	111	4.1	Good
15	The lay-out of this unit was interesting.	109	4	Good
16	This unit helped the students to reach the goal	112	4.1	Good

The Table shows that the data have the mean scores range from 4 to 4.2.

The highest mean value is 4.2 and the lowest mean value is 4. According to the quantitative conversion proposed by Sudijono, 2003: 335, the highest mean value belongs to “very good” category since the range of the mean value is more than 4.2. Below the “very good” category, there is a “good” category, the range of this category is more than 3.4 but less than and be equivalent with 4.2. Since the lowest mean value is 4, it means that most of the students agreed that the content in the learning materials were suitable for them. The data supported by the following interview.

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T: *Bagaimana menurut anda tentang materi yang saya buat secara umum?* (What do you think of the learning materials in general?)



- S: *Masalah materi udah menarik, isinya juga lumayan, tapi yang kurang adalah kata-katanya. Dari invididu sendiri itu ada kata-kata yang belum bisa mengerti. Mungkin disederhanakan atau disediakan daftar kata-kata sulit.* (The learning materials are good enough. The lack is about the words. There were some difficult words that I don't know. Maybe the words can be simplified or we can add the list of difficult words)
- T: *Kemudian bagaimana tentang kesulitan materinya? Apakah sudah sesuai dengan jurusan animasi?* (How about the level of learning materials? Are the materials appropriate for animation program?)
- S: *Sudah bagus kok mas, udah sesuai dengan jurusan animasi* (The learning materials are good and appropriate for animation program)
- T: *Kekurangan dari materi saya yang buat apa?* (What are the lacks of the learning materials?)
- S: *Ya menurut saya ya cuma kata-kata tadi itu mas dan artinya dalam bahasa indonesia, untuk sekalian menghafalkan.* (In my opinion only about the words that I said before)
- T: *Saran untuk materi yang saya buat?* (Is there any suggestion?)
- S: *Ya seperti tadi itu mas.* (The suggestion is like what I said before about the words.)
- 

#### k. Conclusion of Unit 3

Based on the result of the analysis this unit was effective as stated by the whole students. This could be represented in the following table.

**Table 4.27 Result Analysis of Unit 3**

No	Statements	Analysis
1	The learning materials have been suitable with the background of the students' animation program.	Effective
2	The learning materials are suitable with the English level of students' animation program.	Effective
3	The learning materials are challenging/not too easy.	Effective
4	The learning materials are suitable with the students' interest.	Effective
5	The learning materials motivate the students to learn.	Effective
6	The learning materials can improve students' English skills	Effective
7	The learning materials improve students' English vocabulary.	Effective
8	The learning materials have various activities	Effective
9	The activities in the materials give students opportunity to	Effective

	practice.	
10	The learning materials sequenced from the easiest one to the difficult one.	Effective
11	The designed learning materials were completed by clear instruction.	Effective
12	The activities in this unit were completed by clear instruction.	Effective
13	The use of font, color, and font size	Effective
14	The use of lay-out and background in the designed materials were not disturbing students to read or accomplish this unit.	Effective
15	The lay-out of this unit was interesting.	Effective
16	This unit helped the students to reach the goal	Effective

### 1. The Revision of Unit 3

The data obtained from the questionnaire and the interview results were used to revise the materials. Below is the table of the revision of Unit 3.

**Table 4.28 Suggestions and Revisions for Unit 3**

No	Tasks	Suggestion	Revision
1.	Vocabulary List (Page 15)	Add the translation of difficult words.	Adding the translation of difficult words

## 7. Discussion

According to the observation that was conducted in the early stage of this research study, it was found that animation program's students needed all aspects of English skills to be developed into English learning materials which were based on their background study. It was caused by the condition of the English teaching and learning process which didn't have any appropriate English learning materials for students. Therefore, the designed English learning materials were based on the result of the first questionnaire (needs analysis) and the curriculum as well.

Learners' needs were collected through the needs analysis questionnaire. The results of the needs analysis were used to design the learning materials. The

learning materials provided various activities that could improve students' English proficiency.

There were two basic competences that were further developed in three units. Each unit consists of 19 tasks. All tasks in a unit have the same sections, they are *listening and speaking* sections and *reading and writing* sections. Those tasks were sequenced and organized according to Nunan's theory of grading, sequencing, and integrating tasks. The tasks were graded and sequenced by considering the input complexity, which was arranged from the less difficult to the difficult one.

The six task components of an effective task proposed by Nunan (2004) namely, goal, input, procedure, setting, learner role, and teacher role which are used to obtain the data in the material evaluation. Each component for each task was used to evaluate whether it is effective or not. The results of materials evaluation is presented as follows.

In terms of the goal of the task, there are three effective task goals. They are expressing preferences and capabilities, asking and giving directions, and accepting and declining invitations. These three goals are considered as communicative goals since the students were directed to perform language use in their life. Concisely, these goals are related to what Richards (2006: 1-2) says about the central theoretical concept in CLT that is communicative competence-being able to use language for meaningful communication.

In relation to task inputs, there are key vocabulary items, pictures, recordings, dialogues, grammar explanation and phonetic transcriptions. Those

inputs facilitated students to learn the language and to develop their knowledge on the language and use it in the daily life. The vocabulary list was introduced before the reading or listening tasks. It helped the students to construct fluency activities and to minimize anxiety. The phonetics transcription and grammar explanation in the learning materials helped the students to develop accuracy.

Regarding to tasks procedures, task sequence presented in the early discussion were applied. Since the procedures “specify what learners will do with the input that forms the point of departure for the learning task” (Nunan, 2004:52), the learning tasks provided effective activity which were sequenced into two sections, they were *listening and speaking section* and *reading and writing section*. Each section had guided activities, semi guided activities and free activities.

In terms of setting, working in pairs became the most frequent setting which was used in the tasks. It was because pairs work permits learners to interact with others and promotes learners to be independent (Harmer: 2001). Besides doing the tasks in pairs, they were usually doing the tasks in a group, individual work, or even in a whole class.

Related to the teacher’s and learner’s roles, both of them have different role but they complement each other. Based on the findings, the effective roles of the students mainly were being active participants and performers, the teacher’s roles were organizing the activities for the students, monitoring and observing their performance and finally giving feedback. In brief, when the students were being active at the class the teacher facilitated the students to support their

performance. In addition to that Nunan (2004: 67) states that “teacher’s roles and learner roles are two side of a coin. Giving the learners a more active role in the classroom requires the teacher to adopt a different role”.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

The research findings and discussions in Chapter IV lead to the following items of conclusion:

1. The Target Needs
  - a. The purpose of the students on learning Listening and Speaking English are to be able to communicate in a workplace.
  - b. The purpose of the students on learning Reading and Writing English is to be able to understand the contextual materials in English especially in animation fields and to write English well.
2. The Learning Needs
  - a. The students preferred the listening and speaking materials in the form of short English dialog.
  - b. The students preferred listening dialog of less than 2 minutes length.
  - c. Authentic materials for reading and writing were preferred by the students such as articles from newspaper, magazines, internet, etc.
  - d. The students preferred reading and writing text less than 200 words length.
  - e. The students preferred the topic which is related to Animation workplace in listening, speaking, reading and writing input.
  - f. The students preferred an authentic activity which can easily be found in the daily life.

- g. In the listening activities, they preferred listening to the dialog and answering the questions
- h. In speaking activities, they preferred role playing the dialog.
- i. In reading activities, they preferred defining the synonym of certain words.
- j. In writing activities, they preferred arranging jumbled sentences into a paragraph.
- k. The students preferred doing the task individually, in pairs and in group.
- l. The students preferred being a responsive participant in the learning process for the learner role.
- m. The students prefer the teacher that is giving motivation.

### 3. The Effective English Learning Materials

- a. The effective English learning materials have the following design:

#### 1) Introduction

It consists of Unit Title and an Overview Paragraph.

##### a) Unit Title

A topic and a title related to the basic competency are applied in each unit.

##### b) Overview Paragraph

An overview paragraph is a paragraph about learning objectives.

#### 2) Main activities

This section consists of a warming up task, Listening and Speaking task, and Reading and Writing task.

##### a) Warming up task

The task is used to elicit the students about the topic of the materials.

b) Listening and Speaking task

They are as in oral cycle. The tasks facilitate the students to practice listening and speaking skill.

c) Reading and Writing task

They are as in written cycle. The tasks facilitate the students to practice reading and writing skill.

3) Reinforcement tasks

a) Free production task of language function

This task is a free production task that enforces the students of language function.

b) Reflection of the materials

It is to evaluate how well the students understand the materials.

c) Summary of the materials

It is to present the summary of the materials.

d) Vocabulary List

It contains some difficult words in the Unit

b. The effective task has the following components:

1) Goal

Based on the findings of the research, the effective tasks are able to support the students in improving four language skills, in this case listening, speaking, reading and writing skills.



## 2) Input

According to the findings of the research, the effective input is the authentic input. The input should be easily found in the daily life and suits with their needs. The findings show that 200-250 words was effective input for the listening, speaking, reading, and writing input.

## 3) Activity

The findings show that the effective activities are *identifying place and character from the monologue/dialogue* for listening activity, *practicing dialogue in front of the class* for speaking activity, *reading aloud using good intonation and pronunciation* for reading activity, *completing a sentence into a good full sentence* for writing task, and *writing a sentence based on the pattern that has been learned* for grammar task.

## 4) Setting

The findings show that the effective settings are individually and in pairs.

## 5) Learner Roles

Based on the findings of the research, the most effective role for the students is as a participant who participated actively in the learning process.

## 6) Teacher Roles

The effective roles for the teacher are as an informer and a controller.

## **B. Suggestions**

There are some suggestions for the next implementation of English learning materials which can be addressed to English teachers and other researcher.

### 1. To the Students of Animation Program

To the students of animation program, and students of any program that will be studied in the similar research study, there should be communicative circumstance much better in the English classroom. The designed materials will not work well if the students in the class are passive learners. The students should not only participate well in the teaching and learning process, but also take control to the task, especially when they are put in groups.

### 2. To the English Teachers

To English teacher, there should be good coordination among the English teacher at school to design effective English learning materials for students as their background study. It is important for vocational teachers to use relevant English learning materials that consider their characteristics and needs in learning English. Moreover, preparing the students to pass the national examination, it is also important to facilitate them with specific materials related to their department. It is done for preparing them to compete in their job field later on and improve the quality of their English skill.

### 3. To Other Researchers

To other researcher, there should be appropriate inputs and activities as the students' needs and students' background study in this case is Animation Program of Vocational High School. Other researchers are expected to be able to develop English learning materials for other study programs using this design of the materials.

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## Appendix A: Respondents

Table 1: Grade X Students of Animation Program at SMKN 3 Kasihan Bantul

No.	Name	Sex	No.	Name	Sex
1	Adam Ilham Yudha N	M	15	Nurjati Mahardhika	M
2	Ahmad Khozy F	M	16	Nadia Dindra P	F
3	Anjastama H.P	M	17	Praditya Anggi P	M
4	Demarta Ais	M	18	Rinda L	F
5	Ersa Tamari	F	19	Rio Dwi Wardana	M
6	Fitri Fahrnia	F	20	Ronni Kristianto Putro	M
7	Gilang Widamas Farhani	M	21	Sekar Galih M	F
8	Gregorius Sallendra A	M	22	Shilui Putri Rahmadhani	F
9	Ipung Petra Herlambang	M	23	Siska Nursara	F
10	Latifah Nur K	F	24	Stefanus Juliantara	M
11	M. Bugir	M	25	Teddy Suwarno	M
12	M. Nashir Thoha	M	26	Verdian Tri Ristanto	M
13	M. Putramas T	M	27	Zaenal Arifin	M
14	M. Rizki	M			

## Appendix B: Research Instruments

### Questionnaire for Needs Analysis



**JURUSAN PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS BAHASA DAN SENI**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
*Alamat: Karangmalang, Caturtunggal, Depok, Sleman,*  
*Yogyakarta 55281*

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Kepada: Adik-adik kelas X SMKN 3 Kasihan, Bantul

Jurusan Animasi

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas X SMK jurusan Animasi SMKN 3 Kasihan, Bantul, maka pada kesempatan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud menguji kemampuan adik-adik, melainkan untuk mengetahui kebutuhan materi pembelajaran Bahasa Inggris untuk siswa kelas X SMK jurusan Animasi. Jawaban jujur dan murni dalam mengisi kuesioner ini dari adik-adik akan sangat membantu dalam penelitian ini.

Jawaban dan identitas akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Terimakasih.

*Untuk kritik dan saran, silakan  
hubungi no berikut, 085643467989*

Yogyakarta, 6 Mei 2012  
Peneliti,

Iemha Ainun Fiqi Syatoto  
NIM. 06202244127

**Angket Analisa Kebutuhan Belajar Bahasa Inggris Siswa Jurusan Animasi  
Kelas X SMK N 3 Kasihan, Bantul.**

Nama:

Jenis Kelamin:

Kelas:

Umur:

1. Apakah tujuan dari adik-adik belajar mendengarkan bahasa Inggris (listening)? [goal]
  - a. Mampu berkomunikasi di dunia kerja dalam bahasa Inggris
  - b. Mampu berkomunikasi dengan orang asing
  - c. Mampu memahami informasi lisan (radio, televisi, internet, dll) dalam bahasa Inggris
  - d. Lainnya...
2. Apakah tujuan dari adik-adik belajar berbicara dalam bahasa Inggris (speaking)?
  - a. Mampu berkomunikasi di dunia kerja dalam bahasa Inggris
  - b. Mampu berbicara dengan orang asing
  - c. Lainnya...
3. Apakah tujuan dari adik-adik belajar membaca bahasa Inggris (reading)?
  - a. Mampu memahami technical term
  - b. Mampu mendukung saya dalam merancang rancang bangun untuk profesi saya di bidang animasi
  - c. Mampu memahami referensi-referensi dalam bahasa inggris terutama dalam ilmu Animasi
  - d. Lainnya...
4. Apakah tujuan dari adik-adik belajar menulis bahasa Inggris (writing)?
  - a. Mampu menulis dalam bahasa Inggris dengan baik dan benar
  - b. Mampu membuat laporan dalam bahasa inggris
  - c. Mampu membekali materi yang kontekstual dengan dunia kerja di masa yang akan datang
  - d. Mampu mendukung saya dalam merancang rancang bangun untuk profesi saya di bidang animasi
  - e. Lainnya...
5. Input materi mendengarkan bahasa Inggris (listening) yang adik-adik sukai adalah ... [input]
  - a. Dialog pendek bahasa Inggris
  - b. Monolog bahasa Inggris
  - c. Cara pengucapan kata
  - d. Ekspresi-ekspresi dalam bahasa Inggris
  - e. Lainnya...



6. Input materi berbicara (speaking) yang adik-adik sukai adalah ... [input]
  - a. Dialog pendek bahasa Inggris
  - b. Monolog bahasa Inggris
  - c. Cara pengucapan kata
  - d. Ekspresi-ekspresi dalam bahasa Inggris
  - e. Lainnya...
7. Input materi membaca bahasa Inggris (reading) yang adik-adik sukai adalah ... [input]
  - a. Artikel dari Koran, majalah, internet, buku ajar non Inggris, dll.
  - b. Kumpulan kata-kata asing yang terdapat dalam artikel
  - c. Lowongan pekerjaan perusahaan asing
  - d. Instruksi/ manual
  - f. Notulen rapat
  - e. Naskah negosiasi
  - f. Pengumuman
  - g. Proposal
  - h. Iklan
  - i. Grafik
  - j. Lainnya...
8. Input materi menulis bahasa Inggris (writing) yang adik-adik sukai adalah ... [input]
  - a. Artikel dari Koran, majalah, internet, buku ajar non Inggris, dll.
  - b. Kumpulan kata-kata asing yang terdapat dalam artikel
  - c. Lowongan pekerjaan perusahaan asing
  - d. Instruksi/ manual
  - e. Notulensi rapat
  - f. Naskah negosiasi
  - g. Pengumuman
  - h. Proposal
  - i. Iklan
  - j. Grafik
  - k. Lainnya...
9. Berapa lama durasi input materi mendengarkan bahasa Inggris (listening skill) yang adik-adik inginkan?
  - a. <2 menit
  - b. 2-3 menit
  - c. 3-4 menit
  - d. >4 menit
  - e. Lainnya...

10. Berapa panjang input materi berbicara bahasa Inggris (speaking skill) yang adik-adik inginkan?
  - a. < 200 kata
  - b. 200-300 kata
  - c. 300-400 kata
  - d. >400 kata
  - e. Lainnya...
11. Berapa panjang teks input materi bacaan bahasa Inggris (reading skill) yang adik-adik inginkan?
  - a. < 200 kata
  - b. 200-300 kata
  - c. 300-400 kata
  - d. >400 kata
  - e. Lainnya...
12. Berapa panjang teks input materi menulis bahasa Inggris (writing skill) yang adik-adik inginkan?
  - a. < 200 kata
  - b. 200-300 kata
  - c. 300-400 kata
  - d. >400 kata
  - e. Lainnya...
13. Apakah topic yang adik-adik inginkan dalam kegiatan belajar mendengarkan bahasa Inggris (listening skill)? [topic]
  - a. Topic yang berkaitan dengan dunia kerja Animasi
  - b. Topic yang berhubungan dengan lingkungan sekolah
  - c. Lainnya...
14. Apakah topic yang adik-adik inginkan dalam kegiatan belajar berbicara bahasa Inggris (speaking skill)?
  - a. Topic yang berkaitan dengan dunia kerja Animasi
  - b. Topic yang berhubungan dengan lingkungan sekolah
  - c. Lainnya...
15. Apakah topic yang adik-adik inginkan dalam kegiatan belajar membaca bahasa Inggris (reading skill)?
  - a. Topic yang berkaitan dengan dunia kerja Animasi
  - b. Topic yang berhubungan dengan lingkungan sekolah
  - c. Lainnya...

16. Apakah topic yang adik-adik inginkan dalam kegiatan belajar menulis bahasa Inggris (writing skill)?
- Topic yang berkaitan dengan dunia kerja Animasi
  - Topic yang berhubungan dengan lingkungan sekolah
  - Lainnya...
17. Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar mendengarkan (listening skill)? [aktifitas]
- Mendengarkan dialog dan menjawab pertanyaan
  - Mendengarkan pernyataan lisan dan menentukan pilihan yang tepat sesuai gambar
  - Merespon ungkapan yang tepat dari pernyataan lisan
  - Menentukan informasi dari short talk (iklan radio monolog, kotak suara telepon, pengumuman singkat secara lisan, dll)
  - Mendengarkan teks lisan dan mencatat informasi rinciannya (note-taking)
  - Mendengarkan teks monolog atau dialog kemudian memilih pernyataan yang salah/ benar sesuai teks
  - Mendengarkan dan mengambil intisari dari sebuah teks monolog/dialog
  - Mendengarkan teks pendek dan melengkapi informasi ke dalam table atau diagram
  - Lainnya...
18. Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar berbicara (speaking skill)?
- Bertukar pendapat dengan teman
  - Memahami dan merespon percakapan
  - Diskusi
  - Melakukan presentasi
  - Mendeskripsikan sesuatu
  - Menceritakan sesuatu hal yang disukai dalam bahasa Inggris
  - Bertukar informasi dengan teman
  - Bermain peran (role play)
  - Story telling
  - Tanya jawab
  - Mempraktekkan dialog dan monolog
  - Lainnya...
19. Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar membaca (reading skill)?
- Membaca teks dan menentukan pikiran utama
  - Membaca teks dan menentukan informasi rinci
  - Mencari makna suatu istilah dalam bahasa Inggris
  - Menentukan sinonim kata tertentu dalam sebuah teks
  - Membaca teks tertentu dan menjawab pertanyaan terkait
  - Membaca teks singkat
  - Lainnya...

20. Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar menulis (writing skill)?
- Menyusun kalimat menjadi sebuah teks
  - Melengkapi kalimat rumpang pada suatu teks
  - Menulis paragraph/ teks
  - Membuat laporan hasil kerja
  - Menyusun jumbled sentences/ kalimat acak menjadi sebuah paragraph
  - Mengulas kembali (reviewing) tulisan-tulisan yang sudah dibuat
  - Menulis dengan tanda baca yang tepat dan akurat
  - Lainnya...
21. Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar kosakata (vocabulary)?
- Menjodohkan
  - Mengelompokkan kata yang sejenis
  - Melengkapi teks rumpang dengan kosa kata yang telah disediakan
  - Mencari sinonim atau antonym
  - Mengerjakan puzzle kosakata bahasa inggris
  - Mencari kosakata yang sesuai dengan bidang multimedia
  - Menerapkan kata-kata sesuai dengan konteksnya
  - Mengidentifikasi jenis kata (kata benda, kata kerja, kata sifat, dsb)
  - Mengeja (spelling)
  - Lainnya...
22. Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar melafalkan (pronunciation)?
- Mengucapkan bahasa inggris dengan intonasi yang tepat
  - Mengidentifikasi bunyi kata bahasa inggris dengan baik
  - Mengucapkan kata-kata, frase, dan kalimat bahasa inggris dengan tepat
  - Memperhatikan stress (penekanan) ketika mengucapkan kata-kata karena mempengaruhi arti
  - Lainnya...
23. Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar tata bahasa (grammar)?
- Mengerjakan soal-soal yang berkaitan dengan grammar
  - Mencatat teori-teori grammar
  - Menulis teks yang dilanjutkan dengan kegiatan saling mengoreksi antar teman (peer correction)
  - Lainnya...

24. Adik-adik menginginkan guru yang mengajar di kelas berperan sebagai apa dalam kegiatan belajar mengajar (KBM) mendengarkan bahasa Inggris? [teacher's role]
- a. Instruktur
  - b. Observer
  - c. Participant
  - d. Fasilitator
  - e. Memberikan motivasi
  - f. Menjelaskan tugas pembelajaran yang harus dilakukan
  - g. Memonitor perkembangan penguasaan bahasa Inggris saya
  - h. Memberi ruang terbuka untuk sharing dan tanya jawab
  - i. Memberi feedback
  - j. Lainnya...
25. Apa peranan yang adik-adik inginkan di dalam kegiatan belajar mengajar (KBM) mendengarkan bahasa Inggris di kelas? [learner's role]
- a. Partisipan yang pasif (berarti siswa kurang member respon pada penjelasan guru)
  - b. Partisipan yang responsive (berarti siswa mampu bernegosiasi dengan baik dengan teman ataupun guru mengenai topik yang sedang dipelajari)
  - c. Pendengar tetapi juga sebagai performer di dalam kelas (berarti siswa sedikit banyak berperan dalam isi pembelajaran di kelas)
  - d. Partisipan yang terlibat langsung dalam aktifitas social di dalam kelas
  - e. Partisipan yang bertanggung jawab terhadap apa yang mereka pelajari di dalam maupun di luar kelas
  - f. Mendengar penjelasan guru
  - g. Melaksanakan instruksi dari guru
  - h. Berpartisipasi aktif secara komunikatif di kelas
  - i. Melakukan analisa secara sistematis terhadap materi pelajaran Bahasa Inggris
  - j. Memberikan saran, kritik, dan masukan terhadap cara mengajar guru
  - k. Mengorganisasikan informasi untuk menyelesaikan masalah yang harus dipecahkan dalam materi
  - l. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas
  - m. Kooperatif ketika guru melakukan penilaian
  - n. Lainnya...
26. Saya butuh setting kegiatan belajar mengajar mendengarkan bahasa Inggris yang.... [setting]
- a. Individu
  - b. Berpasangan
  - c. Berkelompok
  - d. Lainnya...

**THANK YOU**

## **Interview Guideline**

1. What do you think about the goal of the task?
2. Was the input relevant to the needs of the Multimedia study program?
3. How about the activities this Task? Is it interesting?
4. What do you think about the setting of this task? Individual, in pair or group work?
5. What are the teacher's roles in the task?
6. What are the learners' roles in the task?

References: Nunan (2004)

## INSTRUMEN PENELITIAN

### MATERI BAHASA INGGRIS KELAS X JURUSAN ANIMASI SMKN 3 KASIHAN BANTUL

Nama : \_\_\_\_\_

Pendidikan : (S1/ S2/ S3)

Pilihlah jawaban dengan memberi tanda centang ( ) pada salah satu kolom yang sesuai dengan pendapat anda.

#### Keterangan:

5 : sangat setuju

2 : tidak setuju

4 : setuju

1 : sangat tidak setuju

3 : kurang setuju

NO	PERNYATAAN	SKOR				
		5	4	3	2	1
	<b>A. KELAYAKAN ISI</b>					
1.	Materi sesuai dengan SK dan KD kelas X jurusan Animasi di SMK N 3 Bantul.					
2.	Materi berisi , menuntut dan membimbing peserta didik dalam mengeksplorasi, memahami, dan					

	menghasilkan teks yang relevan dengan kehidupan peserta didik terutama dalam dunia animasi.					
3.	Teks –teks yang diberikan di dalam materi maupun hasil explorasi peserta didik mengarahkan pada pencapaian fungsi social (interpersonal, transaksional, dan fungsional) yang terkait dengan kehidupan sehari – hari.					
4.	Teks-teks yang diberikan di dalam materi maupun hasil explorasi peserta didik mengarahkan pada pengembangan kemampuan berpikir runtut dan sistematis.					
5.	Teks-teks yang diberikan di dalam materi maupun hasil explorasi peserta didik mengarahkan pada pengembangan kemampuan berkomunikasi dengan kualitas bahasa yang akurat dan berterima sesuai dengan kontek komunikatif yang sedang berlangsung.					
	<b>Saran Perbaikan:</b>					
	<b>B. KELAYAKAN BAHASA</b>					
6.	Bahasa yang digunakan dalam materi sesuai dengan tingkat kemampuan peserta didik.					
7.	Tingkat kesulitan dan keakraban bahasa difasilitasi secara eksplisit					
8.	Bahasa yang digunakan sesuai dengan situasi social – emosional peserta didik					
9.	Pesan yang disajikan jelas dan mudah dipahami oleh peserta didik					



10.	Pesan disajikan sesuai dengan kaidah Bahasa Inggris yang tepat					
	<b>Saran perbaikan:</b>					
	<b>C. KELAYAKAN PENYAJIAN</b>					
11.	Materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, dan ilustrasi dengan menggunakan pola dan urutan yang teratur					
12.	Materi dan tugas di sajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang					
13.	Menyajikan materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas,					
14.	Penyajian materi dan tugas mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.					
15.	Penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri.					
16.	Penyajian materi dan tugas mendorong peserta didik untuk mengenali keberhasilan dan kekurangan mereka dalam malakukan kegiatan belajar dan berkomunikasi.					

17.	Kegiatan pembelajaran dan tugas diurutkan dari yang mudah ke tingkat yang lebih sulit.					
18.	Aktivitas pembelajaran dalam materi yang disajikan cukup bervariasi (questions and answer, roleplay, information gap activity, dll)					
19.	Setting pembelajaran bervariasi dari kerja individu, berpasangan , berkelompok maupun keseluruhan kelas.					
	<b>Saran Perbaikan:</b>					
	<b>D. KELAYAKAN DESAIN DAN KEGRAFIKAN</b>					
20.	Penampilan layout secara keseluruhan menarik.					
21.	Ukuran huruf sudah cukup proporsional.					
22.	Tidak menggunakan terlalu banyak jenis huruf.					
23.	Penggunaan variasi huruf (bold, italic, all capital, small capital, dll) tidak berlebihan.					
24.	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, nomor halaman) pada bidang dicetak secara proporsional dan tidak mengganggu pemahaman.					
25.	Penyajian ilustrasi (gambar, table, dll) secara keseluruhan serasi dan menarik.					
26.	Ilustrasi mampu memperjelas penyajian materi dan mempermudah pemahaman baik dalam bentuk, ukuran yang proporsional serta warna yang menarik sesuai objek aslinya.					

27.	Keterangan gambar ditempatkan berdekatan dengan ilustrasi dengan ukuran lebih kecil daripada huruf teks.					
	<b>Saran Perbaikan:</b>					

====Thank you=====

## Questionnaire for Materials Evaluation



**JURUSAN PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS BAHASA DAN SENI**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
*Alamat: Karangmalang, Caturtunggal, Depok, Sleman,*  
*Yogyakarta 55281*

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Kepada: Adik-adik kelas X SMKN 3 Kasihan, Bantul

Jurusan Animasi

Sebagai tindak lanjut penelitian mengenai pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas X program Animasi SMKN 3 Kasihan, Bantul, maka dengan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner berikut ini.

Angket ini bertujuan untuk mengetahui pendapat adik-adik berkaitan dengan materi secara keseluruhan. Kuesioner ini tidak bermaksud untuk menguji atau menilai adik-adik, melainkan untuk memberi gambaran tentang tanggapan adik-adik terhadap materi yang telah saya desain.

Akhirnya, atas kesediaan adik-adik untuk mengisi kuesioner ini saya sampaikan terimakasih.

Yogyakarta, 15 Agustus 2012

Peneliti,

*Untuk kritik dan saran, silakan  
hubungi no berikut, 085643467989*

Iemha Ainun Fiqi Syatoto  
NIM. 06202241071

**Angket Evaluasi Materi Pembelajaran Bahasa Inggris Jurusan Animasi Kelas X, SMK N 3 Kasihan, Bantul**

**EVALUASI UNIT 1**

**A. Profil Siswa**

Isilah data pribadi adik-adik sebagai berikut:

Nama :..... Umur :.....

Jenis Kelamin :.....

**B. Evaluasi Materi Unit 1**

Petunjuk Pengisian

Berilah tanda centang ( ) pada salah satu kolom jawaban yang sesuai dengan pendapat anda.

Keterangan:

**5: sangat setuju**

**2 : tidak setuju**

**4 : setuju**

**1 : sangat tidak setuju**

**3 : kurang setuju**

No	Statements	5	4	3	2	1
1.	Materi yang diujicobakan mampu meningkatkan kemampuan Bahasa Inggris saya.					
2.	Materi yang diujicobakan sesuai dengan tingkat kemampuan bahasa Inggris saya.					
3.	Materi yang diujicobakan menantang/tidak terlalu mudah.					
4.	Bahan materi sesuai dengan minat saya.					
5.	Materi yang diujicobakan memotivasi saya untuk belajar.					

6.	Materi yang diujicobakan sudah sesuai dengan <i>background</i> saya sebagai siswa SMK jurusan animasi.					
7.	Materi yang diujicobakan meningkatkan pengayaan perbendaharaan kosakata bahasa Inggris saya.					
8.	Materi yang diujicobakan berisi aktivitas-aktivitas yang bervariasi.					
9.	Aktivitas yang ada dalam materi yang diujicobakan memberikan saya kesempatan untuk mempraktekan apa yang sedang dipelajari.					
10.	Materi yang diujicobakan disusun berdasarkan materi yang paling mudah hingga paling susah.					
11.	Bahan materi yang diujicobakan dilengkapi dengan instruksi yang jelas.					
12.	Kegiatan dalam materi yang diujicobakan dilengkapi dengan instruksi yang jelas.					
13.	Penggunaan font dan warna ukuran font dapat dibaca dengan jelas.					
14.	Penggunaan <i>layout</i> dan <i>background</i> pada materi yang diuji cobakan tidak mengganggu saya pada saat membaca ataupun mengerjakan tugas-tugas lainnya.					
15.	Tampilan <i>layout</i> materi yang diuji cobakan secara keseluruhan menarik.					
16.	Unit ini secara keseluruhan telah membantu saya memahami materi yang ada di unit tersebut.					

### C. Tanggapan Umum Terhadap Materi.

1. Secara umum, bagaimana pendapat adik terhadap materi yang telah diuji cobakan?

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2. Apakah adik mengalami kesulitan dalam mengikuti kegiatan pembelajaran dengan menggunakan materi pembelajaran yang sudah diuji cobakan? Jika iya, dimanakah letak kesulitan tersebut?

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3. Menurut adik, apakah kekurangan dari materi yang telah diuji cobakan?

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4. Apa saran adik untuk memperbaikinya?

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**Angket Evaluasi Materi Pembelajaran Bahasa Inggris Jurusan Animasi Kelas X, SMK N 3 Kasihan, Bantul**

**EVALUASI UNIT 2**

**A. Profil Siswa**

Isilah data pribadi adik-adik sebagai berikut:

Nama :..... Umur :.....

Jenis Kelamin :.....

**B. Evaluasi Materi Unit 2**

Petunjuk Pengisian

Berilah tanda centang ( ☐ ) pada salah satu kolom jawaban yang sesuai dengan pendapat anda.

Keterangan:

**5: sangat setuju**

**2 : tidak setuju**

**4 : setuju**

**1 : sangat tidak setuju**

**3 : kurang setuju**

No	Statements	5	4	3	2	1
1.	Materi yang diujicobakan sudah sesuai dengan <i>background</i> saya sebagai siswa SMK jurusan animasi.					
2.	Materi yang diujicobakan sesuai dengan tingkat kemampuan bahasa Inggris saya.					
3.	Materi yang diujicobakan menantang/tidak terlalu mudah.					
4.	Bahan materi sesuai dengan minat saya.					
5.	Materi yang diujicobakan memotivasi saya untuk belajar.					



6.	Materi yang diujicobakan mampu meningkatkan kemampuan Bahasa Inggris saya.					
7.	Materi yang diujicobakan meningkatkan pengayaan perbendaharaan kosakata bahasa Inggris saya.					
8.	Materi yang diujicobakan berisi aktivitas-aktivitas yang bervariasi.					
9.	Aktivitas yang ada dalam materi yang diujicobakan memberikan saya kesempatan untuk mempraktekan apa yang sedang dipelajari.					
10.	Materi yang diujicobakan disusun berdasarkan materi yang paling mudah hingga paling susah.					
11.	Bahan materi yang diujicobakan dilengkapi dengan instruksi yang jelas.					
12.	Kegiatan dalam materi yang diujicobakan dilengkapi dengan instruksi yang jelas.					
13.	Penggunaan font dan warna ukuran font dapat dibaca dengan jelas.					
14.	Penggunaan <i>layout</i> dan <i>background</i> pada materi yang diuji cobakan tidak mengganggu saya pada saat membaca ataupun mengerjakan tugas-tugas lainnya.					
15.	Tampilan <i>layout</i> materi yang diuji cobakan secara keseluruhan menarik.					
16.	Unit ini secara keseluruhan telah membantu saya memahami materi yang ada di unit tersebut.					

### C. Tanggapan Umum Terhadap Materi.

5. Secara umum, bagaimana pendapat adik terhadap materi yang telah diuji cobakan?

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6. Apakah adik mengalami kesulitan dalam mengikuti kegiatan pembelajaran dengan menggunakan materi pembelajaran yang sudah diuji cobakan? Jika iya, dimanakah letak kesulitan tersebut?

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7. Menurut adik, apakah kekurangan dari materi yang telah diuji cobakan?

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8. Apa saran adik untuk memperbaikinya?

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**Angket Evaluasi Materi Pembelajaran Bahasa Inggris Jurusan Animasi Kelas X, SMK N 3 Kasihan, Bantul**

**EVALUASI UNIT 3**

**A. Profil Siswa**

Isilah data pribadi adik-adik sebagai berikut:

Nama :..... Umur :.....

Jenis Kelamin :.....

**B. Evaluasi Materi Unit 3**

Petunjuk Pengisian

Berilah tanda centang ( ☐ ) pada salah satu kolom jawaban yang sesuai dengan pendapat anda.

Keterangan:

**5: sangat setuju**

**2 : tidak setuju**

**4 : setuju**

**1 : sangat tidak setuju**

**3 : kurang setuju**

No	Statements	5	4	3	2	1
1.	Materi yang diujicobakan sudah sesuai dengan <i>background</i> saya sebagai siswa SMK jurusan animasi.					
2.	Materi yang diujicobakan sesuai dengan tingkat kemampuan bahasa Inggris saya.					
3.	Materi yang diujicobakan menantang/tidak terlalu mudah.					
4.	Bahan materi sesuai dengan minat saya.					
5.	Materi yang diujicobakan memotivasi saya untuk belajar.					

