

Kepada

Siswa-siswi Kelas X Kriya Keramik

Di SMK N 1 ROTA Bayat

Dalam rangka penelitian dan penulisan tugas akhir Skripsi Jurusan Pendidikan Bahasa Inggris dengan judul “ **DESIGNING ENGLISH LEARNING MATERIALS FOR GRADE X STUDENTS OF CERAMIC CRAFT SKILL PROGRAM AT SMK N 1 ROTA BAYAT** ”, peneliti mengharapkan kesediaan para siswa SMK N 1 ROTA Bayat kelas X jurusan Kriya Keramik untuk meluangkan waktu guna mengisi angket analisa kebutuhan belajar Bahasa Inggris berikut ini.

Angket analisa kebutuhan siswa ini mempunyai tujuan utama yaitu untuk mengetahui kebutuhan belajar Bahasa Inggris para siswa kelas X jurusan Kriya Keramik yang kemudian akan dikembangkan lebih lanjut menjadi sebuah materi pembelajaran.

Identitas dan segala data tentang para siswa sepenuhnya akan dijamin kerahasiaannya oleh peneliti. Semua jawaban yang diisikan dalam angket analisa ini tidak akan mempengaruhi nilai dalam rapot.

Cukup sekian surat pengantar dari peneliti, atas kerjasama para siswa kelas X Keramik, peneliti mengucapkan terima kasih.

Peneliti,

Jurusan Pendidikan Bahasa Inggris

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**ANGKET ANALISA KEBUTUHAN BELAJAR BAHASA INGGRIS
UNTUK SISWA MENENGAH KEJURUAN (SMK) JURUSAN KRIYA
KERAMIK**

Data Responden

(Pengisian data responden ini bersifat *optional* atau tidak bersifat memaksa responden untuk mengisinya.)

1. Nama :
2. Usia :
3. Jenis Kelamin :
4. Alamat :
5. No. Telp :

Petunjuk Pengisian

Lingkarilah huruf a, b, c, atau d di bawah ini sesuai dengan kondisi yang sesuai dengan diri anda pada saat ini. Jawaban dapat lebih dari satu. Jika terdapat jawaban lainnya, tuliskan pada titik-titik di bawahnya dengan singkat dan jelas.

1. Apakah alasan utama Anda mempelajari Bahasa Inggris?
 - a. Karena saya ingin berkomunikasi baik secara lisan maupun tertulis dalam Bahasa Inggris.
 - b. Karena tuntutan dunia kerja yang mengutamakan tenaga kerja dengan kemampuan bahasa asing, terutama Bahasa Inggris.
 - c. Karena saya ingin mencari informasi-informasi berbahasa Inggris yang berkaitan dengan jurusan saya (Kriya Keramik)
 - d. Karena saya ingin lulus dalam Ujian Akhir Nasional (UAN) dengan nilai yang memuaskan.
 - e. Lain-lain (sebutkan bila ada) _____
2. Bagaimanakah tingkat penguasaan Bahasa Inggris Anda saat ini?
 - a. Tingkat pemula (menguasai sedikit ungkapan praktis dan kosakata, menguasai sedikit grammar, pelafalan masih dipengaruhi oleh bahasa ibu).
 - b. Tingkat menengah (menguasai beberapa ungkapan dan kosakata dalam topik-topik tertentu, mengalami beberapa kesulitan dalam grammar, kosakata dan pelafalan).

- c. Tingkat lanjut (menguasai dan dapat berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan dalam hal kosakata, grammar dan pelafalan).
- 3. Dalam situasi seperti apakah kira-kira Anda akan memerlukan Bahasa Inggris dalam dunia kerja selepas SMK nanti?
 - a. Saya memerlukan Bahasa Inggris dalam menghadapi klien/pembeli/tamu asing.
 - b. Saya memerlukan Bahasa Inggris untuk mengakses informasi-informasi Bahasa Inggris yang berkaitan dengan pekerjaan yang saya tekuni.
 - c. Saya memerlukan Bahasa Inggris sebagai syarat peningkatan prestasi kerja.
 - d. Lain-lain _____
- 4. Apa sajakah kesulitan-kesulitan yang sering Anda alami dalam belajar Bahasa Inggris?
 - a. Memahami arti kalimat-kalimat dalam Bahasa Inggris.
 - b. Menguasai struktur kata (*grammar*) dalam Bahasa Inggris.
 - c. Menyusun kalimat dalam Bahasa Inggris.
 - d. Mengungkapkan suatu kalimat dalam Bahasa Inggris.
 - e. Menghafalkan kosakata (*vocabulary*) dalam Bahasa Inggris.
 - f. Membaca/ melafalkan kata-kata atau kalimat dalam Bahasa Inggris.
 - g. Lain-lain _____

INPUT

- 5. Dari topik-topik di bawah ini, topik yang manakah yang efektif dan Anda sukai dalam belajar Bahasa Inggris?
 - a. Topik yang berkaitan dengan jurusan yang saya pilih (Kriya Keramik).
 - b. Topik yang berkaitan dengan lingkungan sekitar (tempat tinggal dan sekolah).
 - c. Topik yang berkaitan dengan kehidupan sehari-hari.
 - d. Topik yang berkaitan dengan isu-isu yang sedang hangat dibicarakan.
 - e. Lain-lain _____
- 6. Dari input-input di bawah ini, yang mana sajakah yang menurut Anda efektif dan Anda sukai dalam belajar Bahasa Inggris?
 - a. Teks berbentuk paragraf.
 - b. Teks berbentuk dialog.
 - c. Teks-teks fungsional (pengumuman, iklan, memo, peta, undangan, daftar belanja, dll).
 - d. Artikel-artikel dari koran, majalah, internet, dll.
 - e. Gambar atau foto.
 - f. Tabel atau grafik.
 - g. Daftar kosakata dilengkapi dengan cara pengucapan.

- h. Tata Bahasa Inggris (*grammar*).
- i. Karya-karya sastra (cerpen, puisi, lagu, teks drama, dll).
- j. Presentasi powerpoints.
- k. Lain-lain _____

PROCEDURES

7. Dari aktivitas-aktivitas di bawah ini, manakah aktivitas ***listening*** (***mendengarkan***) yang Anda sukai?
 - a. Menjawab pertanyaan berdasarkan teks lisan dalam bentuk pilihan ganda.
 - b. Menjawab pertanyaan berdasarkan teks lisan dalam bentuk isian/essay.
 - c. Mendengarkan teks lisan dan mencatat informasi-informasi pentingnya.
 - d. Mendengarkan teks lisan kemudian memilih pernyataan benar atau salah.
 - e. Mengisi kolom tabel berdasarkan teks lisan.
 - f. Melengkapi paragraf berdasarkan teks lisan.
 - g. Mendengarkan teks lisan kemudian mengambil atau mencatat intisari teks.
 - h. Lain-lain _____
8. Berapakah durasi teks rekaman yang sesuai untuk teks ***listening*** (***mendengarkan***) menurut Anda?
 - a. < 2 menit.
 - b. 2-3 menit.
 - c. 3-4 menit.
 - d. > 4 menit.
9. Dari aktivitas-aktivitas di bawah ini, manakah aktivitas ***speaking*** (***berbicara***) yang Anda sukai?
 - a. Presentasi individu.
 - b. Dialog berpasangan dan bermain peran (*role play*).
 - c. Interview.
 - d. Diskusi berpasangan atau kelompok.
 - e. Saling bertukar informasi dengan teman.
 - f. Menceritakan kembali (*story telling*).
 - g. Memberikan opini, saran, kritik, dan pertanyaan terhadap suatu situasi.
 - h. Mendeskripsikan gambar, benda, atau orang.
 - i. Menjelaskan proses (pembuatan atau penggunaan barang).
 - j. Lain-lain _____