6.	Materi yang diujicobakan mampu meningkatkan kemampuan Bahasa Inggris saya.					
7.	Materi yang diujicobakan meningkatkan pengayaan perbendaharaan kosakata bahasa Inggris saya.					
8.	Materi yang diujicobakan berisi aktivitas-aktivitas yang bervariasi.					
9.	Aktivitas yang ada dalam materi yang diujicobakan memberikan saya kesempatan untuk mempraktekan apa yang sedang dipelajari.					
10.	Materi yang diujicobakan disusun berdasarkan materi yang paling mudah hingga paling susah.					
11.	Bahan materi yang diujicobakan dilengkapi dengan instruksi yang jelas.					
12.	Kegiatan dalam materi yang diujicobakan dilengkapi dengan instruksi yang jelas.					
13.	Penggunaan font dan warna ukuran font dapat dibaca dengan jelas.					
14.	Penggunaan <i>layout</i> dan <i>background</i> pada materi yang diuji cobakan tidak mengganggu saya pada saat membaca ataupun mengerjakan tugas-tugas lainnya.					
15.	Tampilan <i>layout</i> materi yang diuji cobakan secara keseluruhan menarik.					
16.	Unit ini secara keseluruhan telah membantu saya memahami materi yang ada di unit tersebut.					

### C. Tanggapan Umum Terhadap Materi.

1. Secara umum, bagaimana pendapat adik terhadap materi yang telah diuji cobakan?

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2. Apakah adik mengalami kesulitan dalam mengikuti kegiatan pembelajaran dengan menggunakan materi pembelajaran yang sudah diuji cobakan?  
Jika iya, dimanakah letak kesulitan tersebut?

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3. Menurut adik, apakah kekurangan dari materi yang telah diuji cobakan?

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4. Apa saran adik untuk memperbaikinya?

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## Appendix C: Quantitative Data (Results of the Needs Analysis and Materials Evaluation)

Table 2: The Results of Needs Analysis

### NEEDS ANALYSIS DESIGNING ENGLISH LEARNING MATERIALS FOR FIRST GRADE STUDENTS OF ANIMATION STUDY PROGRAM AT SMK N 3 KASIHAN BANTUL YOGYAKARTA

1	Apakah tujuan dari adik-adik belajar mendengarkan bahasa Inggris (listening)? [goal]		
	a. Mampu berkomunikasi di dunia kerja dalam bahasa Inggris	20	74%
	b. Mampu berkomunikasi dengan orang asing	3	11.1%
	c. Mampu memahami informasi lisan (radio, televisi, internet, dll) dalam bahasa Inggris	4	14.9%
2	Apakah tujuan dari adik-adik belajar berbicara dalam bahasa Inggris (speaking)?		
	a. Mampu berkomunikasi di dunia kerja dalam bahasa Inggris	22	81.5%
	b. Mampu berbicara dengan orang asing	5	18.5%
3	Apakah tujuan dari adik-adik belajar membaca bahasa Inggris (reading)?		
	a. Mampu memahami technical term	5	18.5%
	b. Mampu mendukung saya dalam merancang rancang bangun untuk profesi saya di bidang multimedia	5	18.5%
	c. Mampu memahami referensi-referensi dalam bahasa inggris terutama dalam ilmu Multimedia	17	63%
4	Apakah tujuan dari adik-adik belajar menulis bahasa Inggris (writing)?		
	a. Mampu menulis dalam bahasa Inggris dengan baik dan benar	20	74%
	b. Mampu membuat laporan dalam bahasa inggris	0	0%
	c. Mampu membekali materi yang kontekstual dengan dunia kerja di masa yang akan datang	4	14.9%
	d. Mampu mendukung saya dalam merancang rancang bangun untuk profesi saya di bidang multimedia	3	11.1%
5	Input materi mendengarkan bahasa Inggris (listening) yang adik-adik sukai adalah ... [input]		

	a. Dialog pendek bahasa Inggris	15	55.5%
	b. Monolog bahasa Inggris	0	0%
	c. Cara pengucapan kata	4	14.8%
	d. Ekspresi-ekspresi dalam bahasa Inggris	8	29.7%
6	Input materi berbicara (speaking) yang adik-adik sukai adalah ... [input]		
	a. Dialog pendek bahasa Inggris	15	55.5%
	b. Monolog bahasa Inggris	1	3.7%
	c. Cara pengucapan kata	5	18.6%
	d. Ekspresi-ekspresi dalam bahasa Inggris	6	22.2%
7	Input materi membaca bahasa Inggris (reading) yang adik-adik sukai adalah ... [input]		
	a. Artikel dari Koran, majalah, internet, buku ajar non Inggris, dll.	11	40.7%
	b. Kumpulan kata-kata asing yang terdapat dalam artikel	5	18.6%
	c. Lowongan pekerjaan perusahaan asing	3	11.1%
	d. Instruksi/ manual	2	7.4%
	e. Naskah negosiasi	0	0
	f. Pengumuman	2	7.4%
	g. Proposal	0	0
	h. Iklan	4	14.8%
	i. Grafik	0	0
8	Input materi menulis bahasa Inggris (writing) yang adik-adik sukai adalah ... [input]		
	a. Artikel dari Koran, majalh, internet, buku ajar non Inggris, dll.	8	29.7%
	b. Kumpulan kata-kata asing yang terdapat dalam artikel	2	7.4%
	c. Lowongan pekerjaan perusahaan asing	5	18.5%
	d. Instruksi/ manual	4	14.8%
	e. Notulensi rapat	0	0
	f. Naskah negosiasi	0	0
	g. Pengumuman	2	7.4%
	h. Proposal	1	3.7%
	i. Iklan	5	18.5%
	j. Grafik	0	0
9	Berapa lama durasi input materi mendengarkan bahasa inggris		

	(listening skill) yang adik-adik inginkan?		
	a. <2 menit	22	81.5%
	b. 2-3 menit	3	11.1%
	c. 3-4 menit	2	7.4%
	d. >4 menit	0	0%
10	Berapa panjang input materi berbicara bahasa inggris (speaking skill) yang adik-adik inginkan?		
	a. < 200 kata	18	66.6%
	b. 200-300 kata	8	29.7%
	c. 300-400 kata	1	3.7%
	d. >400 kata	0	0%
11	Berapa panjang teks input materi bacaan bahasa Inggris (reading skill) yang adik-adik inginkan?		
	a. < 200 kata	7	26%
	b. 200-300 kata	20	74%
	c. 300-400 kata	0	0
	d. >400 kata	0	0
12	Berapa panjang teks input materi menulis bahasa Inggris (writing skill) yang adik-adik inginkan?		
	a. < 200 kata	12	44.4%
	b. 200-300 kata	15	55.6%
	c. 300-400 kata	0	0
	d. >400 kata	0	0
13	Apakah topic yang adik-adik inginkan dalam kegiatan belajar mendengarkan bahasa Inggris (listening skill)? [topic]		
	a. Topic yang berkaitan dengan dunia kerja Multimedia	22	81.5%
	b. Topic yang berhubungan dengan lingkungan sekolah	0	0%
	c. Topic yang berhubungan dengan kehidupan sehari-hari	2	7.4%
	d. Topic yang berhubungan dengan isu-isu terakhir	3	11.1%
14	Apakah topic yang adik-adik inginkan dalam kegiatan belajar berbicara bahasa Inggris (speaking skill)?		
	a. Topic yang berkaitan dengan dunia kerja Multimedia	22	81.5%
	b. Topic yang berhubungan dengan lingkungan sekolah	0	0%



	c. Topic yang berhubungan dengan kehidupan sehari-hari	2	7.4%
	d. Topic yang berhubungan dengan isu-isu terakhir	3	11.1%
15	Apakah topic yang adik-adik inginkan dalam kegiatan belajar membaca bahasa Inggris (reading skill)?		
	a. Topic yang berkaitan dengan dunia kerja Multimedia	25	92.5%
	b. Topic yang berhubungan dengan lingkungan sekolah	2	7.5%
	c. Topic yang berhubungan dengan kehidupan sehari-hari	0	0%
	d. Topic yang berhubungan dengan isu-isu terakhir	0	0%
16	Apakah topic yang adik-adik inginkan dalam kegiatan belajar menulis bahasa Inggris (writing skill)?		
	a. Topic yang berkaitan dengan dunia kerja Multimedia	25	92.5%
	b. Topic yang berhubungan dengan lingkungan sekolah	2	7.5%
	c. Topic yang berhubungan dengan kehidupan sehari-hari	0	0%
	d. Topic yang berhubungan dengan isu-isu terakhir	0	0%
17	Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar mendengarkan (listening skill)? [aktifitas]		
	a. Mendengarkan dialog dan menjawab pertanyaan	8	29.6%
	b. Mendengarkan pernyataan lisan dan menentukan pilihan yang tepat sesuai gambar	2	7.4%
	c. Merespon ungkapan yang tepat dari pernyataan lisan	2	7.4%
	d. Menentukan informasi dari short talk (iklan radio monolog, kotak suara telepon, pengumuman singkat secara lisan, dll)	4	14.8%
	e. Mendengarkan teks lisan dan mencatat informasi rinciannya (note-taking)	3	11.2%
	f. Mendengarkan teks monolog atau dialog kemudian memilih pernyataan yang salah/ benar sesuai teks	6	22.2%
	g. Mendengarkan dan mengambil intisari dari sebuah teks monolog/dialog	0	0%
	h. Mendengarkan teks pendek dan melengkapi informasi ke dalam table atau diagram	2	7.4%

18	Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar berbicara (speaking skill)?		
	a. Bertukar pendapat dengan teman	4	14.8%
	b. Memahami dan merespon percakapan	5	18.6%
	c. Diskusi	4	14.8%
	d. Melakukan presentasi	0	0%
	e. Mendeskripsikan sesuatu	2	7.4%
	f. Menceritakan sesuatu hal yang disukai dalam bahasa inggris	2	7.4%
	g. Bertukar informasi dengan teman	10	37%
	h. Bermain peran (role play)	0	0%
	i. Story telling	0	0%
	j. Tanya jawab	0	0%
	k. Mempraktekkan dialog dan monolog	4	14.8%
19	Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar membaca(reading skill)?		
	a. Membaca teks dan menentukan pikiran utama	5	18.5%
	b. Membaca teks dan menentukan informasi rinci	2	7.5%
	c. Mencari makna suatu istilah dalam bahasa inggris	5	18.5%
	d. Menentukan sinonim kata tertentu dalam sebuah teks	9	33.3%
	e. Membaca teks tertentu dan menjawab pertanyaan terkait	3	11.1%
	f. Membaca teks singkat	3	11.1%
20	Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar menulis (writing skill)?		
	a. Menyusun kalimat menjadi sebuah teks	10	37%
	b. Melengkapi kalimat rumpang pada suatu teks	3	11.1%
	c. Menulis paragraph/ teks	0	0
	d. Membuat laporan hasil kerja	0	0
	e. Menyusun jumbled sentences/ kalimat acak menjadi sebuah paragraph	12	44.5%
	f. Mengulas kembali (reviewing) tulisan-tulisan yang sudah dibuat	1	3.7%
	g. Menulis dengan tanda baca yang tepat dan akurat	1	3.7%
21	Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar kosakata (vocabulary)?		
	a. Menjodohkan	0	0%
	b. Mengelompokkan kata yang sejenis	0	0%

	c. Melengkapi teks rumpang dengan kosa kata yang telah disediakan	10	37%
	d. Mencari sinonim atau antonym	0	0%
	e. Mengerjakan puzzle kosakata bahasa inggris	0	0%
	f. Mencari kosakata yang sesuai dengan bidang multimedia	5	18.5%
	g. Menerapkan kata-kata sesuai dengan konteksnya	3	11.2%
	h. Mengidentifikasi jenis kata (kata benda, kata kerja, kata sifat, dsb)	5	18.5%
	i. Mengeja (spelling)	4	14.8%
22	Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar melafalkan (pronunciation)?		
	a. Mengucapkan bahasa inggris dengan intonasi yang tepat	15	55.6%
	b. Mengidentifikasi bunyi kata bahasa inggris dengan baik	7	26%
	c. Mengucapkan kata-kata, frase, dan kalimat bahasa inggris dengan tepat	3	11%
	d. Memperhatikan stress (penekanan) ketika mengucapkan kata-kata karena mempengaruhi arti	2	7.4%
23	Apa jenis aktifitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar tata bahasa (grammar)?		
	a. Mengerjakan soal-soal yang berkaitan dengan grammar	2	7.4%
	b. Mencatat teori-teori grammar	20	74%
	c. Menulis teks yang dilanjutkan dengan kegiatan saling mengoreksi antar teman (peer correction)	5	18.6%
24	Adik-adik menginginkan guru yang mengajar di kelas berperan sebagai apa dalam kegiatan belajar mengajar (KBM) mendengarkan bahasa Inggris? [teacher's role]		
	a. Instruktur	1	3.7%
	b. Observer	0	0
	c. Participant	0	0
	d. Fasilitator	5	18.5%
	e. Memberikan motivasi	12	44.5%
	f. Menjelaskan tugas pembelajaran yang harus dilakukan	2	7.4%
	g. Memonitor perkembangan penguasaan bahasa inggris saya	0	
	h. Memberi ruang terbuka untuk sharing dan tanya jawab	5	18.5%

	i. Memberi feedback	2	7.4%
25	Apa peranan yang adik-adik inginkan di dalam kegiatan belajar mengajar (KBM) mendengarkan bahasa Inggris di kelas? [learner's role]		
	a. Partisipan yang pasif (berarti siswa kurang member respon pada penjelasan guru)	0	0
	b. Partisipan yang responsive (berarti siswa mampu bernegosiasi dengan baik dengan teman ataupun guru mengenai topic yang sedang dipelajari)	12	44.4%
	c. Pendengar tetapi juga sebagai performer di dalam kelas (berarti siswa sedikit banyak berperan dalam isi pembelajaran di kelas)	0	0
	d. Partisipan yang terlibat langsung dalam aktifitas social di dalam kelas	5	18.5%
	e. Partisipan yang bertanggung jawab terhadap apa yang mereka pelajari di dalam maupun di luar kelas	5	18.5%
	f. Mendengar penjelasan guru	1	3.7%
	g. Melaksanakan instruksi dari guru	3	11.1%
	h. Berpartisipasi aktif secara komunikatif di kelas	1	3.7%
	i. Melakukan analisa secara sistematis terhadap materi pelajaran Bahasa Inggris	0	0
	j. Memberikan saran, kritik, dan masukan terhadap cara mengajar guru	0	0
	k. Mengorganisasikan informasi untuk menyelesaikan masalah yang harus dipecahkan dalam materi	0	0
	l. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas	0	0
	m. Kooperatif ketika guru melakukan penilaian	0	0
26	Saya butuh setting kegiatan belajar mengajar mendengarkan bahasa Inggris yang.... [setting]		
	a. Individu	10	37%
	b. Berpasangan	8	29.7%
	c. Kelompok	9	33.3%

## The Results of Material Evaluation

### 1. Unit 1

Table 3: The Result of Material Evaluation of Unit 1

Item	The Sudents																											Mean
1	5	5	4	4	4	4	5	5	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	5	4	5	4	4.3
2	4	4	4	4	4	3	4	5	4	4	3	4	5	5	4	4	4	4	4	4	4	3	4	4	5	5	4	4
3	4	4	3	3	4	4	3	3	4	3	4	3	2	2	4	4	4	3	3	4	4	4	4	5	4	4	5	3.6
4	4	5	4	3	3	3	4	4	3	4	4	4	5	5	4	4	3	5	3	4	3	3	3	5	4	4	4	3.8
5	3	5	4	4	3	4	5	5	4	5	4	5	5	5	4	4	4	5	4	3	3	4	4	5	5	4	4	4.2
6	4	5	5	4	4	4	5	5	4	5	4	5	5	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4.3
7	4	5	5	4	4	4	4	5	4	5	4	5	4	4	4	5	3	4	4	4	4	4	4	5	4	4	4	4.2
8	4	5	4	5	3	3	4	4	4	5	4	5	5	5	4	5	5	3	4	3	4	4	3	4	5	4	4	4.1
9	5	4	4	4	3	3	4	4	4	5	4	5	4	4	4	5	4	4	4	3	4	4	4	5	4	5	3	4
10	5	4	4	4	3	4	4	4	4	5	5	5	5	5	4	5	4	3	4	3	5	4	3	4	4	4	5	4.1
11	4	5	3	4	3	4	4	5	3	4	4	4	5	5	3	5	4	4	4	3	4	3	4	4	4	5	5	4
12	5	5	4	4	4	4	4	5	3	4	4	4	5	5	3	5	4	4	4	3	4	3	4	5	4	5	5	4.1
13	5	5	4	5	4	3	5	5	3	4	4	4	5	5	4	5	4	5	4	4	4	4	3	5	4	5	5	4.3
14	5	5	4	4	4	4	4	5	4	3	4	5	4	4	4	4	4	5	4	4	4	4	3	4	4	5	5	4.1
15	4	5	4	4	3	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	5	5	4
16	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	5	4	4	4	4

## 2. Unit 2

Table 4: The Result of Material Evaluation of Unit 2

Item	The Sudents																												Mean
1	4	5	5	4	4	4	4	4	4	4	5	4	5	5	4	5	5	4	4	5	5	5	5	5	5	5	5	5	4.5
2	4	3	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	4.2
3	3	4	4	4	3	4	3	3	4	4	4	4	4	4	4	5	4	4	4	4	5	5	5	5	5	5	5	5	4.1
4	4	4	5	4	3	4	4	4	4	4	5	4	5	5	4	4	4	3	4	5	5	5	5	5	5	5	5	5	4.3
5	4	4	4	4	4	4	4	5	4	4	5	4	5	4	4	4	4	3	4	4	5	5	4	5	4	4	5	5	4.2
6	4	4	5	4	4	4	5	5	4	4	5	5	5	4	4	4	3	4	4	4	5	4	4	5	4	5	5	5	4.3
7	4	4	4	4	4	4	5	5	4	4	5	5	5	5	4	5	4	4	4	4	5	5	5	4	4	4	5	5	4.4
8	4	4	4	4	4	4	5	5	4	4	5	5	5	5	4	4	4	4	4	4	4	3	4	3	4	3	3	3	4.3
9	4	4	4	4	4	3	5	5	4	4	5	5	5	4	5	4	3	4	4	3	4	5	5	5	4	5	4	4	4.2
10	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	3	3	4	4	4	5	5	4	5	4	5	4	4	4.1
11	4	5	3	5	4	3	3	4	4	4	5	4	5	5	5	4	3	4	4	4	5	5	5	5	5	5	5	5	4.3
12	4	3	3	5	4	4	3	4	4	4	5	4	5	4	5	4	4	4	4	4	5	5	5	4	5	4	5	5	4.2
13	4	4	3	4	4	4	4	5	4	4	5	5	5	5	4	4	4	4	4	3	4	4	5	5	5	4	5	5	4.2
14	4	4	4	5	4	4	4	4	4	4	5	5	5	5	4	4	4	4	4	3	5	4	4	5	5	4	5	5	4.2
15	4	4	4	4	4	3	4	4	4	4	5	5	4	5	4	4	4	4	4	3	4	4	4	5	5	5	5	5	4
16	4	4	4	5	4	3	4	4	3	4	5	5	5	5	4	4	4	4	4	3	5	5	4	5	4	4	5	5	4.2

### 3. Unit 3

Table 3: The Result of Material Evaluation of Unit 3

[illegible]

## **Appendix D: Qualitative Data (Field Notes and Interview Transcripts)**

### **1. The Field Note**

#### **Field Note of Try-out Unit 1**

Day : Saturday, September 1<sup>st</sup>, 2012

Time : 07.00

Place : SMK N 3 Kasihan, Bantul

Class : Animasi

Number of Students : 27 students

The class started at 07.00 a.m. At the time I was accompanied by the teacher. The teacher told the students that I would be their teacher for 3 meetings. First of all, I greeted the students warmly. Then, I played the role as the English teacher who delivered my own developed task. I led a prayer before beginning the lesson. I introduced myself to the students and checked the attendance list to know the students' name. The students asked some questions to me. After answering the questions, I explained that they would have a try-out of unit 1.

I asked some students to help me distributed the materials for all students. After distributing the materials, I asked the students to look at the picture. Some students said "*Wow, the computer looks so big*". And I asked to the students "*Is the picture relevant to the study program?*" Then, all students answered '*Yes Mr Fiqi.*'. After that I told them that we will learn about expressing preferences and capabilities. I continued to Task 1. First, I asked the students to read the questions carefully. Then, I asked one of students to answer the question no. 1, and after that I asked the other students to answer the question no 2, and so on until no. 5.

Then I continued to Task 2. I asked the students to read the command carefully. I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. I played the recording once more time to make the students understand the context of the conversation. Then, I asked the students to complete the conversations. After that I checked the answers together and almost the students could complete the conversations. I continued to Task 3. In this task, I did almost the same thing as in the task 2. I asked the students to read the command carefully. Then, I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. Then, I asked the students to answer the multiple choice questions. After that I checked the answers together and almost the students could answer the questions.

Then I continued to task 4. I asked the students to look the expressions on the book. I asked the students to repeat after me. Then, I asked the students to read the expressions by themselves. I checked the pronunciation and intonations of the students. Some the students made some mistake on the pronunciation. I gave the correct pronunciation of some words to the students. I continued to Task 5. In this task I asked the students to read the command carefully. Then, I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. I played the recording once more time to make the



students understand the context of the conversation. Then, I asked the students to fill in the missing words with the words that were provided. After that I checked the answers together and almost the students could answer the questions.

After that I continued to Task 6. I asked the students to pronounce the words. After that I gave them the correct pronunciation and they repeated. I explained the differences and we repeated the words again. I continued to Task 7. In this task I asked the students to read the command carefully. Then, I played the conversation laptop and speaker. I asked the students to listen the conversation carefully. I played the recording once more time to make the students understand the context of the conversation. Then, I asked the students to fill the blank space with the correct expression. After that I checked the answers together and almost the students could answer the questions.

After that, I continued to Task 8. I asked the students to read the sentences carefully, and then I played the conversation using laptop and speaker. And then I asked the students to give check mark for the correct sentences. After that I checked the answers together and almost the students could answer the questions.

I continued to Task 9. I asked the students to act out the conversation in Task 7 in pairs. The students acted the conversation out with their partner. And I took a walk around the class to check them. I continued to task 10. I asked the students to read the instruction. The students could understand the instruction easily. I asked the students to do the task in pair. Then, I asked some pair of students to act it out on their desk. Then, I continued to Task 11. I asked the students to create a conversation to express their preferences and capabilities. And then act it out with his partner. I continued to Task 12. In this task I asked the students to study the words at the table. Some students asked me the meaning of some words. Then I answered their question.

And then I continued to Task 13. I asked the students to read the text carefully. After that I asked them to do true or false questions. Then I checked the answers together and almost the students could answer the questions. Then, I moved to Task 14. I asked the students to read the explanation about how to find the main idea. After they read it, some students have some questions and I answered the questions. After that I asked them to do the task to find the main idea of text in Task 13. Then I checked the answers together and almost the students could answer the questions.

I continued to Task 15. I asked them to study the notes about report text. I gave them explanation about report text. Some of students have some questions and we discussed about report text. And then I continued to Task 16. I asked them to study the note about Present Tense. I also asked them directly about the using of Present Tense. They could answer my questions correctly. And then I went to Task 17. I asked the students to read the command carefully and do the task about Present Tense. After that I checked the answers together and almost the students could answer the questions.

I continued to Task 18. I asked them to read the command carefully. And then the students did the task. The task is about arranging the jumbled paragraphs into a good report text. After that I checked the answers together and almost the students could answer the questions. And for the last task, I asked the students to

write a short report text individually and submit to me. After having the try-out, I asked them some questions about the materials. I asked them about the instructions of the task. The students could understand all the instructions of unit 1. The instructions were understandable. Then, I asked them about the input of the tasks. The students were interested in the materials because the inputs were relevant to their study program. Besides that, they were so enthusiastic doing the tasks in the materials. They said that the tasks were various.

Finally, I distributed the questionnaires to get feedbacks from the students. I asked the students to fill the questionnaire. Then, after filling the questionnaire, they submitted it to me. To end up the try-out, I asked a student to lead a prayer. Then, I greeted the students.

## **Field Note of Try-out Unit 2**

Day : Wednesday, September 5<sup>th</sup>, 2012

Time : 09.00

Place : SMK N 3 Kasihan, Bantul

Class : Animasi

Number of Students : 27 students

The class started at 09.00 a.m. I led a prayer before beginning the lesson. I asked some students to help me distributed the materials for all students. After distributing the materials, I asked the students to look at the picture. I asked the students about the picture. Some students said "*Donald Duck*". And I said "*Yes, that is Wlat Disney Studio*" I asked to the students "*Is the picture relevant to the study program?*" Then, all students answered "*Yes*". After that I told them that we will learn about asking and giving direction. I continued to Task 1. First, I asked the students to read the questions carefully. Then, I asked one of students to answer the question no. 1, and after that I asked the other students to answer the question no 2. We discussed this task together.

Then I continued to Task 2. I asked the students to read the command carefully. I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. I played the recording once more time to make the students understand the context of the conversation. Then, I asked the students to complete the conversations. After that I checked the answers together and almost the students could complete the conversations. I continued to Task 3. In this task, I did almost the same thing as in the task 2. I asked the students to read the command carefully. Then, I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. Then, I asked the students to answer the questions. After that I checked the answers together and almost the students could answer the questions.

Then I continued to task 4. I asked the students to look the expressions on the book. I asked the students to repeat after me. Then, I asked the students to read the expressions by themselves. I checked the pronunciation and intonations of the

students. Some the students made some mistake on the pronunciation. I gave the correct pronunciation of some words to the students. I continued to Task 5. In this task I asked the students to read the command carefully. Then, I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. I played the recording once more time to make the students understand the context of the conversation. Then, I asked the students to fill in the missing expressions. After that I checked the answers together and almost the students could answer the questions.

After that I continued to Task 6. I asked to the students to read the command carefully. I played the conversation in Task 5 using laptop and speaker. After that I asked them to do the command of Task 6. I checked the answers together and almost the students could answer the questions. I continued to Task 7. In this task I asked the students to read the command carefully. Then, I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. I played the recording once more time to make the students understood the context of the conversation. Then, I asked the students to fill the blank space with the correct expresiion. After that I checked the answers together and almost the students could answer the questions.

I continued to Task 8. I asked the students to act out the conversation in pairs. The students acted the conversation out with their partner. And I took a walk around the class to check them. After that, I continued to Task 9. I asked the students to complete the dialogues using correct expression based on the picture. I asked them to act out the dialogues in pairs. I asked two of them to act it out in front of class. I continued to task 10. I asked the students create a conversation with their partner. Then, I asked some pair of students to act it out in front of class.

Then, I continued to Task 11. I asked the students to answer some questions related to the text in Task 12. I asked some students to answer these questions loudly. And then I continue to Task 12. I asked the students to read the text carefully and do the true or false questions. After that I checked the answers together and almost the students could answer the questions. And then I continued to Task 13. I asked the students to answer the questions related to Task 12. Then I checked the answers together and almost the students could answer the questions.

Then, I moved to Task 14. I asked the students to read the explanation about procedure text. After they read it, some students have some questions and I answered the questions. I continued to Task 15. I asked them to answer the questions and we checked the answer together. And then I continued to Task 16. I asked them to fill in the blank space with the words that were provided. And then we checked the answer together. And then I went to Task 17. I asked the students to read the command carefully and do the task about matching the pictures to the paragraph. After that I checked the answers together and almost the students could answer the questions. I continued to Task 18. I asked them to write a procedure text based on the picture. I asked them about their difficulties and some students had some question. I answered the question and gave more explanation about procedure text.

And then I went to the last task, I asked the students to write a short procedure text individually and submit to me. After having the try-out, I asked them some questions about the materials. I asked them about the instructions of the task. The students could understand all the instructions of unit 2. The instructions were understandable. Then, I asked them about the input of the tasks. The students were interested in the materials because the inputs were relevant to their study program. Besides that, they were so enthusiastic doing the tasks in the materials. They said that the tasks were various.

Finally, I distributed the questionnaires to get feedbacks from the students. I asked the students to fill the questionnaire. Then, after filling the questionnaire, they submitted it to me. To end up the try-out, I asked a student to lead a prayer. Then, I greeted the students.

### **Field Note of Try-out Unit 3**

Day : Saturday, September 8<sup>th</sup>, 2012

Time : 07.00

Place : SMK N 3 Kasihan, Bantul

Class : Animasi

Number of Students : 27 students

The class started at 07.00 a.m. I led a prayer before beginning the lesson. I asked some students to help me distributed the materials for all students. After distributing the materials, I asked the students to look at the picture. I asked the students about the picture. Some students said "*I ever watched this film Sir*". And I said "*Good, so you like animation movie, right?*" And then all students said "*Yes*". I asked to the students "*Is the picture relevant to the study program?*" Then, all students answered "*Yes*". After that I told them that we will learn about accepting and declining invitation. I continued to Task 1. First, I asked the students to read the questions carefully. Then, I asked one of students to answer the question no. 1, and after that I asked the other students to answer the question no 2, and so on until no. 5.

Then I continued to Task 2. I asked the students to read the command carefully. I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. I played the recording once more time to make the students understand the context of the conversation. Then, I asked the students to complete the conversation. After that I checked the answers together and almost the students could complete the conversation. I continued to Task 3. In this task, I did almost the same thing as in the task 2. I asked the students to read the command carefully. Then, I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. Then, I asked the students to answer the questions. After that I checked the answers together and almost the students could answer the questions.

Then I continued to task 4. I asked the students to look the expressions on the book. I asked the students to repeat after me. Then, I asked the students to read the expressions by themselves. I checked the pronunciation and intonations of the students. Some the students made some mistake on the pronunciation. I gave the correct pronunciation of some words to the students. I continued to Task 5. In this task I asked the students to read the command carefully. Then, I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. I played the recording once more time to make the students understand the context of the conversation. Then, I asked the students to fill in the missing expressions. After that I checked the answers together and almost the students could answer the questions.

After that I continued to Task 6. I asked to the students to read the command carefully. I played the conversation in Task 5 using laptop and speaker. After that I asked them to do the command of Task 6. I checked the answers together and almost the students could answer the questions. I continued to Task 7. In this task I asked the students to read the command carefully. Then, I played the conversation using laptop and speaker. I asked the students to listen the conversation carefully. I played the recording once more time to make the students understood the context of the conversation. Then, I asked the students to answer the questions. After that I checked the answers together and almost the students could answer the questions.

I continued to Task 8. I asked the students complete the converstation. After that I asked them to act out the conversation in pairs. The students acted the conversation out with their partner. And I took a walk around the class to check them. After that, I continued to Task 9. I asked the students to complete the dialogues using correct expression. I asked them to act out the dialogues in pairs. I asked two of them to act it out in front of class. I continued to task 10. I asked the students create a conversation with their partner based on the clues that were given. Then, I asked some pair of students to act it out on their desk. Then I continued to task 11. I asked the students create a conversation with their partner. Then, I asked some pair of students to act it out in front of class.

Then, I continued to Task 12. I asked the students to answer some questions related to the text in Task 13. I asked some students to answer these questions loudly. And then I continue to Task 13. I asked the students to read the text carefully and do the true or false questions. After that I checked the answers together and almost the students could answer the questions. And then I continued to Task 14. I asked the students to answer the questions related to Task 13. Then I checked the answers together and almost the students could answer the questions.

Then, I moved to Task 15. I asked the students to read the explanation about recount text. After they read it, some students have some questions and I answered the questions. I continued to Task 16. I asked them to study the note about simple past tense. After they read it, some students have some questions and I answered the questions. And then I continued to Task 17. I asked them to fill in the blank space with the words that were provided. And then we checked the answer together. And then I went to Task 18. I asked the students to read the note

about irregular verbs. I asked them to do the task about irregular verbs After that I checked the answers together and almost the students could answer the questions.

I continued to Task 18. I asked them to write a procedure text based on the picture. I asked them about their difficulties and some students had some question. I answered the question and gave more explanation about procedure text. And then I went to last task, I asked the students to write a short recount text individually and submit to me. After having the try-out, I asked them some questions about the materials. I asked them about the instructions of the task. The students could understand all the instructions of unit 3. The instructions were understandable. Then, I asked them about the input of the tasks. The students were interested in the materials because the inputs were relevant to their study program. Besides that, they were so enthusiastic doing the tasks in the materials. They said that the tasks were various.

Finally, I distributed the questionnaires to get feedbacks from the students. I asked the students to fill the questionnaire. Then, after filling the questionnaire, they submitted it to me. To end up the try-out, I asked a student to lead a prayer. Then, I greeted the students.

## **2. The Interview Transcript**

### **Interview Transcript Unit 1**

T: Dengan mas siapa?

S: Mas Nurjati mas

T: Oke mas Nurjati, tadi kita sudah melakukan ujicoba Unit 1 menggunakan buku yang saya buat, menurut mas secara umum, secara umum itu ya desainnya tulisannya kemudian materinya, itu menurut mas seperti apa?

S: Menurut saya tu baik ya karena ini menarik, ada background gambar, layout nya juga bagus, mudah dimengerti. Tentang soalnya, materi2 yang diajarkan itu sudah masuk dengan standar animasi, karena membahas soal animasi juga.

T: Kemudian bagaimana tentang kesulitan dan kemudahan nya.

S: Tergantung orangnya juga mas, tapi ada yang menantang dan ada yang lumayan dan ada yang mudah juga. Bervariasilah.

T: Kemudian untuk kejelasan tulisan bagaimana?

S: Jelas.

T: Terus, kekurangan buku ini apa?

S: Menurut saya sudah cukup memenuhi, tidak ada kekurangan.

T: Ada saran?

S: Metodenya yang menyenangkan.

T: Kalo materinya?

S: Ya dibanyakin aktivitas yang bagus, tentang masa muda sekarang, kalo itu2 aja kan sudah bosan.

T: Oke, Terima kasih.

## **Interview Transcript Unit 2**

T: Dengan mas siapa?

S: Adam mas.

T: Menurut mas secara umum Unit 2 itu tadi bagaimana?

S: Masalah buku udah menarik, isinya juga lumayan, tapi yang kurang adalah kata-katanya. Dari individu sendiri itu ada kata-kata yang belum bisa mengerti. Di persimple atau disediakan daftar kata-kata sulit.

T: Kalo soal desain dan tulisan? Sudah jelas?

S: Sudah lumayan mas, ada cerita, ada gambarnya jadi kita bisa membayangkannya. Tulisan juga sudah jelas mas.

T: Apa yang perlu diperbaiki?

S: Ya menurut saya ya cuma kata-kata tadi itu mas dan artinya dalam bahasa indonesia, untuk sekalian menghafalkan.

T: Materinya sudah sesuai belum dengan jurusan animasi?

S: Sudah mas.

T: Ada saran mas?

S: Ga ada mas, cuma yang tadi aja soal kata-kata sulit.

T: Oke, Terima kasih.

S: Sama-sama mas.

## **Interview Transcript Unit 3**

T: Dengan mas siapa?

S: Toha.

T: Mas Toha, secara umum bagaimana pendapat anda tentang Unit 3 tadi?

S: Udah bagus dan baik, jadi muridnya bisa mengerti semua.

T: Berarti bisa diterima dengan baik ya?

S: Iya

T: Kalo desain dan layoutnya?

S: Lebih bagus lagi kalo gambarnya lebih menarik, lebih lucu dan upto date.

T: Jumlah gambarnya kurang?

S: Ya mungkin itu

T: Kalo perbaikan?

S: Ya kalo bisa sih penulisan yang rumit dijadikan sebuah gambar yang bisa dimengerti murid.

T: Kemudian apa sudah sesuai materinya dengan jurusan animasi?

S: Udah mas

T: Ada saran?

S: Tidak mas, soal gambar saja.

T: Terima kasih.

# DESIGNING ENGLISH LEARNING MATERIALS FOR FIRST GRADE STUDENTS OF ANIMATION STUDY PROGRAM

## AT SMK N 3 KASIHAN BANTUL YOGYAKARTA

### Course Grid

Grade/semester : X/II  
 Standard of competence : 1. Communicating in English equal on *Novice Level*.  
 Basic competence : 1.7. Comprehending foreign words and terms and also simple words in correct order.  
 1.8. Writting simple invitation.

Topic	Tittle	Indicator	Input	Language	Activity
1. Animation Project	Create an Animation	<b>Listening</b> Ss are able to: <ul style="list-style-type: none"> <li>• identify the expressions of capabilities</li> <li>• identify the expressions of preferences</li> </ul>	Monologue and dialogue containing the expressions of capabilities and preferences  Expression of capabilities and preferences.	<b>Function</b> Expressing capabilities Examples: (positive) <ul style="list-style-type: none"> <li>• I can make a 3D animation.</li> <li>• I couldn't operate a computer when I was young.</li> </ul> Expressing preferences Example: - Do you prefer 3D or 2D animation	<b>Listening</b> <ul style="list-style-type: none"> <li>• Listening to the conversation and then answering questions based on the dialogue</li> <li>• Completing dialogue while listening</li> <li>• Identifying the expressions of capabilities and preferences in the dialogue and then practicing the dialogue</li> </ul>



		<p><b>Speaking</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>Participate in dialogues to express capabilities and preferences</li> </ul> <p><b>Reading</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>comprehend the report text</li> </ul> <p><b>Writing</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>create a report text</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Ss are able to comprehend simple present tense</li> </ul>	<p>Expressions of capabilities and preferences Dialogue containing the expressions of capabilities and preferences</p> <p>Report text: Lightwave 3D</p> <p>Report text notes</p> <p>Explanation simple present tense</p>	<p>movie?</p> <p>Respons: - I prefer 3D animation movie to 2D animation movie.</p> <p>Simple present tense. Example:</p> <ul style="list-style-type: none"> <li>He is animator.</li> <li>I work in digital media company.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Completing dialogue and then practicing the dialogue</li> <li>Making simple dialogue containing the expressions of capabilities and preferences based on the situation given</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading text and then answering questions based on the text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Creating a report text</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Fill the missing verb with the correct verb.</li> </ul>
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		<b>Vocabulary</b> Ss are able to <ul style="list-style-type: none"> <li>clasify words related animation terms.</li> </ul> <b>Pronunciation</b> Ss are able to: <ul style="list-style-type: none"> <li>identify the sound of can and can't.</li> <li>pronounce can and can't.</li> </ul>	Phonetic transcript of can and can't	<b>Vocabulary</b> Words related to the animation terms  Examples: software, technique, effect etc.	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Finding the meaning of animation terms.</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Reading aloud of can and can't</li> </ul>
2. Walt Disney	How do I get to Walt Disney	<b>Listening</b> Ss are able to: <ul style="list-style-type: none"> <li>give response to the expressions of asking for and giving direction.</li> <li>identify the expression of asking for and giving direction.</li> </ul>	Dialogue and monologue containing the expressions of asking for and giving direction	<b>Function</b> Expressing asking for direction Example: Can you tell me how to get to Walt Disney?  Expressing giving direction Example: Go straight ahead.	<b>Listening</b> <ul style="list-style-type: none"> <li>Completing the dialogue while listening and then practicing the dialogue</li> <li>Listening to the expressions of asking for and giving direction and then identifying the expressions</li> </ul>

		<p><b>Speaking</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>• participate in dialogue to ask for direction</li> <li>• participate in dialogues to give direction</li> </ul> <p><b>Reading</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>• comprehend the procedure text</li> </ul>	<p>Dialogue containing the expressions of asking for and giving direction.</p> <p>Procedure Text: How to Visit Walt Disney World</p>	<p>Turn left. Cross the street.</p>	<ul style="list-style-type: none"> <li>• Completing the dialogue with the correct word.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Completing the dialogue by choosing the expressions in the box and then practice</li> <li>• Making short dialogue containing the expressions of asking for and giving direction</li> <li>• Completing short dialogue with correct expression.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading text and then answering questions based on the text</li> <li>• Fill in the blank with the correct verb.</li> </ul>
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		<p><b>Writing</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>• write a procedure text</li> </ul> <p><b>Vocabulary</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>• identify the synonym or antonym of specific words related to the animation terms.</li> </ul>	Procedure text notes	<p><b>Vocabulary</b> Words or phrases related to the animation terms. Examples: curve, cross, spine.</p>	<ul style="list-style-type: none"> <li>• Match the picture to the paragraph.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write a procedure text.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Find the meaning of specific words</li> </ul>
3. Watching Movie	Watching Animation Movie	<p><b>Listening</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>• identify the expression of inviting someone, declining and accepting an invitation.</li> </ul>	Dialogue containing expressions of inviting someone, declining and accepting an invitation	<p><b>Function</b> Expressing inviting someone Examples: Would you like to come to my movie party? Why don't you come to the animation movie competition?</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening to dialogues and then complete the missing expressions.</li> </ul>

		<p><b>Speaking</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>Participate in dialogues to decline an invitation and invite someone.</li> </ul> <p><b>Reading</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>comprehend recount text.</li> </ul>	<p>Dialogues and conversation containing expressions of inviting someone, declining and accepting an invitation</p> <p>Recount Text: "Watching Movie" With My Friend</p>	<p>Expressing declining an invitation Examples: I'm very sorry, I don't think I can. Thank you for asking me, but I have to finish my homework.</p> <p>Expressing accepting an invitation Examples: I'd like to love to come. With the greatest pleasure.</p>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Completing the dialogues with correct expression and act the conversation out.</li> <li>Filling in the blank with the correct word, and then act the conversation out.</li> <li>Making dialogue about invitation based on the situation given and then practicing the dialogue</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading text and then answering questions based on the text</li> <li>Fill in the blank with the correct verb.</li> </ul>
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		<p><b>Writing</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>• write a recount text.</li> </ul> <p><b>Grammar</b> Ss are able to:</p> <ul style="list-style-type: none"> <li>• comprehend simple past tense.</li> </ul>	<p>Recount text note</p> <p>Simple Past Tense note</p>	<p><b>Grammar</b> Simple Past Tense. Example:</p> <ul style="list-style-type: none"> <li>• We wanted to watch The Avenger movie at XXI cinema.</li> <li>• There were many birds.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write a procedure text.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Fill the missing verb with the correct verb.</li> </ul>
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# LEARNING MATERIALS

1<sup>st</sup> draft

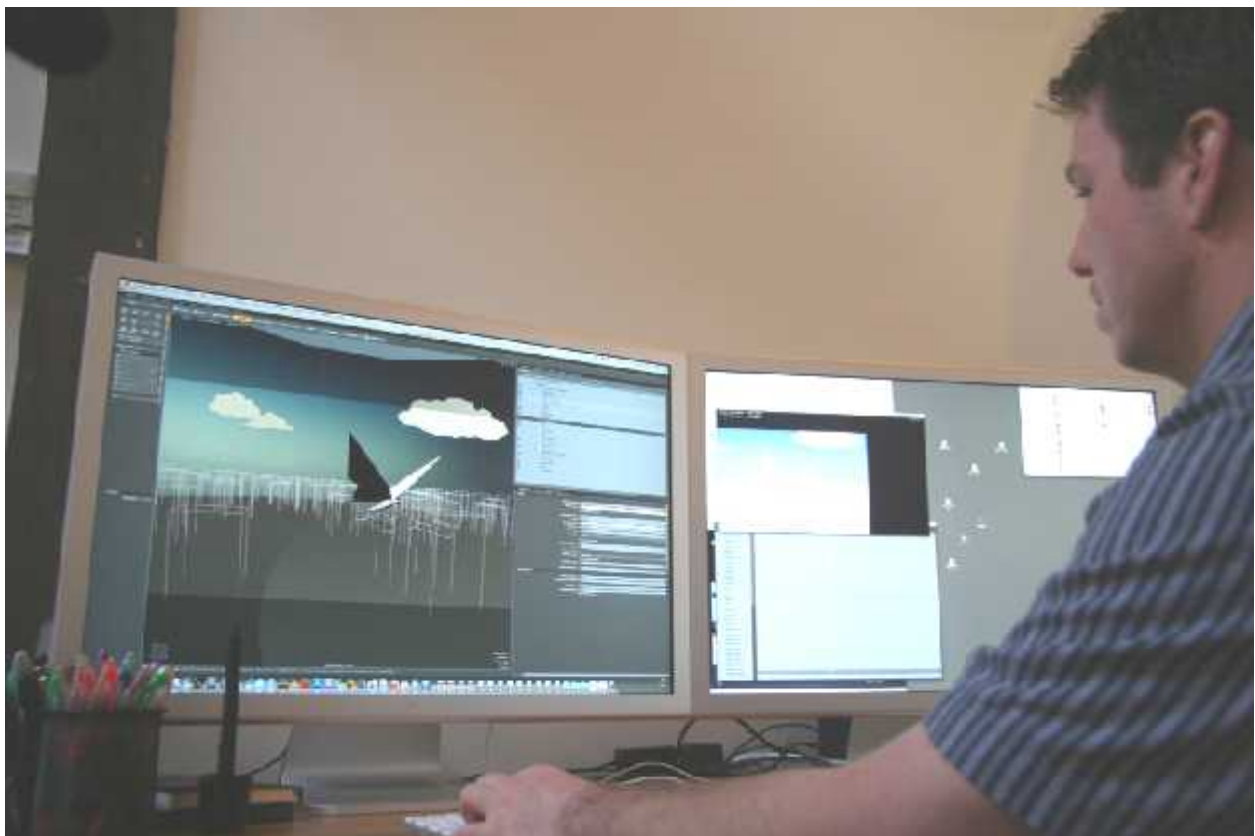
2<sup>nd</sup> draft

3<sup>rd</sup> draft

## UNIT 1

### Creating an Animation

In your daily life you often express your preferences and capabilities. You may also respond to others about their preferences and capabilities. In this unit you will learn how to express your preferences and express that you are capable of doing something.



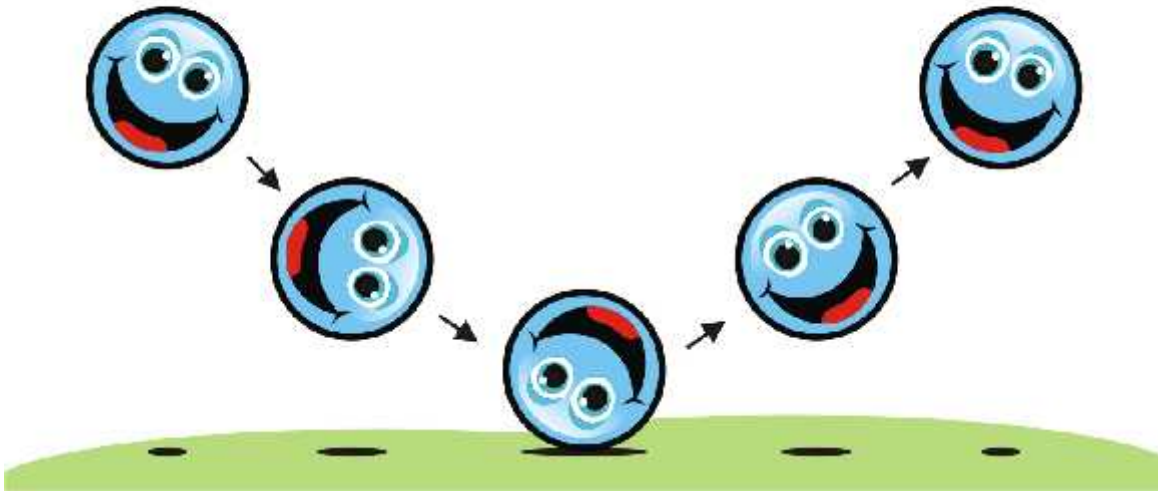


**Let's Get Started.**

➤ **Task 1**

**Study the picture below and answer the questions.**

**Bounce Animation**



1. What picture is that?
2. Can you make an animation?
3. How good are you at making animation?
4. Which one do you like better, 2D animation or 3D animation?
5. If you can use a modern technology of animation software, what will you make?

**LISTENING AND SPEAKING SECTIONS**

➤ **Task 2**

**Listen to the dialog and identify some expressions of preferences and capabilities you can find in the dialog. Do it individually. The listening script is in the Appendix.**

1. Alex : Oh I see. \_\_\_\_\_.
2. Alex: \_\_\_\_\_. But it needs a lot of money.
3. Alex: \_\_\_\_\_ because of the features.
4. Alex: \_\_\_\_\_. I have been using it for a long time.

➤ **Task 3**

**Listen to the dialog in task 2 again and answer the question.**

1. What was the title of the movie that Ani asked Budi?
  - a. Avatar    b. 3d Maya    c. Adobe premiere    d. Animation
2. Can Alex do the animation?
  - a. Yes, he does    b. No, he does    c. Yes, he can    d. No, he can't
3. Why it needs a lot of money?
  - a. To pay the salary of the animator
  - b. To buy some devices
  - c. To rent some softwares
  - d. To pay the director
4. What software that Alex used.
  - a. Adobe Reader    b. Adobe Photoshop    c. Adobe Illustrator    d. Adobe Premiere
5. Does Alex prefer premium software? What is the reason?
  - a. Yes, because it can produce high quality video
  - b. No, because it is too expensive.
  - c. Yes, because it is cheap
  - d. No, because it can't produce good film.

➤ **Task 4**

**Study the following expressions in small group. Listen to the teacher and repeat after him.**



No	Expressions	Functions
1.	Can you fix it?	Asking if someone is able to do something
2.	Do you know how to combine these frames?	
3.	Are you able to write the code?	
4	Can you use some animation softwares?	

5.	I can make a 3D animation.	Saying that you are able to do something
6.	I'm able to do the effect.	
7.	I have experience to do this.	
8.	I know how to make the movement.	
9.	I'd say I was capable of doing animation project	
10.	I think I can do that.	Asking about preference
11.	Would you prefer LCD monitor or LED monitor?	
12.	Do you prefer 3D Max?	
13.	What's your favourite animator?	
14.	Do you prefer figure A or figure B as the main character?	
15.	I'd prefer Adobe to make it, if possible.	Saying what you prefer
16.	I enjoy this animation more than the others.	
17.	I prefer figure A.	
18.	My choice would always be 3D Maya	
19.	I like to use 2D animation software better than 3D animation software.	

### ➤ Task 5

Complete the following conversation with the correct words in the box.  
Compare your answers with a classmate's. The listening script is in the Appendix.

Be	better	can't
To	Can	prefer
Like	than	able



- Andre : \_\_\_\_\_ you use any animation software Roni?
- Roni : Yes, I can use Macromedia Flash and 3D Max. Now I am learning 3D Maya.
- Andre : That's wonderful. How well can you use both of them?
- Roni : I can use Macromedia Flash quite well, but I \_\_\_\_\_ use 3D Max like I use Macromedia Flash. And I'm ashamed to admit that I am very poor in 3D Maya.
- Andre : Well, I think you are better than me in using 3D Maya
- Roni : No, I saw you operated 3D Maya last night, and I think your skill is good.
- Andre : Thank you.

Roni : Are you studying any other software at the moment?

Andre : Yes, I am studying Giotto now. I downloaded the file last month and installed it.  
It is the newest animation software.

Roni : Wow, good for you! You will \_\_\_\_\_ to operate that software.

Andre : By the way, do you like Macromedia Flash or 3D Max?

Roni : I \_\_\_\_\_ Macromedia Flash \_\_\_\_\_ 3D Max. It is easier.

Andre : So do I, but, after I know Giotto, I \_\_\_\_\_ Giotto \_\_\_\_\_ Macromedia Flash. Okay  
let's get back to work. Many projects are waiting.

Roni : Okay.

## ➤ Task 6

**In the dialogue between Roni and Andre (Task 5) you find the word 'can' and "can't". How do you pronounce it?**

can /k n; strong form kæn/

cannot /'kænɒt/

can't /kɑ:nt/

## ➤ Task 7

**Listen to the following conversation. Then, complete the dialogue. The listening script is in the Appendix.**



Arnys : Hello Rudi, \_\_\_\_\_?

Rudi : Of course, I am animator.

Arnys : Ohh.. great, \_\_\_\_\_?

Rudi : \_\_\_\_\_. Tell me your problem.

- Arnys : Here is Rudi, can you see the ball? It doesn't have shadow.  
\_\_\_\_\_?
- Rudi : Oh I see. \_\_\_\_\_. It is easy, let me do it. Just wait a second.  
Finish!
- Arnys : Wow so fast! you are very talented!
- Rudi : Thank you.
- Arnys : Did you learn that by yourself?
- Rudi : No, I took some courses outside.
- Arnys : Ohhh.. I see. I have a dream to make a great animation movie. By the way,  
\_\_\_\_\_, animation in avatar movie or transformer?
- Rudi : \_\_\_\_\_. It looks clean and soft.
- Arnys : Me too, avatar looks cool. Okay Rudi, thanks for the help.
- Rudi : You are welcome.

➤ **Task 8**

**After you completed the conversation above (Task 7), listen to it again and give a (v) check mark to the sentence that correct based on the conversation.**

- |   |                          |
|---|--------------------------|
| 1. Rudi is a teacher and Arnys is a student                   | <input type="checkbox"/> |
| 2. Rudi helps Arnys to fix the problem.                       | <input type="checkbox"/> |
| 3. Rudi get some difficulties in repairing the animation.     | <input type="checkbox"/> |
| 4. Rudi took some courses.                                    | <input type="checkbox"/> |
| 5. Arnys and Rudi have same preferences about animation movie | <input type="checkbox"/> |

➤ **Task 9**

**Act out the conversation in Task 7 with your friend.**

➤ **Task 10**

**Have a conversation in pairs. Express your capability and your preference to your friend. Look at the guide.**

A		B
Greet your new friend	→	Greet your new friend
Introduce yourself	↗	Introduce yourself
Ask his/her name	→	Ask about the reason of entering animation school.
Mention your aims in learning animation	↘	Answer your reason
Ask his/her reason too.	→	Ask about preference of 2D and 3D animation.
Tell your preference about 2D and 3D animation.	↗	Respond his/her preferences.
Ask his/her capabilities on animation subject	→	Tell your capabilities
Respond his/her capabilities	↘	Say good bye
End the conversation and say good bye	→	

➤ **Task 11**

**Have a conversation in pairs. Express your capability and your preference about animation to your friend.**

**READING AND WRITING SECTIONS**

➤ **Task 12**

**Study the words below.**

Bundle	(verb) [with object] tie or roll up (a number of things) together
capture	(verb) record accurately in words or pictures
character	(noun) a person in a novel, play, or film
clay	(noun) a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics:
Controller	(noun) a person or thing that directs or regulates something:
coordinate	(noun) each of a group of numbers used to indicate the position of a point, line, or plane.
cringe	(verb) bend one's head and body in fear or apprehension or in a servile manner
Edge	(noun) the outside limit of an object, area, or surface
geometrical	(adjective) relating to geometry, or according to its methods

Handle	(noun) the part by which a thing is held, carried, or controlled
illusion	(noun) an instance of a wrong or misinterpreted perception of a sensory experience
marionette	(noun) a puppet worked by strings
Motion	(noun) the action or process of moving or being moved
plaster	(noun) a soft mixture of sand and cement and sometimes lime with water, for spreading on walls, ceilings, or other structures, to form a smooth hard surface when dried
Rigging	(noun) the system of ropes or chains employed to support a ship's masts ( <b>standing rigging</b> ) and to control or set the yards and sails ( <b>running rigging</b> )
Sculpt	(verb) create or represent (something) by carving, casting, or other shaping techniques
Sequence	(noun) a particular order in which related things follow each other
Signal	(noun) a gesture, action, or sound that is used to convey information or instructions, typically by prearrangement between the parties concerned
software	(noun) the programs and other operating information used by a computer

➤ Task 13

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

**Lightwave 3D Animation Software**





3D computer animation combines 3D models of objects and programmed or hand "keyframed" movement. Models are constructed out of geometrical vertices, faces, and edges in a 3D coordinate system. Objects are sculpted much like real clay or plaster, working from general forms to specific details with various sculpting tools. In a process called rigging, the virtual marionette is given various controllers and handles for controlling movement. Animation data can be created using motion, capture, or key framing by a human animator, or a combination of the two.

Lightwave 3D is NewTek's high-end 3D animation and rendering program. Available for both Mac and PC, Lightwave has long been a leader in its field and is actually two products bundled into one. One part, 'Modeller', is responsible for building the elements of the job and the second, 'Layout', is where the animation project takes place. This is not as complex as it may sound for the beginner and in many ways is a very logical approach. Additionally, integration between the two programs is very smooth.

On the negative side, Lightwave has often been criticized for its user interface - Mac users in particular might cringe at its unix-like menu structure. Additionally, users have to be extremely careful about file locations - project directories have to be explicitly defined, or the program gets confused. Lightwave's strong-points include the richness of its rendering. Although, its animation may not be up to Maya's standards.

Lightwave 3D is the newest animation software that has two functions, 3D animation and rendering program. Many users use it to make their animation project.

Source: <http://www.designtalkboard.com/>

No	Statement	T/F	Correction
1.	3D computer animation only combines 3D models.	F	3D computer animation combines 3D models of objects and programmed or hand "keyframed" movement.
2.	Rigging process is a process when the virtual marionette is given various controllers and handles.		
3.	Lightwave 3D is available for Mac and PC.		
4.	Lightwave 3D is complex for the beginner.		
5.	There is no negative side of Lightwave 3D.		
6.	The strong points of Lightwave 3D is about rendering.		



➤ **Task 14**

**Study the following notes and find the main idea of each paragraph of the text in Task 13, do it in small group.**

**Finding the Main Idea**

How Can I Locate the Main Idea? Once you can find the topic, you are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)? The author can locate the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea. Let's use the paragraph below as an example. First find the topic, then look for the main idea.

While the main idea is usually in the first sentence, the next most common placement is in the last sentence of a paragraph. The author gives supporting information first and then makes the point in the last sentence. Here's a paragraph we can use as an example. Try to locate the topic and the main idea.

Finally, an author might put the main idea in the middle of a paragraph. The author will spend a few sentences introducing the topic, present the main idea, then spend the rest of the paragraph supporting it. This can make the main idea more difficult to find. See if you can find the topic and main idea in the paragraph below.

Patrick loves to create animation movie. His favorite animation movie is Tom and Jerry because it is funny. Patrick also likes to create some advertisements using his animation. He prefers use some high quality animation software because it will produce a good animation. If he is in free, sometimes he make an animation just for fun and upload it in Youtube.

**In this paragraph:**

**the topic is *Patrick***

**the main idea is in the first sentence: *Patrick loves to create animation movie.***

A Landmark School Student Guide

by Diane Vener,

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### Main idea of text in Task 13

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

### ➤ Task 15

#### Study the following notes.

The text in Task 14 is a report text. Sometime it is called “informational report”. Report text is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subject’s parts, behavior and qualities. The subject is usually general rather than particular.

Examples of information report texts include:

- lectures
- reference articles
- research assignments
- chapters in textbooks.

#### Grammatical features of a report text.

Report text usually includes the following grammatical features:

- technical language related to the subject
- technical use of the timeless present tense
- technical use of general nouns rather than proper nouns
- technical linking verbs to describe behaviours or qualities

#### Report text scaffold

1. A general opening statement in the first paragraph
  - This statement tells the audience what the text is going to be about.
  - This can include a short description of the subject.
  - This can include a definition of the subject.
2. A series of paragraph about the subject
  - Each paragraph usually begins with a topic sentence.
  - The topic sentence in the beginning of each paragraph previews the information contained in the rest of the paragraph.

- The sentences after this preview give more details.
  - Each paragraph should give information about one feature of the subject.
  - These paragraphs build a description of the subject of the report.
  - These paragraphs may include technical language that is related to the subject
3. A concluding paragraph (optional)
- The concluding paragraph signals the end of the text.
  - This paragraph can summarize the report.

Source: *Short Functional Texts*, Lin Lougheed, 2005

## Donald Duck

Donald Duck is a cartoon character created in 1934 at Walt Disney Productions. Donald is an anthropomorphic white duck with a yellow-orange bill, legs, and feet. He typically wears a sailor suit with a cap and a black or red bow tie.	<b>A general opening statement in the first paragraph</b>
Donald Duck rose to fame with his comedic roles in animated cartoons. He first appeared in <i>The Wise Little Hen</i> (1934), but it was his second appearance in <i>Orphan's Benefit</i> which introduced him as a temperamental comic foil to Mickey Mouse. Throughout the next two decades Donald appeared in over 150 theatrical films, several of which were recognized at the Academy Awards.	<b>A paragraph about the subject</b>
Beyond animation Donald is primarily known for his appearances in comics, both in newspaper strips and comic books. Donald was most famously drawn by Al Taliaferro, Carl Barks, and Don Rosa. Barks in particular is credited for greatly expanding the "duck universe," the world in which Donald lives, and creating many additional characters such as Donald's maternal uncle Scrooge McDuck. Today Donald is a very popular character in Europe, particularly in the Low Countries and Scandinavian countries where his weekly magazine has remained the most popular comics publication for over 50 years.	<b>A paragraph about the subject</b>

### ➤ Task 16

**Study the note below.**

#### Present Tense

Basic form: Subject + Verb (Present form)

Example:

- He is animator.
- I work in digital media company.
- She doesn't know.

We use the simple present tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future

- the action is not only happening now
- the statement is always true

Another form

Source: English Grammar in Use, Raymond Murphy, 1987  
<http://www.englishclub.com>

	subject	auxiliary verb		main verb	
+	I, You, They, We			like	animation
	He, She, It			likes	animation
-	I, You, They, We	do	not	like	animation
	He, She, It	does	not	like	animation
?	Do	I, you, they, we		like	animation?
	Does	he, she, it		like	animation?

	subject	main verb		
+	I	am		animator
	You, They, We	are		animator
	He, She, It	is		animator
-	I	am	not	animator
	You, They, We	are	not	animator
	He, She, It	is	not	animator
?	Am	I		animator
	Are	You, They, We		animator
	Is	He, She, It		animator

➤ **Task 18**

Fill in the blanks with correct verb forms. Compare your answers with your classmate's sitting next to you. Look at the example.

is	are	moves	creates	gives
----	-----	-------	---------	-------

**Stop Motion**



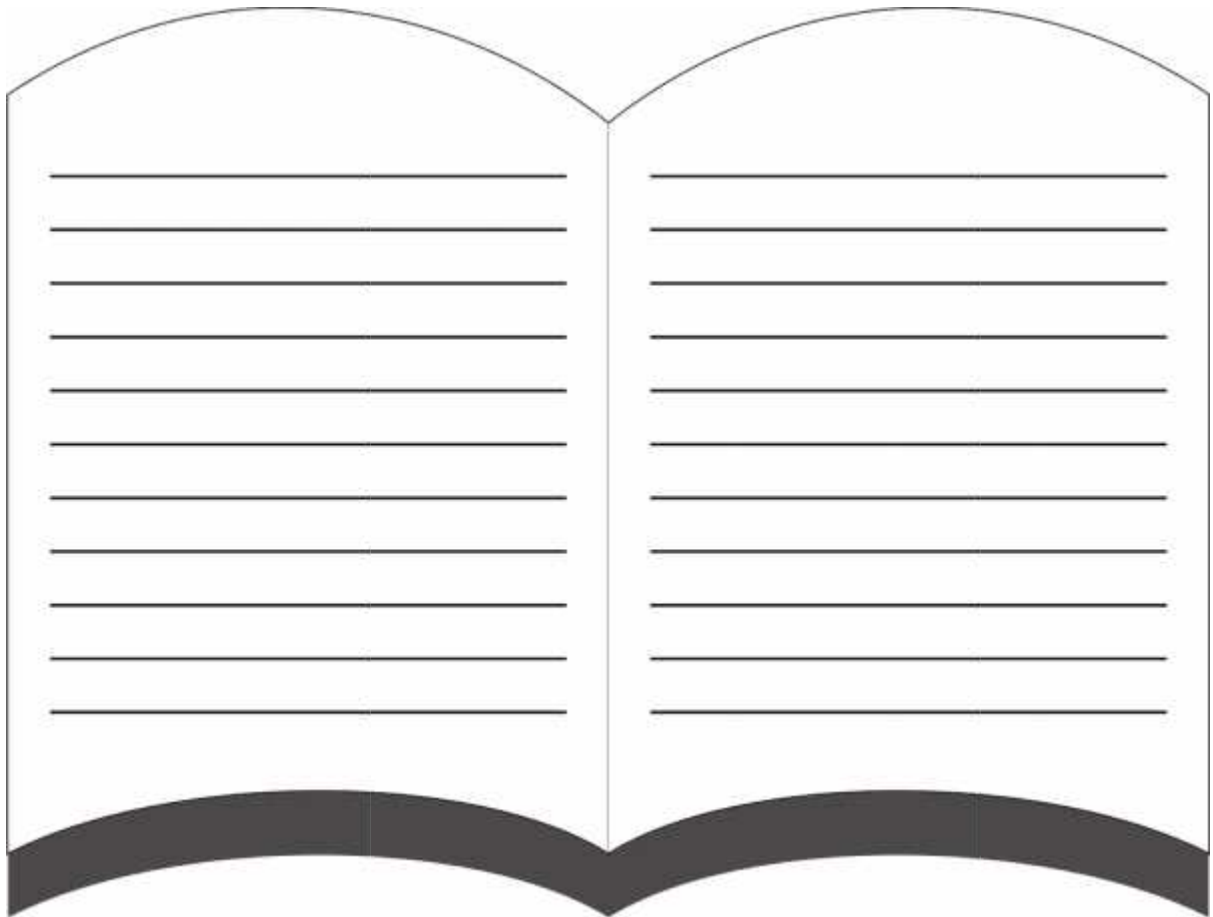
Stop motion \_\_\_\_\_ an animation technique to make a physically manipulated object appear to move on its own. The object \_\_\_\_\_ in small increments between individually photographed frames. It \_\_\_\_\_ the illusion of movement when the series of frames is played as a continuous sequence. It \_\_\_\_\_ dolls or clay figures for the ease of repositioning. Stop motion \_\_\_\_\_ us the other way to express our creativity.

➤ **Task 19**

Arrange the jumbled paragraphs into a good report text.

1	This type of presentation is usually accomplished with a camera and a projector or a computer viewing screen which can rapidly cycle through images in a sequence.
2	The position of each object in any particular image relates to the position of that object in the previous and following images so that the objects each appear to fluidly move independently of one another. The viewing device displays these images in rapid succession, usually 24, 25 or 30 frames per second
3	Animation is the rapid display of a sequence of images to create an illusion of movement. The most common method of presenting animation is as a motion picture or video program, although there are other methods.
4	Animation can be made with either hand rendered art, computer generated imagery, or three-dimensional objects, e.g. puppets or clay figures, or a combination of techniques.

**Answer sheet for Task 19**



➤ **Task 20**

**Based on the notes in Task 11, write a short report text about animation technique. And then submit your report text to your teacher.**

LET'S MAKE REFLECTION

How much do you learn from this unit? Put a thick (✓) on the right column based on how much you have learnt.

1. What I like best in the unit?

---



---

2. What I don't like in this unit?

---



---

3. The improvement I have made after learning English in this unit:

---



---

LET'S MAKE A SUMMARY

In this unit you have learnt some expressions of preferences and capabilities:

No	Expressions	Functions
1.	Can you fix it?	Asking if someone is able to do something
2.	Do you know how to combine these frames?	
3.	Are you able to write the code?	
4.	<b>I can make a 3D animation.</b>	<b>Saying that you are able to do something</b>
5.	<b>I'm able to do the effect.</b>	
6.	<b>I have experience to do this.</b>	
7.	<b>I know how to make the movement.</b>	
8.	<b>I'd say I was capable of doing animation project</b>	
9.	Would you prefer LCD monitor or LED monitor?	Asking about preference
10.	Do you prefer 3D Max?	
11.	What's your favourite animator?	

12.	I'd prefer Adobe to make it, if possible.	Saying what you prefer
13.	I enjoy this animation more than the others.	
14.	I prefer figure A.	
15.	My choice would always be 3D Maya	

In this unit you also have learnt report text and present tense:

**Report text** is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subject's parts, behavior and qualities. The subject is usually general rather than particular.

**Report text scaffold**

1. A general opening statement in the first paragraph
2. A series of paragraph about the subject
3. A concluding paragraph (optional)

**Present Tense**

Basic form: Subject + Verb (Present form)

Example: He is animator.

**VOCABULARY LIST**

bundle	(verb) [with object] tie or roll up (a number of things) together
capture	(verb) record accurately in words or pictures
character	(noun) a person in a novel, play, or film
clay	(noun) a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics:
Controller	(noun) a person or thing that directs or regulates something:
coordinate	(noun) each of a group of numbers used to indicate the position of a point, line, or plane.
cringe	(verb) bend one's head and body in fear or apprehension or in a servile manner
edge	(noun) the outside limit of an object, area, or surface
geometrical	(adjective) relating to geometry, or according to its methods
handle	(noun) the part by which a thing is held, carried, or controlled
illusion	(noun) an instance of a wrong or misinterpreted perception of a sensory experience
marionette	(noun) a puppet worked by strings
motion	(noun) the action or process of moving or being moved
plaster	(noun) a soft mixture of sand and cement and sometimes lime with water, for spreading on walls, ceilings, or other structures, to form a smooth hard surface when dried
rigging	(noun) the system of ropes or chains employed to support a ship's masts ( <b>standing rigging</b> ) and to control or set the yards and sails ( <b>running rigging</b> )



sculpt	(verb) create or represent (something) by carving, casting, or other shaping techniques
sequence	(noun) a particular order in which related things follow each other
signal	(noun) a gesture, action, or sound that is used to convey information or instructions, typically by prearrangement between the parties concerned
software	(noun) the programs and other operating information used by a computer

## UNIT 2

### Where is Walt Disney studio?

In your daily life you often ask direction to others. You may also give directions to others about their destination. In this unit you will learn how to ask and give directions.

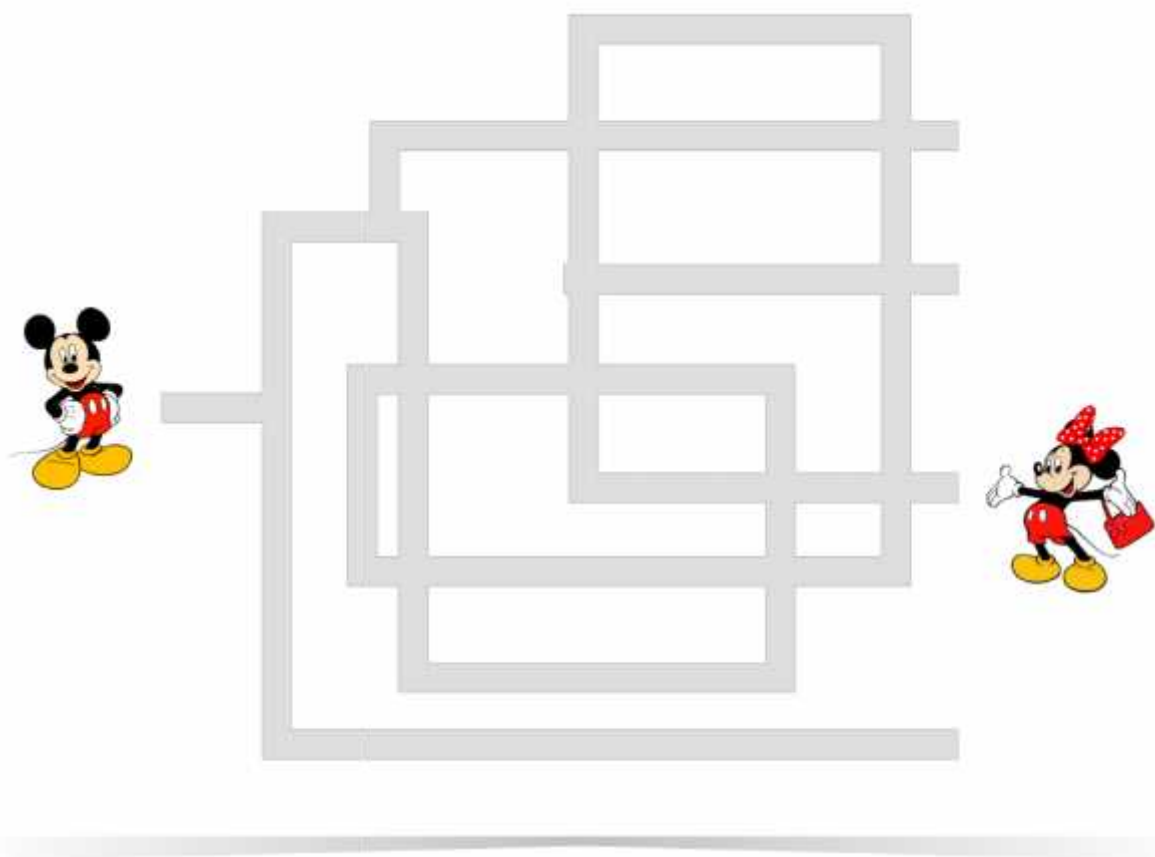


Let's Get Started.

➤ Task 1

Study the picture below and answer the questions.

HELP MICKEY MOUSE



1. Draw a line from Mickey Mouse to Minnie Mouse. Choose the nearest way.
2. Could you tell Mickey Mouse the way to Minnie Mouse? Write down your directions for Mickey Mouse.

LISTENING AND SPEAKING SECTIONS

➤ Task 2

Listen to the dialog and identify some expressions of asking and giving direction you can find in the dialog. Do it individually. The listening script is in the Appendix.