10. Dari aktivitas-aktivitas di bawah ini, manakah aktivitas **reading** (**membaca**) yang Anda sukai?
- Menjawab pertanyaan berdasarkan bacaan dalam bentuk pilihan ganda.
 - Menjawab pertanyaan berdasarkan bacaan dalam bentuk essay.
 - Menentukan pikiran utama dalam suatu paragraf.
 - Menentukan sinonim dan antonim suatu kata yang terdapat dalam bacaan.
 - Mencari informasi-informasi/ poin-poin penting dalam bacaan.
 - Merespon pernyataan benar atau salah berdasarkan bacaan.
 - Menjodohkan dua buah pernyataan berdasarkan bacaan (*matching*).
 - Membuat ringkasan dari suatu bacaan.
 - Lain-lain _____
11. Berapakah panjang teks bacaan yang sesuai untuk teks **reading** (**membaca**) menurut Anda?
- > 250 kata (panjang).
 - 150-250 kata.
 - < 150 kata (pendek).
12. Dari aktivitas-aktivitas di bawah ini, manakah aktivitas **writing** (**menulis**) yang Anda sukai?
- Menuliskan kembali cerita dengan kata-kata sendiri (*paraphrasing*).
 - Membuat cerita berdasarkan tema yang telah ditentukan.
 - Membuat cerita berdasarkan gambar, tabel, grafik, dll.
 - Melengkapi kalimat rumpang.
 - Menyusun kalimat acak menjadi suatu paragraf.
 - Membetulkan paragraf dengan menggunakan kata-kata, tanda baca, dan kapitalisasi yang tepat.
 - Menulis cerita bebas (*free writing*).
 - Lain-lain _____
13. Dari aktivitas-aktivitas di bawah ini, manakah aktivitas pembelajaran **vocabulary** (**kosakata**) yang Anda sukai?
- Mengidentifikasi jenis-jenis kata (*nouns* (kata benda), *verbs* (kata kerja), *adjectives* (kata sifat), *adverbs* (keterangan), dll).
 - Mencari sinonim dan antonim.
 - Mengerjakan teka-teki silang.
 - Menjodohkan kata-kata dengan definisinya (*matching*).
 - Melengkapi kalimat rumpang dengan kata-kata yang tepat.
 - Mengelompokkan kata-kata sejenis (hipernim dan hiponim).
 - Lain-lain _____

14. Dari aktivitas-aktivitas di bawah ini, manakah aktivitas pembelajaran **grammar (tata Bahasa Inggris)** yang Anda sukai?
- Menghafalkan rumus-rumus tenses.
 - Membetulkan teks dengan grammar yang tepat.
 - Melengkapi kalimat dengan grammar yang tepat.
 - Membuat contoh-contoh kalimat sesuai dengan materi grammar yang sedang diajarkan.
 - Menerapkan penggunaan grammar yang tepat dalam *listening, speaking, reading, dan writing*.
 - Lain-lain _____
15. Dari aktivitas-aktivitas di bawah ini, manakah aktivitas **pronunciation (melafalkan)** yang Anda sukai?
- Mendengarkan cara pelafalan kata-kata kemudian menirukan.
 - Membaca teks dengan keras.
 - Menyanyikan lagu-lagu berbahasa Inggris.
 - Lain-lain _____

GOAL

16. Materi Bahasa Inggris ini diharapkan akan menunjang Anda agar lebih
- dapat berkomunikasi secara tepat dan efektif baik lisan maupun tertulis dalam Bahasa Inggris.
 - dapat menunjang kemampuan saya di bidang yang saya tekuni (Kriya Keramik).
 - dapat membantu saya untuk lulus dalam Ujian Akhir Nasional (UAN).
 - Lain-lain _____

SETTING

17. Bagaimanakah cara yang menurut Anda efektif dalam membantu Anda belajar Bahasa Inggris?
- Belajar secara individu.
 - Belajar secara berkelompok.
 - Belajar dengan dibantu oleh pengajar/ instruktur.
 - Belajar dengan dilengkapi fasilitas-fasilitas yang dibutuhkan (buku pelajaran, komputer, LCD, dll).
 - Lain-lain _____
18. Berapa lamakah kira-kira waktu yang Anda perlukan untuk mengerjakan satu **task (kegiatan)** dalam buku-buku materi Bahasa Inggris secara umum?
- < 5 menit
 - 5-10 menit.
 - 10-15 menit.
 - > 15 menit.

- e. Lain-lain _____

LEARNERS ROLE

19. Apakah peranan yang Anda harapkan dalam kegiatan belajar mengajar Bahasa Inggris?
- Sebagai pendengar sedangkan guru menerangkan di depan kelas.
 - Sebagai pendengar, kemudian melaksanakan apa yang diperintahkan oleh guru.
 - Sebagai partisipan aktif yang merespon penjelasan atau pertanyaan guru.
 - Sebagai partisipan aktif, tidak hanya merespon penjelasan dan pertanyaan guru, tapi juga memberikan saran, kritik, dan masukan kepada guru.
 - Sebagai partisipan aktif yang terlibat secara langsung dalam kegiatan sosial di kelas baik terhadap guru maupun terhadap teman-teman sekelas.
 - Lain-lain _____