1. A : Excuse me, \_\_\_\_\_ the Disney animation studio, \_\_\_\_\_?
2. B : Go ahead and turn right at the next corner. \_\_\_\_\_. The studio is opposite the post office.
3. A : How about \_\_\_\_\_?
4. B : Go ahead. \_\_\_\_\_. Then take the second road on your right.
5. B : The cinema \_\_\_\_\_, near the castle.

➤ Task 3

Listen to the dialog in Task 2 again and answer the question.

1. Where may the situation take place?
2. Where would he go?
3. Did the woman give the direction to him?
4. What is across the animation studio?
5. How many times the man will turn left if he wants to go to cinema?

➤ Task 4

Study the following expressions in small group. Listen to the teacher and repeat after him.



No	Expressions	Functions
1.	Excuse me, could you tell me how to get to the Walt Disney Studio?	Asking Direction
2.	What's the best way to the office?	
3.	Where is the Luxio animation school?	
4.	Excuse me, where is the Disney animation studio, please?	
5.	How do I get to the cinema?	

6.	Go straight on.	Giving Direction
7.	Turn left/right.	
8.	Take the first/second road on the left/right	
9.	Turn left there	
10.	The studio is opposite the cinema.	
11.	Turn right at the next corner	
12.	In front of the post office	Responding to the person who ask the direction, but you don't know the place.
13.	I'm sorry, I don't know	
14.	Sorry, I'm not from around here	

➤ Task 5

Listen to the following dialogue. Then, complete the dialogue below with correct expressions. The listening script is in the Appendix.

Michelle : Hello Barnet.

Barnet : Hello Michele.

Michele : \_\_\_\_\_?

I want to go there.

Barnet : I see. First \_\_\_\_\_ until the crossroad. Then, \_\_\_\_\_. You will find traffic light. \_\_\_\_\_ at the traffic light, that is Leicester Street. \_\_\_\_\_ on Leicester Street until you get to the \_\_\_\_\_. When you get to HSBC bank, \_\_\_\_\_ Then, the MD animation studio \_\_\_\_\_. It's on your left, \_\_\_\_\_ the Alfa store.

Michelle : Oh Okay. How about the Walt Disney Studio, \_\_\_\_\_?

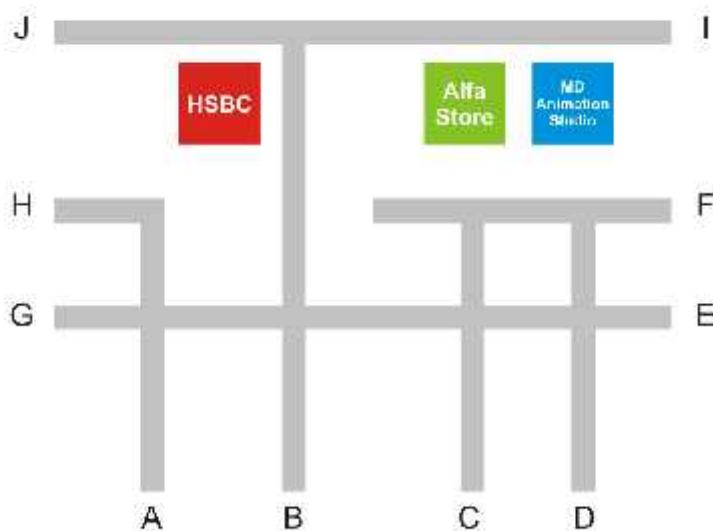
Barnet : Oh.. \_\_\_\_\_.

Michelle : \_\_\_\_\_. Thank you very much.

Barnet : You are welcome

➤ Task 6

Draw a circle on the letter to show the position of Michelle and Barnett based on the conversation in Task 5.



➤ Task 7

Complete the following conversation with the correct words in the box.  
Compare your answers with a classmate's. Then, act the conversation out.

What are you doing tonight?	turn	go ahead
Do you want to come?	Where do you live?	corner

Nita: Hi! Sarah, \_\_\_\_\_?

Sarah: Nothing Nita, Why?

Nita: Today I want to watch Mickey Mouse movie at my house. \_\_\_\_\_?

Sarah: Great! \_\_\_\_\_?

Nita: Ok, from your house, \_\_\_\_\_ on Broadway Street, then \_\_\_\_\_ right on First Avenue, my house is on the \_\_\_\_\_ of First Avenue and Central Street.

➤ Task 8

Have a conversation in pairs. Ask directions to your friends. Then switch, have your friend ask directions to you. Then, act the conversation out. Look at the example.



**Wally** : Excuse me, could you tell me how to get to the Walt Disney store?

**Bally** : Sure, the store is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.

**Wally** : Go south two blocks to the stop light.

**Bally** : Correct, then, turn left and go three more blocks, until you come to the end of the road. A park will be in front of you.

**Wally** : Turn left and go for three blocks to the park.

**Bally** : Right, then turn right again and go seven blocks, to Lipton Avenue.

**Wally** : Turn right and go seven blocks to Lipton Avenue.

**Bally** : Next, turn left on Lipton Avenue and go two blocks. The store is on your left, across from the baseball stadium.

**Wally** : OK, let me see if I've got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turn right and...

**Bally** : No, turn left on Lipton Avenue.

**Wally** : OK, turn left on Lipton Avenue, the store is two blocks down, on my left.

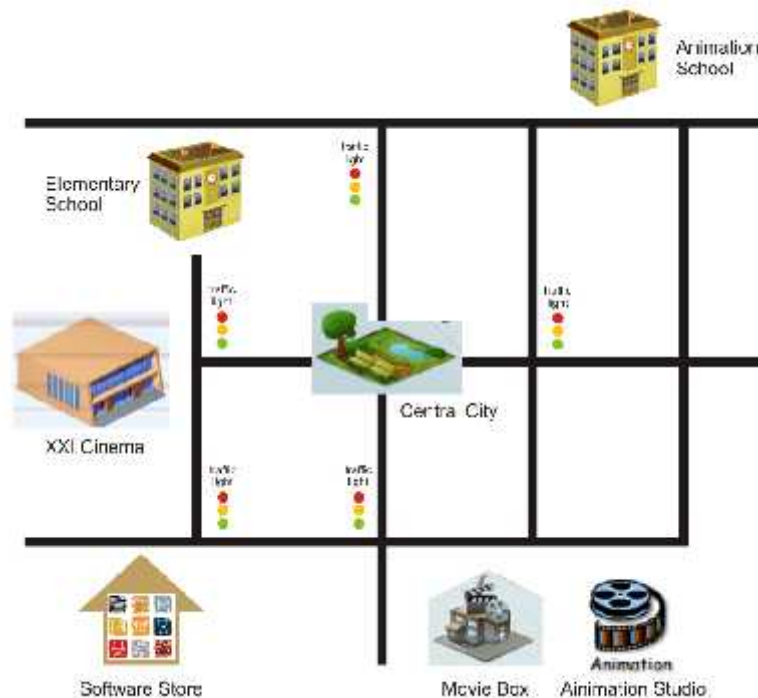
**Bally** : You got it.

**Wally** : Thanks.



## ➤ Task 9

Complete the following dialogues using expression of giving directions based on the picture. Your position is on the central of your city. Then act the conversation out. Do it in pairs.



1. Jenny: Could you tell me the XXI cinema?  
You:
2. Ricky: Do you know the nearest computer software store?  
You:
3. Andy: Do you know the animation school in this city?  
You:
4. Rian: Where is the movie box?  
You:
5. Zuck: Is there an animation studio around here?  
You:

## ➤ Task 10

Work with a partner and ask for and give directions to the following places below in your town. Decide between you on a starting point. Use some expressions of asking and giving directions. Then, act the conversation out.



READING AND WRITING SECTIONS

➤ Task 11

Answer these questions.

1. Do you know Walt Disney World? Where is it?
2. Have you ever visited Walt Disney World?
3. Have you ever had a vacation? Where?
4. Is there any preparation to have a vacation?

➤ Task 12

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

**How to Visit Walt Disney World**

Walt Disney World is a great place for a family vacation full of fun, imagination, and memories. But many who visit there seem to spend more money, time, and effort than they need to. Here are the steps to help you get the most of your money and time- while having fun.

1. **Determine when you want to go.** As the parent, you should decide the best time for your family to visit the "world".
2. **Decide how long you are going to stay.** Disney recommends a seven-day stay, because it has many parks there. Some families take 10-11 days to do it all, giving two or so days to "rest".
3. **Book a hotel or condo (if you have a larger family; number wise, not size wise) Find one close to Walt Disney World, possibly on Disney property if you can afford it.**
4. **Book a flight.** Find a flight to Orlando International Airport, and if you purchased a rental car, use a courtesy shuttle to get to your car pick-up. Try to get one early in the morning, like 6am-8am ,or whenever it would be easiest for your family.
5. **Buy your tickets, if possible, before arrival.** You can get tickets from a Disney store or you can get discounted tickets online.
6. **Choose what you want to do each day.** There are many things in the Walt Disney World. You may want to make a plan so that you know where to go on each day.
7. **Arrive early in the parks.** They usually open at about 9 am, but there are Extra Magic Hours. At the Check-In Desk for a Disney hotel, there will be maps and a Times Guide. In a Disney Hotel, you can also look on your TV. It has all the day's info.

Source: <http://www.wikihow.com/Visit-Walt-Disney-World>

No	Statement	T/F	Correction
1.	Walt Disney World is a great place for a family vacation full of flowers.	F	Walt Disney World is a great place for a family vacation full of fun, imagination, and memories
2.	As parents, we have to decide the best time for our family to have vacation.		
3.	3 days is the recommended time for visiting World Disney World.		
4.	We can't buy Walt Disney World ticket by online.		
5	The sixth procedure is about listing our daily activities.		
6.	There are no maps and Times Guide in Disney Hotel.		

### ➤ Task 13

**Answer these question based on text in Task 12.**

1. What does the text tell you?
2. How long Disney recommends staying there?
3. Should we buy the Disney ticket before or after arrival?
4. What time does Disney open?
5. Is there any map guide there?

### ➤ Task 14

**Study the following notes.**

The text in Task 9 is a 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.

Example of procedure texts include:

- recipes
- itineraries
- instruction manuals
- directions

#### **Grammatical features of a procedure**

Procedure texts usually include the following grammatical features:

- sentence that begins with verbs and are stated as commands

- time words or numbers that show the order for carrying out the procedure
- adverbs to describe how the action should be performed
- precise terms and technical language

## The procedure scaffold

1. An introductory statement giving the aim or goal
  - This may be title of the text.
  - This may be an introductory paragraph.
2. Materials needed for completing the procedure.
  - This may be a list
  - This may be a paragraph
  - This step may be left out in some procedures.
3. A sequence of steps in the correct order
  - Numbers can be used to show: first, second, third and so on.
  - The order is usually important.
  - Words such as *now*, *next* and *after this* can be used.
  - The steps usually begin with a command such as *add*, *stir*, or *push*.

• Source: *Short Functional Texts*, Lin Lougheed, 2005

**How to Make a Pencil Box** —————> An Introductory statement giving the aim or goal.

### Materials:

An empty plastic bottle of mineral water  
A sharp cutter  
A piece of white or colorful paper  
Some paints  
Some glue

Materials needed

### Steps:

Wash the plastic bottle. Make sure it is clean when you use it.  
Cut the bottle into two halves  
Wrap the bottle with a piece of colored paper  
If you use plain paper, use the paint to make a drawing on it  
Now, your pencil box is ready to use.

A sequence of steps

## ➤ Task 15

Read the text carefully and answer the questions.

### How to Draw Mickey Mouse with Easy Step by Step Drawing Lesson for Children

Do you want to learn how to draw Mickey Mouse? After following this guide, you will be able to draw Mickey easily.

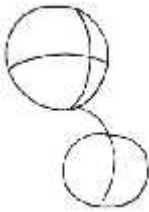
You need a pencil, a piece of paper, an eraser and crayon.

#### Step 1



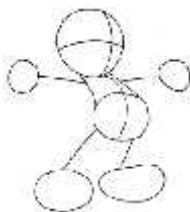
Start off by drawing a lollipop with a curved stick. Also add a cross section for the face. The vertical line determines the “center” of the head where the nose is placed, and the horizontal line determines where the eyes will be placed. The curved stick will be Mickey’s spine. Notice that this line goes around the circle because it is like a ball.

#### Step 2



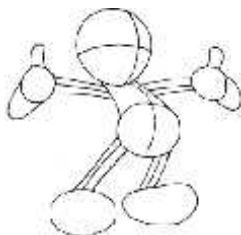
Draw a small circle at the bottom of the spine.

#### Step 3



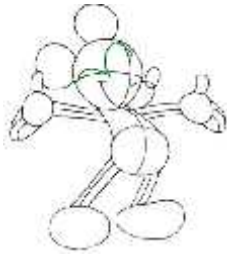
Add stick arms and feet. Since Mickey is a cute cartoon character, make sure that the sticks are short to give him cute arms and legs. Also make the feet ovals large to give him big cartoony shoes.

#### Step 4



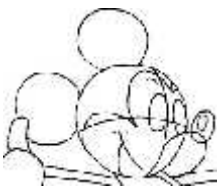
Complete the arm and legs sticks to give them muscle. Add curves to where his thumbs and fingers should be.

## Step 5



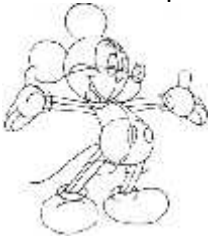
Draw two circles on top of his head for his ears. Add a curve in front of his head for his snout and mouth. Add a small oval on its end for his nose. Draw two lines inside the finger guide to create digits. I put red dashed lines under the ears to show you that they are circles that are hidden by Mickey's face. Also, I highlighted part of his face in green to show you that it looks like a letter 'm' (sideways).

## Step 6



Draw an oval for each eye...part of the right eye is hidden by Mickey's snout (which is an oval). Draw another oval as the nose and a smaller oval inside of it for the highlight of the nose. If you look at the nose and mouth together...it looks like a sideways number '2'.

## Step 7



You can now draw the details of his face, clothes, and gloves.

## Step 8



Delete all the guide lines, and fill in the legs, body, and top of his head with black to give him "fur", and you're done!

1. What does the text tell you?
2. What tools do you need?
3. How many steps in drawing a Mickey Mouse?
4. What are the steps to draw Mickey Mouse? Explain the steps briefly.



## ➤ Task 16

Fill in the blanks with the suitable words in the box. Compare your work with a classmate's. Look at the example.

Sketch	Reduce	Mark	Ink	Color
--------	--------	------	-----	-------

### How to Color a Comic Strip








Color quickly grabs your attention. Although there are many successful black and white comics, color comics take graphic storytelling to new heights. Here are the ways to colorize the comic strip.

1. **Sketch** your comic strip, using drawing paper that is proportionally larger than the final strip. Use a blue pencil for any instructions or comments. Blue pencil will not show up when you copy the strip.
2. \_\_\_\_\_ the comic strip with India ink. There are two options for protecting your original artwork. Place the original on a light box, and trace and color new artwork on vellum paper. Making a photocopy of your original is the second option.
3. \_\_\_\_\_ the original artwork to final print size. Store the original and work on the reduced copy.
4. \_\_\_\_\_ the copy. Artists use a wide medium range with their comics including acrylics, watercolor or markers. If you're sending the comic to a commercial printer, use the Pantone Guide to find exact print colors.
5. \_\_\_\_\_ Pantone Colors outside the comic's print border in blue pencil. Beginning artists should practice digital coloring as well.

➤ Task 17

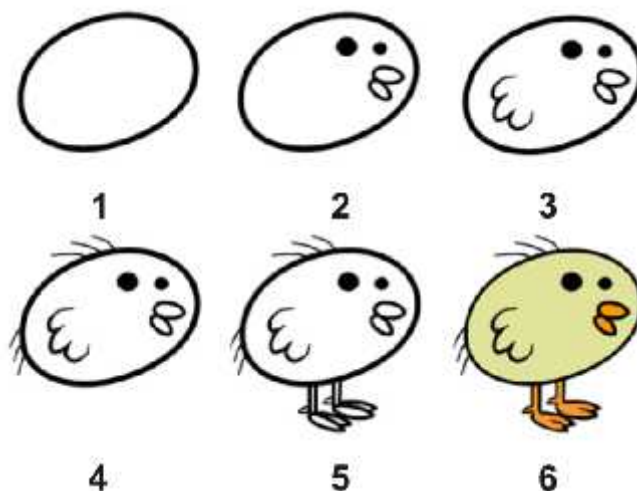
Match the picture to the paragraph. Compare your work with a classmate's. Look at the example.

**How to Draw Donald Duck**

		You are on your third step and that means you are one step away from completion. You will start by finishing off Donald's sailor hat with a ribbon, and then add his fluffy feathers. Draw an arch line for his eyebrow and then add his eyeballs. What is the one thing about Donald's mouth that is so noticeable? Yes, his triangle like tongue, so that is what you will add next. Give him a bow and then finish off his sailor coat. End this step by drawing out the shape of his behind and right foot and leg.
		Start with a circle for the head and then draw out the lining of his duck bill. Next draw out the shape of his torso or body and then add the two arched lines for his bended legs.
		Once you are done your Disney character should come out looking like the one you see here. All you have to do is color him in and you are done. I hope you liked learning how to draw Donald Duck step by step. I look forward to drawing more Disney characters in the future.
		Now in this next second step you will start it by sketching out the shape of Donald's sailor hat and then draw the arched looking shapes for his eyes. Finish off the shape and lining for his bill and then draw out his arm. You will then add the lower stomach line and then the lining for his feet or foot.
		Your last drawing step is now here and as you can see there is very little to do. All you will need to do is first color in his eyeballs and then draw out the collar and shoulder sleeve, Add a knot in the middle of the bow and then finish off his butt with a tail and then the rest of his legs and feet. Erase all the guidelines and shapes and then move to the final product.

➤ Task 18

Write a procedure text based on these pictures.



➤ Task 19

Based on the notes in Task 11, write a procedure text about drawing a figure that you know and then submit your text to your teacher.



### LET'S MAKE REFLECTION

How much do you learn from this unit? Put a thick (V) on the right column based on how much you have learnt.

1. What I like best in the unit?

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2. What I don't like in this unit?

---



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3. The improvement I have made after learning English in this unit:

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### LET'S MAKE A SUMMARY

In this unit you have learnt some expressions of asking and giving directions:

No	Expressions	Functions
1.	Excuse me, could you tell me how to get to the Walt Disney Studio?	Asking Direction
2.	What's the best way to the office?	
3.	Where is the Luxio animation school?	
4.	<b>Go straight on.</b>	Giving Direction
5.	<b>Turn left/right.</b>	
6.	<b>Take the first/second road on the left/right</b>	
7.	<b>In front of the post office</b>	
8.	I'm sorry, I don't know	Responding to the person who ask the direction, but you don't know the place.
9.	sorry, I'm not from around here	

In this unit you also have learnt 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.

**Procedure text scaffold**

1. An introductory statement giving the aim or goal
2. Materials needed for completing the procedure.
3. A sequence of steps in the correct order

**VOCABULARY LIST**

acrylic	(noun) an acrylic textile fibre
arch	(noun) a curved symmetrical structure spanning an opening and typically supporting the weight of a bridge, roof, or wall above it.
avenue	(noun) a broad road in a town or city, typically having trees at regular intervals along its sides.
book	(verb) reserve (accommodation, a place, etc.); buy (a ticket) in advance. (noun) a written or printed work consisting of pages glued or sewn together along one side and bound in covers.
bow	(noun) a knot tied with two loops and two loose ends, used especially for tying shoelaces and decorative ribbons.
castle	(noun) a large building, typically of the medieval period, fortified against attack with thick walls, battlements, towers, and often a moat.
coat	(noun) an outer garment with sleeves, worn outdoors and typically extending below the hips.
collar	(noun) the part around the neck of a shirt, blouse, jacket or coat, either upright or turned over.
command	(noun) an authoritative order.
courtesy shuttle	courtesy : [as modifier] (especially of transport) supplied free of charge to people who are already paying for another service shuttle : (noun) a form of transport that travels regularly between two places.
curve	(noun) a line or outline which gradually deviates from being straight for some or all of its length.
determine	(verb) cause (something) to occur in a particular way or to have a particular nature.
fluffy	(adjective) of, like, or covered with fluff.
grab	(verb) grasp or seize suddenly and roughly.
itinerary	(noun) a planned route or journey
knot	(noun) a fastening made by looping a piece of string, rope, or something similar on itself and tightening it.
mount	(noun) a backing or setting on which a photograph, gem, or work of

	art is set for display
muscle	(noun) a band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the body.
ribbon	(noun) a long, narrow strip of fabric, used for tying something or for decoration.
sketch	(noun) a rough or unfinished drawing or painting, often made to assist in making a more finished picture.
sleeve	(noun) the part of a garment that wholly or partly covers a person's arm.
snout	(noun) the projecting nose and mouth of an animal, especially a mammal.
spine	(noun) a series of vertebrae extending from the skull to the small of the back, enclosing the spinal cord and providing support for the thorax and abdomen; the backbone.
torso	(noun) the trunk of the human body.
vacation	(noun) a fixed holiday period between terms in universities and law courts.
vellum	(noun) fine parchment made originally from the skin of a calf

## UNIT 3

## Watching Animation Movies

In your daily life you often have to respond to many kinds of invitations. You may need to accept or decline them. In this unit you will learn how to accept or decline them.





Let's Get Started.

➤ Task 1

Study the picture below and answer the questions.

## WATCHING MOVIE TOGETHER



1. Have you ever watched movie together with your friends?
2. Have you ever invited your friends to watch movie together?
3. How did you invite your friends to watch movie together?
4. Have you ever been invited to watch movie together with your friend?
5. How to decline an invitation from your friend?

LISTENING AND SPEAKING SECTIONS

➤ Task 2

Listen to the dialog and identify some expressions of accepting and declining invitation you can find in the dialog. Do it individually. The listening script is in the Appendix.

1. Harry: I will watch The Narnia movie with my friends. \_\_\_\_\_?
2. Juned : Wow, \_\_\_\_\_.
3. Juned : By the way, \_\_\_\_\_ with me at Herby's party tomorrow?
4. Harry : Oh, I am sorry, \_\_\_\_\_.

➤ Task 3

Listen to the dialog in Task 2 again and answer the question.

1. Does Juned have a plan before Harry invite him?
2. What is the title of the film that they will watch?
3. Does Juned accept the invitation?
4. What time they will watch film?

➤ Task 4

Study the following expressions in small group. Listen to the teacher and repeat after him.

No	Expressions	Functions
1.	Would you like to join me for a cup of coffee?	Inviting someone
2.	We should be very pleased if you could come and watch movie with us this evening.	
3.	Can you accompany me to watch the movie?	
4.	Do you have time on Saturday?	
5.	Will you come to my house tonight?	

6.	Would you care to join us for launching animation movie at the cinema?	
7.	<b>I would. Thanks.</b>	<b>Accepting invitation</b>
8.	<b>OK!</b>	
9.	<b>Sure, I'd love to!</b>	
10.	<b>Thank you, I'd like to very much.</b>	
11.	I'd like to, but I can't	Declining invitation
12.	Sorry, I can't	
13.	I am sorry, but I can't.	
14.	Thank you very much, but I am a bit busy at the moment.	

➤ **Task 5**

**Listen to the following dialogue. Then, complete the dialogue below with correct expressions. The listening script is in the Appendix.**



Jamie: \_\_\_\_\_?

Ricky: I am going to watch a movie with a friend of mine. What about you?

Jamie: I don't know.

Ricky: \_\_\_\_\_?

Jamie: Do you know what movie you're going to watch?

Ricky: I don't know, but is there a certain movie you want to see?

Jamie: \_\_\_\_\_

Ricky: Well, would you like to go?

Jamie: Thanks for inviting me, \_\_\_\_\_

Ricky: All right. \_\_\_\_\_

➤ **Task 6**

**Answer the question based on the conversation in Task 5**

1. What will Ricky do at the weekend?
2. Who ask Jamie to watch movie together?
3. Does Jamie accept the invitation?
4. How does Ricky respond the rejection?

➤ **Task 7**

**Listen to the dialog and answer the questions. Listening script is in appendix**

1. Who is Bill's niece?
2. Where does Claire live?
3. What will they do?
4. What does Bill says to ask Dan watching movie?
5. What does Dan says in responding Bill's invitation?

➤ **Task 8**

**Complete the following conversation with the correct words in the box.  
Compare your answers with a classmate's. Then, act the conversation out.**

Will you be free this Saturday?	Why don't we go and watch a movie together?
I'll see you Saturday, then, at the ticket gate at 12.	That's good. Let's go, then.



- Tanaka : \_\_\_\_\_?
- Susan : I don't have any activities for that day so far. Why?
- Tanaka : \_\_\_\_\_?
- Susan : Movie?



- Tanaka : Yes. They're showing "Space Wars" at the cinema in Roppongi. Apparently, it's entertaining.
- Susan : \_\_\_\_\_. What time?
- Tanaka : How about 12? We'll have lunch before the movie...
- Susan : Yes, let's. Where shall we meet up?
- Tanaka : How about the ticket gate at the train station?
- Susan : All right. \_\_\_\_\_.

➤ **Task 9**

**Complete the following dialogues using expression of accepting and declining invitation. Then, act the conversation out.**

- Jenny: Will you come to my party?  
Rizka: (Accepting) \_\_\_\_\_
- Ricky: Can you come to my house tonight for discussing our animation movie?  
Risti: (Declining) \_\_\_\_\_
- Andy: Why don't we go to the movie box?  
Tiny: (Declining) \_\_\_\_\_
- Rian: Let's go to the cinema.  
Susi: (Accepting) \_\_\_\_\_
- Zuck: How about watching Kungfu Panda movie at my home?  
Redi: (Declining) \_\_\_\_\_

➤ **Task 10**

**Work with a partner and invite him/her to do an activity together with you. Use some of the expressions for inviting someone. The following clues will help you.**

- Greeting.
- Asking about your current friend's activity.
- Invite your friend to do some activities together.
- Make your friend sure that the activities will be nice.
- Decide the time and the place where you will meet.



➤ **Task 11**

Work with a partner and invite him/her to do an activity together with you. Use some of the expressions for inviting someone. Then, act the conversation out.

**READING AND WRITING SECTIONS**

➤ **Task 12**

Answer these questions.

1. Have you ever watched movie together with your friend or family?
2. What kind of film that you like?
3. Where did you watch a movie?
4. Do you have funny experience in watching movie?

➤ **Task 13**

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

**"Watching Movie" with My Friend**

Last week, my friends and I went to Jogja. We wanted to watch The Avenger movie at XXI cinema.

We arrived at XXI cinema 10 a.m, unfortunately The Avenger movie had full booked for until 10 p.m, so we bought a ticket for the midnight schedule. We decided to go to another place before the movie schedule. We had to wait for about 12 hours, so we have many time. First, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then at 6 p.m, we felt hungry, so we went to a restaurant. We finished our dinner at 8 pm, after that we went to "Alun-Alun Kidul". At 10 p.m we felt so tired, so we took a rest at café. Suddenly, a man woke me up and said "Excuse me, I am sorry but the café will be closed soon". I was surprised. We lost the Avenger. We slept there until 2 a.m. We looked each other and then we laughed together.

Finally we didn't watch The Avenger movie. We decided to go to Jogja again next week.

No	Statement	T/F	Correction
1.	Last week the writer wanted to visit Gembira Loka zoo.	F	Last week the writer wanted to watch The Avenger movie.
2.	There was no ticket for The Avenger movie until the midnight.		
3.	They went to café before “Alun-Alun Kidul”.		
4.	They went to Parangtritis before Gembira Loka zoo.		
5.	They slept at café.		
6.	They watched The Avenger movie at midnight.		

#### ➤ Task 14

**Read the text in Task 13 again and answer the questions.**

1. Who went to Jogja last week?
2. What did they do at Jogja?
3. Where did they go when they were at Jogja?
4. When did they arrive at Jogja?
5. How did they spend the time before they watched the movie?

#### ➤ Task 15

**Study the following notes.**

The text in Task 10 is a recount text. Recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

**Examples of recount texts include:**

- eyewitness account
- newspaper reports
- letters
- conversations

**Grammatical features of a recount**

Recount usually include the following grammatical features:

- **proper nouns** to identify these involved in the text.
- **descriptive words** to give details about *who*, *what*, *when*, *where*, and *how*.
- the use of the **past tense** to retell the events.
- Words that **show the order** of the events (for example, first, next, then)

### The recount scaffold

Step 1: Introductory paragraph that tells who, what, where and when.

Step 2: A sequence of events in the order in which they occurred.

Step 3: A conclusion

Source: *Short Functional Texts*, Lin Lougheed, 2005

#### "Watching Movie" With My Friend

Last week, my friends and I went to Jogja. We wanted to watch The Avenger movie at XXI cinema.	Introductory paragraph
We arrived at XXI cinema 10 a.m, unfortunately The Avenger movie had full booked for until 10 p.m, so we bought a ticket for the midnight schedule. We decided to go to another place before the movie schedule. We had to wait for about 12 hours, so we have many time. First, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then at 6 p.m, we felt hungry, so we went to a restaurant. We finished our dinner at 8 pm, after that we went to "Alun-Alun Kidul". At 10 p.m we felt so tired, so we took a rest at café. Suddenly, a man woke me up and said "Excuse me, I am sorry but the café will be closed soon". I was surprised. We lost the Avenger. We slept there until 2 a.m. We looked each other and then we laughed together.	A sequence of events
Finally we didn't watch The Avenger movie. We decided to go to Jogja again next week.	A conclusion

### ➤ Task 16

Study the note below and do the exercise.

#### Simple Past Tense

To talk about past events and conditions, you use VERB-2 forms. Here are some examples taken from the text.

- We wanted to watch The Avenger movie at XXI cinema.
- There were many birds.

### A. Telling Past Events

**(+, positive sentence) S + V2**

**(-, negative sentence) S + did not + V1**

Examples:

(+) We wanted to watch The Avenger movie at XXI cinema.

(-) We did not want to watch The Avenger movie at XXI cinema.

Exercise : Change the verb in the following sentence into past tense.

1. They **(need)** the software yesterday
2. We **(don't think)** about the animation last week.

### B. Telling Past Conditions

**(+) S + was/were + noun/adjective**

**(-) S + was/were not + noun/adjective**

Examples:

(+) There were many birds

(-) There were not many birds

Exercise: Change the verb in the following sentence into past tense.

1. There **(are)** many ghosts in that house
2. There **(is)** no money in my wallet.

### C. The adverbs that are usually used in the 'simple past tense' sentences are:

- yesterday, last week, and
- a week ago, last ...
- ... ago,

*Source: English Grammar In Use, Raymond Murphy, 1987  
Interlanguage, English For Senior High School Students  
X, Joko Priyana, dkk, 2008*

➤ Task 17

Fill in the blanks with the suitable words in the box. Compare your work with a classmate's. Look at the example.

had	decided	queued	saw	got
was	got	went	followed	looked

**Visiting Movie World**

We **had** a great holiday on the Gold Coast. When we \_\_\_\_\_ up in the morning, it \_\_\_\_\_ like rain. After a while the clouds disappeared and it became a sunny day. Then we \_\_\_\_\_ to go to Movie World.

The first ride I \_\_\_\_\_ on was Lethal Weapon. Next I \_\_\_\_\_ the Police Academy show. After that I had lunch as I \_\_\_\_\_ really hungry. Meanwhile, Mum and Kelly \_\_\_\_\_ for the Batman ride.

About one o'clock we \_\_\_\_\_ a light shower of rain but it cleared up soon after. We then went on all the other rides \_\_\_\_\_ by the studio tour. It was a top day at Movie World.

➤ Task 18

Study the note below and complete the short dialogues with the correct verb.

Very often the past simple ends in -ed (regular verbs). For example:

- I work in a animation agency now. Before that I **worked** in a shop.
- We **invited** them to our movie party, but they **decided** not to come.

But many verbs are *irregular*. The past simple does not end in **-ed**. For example:

- write → wrote : The director wrote more than 600 movie scripts
- see → saw : We saw Shrek movie last week.

Complete the recount text below with the correct verb

### Mysterious Experience



After the movie **(is)** over, I **(leave)** the cinema quickly. My watch **(show)** 11.30 pm. As I **(get)** on my bicycle, I **(pedal)** hard on my bicycle and **(is)** soon speeding home. My thought **(go)** back to the movie I **(have)** just seen. It **(is)** a scary story. I **(can)** remember clearly a woman screaming as she **(is)** being attacked by a monster. Somehow that frightful scene **(stay)** in my mind and I **(can)** not forget it. The road **(is)** dark and quiet. I **(have)** to pass a graveyard on the way home. As I **(approach)** the graveyard, I **(hear)** some sounds behind me. I was **(frighten)** and began to cycle faster. The sound **(come)** nearer and nearer. And Braaaaaaaaakkkk!!! I **(fall)** down. And I **(am)** unconscious at that time. That **(is)** my mysterious story after watching a horror movie.

#### ➤ Task 19

Based on the notes in Task 10, make a short recount text about your experience in watching movie and then submit your text to your teacher.



### LET'S MAKE REFLECTION

How much do you learn from this unit? Put a thick (V) on the right column based on how much you have learnt.

1. What I like best in the unit?

---



---

2. What I don't like in this unit?

---



---

3. The improvement I have made after learning English in this unit:

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### LET'S MAKE A SUMMARY

In this unit you have learnt some expressions of accepting and declining invitation:

No	Expressions	Functions
1.	Would you like to join me for a cup of coffee?	Inviting someone
2.	We should be very pleases if you could come and watching movie with us this evening.	
3.	Can you accompany me to watch the movies?	
4.	Do you have time on Saturday?	
5.	Will you come to my house tonight?	
6.	Would you care to join us for launching animation movie at the cinema?	
7.	<b>I would. Thanks.</b>	Accepting invitation
8.	<b>OK!</b>	
9.	<b>Sure, I'd love to!</b>	
10.	<b>Thank you, I'd like to very much.</b>	



11.	I'd like to, but I can't	Declining invitation
12.	Sorry, I can't	
13.	I am sorry, but I can't.	
14.	Thank you very much, but I am a bit busy at the moment.	

In this unit you also have learnt recount text:

**Recount text** is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

**Recount text scaffold**

Step 1: Introductory paragraph that tells who, what, where and when.

Step 2: A sequence of events in the order in which they occurred.

Step 3: A conclusion

**Simple Past Tense**

To talk about past events and conditions, you use VERB-2 forms. Here are some examples taken from the text.

- We wanted to watch The Avenger movie at XXI cinema.
- There were many birds.

**A. Telling Past Events**

(+, positive sentence) S + V2

(-, negative sentence) S + did not + V1

**B. Telling Past Conditions**

(+) S + was/were + noun/adjective

(-) S + was/were not + noun/adjective

**C. The adverbs that are usually used in the 'simple past tense' sentences are:**

- a. yesterday, last week, and
- b. a week ago, last ...
- c. ... ago,

### VOCABULARY LIST

accompany	(verb) go somewhere with (someone) as a companion or escort
apparently	(adverb) as far as one knows or can see
decline	(verb) politely refuse (an invitation or offer)
frightful	(adjective) very unpleasant, serious, or shocking
gate	(noun) a hinged barrier used to close an opening in a wall, fence, or hedge
graveyard	(noun) a burial ground, especially one beside a church
invite	(verb) make a polite, formal, or friendly request to (someone) to go somewhere or to do something
join	(verb) link; connect,
launch	(verb) start or set in motion (an activity or enterprise)
mysterious	(adjective) difficult or impossible to understand, explain, or identify
niece	(noun) a daughter of one's brother or sister, or of one's brother-in-law or sister-in-law.
queue	(noun) a line or sequence of people or vehicles awaiting their turn to be attended to or to proceed.
reject	(verb) dismiss as inadequate, unacceptable, or faulty
script	(noun) handwriting as distinct from print; written characters
unconscious	(adjective) not awake and aware of and responding to one's environment:

**APPENDICES**

**LISTENING TRANSCRIPT UNIT 1**

**Task 2**

Jean: Hi Alex, how are you?

Alex: Hi Jean, I am fine. How about you?

Jean: I am fine too. Oh by the way, do you know a movie called “Avatar”?

Alex: Yes I know. Why?

Jean: Can you do an animation that similar to Avatar movie? I heard that you are a great animator.

Alex: Oh I see.. I am able to do that.

Jean: Wow, so you can make the 3d model of the figure?

Alex: Yes of course I can. But it needs a lot of money. We need to buy some expensive devices to make it.

Jean: Hmm.. I know. How about the software? What will we use to make it?

Alex: We can use 3D Maya, Adobe Premiere, 3D Max and many others.

Jean: Wow that’s really expensive. I heard there are many free animation softwares outside. What do you prefer? Free software or Premium software?

Alex: I prefer to use premium software than free because of the features. Premium softwares can make a high quality video.