TEACHER ROLE

20. Apakah peranan guru yang Anda harapkan dalam kegiatan belajar mengajar Bahasa Inggris?
- Sebagai pusat dari kegiatan belajar mengajar di kelas.
 - Sebagai fasilitator yang membantu anda belajar di kelas.
 - Memberikan kesempatan kepada saya untuk berdiskusi, dan tanya jawab secara terbuka.
 - Sebagai motivator.
 - Memberikan saran, kritik, dan masukan terhadap siswa.
 - Lain-lain _____

----- TERIMA KASIH -----

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
SMK
JURUSAN KRIYA KERAMIK
(Expert Judgment)

Angket ini bertujuan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk siswa

kelas X jurusan Kriya Keramik di SMK N 1 ROTA Bayat.

A. Data Responden

1. Nama :
2. Usia :
3. Jenis Kelamin : L/P
4. Pendidikan : (nama Universitas)
 - ☐ S1 :
 - ☐ S2 :
 - ☐ S3 :
5. Lama Mengajar : Tahun

B. Evaluasi Materi

Petunjuk Pengisian

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

Keterangan :

- SS : Sangat Setuju (4)
- S : Setuju (3)
- TS : Tidak Setuju (2)
- STS : Sangat Tidak Setuju (1)

PERNYATAAN	SS	S	TS	STS
Content				
1. Materi yang dikembangkan sesuai dengan latar belakang program studi dan kebutuhan siswa.				
2. Materi yang dikembangkan sesuai dengan tingkat kemampuan Bahasa Inggris siswa.				
3. Materi yang dikembangkan dapat meningkatkan kemampuan siswa dalam berkomunikasi dalam Bahasa Inggris.				
4. Materi yang dikembangkan sesuai dengan tujuan pembelajaran Bahasa Inggris untuk siswa SMK jurusan kriya keramik kelas X.				
5. Topik-topik pada materi yang dikembangkan sesuai dengan kebutuhan siswa.				
6. Input pada materi yang dikembangkan, menarik, bervariasi, up to date dan sesuai dengan kebutuhan siswa.				
Method				
7. Aktivitas-aktivitas pada materi yang dikembangkan disajikan secara urut yaitu mulai dari <i>comprehension</i> sampai <i>production</i> .				
8. Perintah/instruksi pada tiap-tiap aktivitas cukup jelas dan mudah dipahami.				
9. Jumlah aktivitas sesuai dengan kebutuhan dan kemampuan siswa.				
10. Aktivitas-aktivitas pada materi yang dikembangkan dapat meningkatkan kemampuan siswa dalam berkomunikasi dalam Bahasa Inggris.				
11. Cara pengerjaan aktivitas-aktivitas pada materi yang dikembangkan bervariasi baik secara individu, berpasangan maupun berkelompok.				
12. Cara pengerjaan aktivitas-aktivitas pada materi yang dikembangkan sesuai dengan kebutuhan dan kemampuan siswa.				
13. Materi yang dikembangkan memberikan kesempatan pada siswa untuk berpartisipasi aktif.				

(continued)

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PERNYATAAN	SS	S	TS	STS
Language				
14. Materi yang dikembangkan menggunakan Bahasa yang benar baik secara grammatical maupun spelling.				
15. Materi yang dikembangkan menggunakan bahasa yang mudah dipahami oleh siswa.				
16. Materi yang dikembangkan menyediakan language item (e.g vocabulary) yang baru untuk siswa.				
Lay-out				
17. Secara umum tampilan pada materi yang dikembangkan menarik.				
18. Font size dan font type pada materi yang dikembangkan menarik dan tidak berlebihan.				
19. Ilustrasi pada materi yang dikembangkan menarik.				
20. Penggunaan gambar pada materi yang dikembangkan bersifat fungsional dan tidak berlebihan.				

Angket Analisa Try-out Materi Pembelajaran Bahasa Inggris Jurusan Kriya Keramik Kelas X SMK N I ROTA Bayat

TRY-OUT UNIT 1

Nama : _____

Kelas : _____

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

Keterangan:

SS: Sangat Setuju

TS: Tidak Setuju

S: Setuju

STS: Sangat Tidak Setuju

Kesuluruhan Unit 1

No.	Pernyataan	SS	S	TS	STS
1.	Materi yang disusun dalam <i>Unit 1</i> dapat meningkatkan kemampuan Bahasa Inggris sesuai bidang dan kebutuhan saya.				
2.	Materi yang disusun dalam <i>Unit 1</i> sesuai dengan tingkat kemampuan Bahasa Inggris saya.				
3.	Materi yang di susun dalam <i>Unit 1</i> mampu mempersiapkan saya untuk menghadapi situasi kerja sesuai bidang dan keahlian.				
4.	Judul dalam <i>Unit 1</i> membantu saya memprediksi topik yang akan dibahas.				
5.	Pengantar <i>Unit 1</i> (bagian setelah judul) membantu saya mengetahui tujuan pembelajaran.				
6.	Input (teks dan gambar) dalam <i>Unit 1</i> bervariasi dan menarik sehingga memotivasi saya untuk belajar Bahasa Inggris.				

(continued)

(continued)

No.	Pernyataan	SS	S	TS	STS
7.	Aktivitas-aktivitas dalam <i>Unit 1</i> bervariasi dan menarik				
8.	Aktivitas-aktivitas dalam <i>unit 1</i> tersusun secara baik dari comprehension hingga production.				
9.	Jumlah aktivitas (task) dalam <i>Unit 1</i> sesuai dengan kemampuan Bahasa Inggris saya				
10.	Bahasa yang digunakan dalam <i>Unit 1</i> dapat saya pahami dengan baik.				
11.	Instruksi (perintah) yang ada dalam setiap aktivitas (<i>task</i>) dalam <i>Unit 1</i> jelas sehingga dapat saya pahami.				
12.	Tampilan materi menarik dan bagus sehingga memotivasi saya untuk belajar Bahasa Inggris.				
13.	Penggunaan huruf (<i>font size dan font type</i>) menarik dan tidak berlebihan.				
14.	Penggunaan gambar bersifat estetik dan fungsional.				
15.	Materi dalam <i>Unit 1</i> yang diambil dari sumber tertentu dicantumkan sumbernya dengan jelas.				

Task 1

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi (perintah) dalam <i>Task 1</i> jelas dan mudah dipahami.				
2.	<i>Task 1</i> efektif memberikan gambaran tentang materi yang akan dibahas selanjutnya dalam <i>Unit 1</i> .				
3.	Input (gambar) dalam <i>Task 1</i> menarik.				
4.	Input (gambar) dalam <i>Task 1</i> sesuai dengan minat dan bidang saya.				
5.	Pertanyaan-pertanyaan dalam <i>Task 1</i> mudah dipahami.				
6.	Aktivitas dalam <i>Task 1</i> menarik.				
7.	Aktivitas dalam <i>Task 1</i> dapat saya kerjakan dengan baik.				
8.	<i>Task 1</i> memberi kesempatan kepada saya untuk berpartisipasi aktif.				
9.	Saya dapat mengerjakan <i>Task 1</i> secara bersama-sama (<i>classical</i>) dengan baik.				
10.	Peran guru dalam memancing pemahaman awal (<i>prompter</i>) sudah cukup efektif.				

Task 2

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 2</i> dapat membantu meningkatkan kemampuan mendengarkan (<i>listening</i>) saya.				
2.	Instruksi (perintah) dalam <i>Task 2</i> jelas dan mudah dipahami.				
3.	Input (rekaman dialog) dalam <i>Task 2</i> dapat saya simak dan pahami dengan baik.				
4.	Input (rekaman dialog) dalam <i>Task 2</i> menarik.				
5.	Input dalam <i>Task 2</i> sesuai dengan minat dan bidang saya.				
6.	Kata-kata dalam <i>Task 2</i> mudah dipahami.				
7.	Pertanyaan-pertanyaan dalam <i>Task 2</i> mudah dipahami.				
8.	Aktivitas dalam <i>Task 2</i> (menjawab pertanyaan berdasarkan rekaman dilaog) dapat saya kerjakan dengan baik.				
9.	Akrivitas dalam <i>Task 2</i> menarik.				
10.	<i>Task 2</i> memberi kesempatan pada saya untuk menyimak secara aktif.				
11.	Saya dapat mengerjakan <i>Task 2</i> secara mandiri dengan baik.				
12.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) sudah cukup efektif.				