Jean: Oh I see.. So, what will you use if I give an animation project?

Alex: I prefer 3D Max than the others. I have been using it for a long time.

Jean: Okay, that’s great. Let me talk to my team first. Thanks

Alex: You are welcome.

**Task 5**

Andre : **Can** you use any animation software Roni?

Roni : Yes, I can use Macromedia Flash and 3D Max. Now I am learning 3D Maya.

Andre : That's wonderful. How well can you use both of them?

Roni : I can use Macromedia Flash quite well, but I **can't** use 3D Max like I use Macromedia Flash. And I'm ashamed to admit that I am very poor in 3D Maya.

Andre : Well, I think you are better than me in using 3D Maya

Roni : No, I saw you operated 3D Maya last night, and I think your skill is good.

Andre : Thank you.

Roni : Are you studying any other software at the moment?

Andre : Yes, I am studying Giotto now. I downloaded the file last month and installed it. It is the newest animation software.

Roni : Wow, good for you! You will **be able** to operate that software.

Andre : By the way, do you like Macromedia Flash or 3D Max?

Roni : I **like** Macromedia Flash **better than** 3D Max. It is easier.

Andre : So do I, but, after I know Giotto, I **prefer** Giotto **to** Macromedia Flash. Okay let's get back to work. Many projects are waiting.

Roni : Okay.

**Task 7**

Arnys : Hello Rudi, Can you create an animation ?

Rudi : Of course, I am animator.

Arnys : Ohh.. great, I have a problem with this animation. Can you fix it?

Rudi: I think I can. Tell me your problem.

Arnys : Here is Rudi, can you see the ball? It doesn't have shadow. Can you make the shadow for this ball?

Rudi : Oh I see. I can fix it. It is easy, Let me do it. Just wait a second. Finish!

Arnys : Wow so fast! you are very talented!

Rudi : Thank you.

Arnys : Did you learn that by yourself?

Rudi : No, I take some courses outside.

Arnys: Ohhh.. I see. I have a dream to make a great animation movie. By the way, Which one do you like, animation in avatar movie or transformer?

Rudi : I like avatar movie. It looks clean and soft.

Arnys : Me too, avatar looks cool. Okay Rudi, thanks for the help.

Rudi: You are welcome.

**LISTENING TRANSCRIPT UNIT 2**

**Task 2**

A : Excuse me, Where is the Disney animation studio, please?

B : Go ahead and turn right at the next corner. Turn left there. The studio is opposite the post office.

A : How about the cinema?

B : Go ahead. Turn left at the corner. Then take the second road on your right. Continue to the end of the road. Turn left there. The cinema is on your left, near the castle.

A : Thank you very much.

B : You are welcome.

**Task 5**

Michelle : Hello Barnet.

Barnet : Hello Michele.

Michele : **What's the best way to the office of MD animation studio?**

Barnet : I see, first **go ahead** until the crossroad. Then, **turn right**. You will find traffic light. **Turn left** at the traffic light, that is Leicester Street. **Go straight** on Leicester Street until you get to the **post office**. When you get to HSBC bank, **turn right**. Then, the MD animation studio **is about 100m from the bank**. It's on your left, **next to** the Alfa store.

Michelle : Oh Okay. How about the Walt Disney Studio, **do you know that place?**

Barnet : Oh.. **I am sorry, I don't know that place.**

Michelle : **Okay, no problem.** Thank you very much.

Barnet : You are welcome

### Task 7

What are you doing tonight?	turn	go ahead
Do you want to come?	Where do you live?	corner

Nita: Hi! Sarah, \_\_\_\_\_?

Sarah: Nothing Nita, Why?

Nita: Today I want to watch Mickey Mouse movie at my home. \_\_\_\_\_?

Sarah: Great! \_\_\_\_\_?

Nita: Ok, from your house, \_\_\_\_\_ on Broadway Street, then \_\_\_\_\_ right on First Avenue, my house is on the \_\_\_\_\_ of First Avenue and Central Street.

### Task 8

Wally : Excuse me, could you tell me how to get to the Walt Disney store?

Sally : Sure, the store is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.

Wally : Go south two blocks to the stop light.

Sally : Correct, then, turn left and go three more blocks, until you come to the end of the road. A park will be in front of you.

Wally : Turn left and go for three blocks to the park.

Sally : Right, then turn right again and go seven blocks, to Lipton Avenue.

Wally : Turn right and go seven blocks to Lipton Avenue.

Sally : Next, turn left on Lipton Avenue and go two blocks. The store is on your left, across from the baseball stadium.

Wally : OK, let me see if I've got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turn right and...

Sally : No, turn left on Lipton Avenue.

Wally : OK, turn left on Lipton Avenue, the store is two blocks down, on my left.

Sally : You got it.

Wally : Thanks.

**LISTENING TRANSCRIPT UNIT 3**

**Task 2**

Harry : Hey Jun, how are you? Good to see you!

Juned : Hi Harry. Good to see you, too. I'm fine, how are you?

Harry : Good, thanks. What are you doing tonight?

Juned : Nothing. Why?

Harry : I will watch The Narnia movie with my friends. Will you come?

Juned : Wow, that's a good idea.

Harry : Great! Just come around 7 pm at my place.

Juned : Ok. Thanks. By the way, can you join with me at Herby's party tomorrow?

Harry : What time?

Juned : at 7 p.m

Harry : Oh, I am sorry, I think I can't.

Juned : No problem. Okay, I will go first. See you soon.

Harry : See you

**Task 5**

Jamie: What are you going to do at weekend?

Ricky: I am going to watch a movie with a friend of mine. What about you?

Jamie: I don't know.

Ricky: How about join with us?

Jamie: Do you know what movie you're going to watch?

Ricky: I don't know, but is there a certain movie you want to see?

Jamie: I don't know too

Ricky: Well, would you like to go?

Jamie: Thanks for inviting me, but I think I will find another activity

Ricky: All right. No problem



**Task 7**

Bill: Hi! How are you?

Dan: Fine. How about you?

Bill: Super! Let me introduce you to my niece, Claire.

Claire, this is Dan--he works with me at the office.

Claire: Hello, Dan.

Bill: Dan, this is my brother John's daughter, Claire.

Dan: Pleased to meet you. I didn't know John had a daughter? Where's he been hiding you?

Bill: She's been living out East with his wife's sister. She just moved back.

Dan: What part of the East, Claire?

Claire: Boston, near the harbor.

Dan: It must be quite a change--coming back here?

Claire: It is, but I'm glad to be back and see all my friends.

Bill: Hey, Dan. Do you still have some animation movie discs?

Dan: Yes, of course, I still keep them.

Bill: How about if we watch one of them?

Dan: That sounds great. Let's go.

B.&C.: OK!

## UNIT 1

### Creating an Animation

In your daily life you often express your preferences and capabilities. You may also respond to others about their preferences and capabilities. In this unit you will learn how to express your preferences and express that you are capable of doing something.



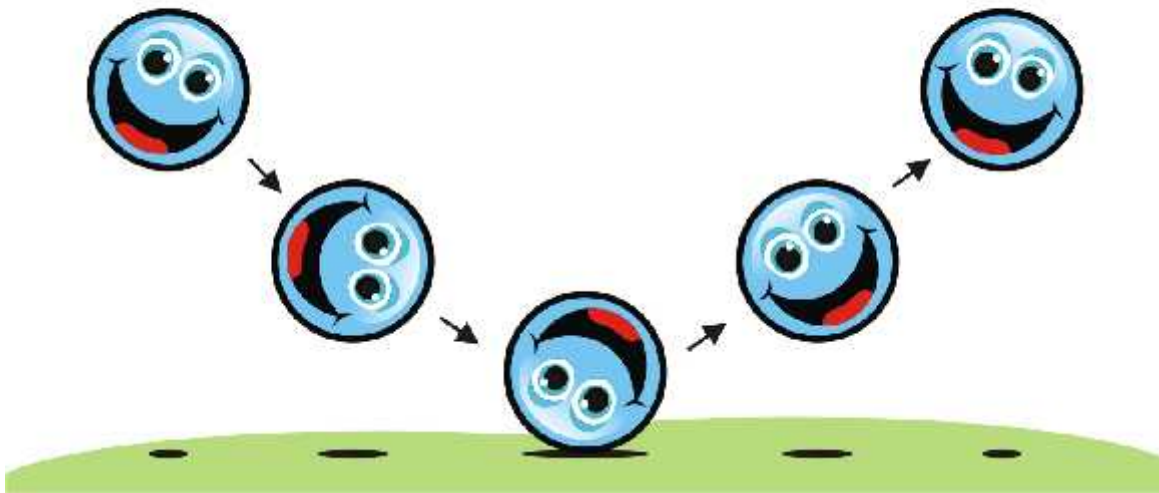
Source [www.groupon.co.in](http://www.groupon.co.in)

**Let's Get Started.**

➤ **Task 1**

**Study the picture below and answer the questions.**

**Bounce Animation**



*Source fiqidesign.com*

1. What picture is that?
2. Can you make an animation?
3. How good are you at making animation?
4. Which one do you like better, 2D animation or 3D animation?
5. If you can use a modern technology of animation software, what will you make?

**LISTENING AND SPEAKING SECTIONS**

➤ **Task 2**

**Listen to the dialog and identify some expressions of preferences and capabilities you can find in the dialog. Do it individually. The listening script is in the Appendix.**

1. Alex : Oh I see. \_\_\_\_\_ to do that.
2. Alex: \_\_\_\_\_ I can but it needs a lot of money.
3. Alex: \_\_\_\_\_ to use premium software \_\_\_\_\_ free because of the features.
4. Alex: \_\_\_\_\_ 3D Max \_\_\_\_\_ the others. I have been using it for a long time.

➤ **Task 3**

**Listen to the dialog in task 2 again and answer the question.**

1. What was the title of the movie that Ani asked Budi?
  - a. Avatar    b. 3d Maya    c. Adobe premiere    d. Animation
2. Can Alex do the animation?
  - a. Yes, he does    b. No, he does    c. Yes, he can    d. No, he can't
3. Why it needs a lot of money?
  - a. To pay the salary of the animator
  - b. To buy some devices
  - c. To rent some softwares
  - d. To pay the director
4. What software that Alex used?
  - a. Adobe Reader    b. Adobe Photoshop    c. Adobe Illustrator    d. Adobe Premiere
5. Does Alex prefer premium software? What is the reason?
  - a. Yes, because it can produce high quality video
  - b. No, because it is too expensive.
  - c. Yes, because it is cheap
  - d. No, because it can't produce good film.

➤ **Task 4**

**Study the following expressions in small group. Listen to the teacher and repeat after him.**



Source: mentalhelp.net

No	Expressions	Functions
1.	Can you fix it?	Asking if someone is able to do something
2.	Do you know how to combine these frames?	
3.	Are you able to write the code?	

4.	Can you use some animation softwares?	Saying that you are able to do something
5.	I can make a 3D animation.	
6.	I'm able to do the effect.	
7.	I have experience to do this.	
8.	I know how to make the movement.	
9.	I'd say I was capable of doing animation project	
10.	I think I can do that.	Asking about preference
11.	Would you prefer LCD monitor or LED monitor?	
12.	Do you prefer 3D Max?	
13.	What's your favourite animator?	
14.	Do you prefer figure A or figure B as the main character?	Saying what you prefer
15.	I'd prefer Adobe to make it, if possible.	
16.	I enjoy this animation more than the others.	
17.	I prefer figure A.	
18.	My choice would always be 3D Maya	
19.	I like to use 2D animation software better than 3D animation software.	

### ➤ Task 5

**Complete the following conversation with the correct words in the box. Compare your answers with a classmate's. The listening script is in the Appendix.**

<b>Be</b>	<b>better</b>	<b>can't</b>
<b>To</b>	<b>Can</b>	<b>prefer</b>
<b>Like</b>	<b>than</b>	<b>able</b>



Source: toonboom.com

- Andre : \_\_\_\_\_ you use any animation software Roni?
- Roni : Yes, I can use Macromedia Flash and 3D Max. Now I am learning 3D Maya.
- Andre : That's wonderful. How well can you use both of them?
- Roni : I can use Macromedia Flash quite well, but I \_\_\_\_\_ use 3D Max like I use Macromedia Flash. And I'm ashamed to admit that I am very poor in 3D Maya.
- Andre : Well, I think you are better than me in using 3D Maya
- Roni : No, I saw you operated 3D Maya last night, and I think your skill is good.

Andre : Thank you.

Roni : Are you studying any other software at the moment?

Andre : Yes, I am studying Giotto now. I downloaded the file last month and installed it.  
It is the newest animation software.

Roni : Wow, good for you! You will \_\_\_\_ to operate that software.

Andre : By the way, do you like Macromedia Flash or 3D Max?

Roni : I \_\_\_\_ Macromedia Flash \_\_\_\_ 3D Max. It is easier.

Andre : So do I, but, after I know Giotto, I \_\_\_\_ Giotto \_\_\_\_ Macromedia Flash. Okay  
let's get back to work. Many projects are waiting.

Roni : Okay.

➤ **Task 6**

**In the dialogue between Roni and Andre (Task 5) you find the word 'can' and "can't". How do you pronounce it?**

can /k n; strong form kæn/      cannot /'kænɒt/      can't /kɑ:nt/

➤ **Task 7**

**Listen to the following conversation. Then, complete the dialogue. The listening script is in the Appendix.**



Source: toonboom.com

Arnys : Hello Rudi, \_\_\_\_\_?

Rudi : Of course, I am animator.

Arnys : Ohh.. great, \_\_\_\_\_?



Rudi : \_\_\_\_\_. Tell me your problem.

Arnys : Here is Rudi, can you see the ball? It doesn't have shadow.  
\_\_\_\_\_?

Rudi : Oh I see. \_\_\_\_\_. It is easy, let me do it. Just wait a second.  
Finish!

Arnys : Wow so fast! you are very talented!

Rudi : Thank you.

Arnys : Did you learn that by yourself?

Rudi : No, I took some courses outside.

Arnys : Ohhh.. I see. I have a dream to make a great animation movie. By the way,  
\_\_\_\_\_, animation in avatar movie or transformer?

Rudi : \_\_\_\_\_. It looks clean and soft.

Arnys : Me too, avatar looks cool. Okay Rudi, thanks for the help.

Rudi : You are welcome.

## ➤ Task 8

**After you completed the conversation above (Task 7), listen to it again and give a (v) check mark to the sentence that correct based on the conversation.**

- |   |                          |
|---|--------------------------|
| 1. Rudi is a teacher and Arnys is a student                   | <input type="checkbox"/> |
| 2. Rudi helps Arnys to fix the problem.                       | <input type="checkbox"/> |
| 3. Rudi get some difficulties in repairing the animation.     | <input type="checkbox"/> |
| 4. Rudi took some courses.                                    | <input type="checkbox"/> |
| 5. Arnys and Rudi have same preferences about animation movie | <input type="checkbox"/> |

## ➤ Task 9

**Act out the conversation in Task 7 with your friend.**

➤ **Task 10**

**Have a conversation in pairs. Express your capability and your preference to your friend. Look at the guide.**

A		B
Greet your new friend	→	Greet your new friend
Introduce yourself	↗	Introduce yourself
Ask his/her name	→	Ask about the reason of entering animation school.
Mention your aims in learning animation	↘	Answer your reason
Ask his/her reason too.	→	Ask about preference of 2D and 3D animation.
Tell your preference about 2D and 3D animation.	↗	Respond his/her preferences.
Ask his/her capabilities on animation subject	→	Tell your capabilities
Respond his/her capabilities	↘	Say good bye
End the conversation and say good bye	→	

➤ **Task 11**

**Have a conversation in pairs. Express your capability and your preference about animation to your friend.**

**READING AND WRITING SECTIONS**

➤ **Task 12**

**Study the words below.**

Bundle /'bʌnd( )l/	(verb) [with object] tie or roll up (a number of things) together
capture /'kæptʃə/	(verb) record accurately in words or pictures
character /'kær kt /	(noun) a person in a novel, play, or film
clay /kleɪ/	(noun) a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics:
Controller /k n'tr ɔl /	(noun) a person or thing that directs or regulates something:
coordinate /k ʊ'ɔ:dɪneɪt/	(noun) each of a group of numbers used to indicate the position of a point, line, or plane.
cringe /krɪn(d) /	(verb) bend one's head and body in fear or apprehension or in a



	servile manner
Edge /ɛd /	(noun) the outside limit of an object, area, or surface
geometrical /,d ɪə'mɛtrɪk/	(adjective) relating to geometry, or according to its methods
Handle /'hand( )/	(noun) the part by which a thing is held, carried, or controlled
illusion /ɪ'l(j)u: ( )n/	(noun) an instance of a wrong or misinterpreted perception of a sensory experience
marionette /,marɪə'nɛt/	(noun) a puppet worked by strings
Motion /'m ʊʃ( )n/	(noun) the action or process of moving or being moved
plaster /'plɑ:st /	(noun) a soft mixture of sand and cement and sometimes lime with water, for spreading on walls, ceilings, or other structures, to form a smooth hard surface when dried
Rigging /'rɪgɪŋ/	(noun) the system of ropes or chains employed to support a ship's masts ( <b>standing rigging</b> ) and to control or set the yards and sails ( <b>running rigging</b> )
Sculpt /skʌlpt/	(verb) create or represent (something) by carving, casting, or other shaping techniques
Sequence /'si:kw( )ns/	(noun) a particular order in which related things follow each other
Signal /'sɪgn( )l/	(noun) a gesture, action, or sound that is used to convey information or instructions, typically by prearrangement between the parties concerned
Software /'sɒf(t)wɛ:/	(noun) the programs and other operating information used by a computer

### ➤ Task 13

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

#### Lightwave 3D Animation Software



3D computer animation combines 3D models of objects and programmed or hand "keyframed" movement. Models are constructed out of geometrical vertices, faces, and edges in a 3D coordinate system. Objects are sculpted much like real clay or plaster, working from general forms to specific details with various sculpting tools. In a process called rigging, the virtual marionette is given various controllers and handles for controlling movement. Animation data can be created using motion, capture, or key framing by a human animator, or a combination of the two.

Lightwave 3D is NewTek's high-end 3D animation and rendering program. Available for both Mac and PC, Lightwave has long been a leader in its field and is actually two products bundled into one. One part, 'Modeller', is responsible for building the elements of the job and the second, 'Layout', is where the animation project takes place. This is not as complex as it may sound for the beginner and in many ways is a very logical approach. Additionally, integration between the two programs is very smooth.

On the negative side, Lightwave has often been criticized for its user interface - Mac users in particular might cringe at its unix-like menu structure. Additionally, users have to be extremely careful about file locations - project directories have to be explicitly defined, or the program gets confused. Lightwave's strong-points include the richness of its rendering. Although, its animation may not be up to Maya's standards.

Lightwave 3D is the newest animation software that has two functions, 3D animation and rendering program. Many users use it to make their animation project.

Source: <http://www.designtalkboard.com/>

No	Statement	T/F	Correction
1.	3D computer animation only combines 3D models.	F	3D computer animation combines 3D models of objects and programmed or hand "keyframed" movement.
2.	Rigging process is a process when the virtual marionette is given various controllers and handles.		
3.	Lightwave 3D is available for Mac and PC.		
4.	Lightwave 3D is complex for the beginner.		
5.	There is no negative side of Lightwave 3D.		
6.	The strong points of Lightwave 3D is about rendering.		

#### ➤ Task 14

**Study the following notes and find the main idea of each paragraph of the text in Task 13, do it in small group.**

#### Finding the Main Idea

How Can I Locate the Main Idea? Once you can find the topic, you are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)? The author can locate the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea. Let's use the paragraph below as an example. First find the topic, then look for the main idea.

While the main idea is usually in the first sentence, the next most common placement is in the last sentence of a paragraph. The author gives supporting information first and then makes the point in the last sentence. Here's a paragraph we can use as an example. Try to locate the topic and the main idea.

Finally, an author might put the main idea in the middle of a paragraph. The author will spend a few sentences introducing the topic, present the main idea, then spend the rest of the paragraph supporting it. This can make the main idea more difficult to find. See if you can find the topic and main idea in the paragraph below.

Patrick loves to create animation movie. His favorite animation movie is Tom and Jerry because it is funny. Patrick also likes to create some advertisements using his animation. He prefers use some high quality animation software because it will produce a good animation. If he is in free, sometimes he make an animation just for fun and upload it in Youtube.

**In this paragraph:**

**the topic is *Patrick***

**the main idea is in the first sentence: *Patrick loves to create animation movie.***

*A Landmark School Student Guide*

*by Diane Vener,*

*© 2002 Landmark School, Inc.*

### **Main idea of text in Task 13**

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

### ➤ Task 15

#### **Study the following notes.**

The text in Task 14 is a report text. Sometime it is called “informational report”. Report text is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subject’s parts, behavior and qualities. The subject is usually general rather than particular.

Examples of information report texts include:

- lectures
- reference articles
- research assignments
- chapters in textbooks.

#### **Grammatical features of a report text.**

Report text usually includes the following grammatical features:

- technical language related to the subject
- technical use of the timeless present tense
- technical use of general nouns rather than proper nouns
- technical linking verbs to describe behaviours or qualities

#### **Report text scaffold**

1. A general opening statement in the first paragraph
  - This statement tells the audience what the text is going to be about.
  - This can include a short description of the subject.
  - This can include a definition of the subject.
2. A series of paragraph about the subject
  - Each paragraph usually begins with a topic sentence.
  - The topic sentence in the beginning of each paragraph previews the information contained in the rest of the paragraph.
  - The sentences after this preview give more details.
  - Each paragraph should give information about one feature of the subject.
  - These paragraphs build a description of the subject of the report.
  - These paragraphs may include technical language that is related to the subject

3. A concluding paragraph (optional)

- The concluding paragraph signals the end of the text.
- This paragraph can summarize the report.

Source: *Short Functional Texts*, Lin Lougheed, 2005

**Donald Duck**

Donald Duck is a cartoon character created in 1934 at Walt Disney Productions. Donald is an anthropomorphic white duck with a yellow-orange bill, legs, and feet. He typically wears a sailor suit with a cap and a black or red bow tie.	<b>A general opening statement in the first paragraph</b>
Donald Duck rose to fame with his comedic roles in animated cartoons. He first appeared in <i>The Wise Little Hen</i> (1934), but it was his second appearance in <i>Orphan's Benefit</i> which introduced him as a temperamental comic foil to Mickey Mouse. Throughout the next two decades Donald appeared in over 150 theatrical films, several of which were recognized at the Academy Awards.	<b>A paragraph about the subject</b>
Beyond animation Donald is primarily known for his appearances in comics, both in newspaper strips and comic books. Donald was most famously drawn by Al Taliaferro, Carl Barks, and Don Rosa. Barks in particular is credited for greatly expanding the "duck universe," the world in which Donald lives, and creating many additional characters such as Donald's maternal uncle Scrooge McDuck. Today Donald is a very popular character in Europe, particularly in the Low Countries and Scandinavian countries where his weekly magazine has remained the most popular comics publication for over 50 years.	<b>A paragraph about the subject</b>

➤ **Task 16**

**Study the note below.**

**Present Tense**

Basic form: Subject + Verb (Present form)

Example:

- He is animator.
- I work in digital media company.
- She doesn't know.

We use the simple present tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future
- the action is not only happening now
- the statement is always true

Source: *English Grammar in Use*, Raymond Murphy, 1987  
<http://www.englishclub.com>

Another form

	subject	auxiliary verb		main verb	
+	I, You, They, We			like	animation

	He, She, It			likes	animation
–	I, You, They, We	do	not	like	animation
	He, She, It	does	not	like	animation
?	Do	I, you, they, we		like	animation?
	Does	he, she, it		like	animation?

	subject	main verb		
	I	am		animator
+	You, They, We	are		animator
	He, She, It	is		animator
	I	am	not	animator
–	You, They, We	are	not	animator
	He, She, It	is	not	animator
	Am	I		animator
?	Are	You, They, We		animator
	Is	He, She, It		animator

### ➤ Task 18

Fill in the blanks with correct verb forms. Compare your answers with your classmate's sitting next to you. Look at the example.

is	are	moves	creates	gives
----	-----	-------	---------	-------

### Stop Motion



Source: iswint.ro

Stop motion \_\_\_\_\_ an animation technique to make a physically manipulated object appear to move on its own. The object \_\_\_\_\_ in small increments between individually photographed frames. It \_\_\_\_\_ the illusion of movement when the series of frames is played as a continuous sequence. It \_\_\_\_\_ dolls or clay figures for the ease of repositioning. Stop motion \_\_\_\_\_ us the other way to express our creativity.

➤ **Task 19**

**Arrange the jumbled paragraphs into a good report text.**

1	This type of presentation is usually accomplished with a camera and a projector or a computer viewing screen which can rapidly cycle through images in a sequence.
2	The position of each object in any particular image relates to the position of that object in the previous and following images so that the objects each appear to fluidly move independently of one another. The viewing device displays these images in rapid succession, usually 24, 25 or 30 frames per second
3	Animation is the rapid display of a sequence of images to create an illusion of movement. The most common method of presenting animation is as a motion picture or video program, although there are other methods.
4	Animation can be made with either hand rendered art, computer generated imagery, or three-dimensional objects, e.g. puppets or clay figures, or a combination of techniques.

**Answer sheet for Task 19**



➤ Task 20

Based on the notes in Task 11, write a short report text about animation technique. And then submit your report text to your teacher.

LET'S MAKE REFLECTION

How much do you learn from this unit? Put a thick (V) on the right column based on how much you have learnt.

Aspect	Very Much	Much	Little
Expressing Capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing Preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LET'S MAKE A SUMMARY

In this unit you have learnt some expressions of preferences and capabilities:

No	Expressions	Functions
1.	Can you fix it?	Asking if someone is able to do something
2.	Do you know how to combine these frames?	
3.	Are you able to write the code?	
4.	I can make a 3D animation.	Saying that you are able to do something
5.	I'm able to do the effect.	
6.	I have experience to do this.	
7.	I know how to make the movement.	
8.	I'd say I was capable of doing animation project	
9.	Would you prefer LCD monitor or LED monitor?	Asking about preference
10.	Do you prefer 3D Max?	
11.	What's your favourite animator?	



12.	I'd prefer Adobe to make it, if possible.	Saying what you prefer
13.	I enjoy this animation more than the others.	
14.	I prefer figure A.	
15.	My choice would always be 3D Maya	

In this unit you also have learnt report text and present tense:

**Report text** is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subject's parts, behavior and qualities. The subject is usually general rather than particular.

#### Report text scaffold

1. A general opening statement in the first paragraph
2. A series of paragraph about the subject
3. A concluding paragraph (optional)

#### Present Tense

Basic form: Subject + Verb (Present form)

Example: He is animator.

### VOCABULARY LIST

Bundle /'bʌnd( )l/	(verb) [with object] tie or roll up (a number of things) together
capture /'kæptʃə/	(verb) record accurately in words or pictures
character /'kær kt /	(noun) a person in a novel, play, or film
clay /kleɪ/	(noun) a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics:
Controller /k n'tr ɔl /	(noun) a person or thing that directs or regulates something:
coordinate /k ʊ'ɔ:dɪneɪt/	(noun) each of a group of numbers used to indicate the position of a point, line, or plane.
cringe /krɪn(d) /	(verb) bend one's head and body in fear or apprehension or in a servile manner
Edge /ɛd /	(noun) the outside limit of an object, area, or surface
geometrical /,d ɪə'mɛtrɪk/	(adjective) relating to geometry, or according to its methods
Handle /'hænd( )l/	(noun) the part by which a thing is held, carried, or controlled
illusion /ɪ'l(j)u: ( )n/	(noun) an instance of a wrong or misinterpreted perception of a sensory experience
marionette /,marɪə'nɛt/	(noun) a puppet worked by strings
Motion /'m ʊʃ( )n/	(noun) the action or process of moving or being moved
plaster /'plɑ:st /	(noun) a soft mixture of sand and cement and sometimes lime with water, for spreading on walls, ceilings, or other structures, to form a smooth hard surface when dried
Rigging /'rɪgɪŋ/	(noun) the system of ropes or chains employed to support a ship's masts ( <b>standing rigging</b> ) and to control or set the yards and sails (

	<b>running rigging)</b>
Sculpt /skʌlpt/	(verb) create or represent (something) by carving, casting, or other shaping techniques
Sequence /'si:kw( )ns/	(noun) a particular order in which related things follow each other
Signal /'sɪgn( )l/	(noun) a gesture, action, or sound that is used to convey information or instructions, typically by prearrangement between the parties concerned
Software /'sɒf(t)wɛ:/	(noun) the programs and other operating information used by a computer

## UNIT 2

### Where is Walt Disney studio?

In your daily life you often ask direction to others. You may also give directions to others about their destination. In this unit you will learn how to ask and give directions.



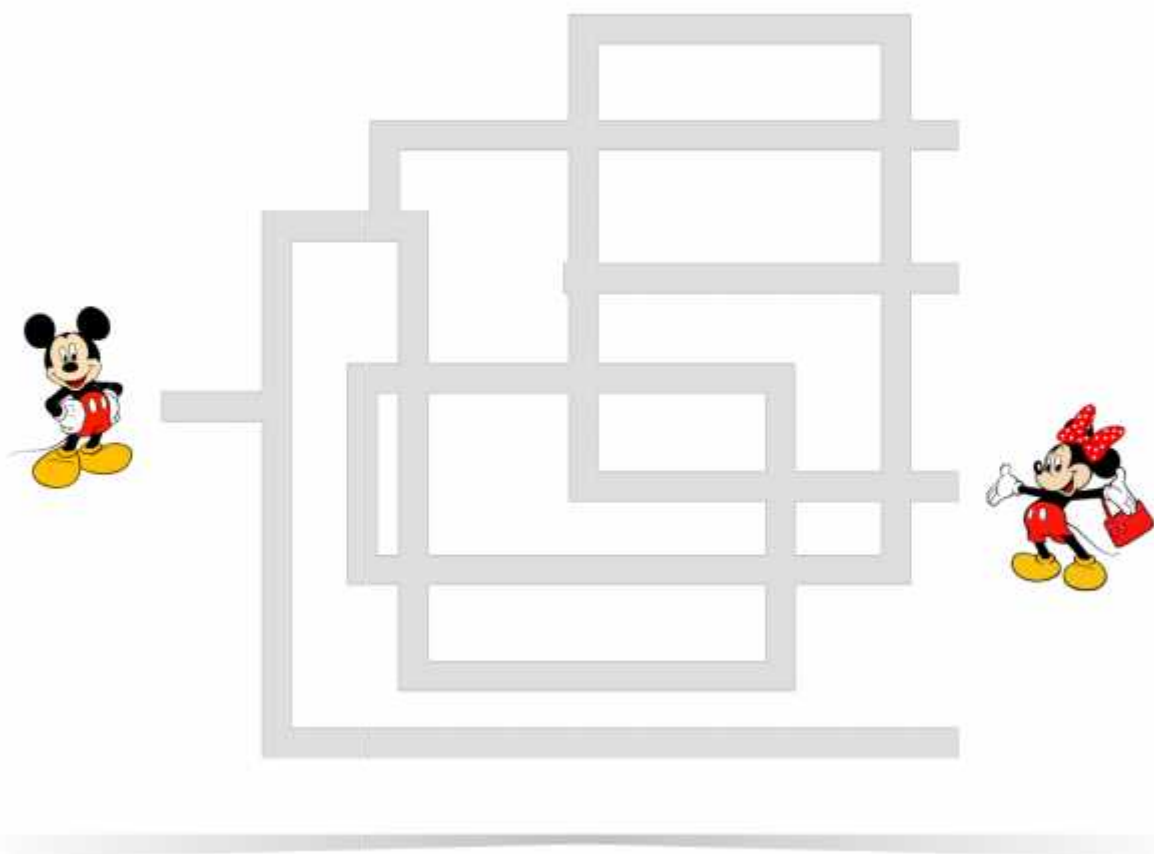
Source: [virtualtourist.com](http://virtualtourist.com)

**Let's Get Started.**

➤ **Task 1**

**Study the picture below and answer the questions.**

**HELP MICKEY MOUSE**



*Source: Wikipedia.com*

1. Draw a line from Mickey Mouse to Minnie Mouse. Choose the nearest way.
2. Could you tell Mickey Mouse the way to Minnie Mouse? Write down your directions for Mickey Mouse.

LISTENING AND SPEAKING SECTIONS

➤ Task 2

Listen to the dialog and identify some expressions of asking and giving direction you can find in the dialog. Do it individually. The listening script is in the Appendix.

1. A : Excuse me, \_\_\_\_\_ the Disney animation studio, \_\_\_\_\_?
2. B : Go ahead and turn right at the next corner. \_\_\_\_\_. The studio is opposite the post office.
3. A : How about \_\_\_\_\_?
4. B : Go ahead. \_\_\_\_\_ at the corner. Then take the second road on your right.
5. B : The cinema \_\_\_\_\_, near the castle.

➤ Task 3

Listen to the dialog in Task 2 again and answer the question.

1. Where may the situation take place?
2. Where would he go?
3. Did the woman give the direction to him?
4. What is across the animation studio?
5. How many times the man will turn left if he wants to go to cinema?

➤ Task 4

Study the following expressions in small group. Listen to the teacher and repeat after him.



Source: [themovementdallas.wordpress.com](http://themovementdallas.wordpress.com)

No	Expressions	Functions
1.	Excuse me, could you tell me how to get to the Walt Disney Studio?	Asking Direction
2.	What's the best way to the office?	
3.	Where is the Luxio animation school?	
4.	Excuse me, where is the Disney animation studio, please?	
5.	How do I get to the cinema?	

6.	Go straight on.	Giving Direction
7.	Turn left/right.	
8.	Take the first/second road on the left/right	
9.	Turn left there	
10.	The studio is opposite the cinema.	
11.	Turn right at the next corner	
12.	In front of the post office	Responding to the person who ask the direction, but you don't know the place.
13.	I'm sorry, I don't know	
14.	Sorry, I'm not from around here	

➤ Task 5

**Listen to the following dialogue. Then, complete the dialogue below with correct expressions. The listening script is in the Appendix.**

Michelle : Hello Barnet.

Barnet : Hello Michele.

Michele : \_\_\_\_\_?

I want to go there.

Barnet : I see. First \_\_\_\_\_ until the crossroad. Then, \_\_\_\_\_. You will find traffic light. \_\_\_\_\_ at the traffic light, that is Leicester Street. \_\_\_\_\_ on Leicester Street until you get to the \_\_\_\_\_. When you get to HSBC bank, \_\_\_\_\_ Then, the MD animation studio \_\_\_\_\_. It's on your left, \_\_\_\_\_ the Alfa store.

Michelle : Oh Okay. How about the Walt Disney Studio, \_\_\_\_\_?

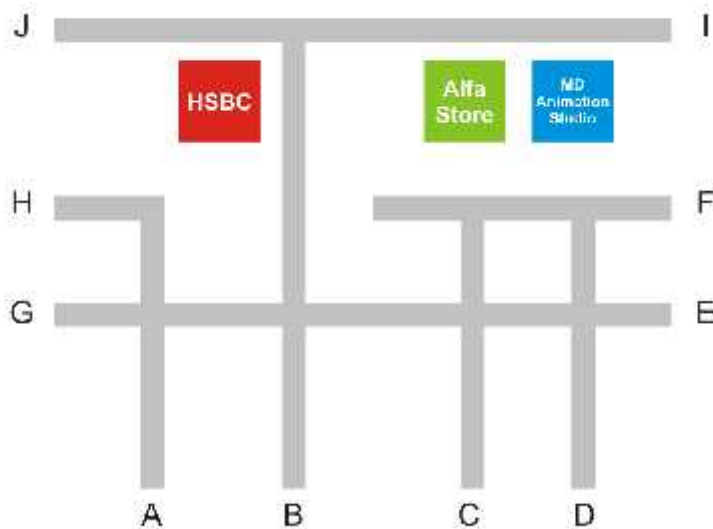
Barnet : Oh.. \_\_\_\_\_.

Michelle : \_\_\_\_\_. Thank you very much.

Barnet : You are welcome

➤ Task 6

Draw a circle on the letter to show the position of Michelle and Barnet based on the conversation in Task 5.



Source: fiqidesign

➤ Task 7

Complete the following conversation with the correct words in the box.  
Compare your answers with a classmate's. Then, act the conversation out.

What are you doing tonight?	turn	go ahead
Do you want to come?	Where do you live?	corner

Nita: Hi! Sarah, \_\_\_\_\_?

Sarah: Nothing Nita, Why?

Nita: Today I want to watch Mickey Mouse movie at my house. \_\_\_\_\_?