Task 3

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi (perintah) dalam <i>Task 3</i> jelas dan mudah dipahami.				
2.	Input (rekaman dialog) dalam <i>Task 3</i> dapat saya simak dan pahami dengan baik.				
3.	Input (rekaman dialog) dalam <i>Task 3</i> meanarik.				
4.	Input dalam <i>Task 3</i> sesuai dengan minat dan bidang saya.				
5.	Kata-kata dalam <i>Task 3</i> mudah dipahami.				
6.	Aktivitas dalam <i>Task 3</i> (melengkapi dialog berdasarkan rekaman) menarik.				

(continued)

(continued)

No.	Pernyataan	SS	S	TS	STS
7.	Aktivitas dalam <i>Task 3</i> dapat saya kerjakan dengan baik.				
8.	Saya dapat mengerjakan <i>Task 3</i> secara mandiri (individu) dengan baik.				
9.	<i>Task 3</i> memberi kesempatan kepada saya untuk menyimak secara aktif.				
10.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) sudah cukup efektif.				

Task 4

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 4</i> efektif memberikan contoh ekspresi yang diajarkan dalam <i>Unit 1</i> .				
2.	Instruksi dalam <i>Task 4</i> jelas dan mudah dipahami.				
3.	Input (<i>expressions of capabilities and preferences</i>) menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Input dalam <i>Task 4</i> sesuai dengan minat dan bidang saya.				
5.	Aktivitas dalam <i>task 4</i> (melengkapi dialog) menarik.				
6.	Aktivitas dalam <i>Task 4</i> dapat saya kerjakan dengan baik.				
7.	Saya dapat mengerjakan <i>Task 4</i> secara berpasangan dengan baik.				
8.	<i>Task 4</i> memberi kesempatan pada saya untuk berpartisipasi aktif.				
9.	Peran guru dalam membantu siswa untuk memahami input (<i>facilitator</i>) sudah cukup efektif.				

Task 5

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 5</i> efektif dalam memberikan contoh pelafalan yang tepat.				
2.	Input (transkrip pelafalan) dalam <i>Task 5</i> mudah dipahami.				
3.	Input dalam <i>Task 5</i> sesuai dengan minat dan bidang saya.				
4.	Aktivitas dalam <i>Task 5</i> (melafalkan kata dalam Bahasa Inggris dengan tepat) menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
5.	Aktivitas dalam <i>Task 5</i> dapat saya kerjakan dengan baik.				
6.	Saya dapat mengerjakan <i>Task 5</i> secara berpasangan dengan baik.				
7.	<i>Task 5</i> memberi kesempatan pada saya untuk melafalkan kata-kata dalam Bahasa Inggris dengan tepat.				
8.	Peran guru sebagai pemberi contoh (<i>model</i>) sudah cukup efektif.				

Task 6

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi (perintah) dalam <i>Task 6</i> jelas dan mudah dipahami.				
2.	Input (dialog) dalam <i>Task 6</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
3.	Input dalam <i>Task 6</i> sesuai dengan minat dan bidang saya.				
4.	Kata-kata dalam <i>Task 6</i> mudah dipahami.				
5.	Pertanyaan-pertanyaan dalam <i>Task 6</i> mudah dipahami.				
6.	Kegiatan dalam <i>Task 6</i> (menjawab pertanyaan berdasarkan dialog) menarik.				
7.	Kegiatan dalam <i>Task 6</i> sesuai dengan minat dan bidang saya.				
8.	Saya dapat mengerjakan <i>Task 6</i> secara mandiri (individu) dengan baik.				
9.	<i>Task 6</i> memberi kesempatan pada saya untuk berpartisipasi aktif.				
10.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) sudah cukup efektif.				

Task 7

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi (perintah) dalam <i>Task 7</i> jelas dan mudah dipahami.				
2.	<i>Task 7</i> dapat membantu meningkatkan kemampuan berbicara (<i>speaking</i>) saya.				
3.	Input (gambar) dalam <i>Task 7</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Input dalam <i>Task 7</i> sesuai dengan minat dan bidang saya.				
5.	Aktivitas dalam <i>Task 7</i> (membuat dialog pendek) menarik.				
6.	Aktivitas dalam <i>Task 7</i> dapat saya kerjakan dengan baik.				
7.	Saya dapat mengerjakan <i>Task 7</i> secara berpasangan dengan baik.				
8.	<i>Task 7</i> memberi kesempatan pada saya untuk berpartisipasi aktif.				
9.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) sudah cukup efektif.				

Task 8

No.	Pertanyaan	SS	S	TS	STS
1.	<i>Task 8</i> dapat membantu meningkatkan kemampuan berbicara (<i>speaking</i>) saya.				
2.	Instruksi dalam <i>Task 8</i> jelas dan mudah dipahami.				
3.	Input (situasi) dalam <i>Task 8</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Input dalam <i>Task 8</i> mudah dipahami.				
5.	Input dalam <i>Task 8</i> sesuai dengan minat dan bidang saya.				
6.	Kegiatan (membuat dialog berdasarkan situasi) dalam <i>Task 8</i> menarik.				
7.	Kegiatan dalam <i>Task 8</i> dapat saya kerjakan dengan baik.				
8.	Saya dapat mengerjakan <i>Task 8</i> secara berpasangan dengan baik.				
9.	<i>Task 8</i> memberi kesempatan pada saya untuk berpartisipasi aktif.				
10.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) dan pemberi masukan (<i>feedback giver</i>) sudah cukup efektif.				

Task 9

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi (perintah) dalam Task 9 jelas dan mudah dipahami.				
2.	Input text dalam Task 9 menarik.				
3.	Input text dalam Task 9 mudah dipahami.				
4.	Input text dalam Task 9 sesuai dengan minat dan bidang saya.				
5.	Pertanyaan-pertanyaan dalam Task 9 mudah dipahami.				
6.	Kegiatan dalam Task 9 (menjawab pertanyaan berdasarkan bacaan) menarik.				
7.	Kegiatan dalam Task 9 dapat saya selesaikan dengan baik.				
8.	Saya dapat mengerjakan Task 9 secara mandiri (individu) dengan baik.				
9.	Task 9 memberi kesempatan kepada saya untuk memahami bacaan dengan baik.				
10.	Peran guru dalam membantu kesulitan siswa (facilitator) sudah cukup efektif.				

Task 10

No.	Pernyataan	SS	S	TS	STS
1.	Task 10 efektif membekali kata-kata yang berkaitan dengan bidang saya (Kriya Keramik).				
2.	Input (transkrip pelafalan dan definisi) menarik.				
3.	Input dalam Task 10 sesuai dengan minat dan bidang saya.				
4.	Kegiatan dalam Task 10 (menjodohkan kata dengan definisi) menarik.				
5.	Kegiatan dalam Task 10 dapat saya kerjakan dengan baik.				
6.	Saya dapat mengerjakan Task 10 secara mandiri dengan baik.				
7.	Task 10 dapat menambah perbendaharaan kata (vocabulary) saya.				
8.	Peran guru dalam membantu kesulitan siswa (facilitator) sudah cukup efektif.				

Task 11

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 11</i> dapat membantu meningkatkan kemampuan menulis (<i>writing</i>) saya.				
2.	Input (gambar dan spesifikasinya) dalam <i>Task 11</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris..				
3.	Input dalam <i>Task 11</i> sesuai dengan minat dan bidang saya.				
4.	Aktivitas dalam <i>Task 11</i> (mendeskripsikan gambar) menarik				
5.	Aktivitas dalam <i>Task 11</i> dapat saya kerjakan dengan baik.				
6.	Saya dapat mengerjakan <i>Task 11</i> secara mandiri (individu) dengan baik.				
7.	<i>Task 11</i> memberi kesempatan kepada saya untuk berpartisipasi aktif.				
8.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) sudah cukup efektif.				

Task 12

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 12</i> dapat membantu saya memahami penggunaan grammar yang dipelajari dalam <i>Unit 1</i> .				
2.	<i>Task 12</i> memberi contoh penggunaan <i>grammar</i> yang tepat.				
3.	Input (<i>conditional sentences type 1</i>) dapat saya pahami dengan baik.				
4.	Input dalam <i>Task 12</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
5.	Aktivitas dalam <i>Task 12</i> menarik.				
6.	Aktivitas dalam <i>Task 12</i> dapat saya kerjakan dengan baik.				
7.	Saya dapat mengerjakan <i>Task 12</i> secara mandiri dengan baik.				
8.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) sudah cukup efektif.				