Sarah: Great! \_\_\_\_\_?

Nita: Ok, from your house, \_\_\_\_\_ on Broadway Street, then \_\_\_\_\_ right on First Avenue, my house is on the \_\_\_\_\_ of First Avenue and Central Street.



## ➤ Task 8

Have a conversation in pairs. Ask directions to your friends. Then switch, have your friend ask directions to you. Then, act the conversation out. Look at the example.



Source: cliparttoday.com

**Wally** : Excuse me, could you tell me how to get to the Walt Disney store?

**Bally** : Sure, the store is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.

**Wally** : Go south two blocks to the stop light.

**Bally** : Correct, then, turn left and go three more blocks, until you come to the end of the road. A park will be in front of you.

**Wally** : Turn left and go for three blocks to the park.

**Bally** : Right, then turn right again and go seven blocks, to Lipton Avenue.

**Wally** : Turn right and go seven blocks to Lipton Avenue.

**Bally** : Next, turn left on Lipton Avenue and go two blocks. The store is on your left, across from the baseball stadium.

**Wally** : OK, let me see if I've got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turn right and...

**Bally** : No, turn left on Lipton Avenue.

**Wally** : OK, turn left on Lipton Avenue, the store is two blocks down, on my left.

**Bally** : You got it.

**Wally** : Thanks.



## ➤ Task 9

Complete the following dialogues using expression of giving directions based on the picture. Your position is on the central of your city. Then act the conversation out. Do it in pairs.



Source: [www.eslprintables.com](http://www.eslprintables.com)

1. Jenny: Could you tell me the XXI cinema?  
You:
2. Ricky: Do you know the nearest computer software store?  
You:
3. Andy: Do you know the animation school in this city?  
You:
4. Rian: Where is the movie box?  
You:
5. Zuck: Is there an animation studio around here?  
You:

## ➤ Task 10

Work with a partner and ask for and give directions to the following places below in your town. Decide between you on a starting point. Use some expressions of asking and giving directions. Then, act the conversation out.

READING AND WRITING SECTIONS

➤ Task 11

Answer these questions.

1. Do you know Walt Disney World? Where is it?
2. Have you ever visited Walt Disney World?
3. Have you ever had a vacation? Where?
4. Is there any preparation to have a vacation?

➤ Task 12

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

**How to Visit Walt Disney World**

Walt Disney World is a great place for a family vacation full of fun, imagination, and memories. But many who visit there seem to spend more money, time, and effort than they need to. Here are the steps to help you get the most of your money and time- while having fun.

1. **Determine when you want to go.** As the parent, you should decide the best time for your family to visit the "world".
2. **Decide how long you are going to stay.** Disney recommends a seven-day stay, because it has many parks there. Some families take 10-11 days to do it all, giving two or so days to "rest".
3. **Book a hotel or condo (if you have a larger family; number wise, not size wise) Find one close to Walt Disney World, possibly on Disney property if you can afford it.**
4. **Book a flight.** Find a flight to Orlando International Airport, and if you purchased a rental car, use a courtesy shuttle to get to your car pick-up. Try to get one early in the morning, like 6am-8am ,or whenever it would be easiest for your family.
5. **Buy your tickets, if possible, before arrival.** You can get tickets from a Disney store or you can get discounted tickets online.
6. **Choose what you want to do each day.** There are many things in the Walt Disney World. You may want to make a plan so that you know where to go on each day.
7. **Arrive early in the parks.** They usually open at about 9 am, but there are Extra Magic Hours. At the Check-In Desk for a Disney hotel, there will be maps and a Times Guide. In a Disney Hotel, you can also look on your TV. It has all the day's info.

Source: <http://www.wikihow.com/Visit-Walt-Disney-World>

No	Statement	T/F	Correction
1.	Walt Disney World is a great place for a family vacation full of flowers.	F	Walt Disney World is a great place for a family vacation full of fun, imagination, and memories
2.	As parents, we have to decide the best time for our family to have vacation.		
3.	3 days is the recommended time for visiting World Disney World.		
4.	We can't buy Walt Disney World ticket by online.		
5	The sixth procedure is about listing our daily activities.		
6.	There are no maps and Times Guide in Disney Hotel.		

### ➤ Task 13

**Answer these question based on text in Task 12.**

1. What does the text tell you?
2. How long Disney recommends staying there?
3. Should we buy the Disney ticket before or after arrival?
4. What time does Disney open?
5. Is there any map guide there?

### ➤ Task 14

**Study the following notes.**

The text in Task 9 is a 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.

Example of procedure texts include:

- recipes
- itineraries
- instruction manuals
- directions

#### **Grammatical features of a procedure**

Procedure texts usually include the following grammatical features:

- sentence that begins with verbs and are stated as commands

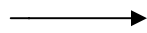
- time words or numbers that show the order for carrying out the procedure
- adverbs to describe how the action should be performed
- precise terms and technical language

## The procedure scaffold

1. An introductory statement giving the aim or goal
  - This may be title of the text.
  - This may be an introductory paragraph.
2. Materials needed for completing the procedure.
  - This may be a list
  - This may be a paragraph
  - This step may be left out in some procedures.
3. A sequence of steps in the correct order
  - Numbers can be used to show: first, second, third and so on.
  - The order is usually important.
  - Words such as *now*, *next* and *after this* can be used.
  - The steps usually begin with a command such as *add*, *stir*, or *push*.

Source: *Short Functional Texts*, Lin Lougheed, 2005

### How to Make a Pencil Box



An Introductory statement giving the aim or goal.

#### Materials:

An empty plastic bottle of mineral water  
A sharp cutter  
A piece of white or colorful paper  
Some paints  
Some glue

Materials needed

#### Steps:

Wash the plastic bottle. Make sure it is clean when you use it.  
Cut the bottle into two halves  
Wrap the bottle with a piece of colored paper  
If you use plain paper, use the paint to make a drawing on it  
Now, your pencil box is ready to use.

A sequence of steps

## ➤ Task 15

Read the text carefully and answer the questions.

### How to Draw Mickey Mouse with Easy Step by Step Drawing Lesson for Children

Do you want to learn how to draw Mickey Mouse? After following this guide, you will be able to draw Mickey easily.

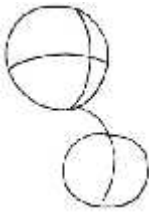
You need a pencil, a piece of paper, an eraser and crayon.

#### Step 1



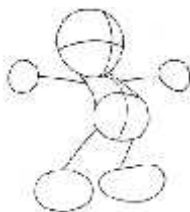
Start off by drawing a lollipop with a curved stick. Also add a cross section for the face. The vertical line determines the “center” of the head where the nose is placed, and the horizontal line determines where the eyes will be placed. The curved stick will be Mickey’s spine. Notice that this line goes around the circle because it is like a ball.

#### Step 2



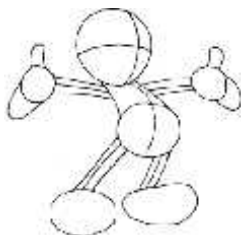
Draw a small circle at the bottom of the spine.

#### Step 3



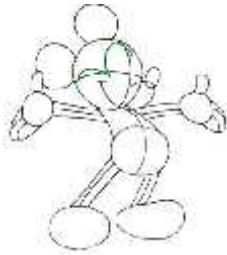
Add stick arms and feet. Since Mickey is a cute cartoon character, make sure that the sticks are short to give him cute arms and legs. Also make the feet ovals large to give him big cartoony shoes.

#### Step 4



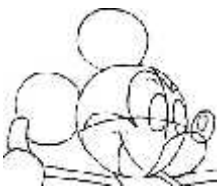
Complete the arm and legs sticks to give them muscle. Add curves to where his thumbs and fingers should be.

## Step 5



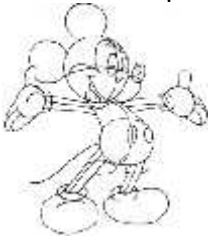
Draw two circles on top of his head for his ears. Add a curve in front of his head for his snout and mouth. Add a small oval on its end for his nose. Draw two lines inside the finger guide to create digits. I put red dashed lines under the ears to show you that they are circles that are hidden by Mickey's face. Also, I highlighted part of his face in green to show you that it looks like a letter 'm' (sideways).

## Step 6



Draw an oval for each eye...part of the right eye is hidden by Mickey's snout (which is an oval). Draw another oval as the nose and a smaller oval inside of it for the highlight of the nose. If you look at the nose and mouth together...it looks like a sideways number '2'.

## Step 7



You can now draw the details of his face, clothes, and gloves.

## Step 8



Delete all the guide lines, and fill in the legs, body, and top of his head with black to give him "fur", and you're done!

Source: [drawinghowtodraw.com](http://drawinghowtodraw.com)

1. What does the text tell you?
2. What tools do you need?
3. How many steps in drawing a Mickey Mouse?
4. What are the steps to draw Mickey Mouse? Explain the steps briefly.



## ➤ Task 16

Fill in the blanks with the suitable words in the box. Compare your work with a classmate's. Look at the example.

Sketch	Reduce	Mark	Ink	Color
--------	--------	------	-----	-------

### How to Color a Comic Strip



Source: Loadpaper.com






Color quickly grabs your attention. Although there are many successful black and white comics, color comics take graphic storytelling to new heights. Here are the ways to colorize the comic strip.

1. **Sketch** your comic strip, using drawing paper that is proportionally larger than the final strip. Use a blue pencil for any instructions or comments. Blue pencil will not show up when you copy the strip.
2. \_\_\_\_\_ the comic strip with India ink. There are two options for protecting your original artwork. Place the original on a light box, and trace and color new artwork on vellum paper. Making a photocopy of your original is the second option.
3. \_\_\_\_\_ the original artwork to final print size. Store the original and work on the reduced copy.
4. \_\_\_\_\_ the copy. Artists use a wide medium range with their comics including acrylics, watercolor or markers. If you're sending the comic to a commercial printer, use the Pantone Guide to find exact print colors.
5. \_\_\_\_\_ Pantone Colors outside the comic's print border in blue pencil. Beginning artists should practice digital coloring as well.

➤ Task 17

Match the picture to the paragraph. Compare your work with a classmate's. Look at the example.

**How to Draw Donald Duck**

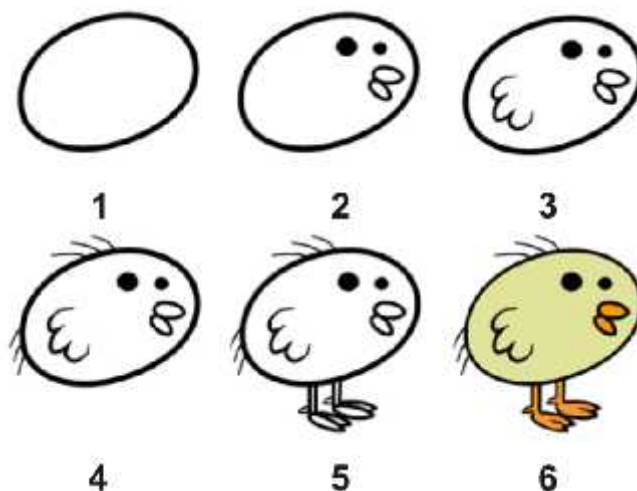
		You are on your third step and that means you are one step away from completion. You will start by finishing off Donald's sailor hat with a ribbon, and then add his fluffy feathers. Draw an arch line for his eyebrow and then add his eyeballs. What is the one thing about Donald's mouth that is so noticeable? Yes, his triangle like tongue, so that is what you will add next. Give him a bow and then finish off his sailor coat. End this step by drawing out the shape of his behind and right foot and leg.
		Start with a circle for the head and then draw out the lining of his duck bill. Next draw out the shape of his torso or body and then add the two arched lines for his bended legs.
		Once you are done your Disney character should come out looking like the one you see here. All you have to do is color him in and you are done. I hope you liked learning how to draw Donald Duck step by step. I look forward to drawing more Disney characters in the future.
		Now in this next second step you will start it by sketching out the shape of Donald's sailor hat and then draw the arched looking shapes for his eyes. Finish off the shape and lining for his bill and then draw out his arm. You will then add the lower stomach line and then the lining for his feet or foot.
		Your last drawing step is now here and as you can see there is very little to do. All you will need to do is first color in his eyeballs and then draw out the collar and shoulder sleeve, Add a knot in the middle of the bow and then finish off his butt with a tail and then the rest of his legs and feet. Erase all the guidelines and shapes and then move to the final product.

Source: [wikihow.com](http://www.wikihow.com)



➤ Task 18

Write a procedure text based on these pictures.



Source: [www.how-to-draw-funny-cartoons.com](http://www.how-to-draw-funny-cartoons.com)

➤ Task 19

Based on the notes in Task 11, write a procedure text about drawing a figure that you know and then submit your text to your teacher.

### LET'S MAKE REFLECTION

How much do you learn from this unit? Put a thick (V) on the right column based on how much you have learnt.

Aspect	Very Much	Much	Little
Asking and Giving Direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedure Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### LET'S MAKE A SUMMARY

In this unit you have learnt some expressions of asking and giving directions:

No	Expressions	Functions
1.	Excuse me, could you tell me how to get to the Walt Disney Studio?	Asking Direction
2.	What's the best way to the office?	
3.	Where is the Luxio animation school?	
4.	Go straight on.	Giving Direction
5.	Turn left/right.	
6.	Take the first/second road on the left/right	
7.	In front of the post office	Responding to the person who ask the direction, but you don't know the place.
8.	I'm sorry, I don't know	
9.	sorry, I'm not from around here	

In this unit you also have learnt 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.

#### Procedure text scaffold

1. An introductory statement giving the aim or goal
2. Materials needed for completing the procedure.
3. A sequence of steps in the correct order

VOCABULARY LIST

acrylic / 'krɪlɪk/	(noun) an acrylic textile fibre
arch /ɑ:tʃ/	(noun) a curved symmetrical structure spanning an opening and typically supporting the weight of a bridge, roof, or wall above it.
avenue /'av( )nju:/	(noun) a broad road in a town or city, typically having trees at regular intervals along its sides.
book /bʊk/	(verb) reserve (accommodation, a place, etc.); buy (a ticket) in advance. (noun) a written or printed work consisting of pages glued or sewn together along one side and bound in covers.
bow /b ʊ/	(noun) a knot tied with two loops and two loose ends, used especially for tying shoelaces and decorative ribbons.
castle /'kɑ:s( )l/	(noun) a large building, typically of the medieval period, fortified against attack with thick walls, battlements, towers, and often a moat.
coat /k ʊt/	(noun) an outer garment with sleeves, worn outdoors and typically extending below the hips.
collar /'kɒl /	(noun) the part around the neck of a shirt, blouse, jacket or coat, either upright or turned over.
command /k 'mɑ:nd/	(noun) an authoritative order.
courtesy /'k :tɪsi/ shuttle /'ʃʌt( )l/	courtesy : [as modifier] (especially of transport) supplied free of charge to people who are already paying for another service shuttle : (noun) a form of transport that travels regularly between two places.
curve /k :v/	(noun) a line or outline which gradually deviates from being straight for some or all of its length.
determine /dɪ't :mɪn/	(verb) cause (something) to occur in a particular way or to have a particular nature.
fluffy /'flʌfi/	(adjective) of, like, or covered with fluff.
grab /grab/	(verb) grasp or seize suddenly and roughly.
itinerary /ˌaɪ'tɪn( )rɪ, ɪ-/	(noun) a planned route or journey
knot /nɒt/	(noun) a fastening made by looping a piece of string, rope, or something similar on itself and tightening it.
mount /maʊnt/ potret	(noun) a backing or setting on which a photograph, gem, or work of art is set for display
muscle /'mʌs( )l/	(noun) a band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the body.

ribbon /'rɪb( )n/	(noun) a long, narrow strip of fabric, used for tying something or for decoration.
sketch /skɛtʃ/	(noun) a rough or unfinished drawing or painting, often made to assist in making a more finished picture.
sleeve /sli:v/	(noun) the part of a garment that wholly or partly covers a person's arm.
snout /snaʊt/	(noun) the projecting nose and mouth of an animal, especially a mammal.
spine /spʌɪn/	(noun) a series of vertebrae extending from the skull to the small of the back, enclosing the spinal cord and providing support for the thorax and abdomen; the backbone.
torso /'tɔ:s ʊ/	(noun) the trunk of the human body.
vacation /v 'keɪʃ( )n, veɪ-/	(noun) a fixed holiday period between terms in universities and law courts.
vellum /'vɛl m/	(noun) fine parchment made originally from the skin of a calf

## UNIT 3

## Watching Animation Movies

In your daily life you often have to respond to many kinds of invitations. You may need to accept or decline them. In this unit you will learn how to accept or decline them.



Source: [cartoonsr.blogspot.com](http://cartoonsr.blogspot.com)



## Let's Get Started.

### ➤ Task 1

Study the picture below and answer the questions.

#### WATCHING MOVIE TOGETHER



Source: [kids.nationalgeographic.com](http://kids.nationalgeographic.com)

1. Have you ever watched movie together with your friends?
2. Have you ever invited your friends to watch movie together?
3. How did you invite your friends to watch movie together?
4. Have you ever been invited to watch movie together with your friend?
5. How to decline an invitation from your friend?

LISTENING AND SPEAKING SECTIONS

➤ Task 2

Listen to the dialog and identify some expressions of accepting and declining invitation you can find in the dialog. Do it individually. The listening script is in the Appendix.

1. Harry: I will watch The Narnia movie with my friends. \_\_\_\_\_?
2. Juned : Wow, \_\_\_\_\_.
3. Juned : By the way, \_\_\_\_\_ with me at Herby's party tomorrow?
4. Harry : Oh, I am sorry, \_\_\_\_\_.

➤ Task 3

Listen to the dialog in Task 2 again and answer the question.

1. Does Juned have a plan before Harry invite him?
2. What is the title of the film that they will watch?
3. Does Juned accept the invitation?
4. What time they will watch film?

➤ Task 4

Study the following expressions in small group. Listen to the teacher and repeat after him.

No	Expressions	Functions
1.	Would you like to join me for a cup of coffee?	Inviting someone
2.	We should be very pleased if you could come and watch movie with us this evening.	
3.	Can you accompany me to watch the movie?	
4.	Do you have time on Saturday?	
5.	Will you come to my house tonight?	

6.	Would you care to join us for launching animation movie at the cinema?	
7.	I would. Thanks.	Accepting invitation
8.	OK!	
9.	Sure, I'd love to!	
10.	Thank you, I'd like to very much.	
11.	I'd like to, but I can't	Declining invitation
12.	Sorry, I can't	
13.	I am sorry, but I can't.	
14.	Thank you very much, but I am a bit busy at the moment.	

➤ **Task 5**

**Listen to the following dialogue. Then, complete the dialogue below with correct expressions. The listening script is in the Appendix.**



Source: [scienceandmedia.wordpress.com](http://scienceandmedia.wordpress.com)

Jamie: \_\_\_\_\_?

Ricky: I am going to watch a movie with a friend of mine. What about you?

Jamie: I don't know.

Ricky: \_\_\_\_\_?

Jamie: Do you know what movie you're going to watch?

Ricky: I don't know, but is there a certain movie you want to see?

Jamie: \_\_\_\_\_

Ricky: Well, would you like to go?

Jamie: Thanks for inviting me, \_\_\_\_\_

Ricky: All right. \_\_\_\_\_



## ➤ Task 6

Answer the question based on the conversation in Task 5

1. What will Ricky do at the weekend?
2. Who ask Jamie to watch movie together?
3. Does Jamie accept the invitation?
4. How does Ricky respond the rejection?

## ➤ Task 7

Listen to the dialog and answer the questions. Listening script is in appendix

1. Who is Bill's niece?
2. Where does Claire live?
3. What will they do?
4. What does Bill says to ask Dan watching movie?
5. What does Dan says in responding Bill's invitation?

## ➤ Task 8

Complete the following conversation with the correct words in the box.  
Compare your answers with a classmate's. Then, act the conversation out.

Will you be free this Saturday?	Why don't we go and watch a movie together?
I'll see you Saturday, then, at the ticket gate at 12.	That's good. Let's go, then.



Source: cartoonstock.com

Tanaka : \_\_\_\_\_?

Susan : I don't have any activities for that day so far. Why?

Tanaka : \_\_\_\_\_?

- Susan : Movie?
- Tanaka : Yes. They're showing "Space Wars" at the cinema in Roppongi. Apparently, it's entertaining.
- Susan : \_\_\_\_\_. What time?
- Tanaka : How about 12? We'll have lunch before the movie...
- Susan : Yes, let's. Where shall we meet up?
- Tanaka : How about the ticket gate at the train station?
- Susan : All right. \_\_\_\_\_.

### ➤ Task 9

**Complete the following dialogues using expression of accepting and declining invitation. Then, act the conversation out.**

- Jenny: Will you come to my party?  
Rizka: (Accepting) \_\_\_\_\_
- Ricky: Can you come to my house tonight for discussing our animation movie?  
Risti: (Declining) \_\_\_\_\_
- Andy: Why don't we go to the movie box?  
Tiny: (Declining) \_\_\_\_\_
- Rian: Let's go to the cinema.  
Susi: (Accepting) \_\_\_\_\_
- Zuck: How about watching Kungfu Panda movie at my home?  
Redi: (Declining) \_\_\_\_\_

### ➤ Task 10

**Work with a partner and invite him/her to do an activity together with you. Use some of the expressions for inviting someone. The following clues will help you.**

- Greeting.
- Asking about your current friend's activity.
- Invite your friend to do some activities together.
- Make your friend sure that the activities will be nice.
- Decide the time and the place where you will meet.



Source: cartoonstock.com

➤ **Task 11**

Work with a partner and invite him/her to do an activity together with you. Use some of the expressions for inviting someone. Then, act the conversation out.

**READING AND WRITING SECTIONS**

➤ **Task 12**

Answer these questions.

1. Have you ever watched movie together with your friend or family?
2. What kind of film that you like?
3. Where did you watch a movie?
4. Do you have funny experience in watching movie?

➤ **Task 13**

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

**"Watching Movie" with My Friend**

Last week, my friends and I went to Jogja. We wanted to watch The Avenger movie at XXI cinema.

We arrived at XXI cinema 10 a.m, unfortunately The Avenger movie had full booked for until 10 p.m, so we bought a ticket for the midnight schedule. We decided to go to another place before the movie schedule. We had to wait for about 12 hours, so we have many time. First, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then at 6 p.m, we felt hungry, so we went to a restaurant. We finished our dinner at 8 pm, after that we went to "Alun-Alun Kidul". At 10 p.m we felt so tired, so we took a rest at café. Suddenly, a man woke me up and said "Excuse me, I am sorry but the café will be closed soon". I was surprised. We lost the Avenger. We slept there until 2 a.m. We looked each other and then we laughed together.

Finally we didn't watch The Avenger movie. We decided to go to Jogja again next week.

Source: synamatic.com

No	Statement	T/F	Correction
1.	Last week the writer wanted to visit Gembira Loka zoo.	F	Last week the writer wanted to watch The Avenger movie.
2.	There was no ticket for The Avenger movie until the midnight.		
3.	They went to café before “Alun-Alun Kidul”.		
4.	They went to Parangtritis before Gembira Loka zoo.		
5.	They slept at café.		
6.	They watched The Avenger movie at midnight.		

#### ➤ Task 14

**Read the text in Task 13 again and answer the questions.**

1. Who went to Jogja last week?
2. What did they do at Jogja?
3. Where did they go when they were at Jogja?
4. When did they arrive at Jogja?
5. How did they spend the time before they watched the movie?

#### ➤ Task 15

**Study the following notes.**

The text in Task 10 is a recount text. Recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

**Examples of recount texts include:**

- eyewitness account
- newspaper reports
- letters
- conversations

**Grammatical features of a recount**

Recount usually include the following grammatical features:

- **proper nouns** to identify these involved in the text.
- **descriptive words** to give details about *who*, *what*, *when*, *where*, and *how*.
- the use of the **past tense** to retell the events.
- Words that **show the order** of the events (for example, first, next, then)

### The recount scaffold

Step 1: Introductory paragraph that tells who, what, where and when.

Step 2: A sequence of events in the order in which they occurred.

Step 3: A conclusion

Source: *Short Functional Texts*, Lin Lougheed, 2005

#### "Watching Movie" With My Friend

Last week, my friends and I went to Jogja. We wanted to watch The Avenger movie at XXI cinema.	Introductory paragraph
We arrived at XXI cinema 10 a.m, unfortunately The Avenger movie had full booked for until 10 p.m, so we bought a ticket for the midnight schedule. We decided to go to another place before the movie schedule. We had to wait for about 12 hours, so we have many time. First, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then at 6 p.m, we felt hungry, so we went to a restaurant. We finished our dinner at 8 pm, after that we went to "Alun-Alun Kidul". At 10 p.m we felt so tired, so we took a rest at café. Suddenly, a man woke me up and said "Excuse me, I am sorry but the café will be closed soon". I was surprised. We lost the Avenger. We slept there until 2 a.m. We looked each other and then we laughed together.	A sequence of events
Finally we didn't watch The Avenger movie. We decided to go to Jogja again next week.	A conclusion

### ➤ Task 16

Study the note below and do the exercise.

#### Simple Past Tense

To talk about past events and conditions, you use VERB-2 forms. Here are some examples taken from the text.

- We wanted to watch The Avenger movie at XXI cinema.
- There were many birds.

### A. Telling Past Events

**(+, positive sentence) S + V2**

**(-, negative sentence) S + did not + V1**

Examples:

(+) We wanted to watch The Avenger movie at XXI cinema.

(-) We did not want to watch The Avenger movie at XXI cinema.

Exercise : Change the verb in the following sentence into past tense.

1. They **(need)** the software yesterday
2. We **(don't think)** about the animation last week.

### B. Telling Past Conditions

**(+) S + was/were + noun/adjective**

**(-) S + was/were not + noun/adjective**

Examples:

(+) There were many birds

(-) There were not many birds

Exercise: Change the verb in the following sentence into past tense.

1. There **(are)** many ghosts in that house
2. There **(is)** no money in my wallet.

### C. The adverbs that are usually used in the 'simple past tense' sentences are:

- yesterday, last week, and
- a week ago, last ...
- ... ago,

*Source: English Grammar In Use, Raymond Murphy, 1987  
Interlanguage, English For Senior High School Students  
X, Joko Priyana, dkk, 2008*

➤ Task 17

Fill in the blanks with the suitable words in the box. Compare your work with a classmate's. Look at the example.

had	decided	queued	saw	got
was	got	went	followed	looked

**Visiting Movie World**

We **had** a great holiday on the Gold Coast. When we \_\_\_\_\_ up in the morning, it \_\_\_\_\_ like rain. After a while the clouds disappeared and it became a sunny day. Then we \_\_\_\_\_ to go to Movie World.

The first ride I \_\_\_\_\_ on was Lethal Weapon. Next I \_\_\_\_\_ the Police Academy show. After that I had lunch as I \_\_\_\_\_ really hungry. Meanwhile, Mum and Kelly \_\_\_\_\_ for the Batman ride.

About one o'clock we \_\_\_\_\_ a light shower of rain but it cleared up soon after. We then went on all the other rides \_\_\_\_\_ by the studio tour. It was a top day at Movie World.

➤ Task 18

Study the note below and complete the short dialogues with the correct verb.

Very often the past simple ends in -ed (regular verbs). For example:

- I work in a animation agency now. Before that I **worked** in a shop.
- We **invited** them to our movie party, but they **decided** not to come.

But many verbs are *irregular*. The past simple does not end in -ed. For example:

- write → wrote : The director wrote more than 600 movie scripts
- see → saw : We saw Shrek movie last week.



Complete the recount text below with the correct verb

### Mysterious Experience



Source: [synamatic.com](https://www.shutterstock.com/image-photo/young-people-watching-horror-movie)

After the movie **(is)** over, I **(leave)** the cinema quickly. My watch **(show)** 11.30 pm. As I **(get)** on my bicycle, I **(pedal)** hard on my bicycle and **(is)** soon speeding home. My thought **(go)** back to the movie I **(have)** just seen. It **(is)** a scary story. I **(can)** remember clearly a woman screaming as she **(is)** being attacked by a monster. Somehow that frightful scene **(stay)** in my mind and I **(can)** not forget it. The road **(is)** dark and quiet. I **(have)** to pass a graveyard on the way home. As I **(approach)** the graveyard, I **(hear)** some sounds behind me. I was **(frighten)** and began to cycle faster. The sound **(come)** nearer and nearer. And Braaaaaaaaakkkk!!! I **(fall)** down. And I **(am)** unconscious at that time. That **(is)** my mysterious story after watching a horror movie.

### ➤ Task 19

Based on the notes in Task 10, make a short recount text about your experience in watching movie and then submit your text to your teacher.



### LET'S MAKE REFLECTION

How much do you learn from this unit? Put a thick (V) on the right column based on how much you have learnt.

Aspect	Very Much	Much	Little
Accepting and Declining Invitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recount Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple Past Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### LET'S MAKE A SUMMARY

In this unit you have learnt some expressions of accepting and declining invitation:

No	Expressions	Functions
1.	Would you like to join me for a cup of coffee?	Inviting someone
2.	We should be very pleases if you could come and watching movie with us this evening.	
3.	Can you accompany me to watch the movies?	
4.	Do you have time on Saturday?	
5.	Will you come to my house tonight?	
6.	Would you care to join us for launching animation movie at the cinema?	
7.	I would. Thanks.	Accepting invitation
8.	OK!	
9.	Sure, I'd love to!	
10.	Thank you, I'd like to very much.	
11.	I'd like to, but I can't	Declining invitation
12.	Sorry, I can't	
13.	I am sorry, but I can't.	
14.	Thank you very much, but I am a bit busy at the moment.	

In this unit you also have learnt recount text:

**Recount text** is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

### Recount text scaffold

Step 1: Introductory paragraph that tells who, what, where and when.

Step 2: A sequence of events in the order in which they occurred.

Step 3: A conclusion

### Simple Past Tense

To talk about past events and conditions, you use VERB-2 forms. Here are some examples taken from the text.

- We wanted to watch The Avenger movie at XXI cinema.
- There were many birds.

#### A. Telling Past Events

(+, positive sentence) S + V2

(-, negative sentence) S + did not + V1

#### B. Telling Past Conditions

(+) S + was/were + noun/adjective

(-) S + was/were not + noun/adjective

#### C. The adverbs that are usually used in the 'simple past tense' sentences are:

- yesterday, last week, and
- a week ago, last ...
- ... ago,

VOCABULARY LIST

accompany / 'kʌmp ni/	(verb) go somewhere with (someone) as a companion or escort
apparently / 'par ntli/	(adverb) as far as one knows or can see
decline /dɪ'klʌɪn/	(verb) politely refuse (an invitation or offer)
frightful /'frʌɪtful, -f( )l/	(adjective) very unpleasant, serious, or shocking
gate /geɪt/	(noun) a hinged barrier used to close an opening in a wall, fence, or hedge
graveyard /'greɪvjɑ:d/	(noun) a burial ground, especially one beside a church
invite /ɪn'vaɪt/	(verb) make a polite, formal, or friendly request to (someone) to go somewhere or to do something
join /d ɔɪn/	(verb) link; connect,
launch /lɔ:n(t)ʃ/	(verb) start or set in motion (an activity or enterprise)
mysterious /mɪ'stɪərɪəs/	(adjective) difficult or impossible to understand, explain, or identify
niece /ni:s/	(noun) a daughter of one's brother or sister, or of one's brother-in-law or sister-in-law.
queue /kju:/	(noun) a line or sequence of people or vehicles awaiting their turn to be attended to or to proceed.
reject /rɪ'd ɛkt/	(verb) dismiss as inadequate, unacceptable, or faulty
script /skrɪpt/	(noun) handwriting as distinct from print; written characters
unconscious /ʌn'kɒnʃəs/	(adjective) not awake and aware of and responding to one's environment:

**APPENDICES**

**LISTENING TRANSCRIPT UNIT 1**

**Task 2**

Jean: Hi Alex, how are you?

Alex: Hi Jean, I am fine. How about you?

Jean: I am fine too. Oh by the way, do you know a movie called “Avatar”?

Alex: Yes I know. Why?

Jean: Can you do an animation that similar to Avatar movie? I heard that you are a great animator.

Alex: Oh I see.. I am able to do that.

Jean: Wow, so you can make the 3d model of the figure?

Alex: Yes of course I can. But it needs a lot of money. We need to buy some expensive devices to make it.

Jean: Hmm.. I know. How about the software? What will we use to make it?

Alex: We can use 3D Maya, Adobe Premiere, 3D Max and many others.

Jean: Wow that’s really expensive. I heard there are many free animation softwares outside. What do you prefer? Free software or Premium software?

Alex: I prefer to use premium software than free because of the features. Premium softwares can make a high quality video.

Jean: Oh I see.. So, what will you use if I give an animation project?

Alex: I prefer 3D Max than the others. I have been using it for a long time.

Jean: Okay, that’s great. Let me talk to my team first. Thanks

Alex: You are welcome.

**Task 5**

Andre : **Can** you use any animation software Roni?

Roni : Yes, I can use Macromedia Flash and 3D Max. Now I am learning 3D Maya.

Andre : That's wonderful. How well can you use both of them?

Roni : I can use Macromedia Flash quite well, but I **can't** use 3D Max like I use Macromedia Flash. And I'm ashamed to admit that I am very poor in 3D Maya.

Andre : Well, I think you are better than me in using 3D Maya

Roni : No, I saw you operated 3D Maya last night, and I think your skill is good.

Andre : Thank you.

Roni : Are you studying any other software at the moment?

Andre : Yes, I am studying Giotto now. I downloaded the file last month and installed it. It is the newest animation software.

Roni : Wow, good for you! You will **be able** to operate that software.

Andre : By the way, do you like Macromedia Flash or 3D Max?

Roni : I **like** Macromedia Flash **better than** 3D Max. It is easier.

Andre : So do I, but, after I know Giotto, I **prefer** Giotto **to** Macromedia Flash. Okay let's get back to work. Many projects are waiting.

Roni : Okay.

**Task 7**

Arnys : Hello Rudi, Can you create an animation ?

Rudi : Of course, I am animator.

Arnys : Ohh.. great, I have a problem with this animation. Can you fix it?

Rudi: I think I can. Tell me your problem.

Arnys : Here is Rudi, can you see the ball? It doesn't have shadow. Can you make the shadow for this ball?

Rudi : Oh I see. I can fix it. It is easy, Let me do it. Just wait a second. Finish!

Arnys : Wow so fast! you are very talented!

Rudi : Thank you.

Arnys : Did you learn that by yourself?

Rudi : No, I take some courses outside.

Arnys: Ohhh.. I see. I have a dream to make a great animation movie. By the way, Which one do you like, animation in avatar movie or transformer?

Rudi : I like avatar movie. It looks clean and soft.

Arnys : Me too, avatar looks cool. Okay Rudi, thanks for the help.

Rudi: You are welcome.

## LISTENING TRANSCRIPT UNIT 2

### Task 2

A : Excuse me, Where is the Disney animation studio, please?

B : Go ahead and turn right at the next corner. Turn left there. The studio is opposite the post office.

A : How about the cinema?

B : Go ahead. Turn left at the corner. Then take the second road on your right. Continue to the end of the road. Turn left there. The cinema is on your left, near the castle.

A : Thank you very much.

B : You are welcome.

### Task 5

Michelle : Hello Barnet.

Barnet : Hello Michele.

Michele : **What's the best way to the office of MD animation studio?**

Barnet : I see, first **go ahead** until the crossroad. Then, **turn right**. You will find traffic light. **Turn left** at the traffic light, that is Leicester Street. **Go straight** on Leicester Street until you get to the **post office**. When you get to HSBC bank, **turn right**. Then, the MD animation studio **is about 100m from the bank**. It's on your left, **next to** the Alfa store.

Michelle : Oh Okay. How about the Walt Disney Studio, **do you know that place?**

Barnet : Oh.. **I am sorry, I don't know that place.**

Michelle : **Okay, no problem.** Thank you very much.

Barnet : You are welcome

### Task 7

What are you doing tonight?	turn	go ahead
Do you want to come?	Where do you live?	corner

Nita: Hi! Sarah, \_\_\_\_\_?

Sarah: Nothing Nita, Why?

Nita: Today I want to watch Mickey Mouse movie at my home. \_\_\_\_\_?

Sarah: Great! \_\_\_\_\_?

Nita: Ok, from your house, \_\_\_\_\_ on Broadway Street, then \_\_\_\_\_ right on First Avenue, my house is on the \_\_\_\_\_ of First Avenue and Central Street.

### Task 8

Wally : Excuse me, could you tell me how to get to the Walt Disney store?

Sally : Sure, the store is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.

Wally : Go south two blocks to the stop light.

Sally : Correct, then, turn left and go three more blocks, until you come to the end of the road. A park will be in front of you.

Wally : Turn left and go for three blocks to the park.

Sally : Right, then turn right again and go seven blocks, to Lipton Avenue.

Wally : Turn right and go seven blocks to Lipton Avenue.

Sally : Next, turn left on Lipton Avenue and go two blocks. The store is on your left, across from the baseball stadium.

Wally : OK, let me see if I've got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turn right and...

Sally : No, turn left on Lipton Avenue.

Wally : OK, turn left on Lipton Avenue, the store is two blocks down, on my left.

Sally : You got it.

Wally : Thanks.



**LISTENING TRANSCRIPT UNIT 3**

**Task 2**

Harry : Hey Jun, how are you? Good to see you!

Juned : Hi Harry. Good to see you, too. I'm fine, how are you?

Harry : Good, thanks. What are you doing tonight?

Juned : Nothing. Why?

Harry : I will watch The Narnia movie with my friends. Will you come?

Juned : Wow, that's a good idea.

Harry : Great! Just come around 7 pm at my place.

Juned : Ok. Thanks. By the way, can you join with me at Herby's party tomorrow?

Harry : What time?

Juned : at 7 p.m

Harry : Oh, I am sorry, I think I can't.

Juned : No problem. Okay, I will go first. See you soon.

Harry : See you

**Task 5**

Jamie: What are you going to do at weekend?

Ricky: I am going to watch a movie with a friend of mine. What about you?

Jamie: I don't know.

Ricky: How about join with us?

Jamie: Do you know what movie you're going to watch?

Ricky: I don't know, but is there a certain movie you want to see?

Jamie: I don't know too

Ricky: Well, would you like to go?

Jamie: Thanks for inviting me, but I think I will find another activity

Ricky: All right. No problem

**Task 7**

Bill: Hi! How are you?

Dan: Fine. How about you?

Bill: Super! Let me introduce you to my niece, Claire.

Claire, this is Dan--he works with me at the office.

Claire: Hello, Dan.

Bill: Dan, this is my brother John's daughter, Claire.

Dan: Pleased to meet you. I didn't know John had a daughter? Where's he been hiding you?

Bill: She's been living out East with his wife's sister. She just moved back.

Dan: What part of the East, Claire?

Claire: Boston, near the harbor.

Dan: It must be quite a change--coming back here?

Claire: It is, but I'm glad to be back and see all my friends.

Bill: Hey, Dan. Do you still have some animation movie discs?

Dan: Yes, of course, I still keep them.

Bill: How about if we watch one of them?

Dan: That sounds great. Let's go.

B.&C.: OK!

## UNIT 1

### Creating an Animation

In your daily life you often express your preferences and capabilities. You may also respond to others about their preferences and capabilities. In this unit you will learn how to express your preferences and express that you are capable of doing something.



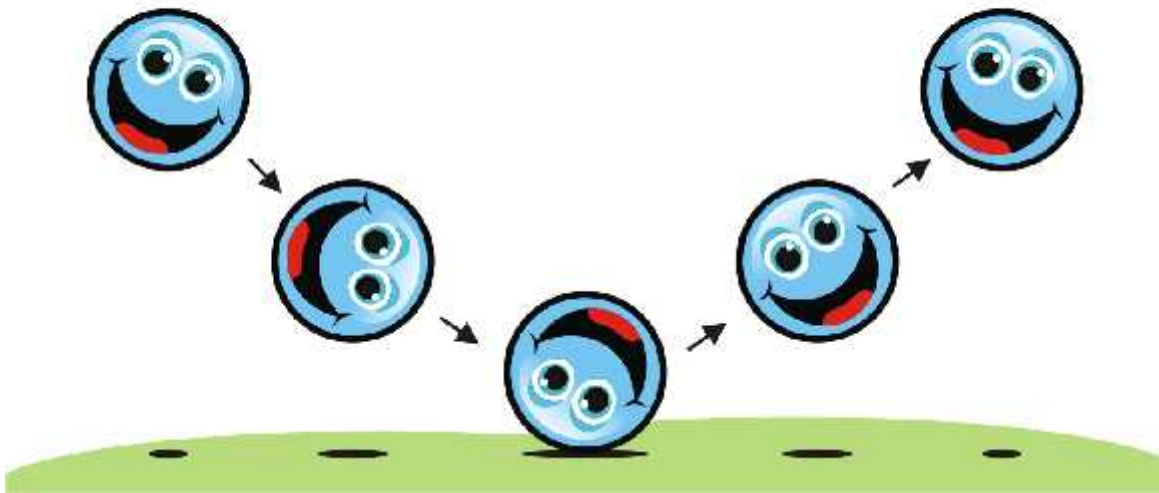
Source [www.groupon.co.in](http://www.groupon.co.in)

## Let's Get Started.

### ➤ Task 1

Study the picture below and answer the questions.

### Bounce Animation



Source [fiqidesign.com](http://fiqidesign.com)

1. What picture is that?
2. Can you make an animation?
3. How good are you at making animation?
4. Which one do you like better, 2D animation or 3D animation?
5. If you can use a modern technology of animation software, what will you make?

## LISTENING AND SPEAKING SECTIONS

### ➤ Task 2

Listen to the dialog and identify some expressions of preferences and capabilities you can find in the dialog. Do it individually. The listening script is in the Appendix.

1. Alex : Oh I see. \_\_\_\_\_ to do that.
2. Alex: \_\_\_\_\_ I can but it needs a lot of money.
3. Alex: \_\_\_\_\_ to use premium software \_\_\_\_\_ free because of the features.
4. Alex: \_\_\_\_\_ 3D Max \_\_\_\_\_ the others. I have been using it for a long time.

➤ **Task 3**

**Listen to the dialog in task 2 again and answer the question.**

1. What was the title of the movie that Ani asked Budi?
  - a. Avatar    b. 3d Maya    c. Adobe premiere    d. Animation
2. Can Alex do the animation?
  - a. Yes, he does    b. No, he does    c. Yes, he can    d. No, he can't
3. Why it needs a lot of money?
  - a. To pay the salary of the animator
  - b. To buy some devices
  - c. To rent some softwares
  - d. To pay the director
4. What software that Alex used?
  - a. Adobe Reader    b. Adobe Photoshop    c. Adobe Illustrator    d. Adobe Premiere
5. Does Alex prefer premium software? What is the reason?
  - a. Yes, because it can produce high quality video
  - b. No, because it is too expensive.
  - c. Yes, because it is cheap
  - d. No, because it can't produce good film.

➤ **Task 4**

**Study the following expressions in small group. Listen to the teacher and repeat after him.**



Source: mentalhelp.net

No	Expressions	Functions
1.	Can you fix it?	Asking if someone is able to do something
2.	Do you know how to combine these frames?	
3.	Are you able to write the code?	

4.	Can you use some animation softwares?	Saying that you are able to do something
5.	I can make a 3D animation.	
6.	I'm able to do the effect.	
7.	I have experience to do this.	
8.	I know how to make the movement.	
9.	I'd say I was capable of doing animation project	
10.	I think I can do that.	Asking about preference
11.	Would you prefer LCD monitor or LED monitor?	
12.	Do you prefer 3D Max?	
13.	What's your favourite animator?	
14.	Do you prefer figure A or figure B as the main character?	Saying what you prefer
15.	I'd prefer Adobe to make it, if possible.	
16.	I enjoy this animation more than the others.	
17.	I prefer figure A.	
18.	My choice would always be 3D Maya	
19.	I like to use 2D animation software better than 3D animation software.	

### ➤ Task 5

**Complete the following conversation with the correct words in the box. Compare your answers with a classmate's. The listening script is in the Appendix.**

<b>Be</b>	<b>better</b>	<b>can't</b>
<b>To</b>	<b>Can</b>	<b>prefer</b>
<b>Like</b>	<b>than</b>	<b>able</b>



Source: toonboom.com

- Andre : \_\_\_\_\_ you use any animation software Roni?
- Roni : Yes, I can use Macromedia Flash and 3D Max. Now I am learning 3D Maya.
- Andre : That's wonderful. How well can you use both of them?
- Roni : I can use Macromedia Flash quite well, but I \_\_\_\_\_ use 3D Max like I use Macromedia Flash. And I'm ashamed to admit that I am very poor in 3D Maya.
- Andre : Well, I think you are better than me in using 3D Maya
- Roni : No, I saw you operated 3D Maya last night, and I think your skill is good.



Andre : Thank you.

Roni : Are you studying any other software at the moment?

Andre : Yes, I am studying Giotto now. I downloaded the file last month and installed it.  
It is the newest animation software.

Roni : Wow, good for you! You will \_\_\_\_ to operate that software.

Andre : By the way, do you like Macromedia Flash or 3D Max?

Roni : I \_\_\_\_ Macromedia Flash \_\_\_\_ 3D Max. It is easier.

Andre : So do I, but, after I know Giotto, I \_\_\_\_ Giotto \_\_\_\_ Macromedia Flash. Okay  
let's get back to work. Many projects are waiting.

Roni : Okay.

➤ **Task 6**

**In the dialogue between Roni and Andre (Task 5) you find the word 'can' and "can't". How do you pronounce it?**

can /k n; strong form kæn/      cannot /'kænɒt/      can't /kɑ:nt/

➤ **Task 7**

**Listen to the following conversation. Then, complete the dialogue. The listening script is in the Appendix.**



Source: toonboom.com

Arnys : Hello Rudi, \_\_\_\_\_?

Rudi : Of course, I am animator.

Arnys : Ohh.. great, \_\_\_\_\_?

Rudi : \_\_\_\_\_. Tell me your problem.

Arnys : Here is Rudi, can you see the ball? It doesn't have shadow.  
\_\_\_\_\_?

Rudi : Oh I see. \_\_\_\_\_. It is easy, let me do it. Just wait a second.  
Finish!

Arnys : Wow so fast! you are very talented!

Rudi : Thank you.

Arnys : Did you learn that by yourself?

Rudi : No, I took some courses outside.

Arnys : Ohhh.. I see. I have a dream to make a great animation movie. By the way,  
\_\_\_\_\_, animation in avatar movie or transformer?

Rudi : \_\_\_\_\_. It looks clean and soft.

Arnys : Me too, avatar looks cool. Okay Rudi, thanks for the help.

Rudi : You are welcome.

## ➤ Task 8

**After you completed the conversation above (Task 7), listen to it again and give a (v) check mark to the sentence that correct based on the conversation.**

- |   |                          |
|---|--------------------------|
| 1. Rudi is a teacher and Arnys is a student                   | <input type="checkbox"/> |
| 2. Rudi helps Arnys to fix the problem.                       | <input type="checkbox"/> |
| 3. Rudi get some difficulties in repairing the animation.     | <input type="checkbox"/> |
| 4. Rudi took some courses.                                    | <input type="checkbox"/> |
| 5. Arnys and Rudi have same preferences about animation movie | <input type="checkbox"/> |

## ➤ Task 9

**Act out the conversation in Task 7 with your friend.**



## ➤ Task 10

Have a conversation in pairs. Express your capability and your preference to your friend. Look at the guide.



Source: clipartof.com

A		B
Greet your new friend	→	Greet your new friend
Introduce yourself	↗	Introduce yourself
Ask his/her name	↖	Ask about the reason of entering animation school.
Mention your aims in learning animation	↗	Answer your reason
Ask his/her reason too.	↖	Ask about preference of 2D and 3D animation.
Tell your preference about 2D and 3D animation.	↗	Respond his/her preferences.
Ask his/her capabilities on animation subject	↖	Tell your capabilities
Respond his/her capabilities	↗	Say good bye
End the conversation and say good bye	↖	

## ➤ Task 11

Have a conversation in pairs. Express your capability and your preference about animation to your friend.

READING AND WRITING SECTIONS

➤ Task 12  
Study the words below.

Bundle /'bʌnd( )l/ = berkas	(verb) [with object] tie or roll up (a number of things) together
capture / kaptʃə/ = menangkap	(verb) record accurately in words or pictures
character /'kɑː kt / = karakter	(noun) a person in a novel, play, or film
clay /kleɪ/ = tanah liat	(noun) a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics:
Controller /k n'tr ɔl / = pengendali	(noun) a person or thing that directs or regulates something:
coordinate /k ʊ'ɔ:dɪneɪt/ = koordinat	(noun) each of a group of numbers used to indicate the position of a point, line, or plane.
cringe /krɪn(d) / = membungkuk	(verb) bend one's head and body in fear or apprehension or in a servile manner
Edge /ɛd / = tepi	(noun) the outside limit of an object, area, or surface
geometrical /,d ɪə'metrɪk/ = geometris	(adjective) relating to geometry, or according to its methods
Handle /'hand( )l/ = tuas	(noun) the part by which a thing is held, carried, or controlled
illusion /ɪ'l(j)u: ( )n/ = ilusi	(noun) an instance of a wrong or misinterpreted perception of a sensory experience
marionette /,marɪə'nɛt/ = boneka	(noun) a puppet worked by strings
Motion /'m ʊʃ( )n/ = gerakan	(noun) the action or process of moving or being moved
plaster /'plɑːst / = plester	(noun) a soft mixture of sand and cement and sometimes lime with water, for spreading on walls, ceilings, or other structures, to form a smooth hard surface when dried
Rigging /'rɪgɪŋ/ = tali-temali	(noun) the system of ropes or chains employed to support a ship's masts ( <b>standing rigging</b> ) and to control or set the yards and sails ( <b>running rigging</b> )
Sculpt /skʌlpt/ = memahat	(verb) create or represent (something) by carving, casting, or other shaping techniques
Sequence /'si:kw( )ns/ = urutan	(noun) a particular order in which related things follow each other
Signal /'sɪgn( )l/ = sinyal	(noun) a gesture, action, or sound that is used to convey information or instructions, typically by prearrangement between the parties concerned
Software /'sɒf(t)weɪ/ = perangkat lunak	(noun) the programs and other operating information used by a computer

## ➤ Task 13

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

### Lightwave 3D Animation Software



3D computer animation combines 3D models of objects and programmed or hand "keyframed" movement. Models are constructed out of geometrical vertices, faces, and edges in a 3D coordinate system. Objects are sculpted much like real clay or plaster, working from general forms to specific details with various sculpting tools. In a process called rigging, the virtual marionette is given various controllers and handles for controlling movement. Animation data can be created using motion, capture, or key framing by a human animator, or a combination of the two.

Lightwave 3D is NewTek's high-end 3D animation and rendering program. Available for both Mac and PC, Lightwave has long been a leader in its field and is actually two products bundled into one. One part, 'Modeller', is responsible for building the elements of the job and the second, 'Layout', is where the animation project takes place. This is not as complex as it may sound for the beginner and in many ways is a very logical approach. Additionally, integration between the two programs is very smooth.

On the negative side, Lightwave has often been criticized for its user interface - Mac users in particular might cringe at its unix-like menu structure. Additionally, users have to be extremely careful about file locations - project directories have to be explicitly defined, or the program gets confused. Lightwave's strong-points include the richness of its rendering. Although, its animation may not be up to Maya's standards.

Lightwave 3D is the newest animation software that has two functions, 3D animation and rendering program. Many users use it to make their animation project.

Source: <http://www.designtalkboard.com/>

No	Statement	T/F	Correction
1.	3D computer animation only combines 3D models.	F	3D computer animation combines 3D models of objects and programmed or hand "keyframed" movement.
2.	Rigging process is a process when the virtual marionette is given various controllers and handles.		
3.	Lighwave 3D is available for Mac and PC.		
4.	Lightwave 3D is complex for the beginner.		
5.	There is no negative side of Lightwave 3D.		
6.	The strong points of Lightwave 3D is about rendering.		

#### ➤ Task 14

**Study the following notes and find the main idea of each paragraph of the text in Task 13, do it in small group.**

#### **Finding the Main Idea**

How Can I Locate the Main Idea? Once you can find the topic, you are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)? The author can locate the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea. Let's use the paragraph below as an example. First find the topic, then look for the main idea.

While the main idea is usually in the first sentence, the next most common placement is in the last sentence of a paragraph. The author gives supporting information first and then makes the point in the last sentence. Here's a paragraph we can use as an example. Try to locate the topic and the main idea.

Finally, an author might put the main idea in the middle of a paragraph. The author will spend a few sentences introducing the topic, present the main idea, then spend the rest of the paragraph supporting it. This can make the main idea more difficult to find. See if you can find the topic and main idea in the paragraph below.

Patrick loves to create animation movie. His favorite animation movie is Tom and Jerry because it is funny. Patrick also likes to create some advertisements using his animation. He prefers use some high quality animation software because it will produce a good animation. If he is in free, sometimes he make an animation just for fun and upload it in Youtube.

**In this paragraph:**

**the topic is *Patrick***

**the main idea is in the first sentence: *Patrick loves to create animation movie.***

*A Landmark School Student Guide*

*by Diane Vener,*

*© 2002 Landmark School, Inc.*

## Main idea of text in Task 13

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

## ➤ Task 15

### Study the following notes.

The text in Task 14 is a report text. Sometime it is called “informational report”. Report text is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subject’s parts, behavior and qualities. The subject is usually general rather than particular.

Examples of information report texts include:

- lectures
- reference articles
- research assignments
- chapters in textbooks.

### Grammatical features of a report text.

Report text usually includes the following grammatical features:

- technical language related to the subject
- technical use of the timeless present tense
- technical use of general nouns rather than proper nouns
- technical linking verbs to describe behaviours or qualities

## Report text scaffold

1. A general opening statement in the first paragraph
  - This statement tells the audience what the text is going to be about.
  - This can include a short description of the subject.
  - This can include a definition of the subject.
2. A series of paragraph about the subject
  - Each paragraph usually begins with a topic sentence.
  - The topic sentence in the beginning of each paragraph previews the information contained in the rest of the paragraph.
  - The sentences after this preview give more details.
  - Each paragraph should give information about one feature of the subject.
  - These paragraphs build a description of the subject of the report.
  - These paragraphs may include technical language that is related to the subject
3. A concluding paragraph (optional)
  - The concluding paragraph signals the end of the text.
  - This paragraph can summarize the report.

Source: *Short Functional Texts*, Lin Lougheed, 2005

## Donald Duck

Donald Duck is a cartoon character created in 1934 at Walt Disney Productions. Donald is an anthropomorphic white duck with a yellow-orange bill, legs, and feet. He typically wears a sailor suit with a cap and a black or red bow tie.	<b>A general opening statement in the first paragraph</b>
Donald Duck rose to fame with his comedic roles in animated cartoons. He first appeared in <i>The Wise Little Hen</i> (1934), but it was his second appearance in <i>Orphan's Benefit</i> which introduced him as a temperamental comic foil to Mickey Mouse. Throughout the next two decades Donald appeared in over 150 theatrical films, several of which were recognized at the Academy Awards.	<b>A paragraph about the subject</b>
Beyond animation Donald is primarily known for his appearances in comics, both in newspaper strips and comic books. Donald was most famously drawn by Al Taliaferro, Carl Barks, and Don Rosa. Barks in particular is credited for greatly expanding the "duck universe," the world in which Donald lives, and creating many additional characters such as Donald's maternal uncle Scrooge McDuck. Today Donald is a very popular character in Europe, particularly in the Low Countries and Scandinavian countries where his weekly magazine has remained the most popular comics publication for over 50 years.	<b>A paragraph about the subject</b>

## ➤ Task 16

Study the note below.

### Present Tense

Basic form: Subject + Verb (Present form)

Example:

- He is animator.
- I work in digital media company.
- She doesn't know.

We use the simple present tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future
- the action is not only happening now
- the statement is always true

Source: English Grammar in Use, Raymond Murphy, 1987  
<http://www.englishclub.com>

Another form

	subject	auxiliary verb		main verb	
+	I, You, They, We			like	animation
	He, She, It			likes	animation
-	I, You, They, We	do	not	like	animation
	He, She, It	does	not	like	animation
?	Do	I, you, they, we		like	animation?
	Does	he, she, it		like	animation?

	subject	main verb		
+	I	am		animator
	You, They, We	are		animator
	He, She, It	is		animator
-	I	am	not	animator
	You, They, We	are	not	animator
	He, She, It	is	not	animator
?	Am	I		animator
	Are	You, They, We		animator
	Is	He, She, It		animator



## ➤ Task 18

Fill in the blanks with correct verb forms. Compare your answers with your classmate's sitting next to you. Look at the example.

is	are	moves	creates	gives
----	-----	-------	---------	-------

### Stop Motion



Source: iswint.ro

Stop motion \_\_\_\_\_ an animation technique to make a physically manipulated object appear to move on its own. The object \_\_\_\_\_ in small increments between individually photographed frames. It \_\_\_\_\_ the illusion of movement when the series of frames is played as a continuous sequence. It \_\_\_\_\_ dolls or clay figures for the ease of repositioning. Stop motion \_\_\_\_\_ us the other way to express our creativity.

## ➤ Task 19

Arrange the jumbled paragraphs into a good report text.

1	This type of presentation is usually accomplished with a camera and a projector or a computer viewing screen which can rapidly cycle through images in a sequence.
2	The position of each object in any particular image relates to the position of that object in the previous and following images so that the objects each appear to fluidly move independently of one another. The viewing device displays these images in rapid succession, usually 24, 25 or 30 frames per second
3	Animation is the rapid display of a sequence of images to create an illusion of movement. The most common method of presenting animation is as a motion picture or video program, although there are other methods.
4	Animation can be made with either hand rendered art, computer generated imagery, or three-dimensional objects, e.g. puppets or clay figures, or a combination of techniques.



**Answer sheet for Task 19**

The image shows a template for an open book. It consists of two pages, each with a curved top and bottom edge. The pages are filled with horizontal lines for writing. The bottom edge of the book is a thick, dark grey curved shape.

➤ **Task 20**

**Based on the notes in Task 11, write a short report text about animation technique. And then submit your report text to your teacher.**

### LET'S MAKE REFLECTION

How much do you learn from this unit? Put a thick (V) on the right column based on how much you have learnt.

Aspect	Very Much	Much	Little
Expressing Capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing Preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### LET'S MAKE A SUMMARY

In this unit you have learnt some expressions of preferences and capabilities:

No	Expressions	Functions
1.	Can you fix it?	Asking if someone is able to do something
2.	Do you know how to combine these frames?	
3.	Are you able to write the code?	
4.	I can make a 3D animation.	Saying that you are able to do something
5.	I'm able to do the effect.	
6.	I have experience to do this.	
7.	I know how to make the movement.	
8.	I'd say I was capable of doing animation project	Asking about preference
9.	Would you prefer LCD monitor or LED monitor?	
10.	Do you prefer 3D Max?	
11.	What's your favourite animator?	Saying what you prefer
12.	I'd prefer Adobe to make it, if possible.	
13.	I enjoy this animation more than the others.	
14.	I prefer figure A.	

15.	My choice would always be 3D Maya	
-----	-----------------------------------	--

In this unit you also have learnt report text and present tense:

**Report text** is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subject's parts, behavior and qualities. The subject is usually general rather than particular.

**Report text scaffold**

1. A general opening statement in the first paragraph
2. A series of paragraph about the subject
3. A concluding paragraph (optional)

**Present Tense**

Basic form: Subject + Verb (Present form)

Example: He is animator.

**VOCABULARY LIST**

Bundle /'bʌnd( )l/ = berkas	(verb) [with object] tie or roll up (a number of things) together
capture / kʌptʃə/ = menangkap	(verb) record accurately in words or pictures
character /'kɑː kt / = karakter	(noun) a person in a novel, play, or film
clay /kleɪ/ = tanah liat	(noun) a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics:
Controller /k n'tr ɔl / = pengendali	(noun) a person or thing that directs or regulates something:
coordinate /k ʊ'dɔ:dɪneɪt/ = koordinat	(noun) each of a group of numbers used to indicate the position of a point, line, or plane.
cringe /krɪn(d) / = membungkuk	(verb) bend one's head and body in fear or apprehension or in a servile manner
Edge /ɛd / = tepi	(noun) the outside limit of an object, area, or surface
geometrical /,d ɪə'mɛtrɪk/ = geometris	(adjective) relating to geometry, or according to its methods
Handle /'hand( )l/ = tuas	(noun) the part by which a thing is held, carried, or controlled
illusion /ɪ'l(j)u: ( )n/ = ilusi	(noun) an instance of a wrong or misinterpreted perception of a sensory experience
marionette /,marɪə'nɛt/ = boneka	(noun) a puppet worked by strings
Motion /'m ʊʃ( )n/ = gerakan	(noun) the action or process of moving or being moved
plaster /'plɑːst / = plester	(noun) a soft mixture of sand and cement and sometimes lime with water, for spreading on walls, ceilings, or other structures, to form a smooth hard surface when dried
Rigging /'rɪgɪŋ/ = tali-temali	(noun) the system of ropes or chains employed to support a ship's masts ( <b>standing rigging</b> ) and to control or set the yards and sails ( <b>running rigging</b> )
Sculpt /skʌlpt/ = memahat	(verb) create or represent (something) by carving, casting, or other

	shaping techniques
Sequence /'si:kw( )ns/ = urutan	(noun) a particular order in which related things follow each other
Signal /'sɪgn( )l/ = sinyal	(noun) a gesture, action, or sound that is used to convey information or instructions, typically by prearrangement between the parties concerned
Software /'sɒf(t)wɛ:/ = perangkat lunak	(noun) the programs and other operating information used by a computer

## UNIT 2

### Where is Walt Disney studio?

In your daily life you often ask direction to others. You may also give directions to others about their destination. In this unit you will learn how to ask and give directions.



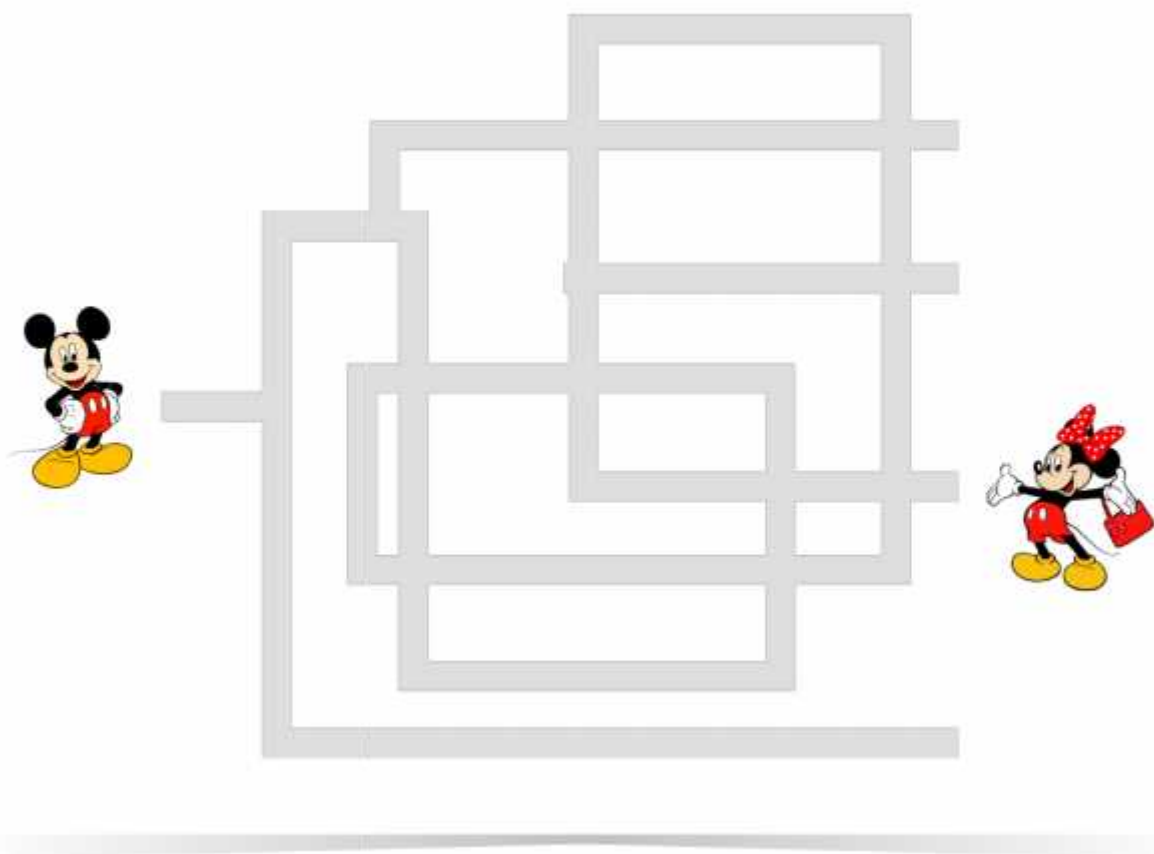
Source: [virtualtourist.com](http://virtualtourist.com)

**Let's Get Started.**

➤ **Task 1**

**Study the picture below and answer the questions.**

**HELP MICKEY MOUSE**



*Source: Wikipedia.com*

1. Draw a line from Mickey Mouse to Minnie Mouse. Choose the nearest way.
2. Could you tell Mickey Mouse the way to Minnie Mouse? Write down your directions for Mickey Mouse.

## LISTENING AND SPEAKING SECTIONS

### ➤ Task 2

**Listen to the dialog and identify some expressions of asking and giving direction you can find in the dialog. Do it individually. The listening script is in the Appendix.**

1. A : Excuse me, \_\_\_\_\_ the Disney animation studio, \_\_\_\_\_?
2. B : Go ahead and turn right at the next corner. \_\_\_\_\_ . The studio is opposite the post office.
3. A : How about \_\_\_\_\_?
4. B : Go ahead. \_\_\_\_\_ at the corner. Then take the second road on your right.
5. B : The cinema \_\_\_\_\_ , near the castle.

### ➤ Task 3

**Listen to the dialog in Task 2 again and answer the question.**

1. Where may the situation take place?
2. Where would he go?
3. Did the woman give the direction to him?
4. What is across the animation studio?
5. How many times the man will turn left if he wants to go to cinema?

### ➤ Task 4

**Study the following expressions in small group. Listen to the teacher and repeat after him.**



Source: [themovementdallas.wordpress.com](http://themovementdallas.wordpress.com)

No	Expressions	Functions
1.	Excuse me, could you tell me how to get to the Walt Disney Studio?	Asking Direction
2.	What's the best way to the office?	
3.	Where is the Luxio animation school?	
4.	Excuse me, where is the Disney animation studio, please?	
5.	How do I get to the cinema?	

6.	Go straight on.	Giving Direction
7.	Turn left/right.	
8.	Take the first/second road on the left/right	
9.	Turn left there	
10.	The studio is opposite the cinema.	
11.	Turn right at the next corner	
12.	In front of the post office	Responding to the person who ask the direction, but you don't know the place.
13.	I'm sorry, I don't know	
14.	Sorry, I'm not from around here	

➤ Task 5

**Listen to the following dialogue. Then, complete the dialogue below with correct expressions. The listening script is in the Appendix.**



Michelle : Hello Barnet.

Barnet : Hello Michele.

Michele : \_\_\_\_\_ ?

I want to go there.

Source: examenglish.com

Barnet : I see. First \_\_\_\_\_ until the crossroad. Then, \_\_\_\_\_. You will find traffic light. \_\_\_\_\_ at the traffic light, that is Leicester Street. \_\_\_\_\_ on Leicester Street until you get to the \_\_\_\_\_. When you get to HSBC bank, \_\_\_\_\_ Then, the MD animation studio \_\_\_\_\_. It's on your left, \_\_\_\_\_ the Alfa store.

Michelle : Oh Okay. How about the Walt Disney Studio, \_\_\_\_\_ ?

Barnet : Oh.. \_\_\_\_\_.

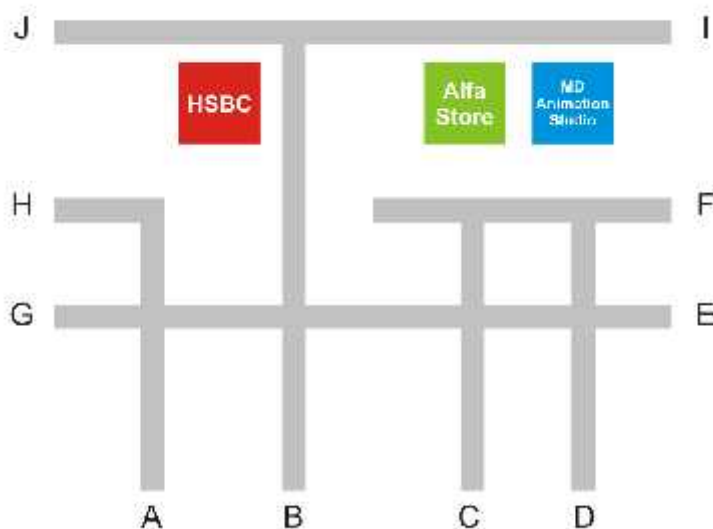
Michelle : \_\_\_\_\_. Thank you very much.

Barnet : You are welcome



➤ Task 6

Draw a circle on the letter to show the position of Michelle and Barnet based on the conversation in Task 5.



Source: fiqidesign

➤ Task 7

Complete the following conversation with the correct words in the box.  
Compare your answers with a classmate's. Then, act the conversation out.

What are you doing tonight?	turn	go ahead
Do you want to come?	Where do you live?	corner

Nita: Hi! Sarah, \_\_\_\_\_?

Sarah: Nothing Nita, Why?

Nita: Today I want to watch Mickey Mouse movie at my house. \_\_\_\_\_?

Sarah: Great! \_\_\_\_\_?

Nita: Ok, from your house, \_\_\_\_\_ on Broadway Street, then \_\_\_\_\_ right on First Avenue, my house is on the \_\_\_\_\_ of First Avenue and Central Street.

## ➤ Task 8

Have a conversation in pairs. Ask directions to your friends. Then switch, have your friend ask directions to you. Then, act the conversation out. Look at the example.



Source: cliparttoday.com

**Wally** : Excuse me, could you tell me how to get to the Walt Disney store?

**Bally** : Sure, the store is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.

**Wally** : Go south two blocks to the stop light.

**Bally** : Correct, then, turn left and go three more blocks, until you come to the end of the road. A park will be in front of you.

**Wally** : Turn left and go for three blocks to the park.

**Bally** : Right, then turn right again and go seven blocks, to Lipton Avenue.

**Wally** : Turn right and go seven blocks to Lipton Avenue.

**Bally** : Next, turn left on Lipton Avenue and go two blocks. The store is on your left, across from the baseball stadium.

**Wally** : OK, let me see if I've got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turn right and...

**Bally** : No, turn left on Lipton Avenue.

**Wally** : OK, turn left on Lipton Avenue, the store is two blocks down, on my left.

**Bally** : You got it.

**Wally** : Thanks.

## ➤ Task 9

Complete the following dialogues using expression of giving directions based on the picture. Your position is on the central of your city. Then act the conversation out. Do it in pairs.



Source: [www.eslprintables.com](http://www.eslprintables.com)

1. Jenny: Could you tell me the XXI cinema?  
You:
2. Ricky: Do you know the nearest computer software store?  
You:
3. Andy: Do you know the animation school in this city?  
You:
4. Rian: Where is the movie box?  
You:
5. Zuck: Is there an animation studio around here?  
You:

## ➤ Task 10

Work with a partner and ask for and give directions to the following places below in your town. Decide between you on a starting point. Use some expressions of asking and giving directions. Then, act the conversation out.

READING AND WRITING SECTIONS

➤ Task 11

Answer these questions.

1. Do you know Walt Disney World? Where is it?
2. Have you ever visited Walt Disney World?
3. Have you ever had a vacation? Where?
4. Is there any preparation to have a vacation?

➤ Task 12

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

**How to Visit Walt Disney World**

Walt Disney World is a great place for a family vacation full of fun, imagination, and memories. But many who visit there seem to spend more money, time, and effort than they need to. Here are the steps to help you get the most of your money and time- while having fun.

1. **Determine when you want to go.** As the parent, you should decide the best time for your family to visit the "world".
2. **Decide how long you are going to stay.** Disney recommends a seven-day stay, because it has many parks there. Some families take 10-11 days to do it all, giving two or so days to "rest".
3. **Book a hotel or condo (if you have a larger family; number wise, not size wise) Find one close to Walt Disney World, possibly on Disney property if you can afford it.**
4. **Book a flight.** Find a flight to Orlando International Airport, and if you purchased a rental car, use a courtesy shuttle to get to your car pick-up. Try to get one early in the morning, like 6am-8am ,or whenever it would be easiest for your family.
5. **Buy your tickets, if possible, before arrival.** You can get tickets from a Disney store or you can get discounted tickets online.
6. **Choose what you want to do each day.** There are many things in the Walt Disney World. You may want to make a plan so that you know where to go on each day.
7. **Arrive early in the parks.** They usually open at about 9 am, but there are Extra Magic Hours. At the Check-In Desk for a Disney hotel, there will be maps and a Times Guide. In a Disney Hotel, you can also look on your TV. It has all the day's info.

Source: <http://www.wikihow.com/Visit-Walt-Disney-World>

No	Statement	T/F	Correction
1.	Walt Disney World is a great place for a family vacation full of flowers.	F	Walt Disney World is a great place for a family vacation full of fun, imagination, and memories
2.	As parents, we have to decide the best time for our family to have vacation.		
3.	3 days is the recommended time for visiting World Disney World.		
4.	We can't buy Walt Disney World ticket by online.		
5	The sixth procedure is about listing our daily activities.		
6.	There are no maps and Times Guide in Disney Hotel.		

### ➤ Task 13

**Answer these question based on text in Task 12.**

1. What does the text tell you?
2. How long Disney recommends staying there?
3. Should we buy the Disney ticket before or after arrival?
4. What time does Disney open?
5. Is there any map guide there?

### ➤ Task 14

**Study the following notes.**

The text in Task 9 is a 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.

Example of procedure texts include:

- recipes
- itineraries
- instruction manuals
- directions

#### **Grammatical features of a procedure**

Procedure texts usually include the following grammatical features:

- sentence that begins with verbs and are stated as commands

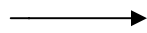
- time words or numbers that show the order for carrying out the procedure
- adverbs to describe how the action should be performed
- precise terms and technical language

## The procedure scaffold

1. An introductory statement giving the aim or goal
  - This may be title of the text.
  - This may be an introductory paragraph.
2. Materials needed for completing the procedure.
  - This may be a list
  - This may be a paragraph
  - This step may be left out in some procedures.
3. A sequence of steps in the correct order
  - Numbers can be used to show: first, second, third and so on.
  - The order is usually important.
  - Words such as *now*, *next* and *after this* can be used.
  - The steps usually begin with a command such as *add*, *stir*, or *push*.

Source: *Short Functional Texts*, Lin Lougheed, 2005

### How to Make a Pencil Box



An Introductory statement giving the aim or goal.

#### Materials:

An empty plastic bottle of mineral water  
A sharp cutter  
A piece of white or colorful paper  
Some paints  
Some glue

Materials needed

#### Steps:

Wash the plastic bottle. Make sure it is clean when you use it.  
Cut the bottle into two halves  
Wrap the bottle with a piece of colored paper  
If you use plain paper, use the paint to make a drawing on it  
Now, your pencil box is ready to use.

A sequence of steps



## ➤ Task 15

Read the text carefully and answer the questions.

### How to Draw Mickey Mouse with Easy Step by Step Drawing Lesson for Children

Do you want to learn how to draw Mickey Mouse? After following this guide, you will be able to draw Mickey easily.

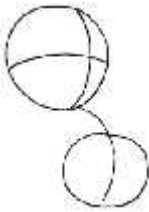
You need a pencil, a piece of paper, an eraser and crayon.

#### Step 1



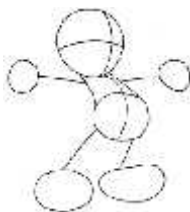
Start off by drawing a lollipop with a curved stick. Also add a cross section for the face. The vertical line determines the “center” of the head where the nose is placed, and the horizontal line determines where the eyes will be placed. The curved stick will be Mickey’s spine. Notice that this line goes around the circle because it is like a ball.

#### Step 2



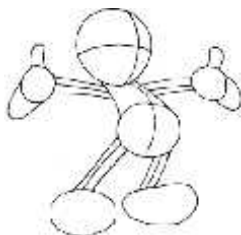
Draw a small circle at the bottom of the spine.

#### Step 3



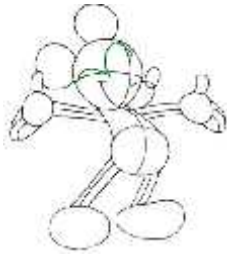
Add stick arms and feet. Since Mickey is a cute cartoon character, make sure that the sticks are short to give him cute arms and legs. Also make the feet ovals large to give him big cartoony shoes.

#### Step 4



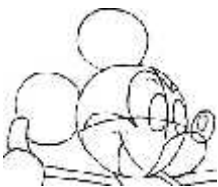
Complete the arm and legs sticks to give them muscle. Add curves to where his thumbs and fingers should be.

## Step 5



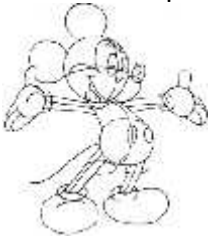
Draw two circles on top of his head for his ears. Add a curve in front of his head for his snout and mouth. Add a small oval on its end for his nose. Draw two lines inside the finger guide to create digits. I put red dashed lines under the ears to show you that they are circles that are hidden by Mickey's face. Also, I highlighted part of his face in green to show you that it looks like a letter 'm' (sideways).

## Step 6



Draw an oval for each eye...part of the right eye is hidden by Mickey's snout (which is an oval). Draw another oval as the nose and a smaller oval inside of it for the highlight of the nose. If you look at the nose and mouth together...it looks like a sideways number '2'.

## Step 7



You can now draw the details of his face, clothes, and gloves.

## Step 8



Delete all the guide lines, and fill in the legs, body, and top of his head with black to give him "fur", and you're done!

Source: [drawinghowtodraw.com](http://drawinghowtodraw.com)

1. What does the text tell you?
2. What tools do you need?
3. How many steps in drawing a Mickey Mouse?
4. What are the steps to draw Mickey Mouse? Explain the steps briefly.



## ➤ Task 16

Fill in the blanks with the suitable words in the box. Compare your work with a classmate's. Look at the example.

Sketch	Reduce	Mark	Ink	Color
--------	--------	------	-----	-------

### How to Color a Comic Strip



Source: Loadpaper.com






Color quickly grabs your attention. Although there are many successful black and white comics, color comics take graphic storytelling to new heights. Here are the ways to colorize the comic strip.

1. **Sketch** your comic strip, using drawing paper that is proportionally larger than the final strip. Use a blue pencil for any instructions or comments. Blue pencil will not show up when you copy the strip.
2. \_\_\_\_\_ the comic strip with India ink. There are two options for protecting your original artwork. Place the original on a light box, and trace and color new artwork on vellum paper. Making a photocopy of your original is the second option.
3. \_\_\_\_\_ the original artwork to final print size. Store the original and work on the reduced copy.
4. \_\_\_\_\_ the copy. Artists use a wide medium range with their comics including acrylics, watercolor or markers. If you're sending the comic to a commercial printer, use the Pantone Guide to find exact print colors.
5. \_\_\_\_\_ Pantone Colors outside the comic's print border in blue pencil. Beginning artists should practice digital coloring as well.

➤ Task 17

Match the picture to the paragraph. Compare your work with a classmate's. Look at the example.

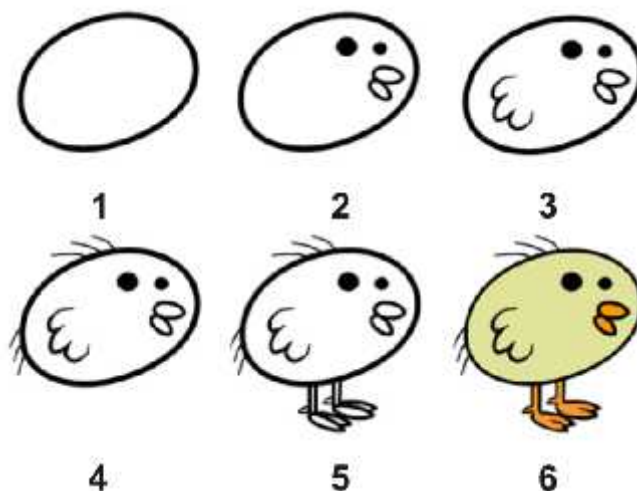
How to Draw Donald Duck

		You are on your third step and that means you are one step away from completion. You will start by finishing off Donald's sailor hat with a ribbon, and then add his fluffy feathers. Draw an arch line for his eyebrow and then add his eyeballs. What is the one thing about Donald's mouth that is so noticeable? Yes, his triangle like tongue, so that is what you will add next. Give him a bow and then finish off his sailor coat. End this step by drawing out the shape of his behind and right foot and leg.
		Start with a circle for the head and then draw out the lining of his duck bill. Next draw out the shape of his torso or body and then add the two arched lines for his bended legs.
		Once you are done your Disney character should come out looking like the one you see here. All you have to do is color him in and you are done. I hope you liked learning how to draw Donald Duck step by step. I look forward to drawing more Disney characters in the future.
		Now in this next second step you will start it by sketching out the shape of Donald's sailor hat and then draw the arched looking shapes for his eyes. Finish off the shape and lining for his bill and then draw out his arm. You will then add the lower stomach line and then the lining for his feet or foot.
		Your last drawing step is now here and as you can see there is very little to do. All you will need to do is first color in his eyeballs and then draw out the collar and shoulder sleeve, Add a knot in the middle of the bow and then finish off his butt with a tail and then the rest of his legs and feet. Erase all the guidelines and shapes and then move to the final product.

Source: [wikihow.com](http://www.wikihow.com)

➤ Task 18

Write a procedure text based on these pictures.



Source: [www.how-to-draw-funny-cartoons.com](http://www.how-to-draw-funny-cartoons.com)

➤ Task 19

Based on the notes in Task 11, write a procedure text about drawing a figure that you know and then submit your text to your teacher.

### LET'S MAKE REFLECTION

How much do you learn from this unit? Put a thick (V) on the right column based on how much you have learnt.

Aspect	Very Much	Much	Little
Asking and Giving Direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedure Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### LET'S MAKE A SUMMARY

In this unit you have learnt some expressions of asking and giving directions:

No	Expressions	Functions
1.	Excuse me, could you tell me how to get to the Walt Disney Studio?	Asking Direction
2.	What's the best way to the office?	
3.	Where is the Luxio animation school?	
4.	Go straight on.	Giving Direction
5.	Turn left/right.	
6.	Take the first/second road on the left/right	
7.	In front of the post office	Responding to the person who ask the direction, but you don't know the place.
8.	I'm sorry, I don't know	
9.	sorry, I'm not from around here	

In this unit you also have learnt 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.

#### Procedure text scaffold

1. An introductory statement giving the aim or goal
2. Materials needed for completing the procedure.
3. A sequence of steps in the correct order

VOCABULARY LIST

acrylic / 'krɪlɪk/ = akrilik	(noun) an acrylic textile fibre
arch /ɑ:tʃ/ = lengkungan	(noun) a curved symmetrical structure spanning an opening and typically supporting the weight of a bridge, roof, or wall above it.
avenue /'av( )nju:/ = jalan besar	(noun) a broad road in a town or city, typically having trees at regular intervals along its sides.
book /bʊk/ = buku	(verb) reserve (accommodation, a place, etc.); buy (a ticket) in advance. (noun) a written or printed work consisting of pages glued or sewn together along one side and bound in covers.
bow /b ʊ/ = busur	(noun) a knot tied with two loops and two loose ends, used especially for tying shoelaces and decorative ribbons.
castle /'kɑ:s( )l/ = kastil	(noun) a large building, typically of the medieval period, fortified against attack with thick walls, battlements, towers, and often a moat.
coat /k ʊt/ = mantel	(noun) an outer garment with sleeves, worn outdoors and typically extending below the hips.
collar /'kɒl / = kerah	(noun) the part around the neck of a shirt, blouse, jacket or coat, either upright or turned over.
command /k 'mɑ:nd/ = perintah	(noun) an authoritative order.
courtesy /'k :tɪsi/ shuttle /'ʃʌt( )l/ = transportasi umum	courtesy : [as modifier] (especially of transport) supplied free of charge to people who are already paying for another service shuttle : (noun) a form of transport that travels regularly between two places.
curve /k :v/ = lengkungan	(noun) a line or outline which gradually deviates from being straight for some or all of its length.
determine /dɪ't :mɪn/ = menentukan	(verb) cause (something) to occur in a particular way or to have a particular nature.
fluffy /'flʌfi/ = halus	(adjective) of, like, or covered with fluff.
grab /grab/ = mengambil	(verb) grasp or seize suddenly and roughly.
itinerary /aɪ'tɪn( )rɪ, ɪ-/ = rencana perjalanan	(noun) a planned route or journey
knot /nɒt/ = simpul	(noun) a fastening made by looping a piece of string, rope, or something similar on itself and tightening it.
mount /maʊnt/ = tepi potret	(noun) a backing or setting on which a photograph, gem, or work of art is set for display

muscle /'mʌs( )l/ = otot	(noun) a band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the body.
ribbon /'rɪb( )n/ = pita	(noun) a long, narrow strip of fabric, used for tying something or for decoration.
sketch /skɛtʃ/ = sketsa	(noun) a rough or unfinished drawing or painting, often made to assist in making a more finished picture.
sleeve /sli:v/ = lengan	(noun) the part of a garment that wholly or partly covers a person's arm.
snout /snaʊt/ = moncong	(noun) the projecting nose and mouth of an animal, especially a mammal.
spine /spʌɪn/ = tulang belakang	(noun) a series of vertebrae extending from the skull to the small of the back, enclosing the spinal cord and providing support for the thorax and abdomen; the backbone.
torso /'tɔ:s ʊ/ = batang tubuh	(noun) the trunk of the human body.
vacation /v 'keɪʃ( )n, veɪ-/ = liburan	(noun) a fixed holiday period between terms in universities and law courts.
vellum /'vɛl m/ = kertas kulit	(noun) fine parchment made originally from the skin of a calf



## UNIT 3

## Watching Animation Movies

In your daily life you often have to respond to many kinds of invitations. You may need to accept or decline them. In this unit you will learn how to accept or decline them.



Source: [cartoonsr.blogspot.com](http://cartoonsr.blogspot.com)

Let's Get Started.

➤ Task 1

Study the picture below and answer the questions.

## WATCHING MOVIE TOGETHER



Source: [kids.nationalgeographic.com](http://kids.nationalgeographic.com)

1. Have you ever watched movie together with your friends?
2. Have you ever invited your friends to watch movie together?
3. How did you invite your friends to watch movie together?
4. Have you ever been invited to watch movie together with your friend?
5. How to decline an invitation from your friend?



LISTENING AND SPEAKING SECTIONS

➤ Task 2

Listen to the dialog and identify some expressions of accepting and declining invitation you can find in the dialog. Do it individually. The listening script is in the Appendix.

1. Harry: I will watch The Narnia movie with my friends. \_\_\_\_\_?
2. Juned : Wow, \_\_\_\_\_.
3. Juned : By the way, \_\_\_\_\_ with me at Herby's party tomorrow?
4. Harry : Oh, I am sorry, \_\_\_\_\_.

➤ Task 3

Listen to the dialog in Task 2 again and answer the question.

1. Does Juned have a plan before Harry invite him?
2. What is the title of the film that they will watch?
3. Does Juned accept the invitation?
4. What time they will watch film?

➤ Task 4

Study the following expressions in small group. Listen to the teacher and repeat after him.

No	Expressions	Functions
1.	Would you like to join me for a cup of coffee?	Inviting someone
2.	We should be very pleased if you could come and watch movie with us this evening.	
3.	Can you accompany me to watch the movie?	
4.	Do you have time on Saturday?	
5.	Will you come to my house tonight?	

6.	Would you care to join us for launching animation movie at the cinema?	
7.	I would. Thanks.	Accepting invitation
8.	OK!	
9.	Sure, I'd love to!	
10.	Thank you, I'd like to very much.	
11.	I'd like to, but I can't	Declining invitation
12.	Sorry, I can't	
13.	I am sorry, but I can't.	
14.	Thank you very much, but I am a bit busy at the moment.	

➤ **Task 5**

**Listen to the following dialogue. Then, complete the dialogue below with correct expressions. The listening script is in the Appendix.**



Source: [scienceandmedia.wordpress.com](http://scienceandmedia.wordpress.com)

Jamie: \_\_\_\_\_?

Ricky: I am going to watch a movie with a friend of mine. What about you?

Jamie: I don't know.

Ricky: \_\_\_\_\_?

Jamie: Do you know what movie you're going to watch?

Ricky: I don't know, but is there a certain movie you want to see?

Jamie: \_\_\_\_\_

Ricky: Well, would you like to go?

Jamie: Thanks for inviting me, \_\_\_\_\_

Ricky: All right. \_\_\_\_\_

➤ **Task 6**

**Answer the question based on the conversation in Task 5**

1. What will Ricky do at the weekend?
2. Who ask Jamie to watch movie together?
3. Does Jamie accept the invitation?
4. How does Ricky respond the rejection?

➤ **Task 7**

**Listen to the dialog and answer the questions. Listening script is in appendix**

1. Who is Bill's niece?
2. Where does Claire live?
3. What will they do?
4. What does Bill says to ask Dan watching movie?
5. What does Dan says in responding Bill's invitation?

➤ **Task 8**

**Complete the following conversation with the correct words in the box.  
Compare your answers with a classmate's. Then, act the conversation out.**

Will you be free this Saturday?	Why don't we go and watch a movie together?
I'll see you Saturday, then, at the ticket gate at 12.	That's good. Let's go, then.



Source: cartoonstock.com

Tanaka : \_\_\_\_\_?

Susan : I don't have any activities for that day so far. Why?

Tanaka : \_\_\_\_\_?

- Susan : Movie?
- Tanaka : Yes. They're showing "Space Wars" at the cinema in Roppongi. Apparently, it's entertaining.
- Susan : \_\_\_\_\_. What time?
- Tanaka : How about 12? We'll have lunch before the movie...
- Susan : Yes, let's. Where shall we meet up?
- Tanaka : How about the ticket gate at the train station?
- Susan : All right. \_\_\_\_\_.

### ➤ Task 9

**Complete the following dialogues using expression of accepting and declining invitation. Then, act the conversation out.**

- Jenny: Will you come to my party?  
Rizka: (Accepting) \_\_\_\_\_
- Ricky: Can you come to my house tonight for discussing our animation movie?  
Risti: (Declining) \_\_\_\_\_
- Andy: Why don't we go to the movie box?  
Tiny: (Declining) \_\_\_\_\_
- Rian: Let's go to the cinema.  
Susi: (Accepting) \_\_\_\_\_
- Zuck: How about watching Kungfu Panda movie at my home?  
Redi: (Declining) \_\_\_\_\_

### ➤ Task 10

**Work with a partner and invite him/her to do an activity together with you. Use some of the expressions for inviting someone. The following clues will help you.**

- Greeting.
- Asking about your current friend's activity.
- Invite your friend to do some activities together.
- Make your friend sure that the activities will be nice.
- Decide the time and the place where you will meet.



Source: cartoonstock.com

➤ **Task 11**

Work with a partner and invite him/her to do an activity together with you. Use some of the expressions for inviting someone. Then, act the conversation out.

**READING AND WRITING SECTIONS**

➤ **Task 12**

Answer these questions.

1. Have you ever watched movie together with your friend or family?
2. What kind of film that you like?
3. Where did you watch a movie?
4. Do you have funny experience in watching movie?

➤ **Task 13**

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

**"Watching Movie" with My Friend**

Last week, my friends and I went to Jogja. We wanted to watch The Avenger movie at XXI cinema.

We arrived at XXI cinema 10 a.m, unfortunately The Avenger movie had full booked for until 10 p.m, so we bought a ticket for the midnight schedule. We decided to go to another place before the movie schedule. We had to wait for about 12 hours, so we have many time. First, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then at 6 p.m, we felt hungry, so we went to a restaurant. We finished our dinner at 8 pm, after that we went to "Alun-Alun Kidul". At 10 p.m we felt so tired, so we took a rest at café. Suddenly, a man woke me up and said "Excuse me, I am sorry but the café will be closed soon". I was surprised. We lost the Avenger. We slept there until 2 a.m. We looked each other and then we laughed together.

Finally we didn't watch The Avenger movie. We decided to go to Jogja again next week.

Source: synamatic.com

No	Statement	T/F	Correction
1.	Last week the writer wanted to visit Gembira Loka zoo.	F	Last week the writer wanted to watch The Avenger movie.
2.	There was no ticket for The Avenger movie until the midnight.		
3.	They went to café before “Alun-Alun Kidul”.		
4.	They went to Parangtritis before Gembira Loka zoo.		
5.	They slept at café.		
6.	They watched The Avenger movie at midnight.		

#### ➤ Task 14

**Read the text in Task 13 again and answer the questions.**

1. Who went to Jogja last week?
2. What did they do at Jogja?
3. Where did they go when they were at Jogja?
4. When did they arrive at Jogja?
5. How did they spend the time before they watched the movie?

#### ➤ Task 15

**Study the following notes.**

The text in Task 10 is a recount text. Recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

**Examples of recount texts include:**

- eyewitness account
- newspaper reports
- letters
- conversations

**Grammatical features of a recount**

Recount usually include the following grammatical features:

- **proper nouns** to identify these involved in the text.
- **descriptive words** to give details about *who*, *what*, *when*, *where*, and *how*.
- the use of the **past tense** to retell the events.
- Words that **show the order** of the events (for example, first, next, then)



### The recount scaffold

Step 1: Introductory paragraph that tells who, what, where and when.

Step 2: A sequence of events in the order in which they occurred.

Step 3: A conclusion

Source: *Short Functional Texts*, Lin Lougheed, 2005

#### "Watching Movie" With My Friend

Last week, my friends and I went to Jogja. We wanted to watch The Avenger movie at XXI cinema.	Introductory paragraph
We arrived at XXI cinema 10 a.m, unfortunately The Avenger movie had full booked for until 10 p.m, so we bought a ticket for the midnight schedule. We decided to go to another place before the movie schedule. We had to wait for about 12 hours, so we have many time. First, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then at 6 p.m, we felt hungry, so we went to a restaurant. We finished our dinner at 8 pm, after that we went to "Alun-Alun Kidul". At 10 p.m we felt so tired, so we took a rest at café. Suddenly, a man woke me up and said "Excuse me, I am sorry but the café will be closed soon". I was surprised. We lost the Avenger. We slept there until 2 a.m. We looked each other and then we laughed together.	A sequence of events
Finally we didn't watch The Avenger movie. We decided to go to Jogja again next week.	A conclusion

### ➤ Task 16

Study the note below and do the exercise.

#### Simple Past Tense

To talk about past events and conditions, you use VERB-2 forms. Here are some examples taken from the text.

- We wanted to watch The Avenger movie at XXI cinema.
- There were many birds.

### A. Telling Past Events

**(+, positive sentence) S + V2**

**(-, negative sentence) S + did not + V1**

Examples:

(+) We wanted to watch The Avenger movie at XXI cinema.

(-) We did not want to watch The Avenger movie at XXI cinema.

Exercise : Change the verb in the following sentence into past tense.

1. They **(need)** the software yesterday
2. We **(don't think)** about the animation last week.

### B. Telling Past Conditions

**(+) S + was/were + noun/adjective**

**(-) S + was/were not + noun/adjective**

Examples:

(+) There were many birds

(-) There were not many birds

Exercise: Change the verb in the following sentence into past tense.

1. There **(are)** many ghosts in that house
2. There **(is)** no money in my wallet.

### C. The adverbs that are usually used in the 'simple past tense' sentences are:

- yesterday, last week, and
- a week ago, last ...
- ... ago,

*Source: English Grammar In Use, Raymond Murphy, 1987  
Interlanguage, English For Senior High School Students  
X, Joko Priyana, dkk, 2008*



➤ Task 17

Fill in the blanks with the suitable words in the box. Compare your work with a classmate's. Look at the example.

had	decided	queued	saw	got
was	got	went	followed	looked

**Visiting Movie World**

We **had** a great holiday on the Gold Coast. When we \_\_\_\_\_ up in the morning, it \_\_\_\_\_ like rain. After a while the clouds disappeared and it became a sunny day. Then we \_\_\_\_\_ to go to Movie World.

The first ride I \_\_\_\_\_ on was Lethal Weapon. Next I \_\_\_\_\_ the Police Academy show. After that I had lunch as I \_\_\_\_\_ really hungry. Meanwhile, Mum and Kelly \_\_\_\_\_ for the Batman ride.

About one o'clock we \_\_\_\_\_ a light shower of rain but it cleared up soon after. We then went on all the other rides \_\_\_\_\_ by the studio tour. It was a top day at Movie World.

➤ Task 18

Study the note below and complete the short dialogues with the correct verb.

Very often the past simple ends in -ed (regular verbs). For example:

- I work in a animation agency now. Before that I **worked** in a shop.
- We **invited** them to our movie party, but they **decided** not to come.

But many verbs are *irregular*. The past simple does not end in -ed. For example:

- write → wrote : The director wrote more than 600 movie scripts
- see → saw : We saw Shrek movie last week.

Complete the recount text below with the correct verb

### Mysterious Experience



Source: [synamatic.com](https://www.synamatic.com)

After the movie **(is)** over, I **(leave)** the cinema quickly. My watch **(show)** 11.30 pm. As I **(get)** on my bicycle, I **(pedal)** hard on my bicycle and **(is)** soon speeding home. My thought **(go)** back to the movie I **(have)** just seen. It **(is)** a scary story. I **(can)** remember clearly a woman screaming as she **(is)** being attacked by a monster. Somehow that frightful scene **(stay)** in my mind and I **(can)** not forget it. The road **(is)** dark and quiet. I **(have)** to pass a graveyard on the way home. As I **(approach)** the graveyard, I **(hear)** some sounds behind me. I was **(frighten)** and began to cycle faster. The sound **(come)** nearer and nearer. And Braaaaaaaaakkkk!!! I **(fall)** down. And I **(am)** unconscious at that time. That **(is)** my mysterious story after watching a horror movie.

### ➤ Task 19

Based on the notes in Task 10, make a short recount text about your experience in watching movie and then submit your text to your teacher.

### LET'S MAKE REFLECTION

How much do you learn from this unit? Put a thick (✓) on the right column based on how much you have learnt.

Aspect	Very Much	Much	Little
Accepting and Declining Invitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recount Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple Past Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### LET'S MAKE A SUMMARY

In this unit you have learnt some expressions of accepting and declining invitation:

No	Expressions	Functions
1.	Would you like to join me for a cup of coffee?	Inviting someone
2.	We should be very pleases if you could come and watching movie with us this evening.	
3.	Can you accompany me to watch the movies?	
4.	Do you have time on Saturday?	
5.	Will you come to my house tonight?	
6.	Would you care to join us for launching animation movie at the cinema?	
7.	I would. Thanks.	Accepting invitation
8.	OK!	
9.	Sure, I'd love to!	
10.	Thank you, I'd like to very much.	
11.	I'd like to, but I can't	Declining invitation
12.	Sorry, I can't	
13.	I am sorry, but I can't.	
14.	Thank you very much, but I am a bit busy at the moment.	

In this unit you also have learnt recount text:

**Recount text** is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

### Recount text scaffold

Step 1: Introductory paragraph that tells who, what, where and when.

Step 2: A sequence of events in the order in which they occurred.

Step 3: A conclusion

### Simple Past Tense

To talk about past events and conditions, you use VERB-2 forms. Here are some examples taken from the text.

- We wanted to watch The Avenger movie at XXI cinema.
- There were many birds.

#### A. Telling Past Events

(+, positive sentence) S + V2

(-, negative sentence) S + did not + V1

#### B. Telling Past Conditions

(+) S + was/were + noun/adjective

(-) S + was/were not + noun/adjective

#### C. The adverbs that are usually used in the 'simple past tense' sentences are:

- yesterday, last week, and
- a week ago, last ...
- ... ago,

VOCABULARY LIST

accompany / 'kʌmp ni/ = menemani	(verb) go somewhere with (someone) as a companion or escort
apparently / 'pɑː ntli/ = tampaknya	(adverb) as far as one knows or can see
decline /dɪ'kleɪn/ = menolak	(verb) politely refuse (an invitation or offer)
frightful /'frʌɪtful, -f( )l/ = mengerikan	(adjective) very unpleasant, serious, or shocking
gate /geɪt/ = gerbang	(noun) a hinged barrier used to close an opening in a wall, fence, or hedge
graveyard /'greɪvjɑːd/ = kuburan	(noun) a burial ground, especially one beside a church
invite /ɪn'vaɪt/ = mengundang	(verb) make a polite, formal, or friendly request to (someone) to go somewhere or to do something
join /dʒɔɪn/ = ikut	(verb) link; connect,
launch /lɔːn(t)ʃ/ = meluncurkan	(verb) start or set in motion (an activity or enterprise)
mysterious /mɪ'stɪərɪəs/ = misterius	(adjective) difficult or impossible to understand, explain, or identify
niece /niːs/ = keponakan perempuan	(noun) a daughter of one's brother or sister, or of one's brother-in-law or sister-in-law.
queue /kjuː/ = antrian	(noun) a line or sequence of people or vehicles awaiting their turn to be attended to or to proceed.
reject /rɪ'dʒekt/ = menolak	(verb) dismiss as inadequate, unacceptable, or faulty
script /skrɪpt/ = naskah	(noun) handwriting as distinct from print; written characters
unconscious /ʌn'kɒnʃəs/ = tidak sadar	(adjective) not awake and aware of and responding to one's environment:

**APPENDICES**

**LISTENING TRANSCRIPT UNIT 1**

**Task 2**

Jean: Hi Alex, how are you?

Alex: Hi Jean, I am fine. How about you?

Jean: I am fine too. Oh by the way, do you know a movie called “Avatar”?

Alex: Yes I know. Why?

Jean: Can you do an animation that similar to Avatar movie? I heard that you are a great animator.

Alex: Oh I see.. I am able to do that.

Jean: Wow, so you can make the 3d model of the figure?

Alex: Yes of course I can. But it needs a lot of money. We need to buy some expensive devices to make it.

Jean: Hmm.. I know. How about the software? What will we use to make it?

Alex: We can use 3D Maya, Adobe Premiere, 3D Max and many others.

Jean: Wow that’s really expensive. I heard there are many free animation softwares outside. What do you prefer? Free software or Premium software?

Alex: I prefer to use premium software than free because of the features. Premium softwares can make a high quality video.

Jean: Oh I see.. So, what will you use if I give an animation project?

Alex: I prefer 3D Max than the others. I have been using it for a long time.

Jean: Okay, that’s great. Let me talk to my team first. Thanks

Alex: You are welcome.

**Task 5**

Andre : **Can** you use any animation software Roni?

Roni : Yes, I can use Macromedia Flash and 3D Max. Now I am learning 3D Maya.

Andre : That's wonderful. How well can you use both of them?

Roni : I can use Macromedia Flash quite well, but I **can't** use 3D Max like I use Macromedia Flash. And I'm ashamed to admit that I am very poor in 3D Maya.

Andre : Well, I think you are better than me in using 3D Maya

Roni : No, I saw you operated 3D Maya last night, and I think your skill is good.

Andre : Thank you.

Roni : Are you studying any other software at the moment?

Andre : Yes, I am studying Giotto now. I downloaded the file last month and installed it. It is the newest animation software.

Roni : Wow, good for you! You will **be able** to operate that software.

Andre : By the way, do you like Macromedia Flash or 3D Max?

Roni : I **like** Macromedia Flash **better than** 3D Max. It is easier.

Andre : So do I, but, after I know Giotto, I **prefer** Giotto **to** Macromedia Flash. Okay let's get back to work. Many projects are waiting.

Roni : Okay.

**Task 7**

Arnys : Hello Rudi, Can you create an animation ?

Rudi : Of course, I am animator.

Arnys : Ohh.. great, I have a problem with this animation. Can you fix it?

Rudi: I think I can. Tell me your problem.

Arnys : Here is Rudi, can you see the ball? It doesn't have shadow. Can you make the shadow for this ball?

Rudi : Oh I see. I can fix it. It is easy, Let me do it. Just wait a second. Finish!

Arnys : Wow so fast! you are very talented!

Rudi : Thank you.

Arnys : Did you learn that by yourself?

Rudi : No, I take some courses outside.

Arnys: Ohhh.. I see. I have a dream to make a great animation movie. By the way, Which one do you like, animation in avatar movie or transformer?

Rudi : I like avatar movie. It looks clean and soft.

Arnys : Me too, avatar looks cool. Okay Rudi, thanks for the help.

Rudi: You are welcome.



## LISTENING TRANSCRIPT UNIT 2

### Task 2

A : Excuse me, Where is the Disney animation studio, please?

B : Go ahead and turn right at the next corner. Turn left there. The studio is opposite the post office.

A : How about the cinema?

B : Go ahead. Turn left at the corner. Then take the second road on your right. Continue to the end of the road. Turn left there. The cinema is on your left, near the castle.

A : Thank you very much.

B : You are welcome.

### Task 5

Michelle : Hello Barnet.

Barnet : Hello Michele.

Michele : **What's the best way to the office of MD animation studio?**

Barnet : I see, first **go ahead** until the crossroad. Then, **turn right**. You will find traffic light. **Turn left** at the traffic light, that is Leicester Street. **Go straight** on Leicester Street until you get to the **post office**. When you get to HSBC bank, **turn right**. Then, the MD animation studio **is about 100m from the bank**. It's on your left, **next to** the Alfa store.

Michelle : Oh Okay. How about the Walt Disney Studio, **do you know that place?**

Barnet : Oh.. **I am sorry, I don't know that place.**

Michelle : **Okay, no problem.** Thank you very much.

Barnet : You are welcome

### Task 7

What are you doing tonight?	turn	go ahead
Do you want to come?	Where do you live?	corner

Nita: Hi! Sarah, \_\_\_\_\_?

Sarah: Nothing Nita, Why?

Nita: Today I want to watch Mickey Mouse movie at my home. \_\_\_\_\_?

Sarah: Great! \_\_\_\_\_?

Nita: Ok, from your house, \_\_\_\_\_ on Broadway Street, then \_\_\_\_\_ right on First Avenue, my house is on the \_\_\_\_\_ of First Avenue and Central Street.

### Task 8

Wally : Excuse me, could you tell me how to get to the Walt Disney store?

Sally : Sure, the store is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.

Wally : Go south two blocks to the stop light.

Sally : Correct, then, turn left and go three more blocks, until you come to the end of the road. A park will be in front of you.

Wally : Turn left and go for three blocks to the park.

Sally : Right, then turn right again and go seven blocks, to Lipton Avenue.

Wally : Turn right and go seven blocks to Lipton Avenue.

Sally : Next, turn left on Lipton Avenue and go two blocks. The store is on your left, across from the baseball stadium.

Wally : OK, let me see if I've got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turn right and...

Sally : No, turn left on Lipton Avenue.

Wally : OK, turn left on Lipton Avenue, the store is two blocks down, on my left.

Sally : You got it.

Wally : Thanks.

**LISTENING TRANSCRIPT UNIT 3**

**Task 2**

Harry : Hey Jun, how are you? Good to see you!

Juned : Hi Harry. Good to see you, too. I'm fine, how are you?

Harry : Good, thanks. What are you doing tonight?

Juned : Nothing. Why?

Harry : I will watch The Narnia movie with my friends. Will you come?

Juned : Wow, that's a good idea.

Harry : Great! Just come around 7 pm at my place.

Juned : Ok. Thanks. By the way, can you join with me at Herby's party tomorrow?

Harry : What time?

Juned : at 7 p.m

Harry : Oh, I am sorry, I think I can't.

Juned : No problem. Okay, I will go first. See you soon.

Harry : See you

**Task 5**

Jamie: What are you going to do at weekend?

Ricky: I am going to watch a movie with a friend of mine. What about you?

Jamie: I don't know.

Ricky: How about join with us?

Jamie: Do you know what movie you're going to watch?

Ricky: I don't know, but is there a certain movie you want to see?

Jamie: I don't know too

Ricky: Well, would you like to go?

Jamie: Thanks for inviting me, but I think I will find another activity

Ricky: All right. No problem

**Task 7**

Bill: Hi! How are you?

Dan: Fine. How about you?

Bill: Super! Let me introduce you to my niece, Claire.

Claire, this is Dan--he works with me at the office.

Claire: Hello, Dan.

Bill: Dan, this is my brother John's daughter, Claire.

Dan: Pleased to meet you. I didn't know John had a daughter? Where's he been hiding you?

Bill: She's been living out East with his wife's sister. She just moved back.

Dan: What part of the East, Claire?

Claire: Boston, near the harbor.

Dan: It must be quite a change--coming back here?

Claire: It is, but I'm glad to be back and see all my friends.

Bill: Hey, Dan. Do you still have some animation movie discs?

Dan: Yes, of course, I still keep them.

Bill: How about if we watch one of them?

Dan: That sounds great. Let's go.

B.&C.: OK!