Task 13

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 13</i> efektif membantu meningkatkan kemampuan menulis (<i>writing</i>) saya.				
2.	Instruksi (perintah) dalam <i>Task 13</i> jelas dan mudah dipahami.				
3.	Input (gambar) dalam <i>Task 13</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Input dalam <i>Task 13</i> sesuai dengan minat dan bidang saya.				
5.	Aktivitas dalam <i>Task 13</i> (mendeskripsikan gambar) menarik.				
6.	Aktivitas dalam <i>Task 13</i> dapat saya kerjakan dengan baik.				
7.	Saya dapat mengerjakan <i>Task 13</i> secara mandiri dengan baik.				
8.	<i>Task 13</i> memberi kesempatan pada saya untuk berpartisipasi aktif .				
9.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) dan pemberi masukan (<i>feedback giver</i>) sudah cukup efektif.				

Evaluation 1

No.	Pernyataan	SS	S	TS	STS
1.	<i>Evaluation 1</i> dapat membantu meningkatkan kemampuan Bahasa Inggris saya.				
2.	Input dalam <i>Evaluation 1</i> dapat saya pahami dengan baik.				
3.	Input dalam <i>Evaluation 1</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Input dalam <i>Evaluation 1</i> sesuai dengan minat dan bidang saya.				
5.	Aktivitas-aktivitas dalam <i>Evaluation 1</i> dapat membantu saya untuk lebih memahami materi yang dipelajari dalam <i>Unit 1</i> .				
6.	Aktivitas-aktivitas dalam <i>Evaluation 1</i> menarik.				
7.	Saya dapat mengerjakan <i>Evaluation 1</i> secara mandiri dengan baik.				
8.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) dan mengatur jalannya pembelajaran (<i>controller</i>) sudah cukup efektif.				

Angket Analisa Try-out Materi Pembelajaran Bahasa Inggris Jurusan Kriya Keramik Kelas X SMK N I ROTA Bayat

TRY-OUT UNIT 2

Nama : _____

Kelas : _____

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

Keterangan:

SS: Sangat Setuju

TS: Tidak Setuju

S: Setuju

STS: Sangat Tidak Setuju

Keseluruhan Unit 2

No.	Pernyataan	SS	S	TS	STS
1.	Materi yang dikembangkan dalam <i>Unit 2</i> sesuai dengan minat dan bidang saya.				
2.	Materi yang dikembangkan dalam <i>Unit 2</i> sesuai dengan tingkat kemampuan Bahasa Inggris saya.				
3.	Materi yang dikembangkan dalam <i>Unit 2</i> mampu mempersiapkan saya untuk menghadapi situasi kerja sesuai bidang dan keahlian.				
4.	Materi yang dikembangkan dalam <i>Unit 2</i> dapat membantu meningkatkan kemampuan Bahasa Inggris sesuai dengan bidang dan minat saya.				
5.	Judul pada <i>Unit 2</i> membantu saya memprediksi topik yang akan dibahas dalam Unit 2.				
6.	Pengantar unit (bagian setelah judul) membantu saya mengetahui tujuan pembelajaran.				

(continued)

(continued)

No.	Pernyataan	SS	S	TS	STS
7.	Input dalam <i>Unit 2</i> beragam dan menarik.				
8.	Aktivitas-aktivitas dalam <i>Unit 2</i> beragam dan menarik.				
9.	Aktivitas-aktivitas dalam <i>Unit 2</i> disajikan secara baik dari comprehension hingga production.				
10.	Jumlah task dalam <i>Unit 2</i> sesuai dengan tingkat kemampuan dan kebutuhan saya.				
11.	Instruksi- instruksi dalam <i>Unit 2</i> jelas sehingga mudah dipahami.				
12.	Bahasa yang digunakan dalam <i>Unit 2</i> mudah dipahami.				
13.	Tampilan materi dalam <i>Unit 2</i> menarik.				
14.	Penggunaan huruf (<i>font size, font type</i>) dan warna dalam <i>Unit 2</i> proporsional dan tidak berlebihan.				
15.	Penggunaan gambar dalam <i>Unit 2</i> bersifat estetis dan fungsional.				

Task 1

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 1</i> memberikan gambaran tentang topik yang akan dibahas dalam <i>Unit 2</i> .				
2.	Gambar dalam <i>Task 1</i> dapat saya mengerti dan pahami maknanya.				
3.	Instruksi dalam <i>Task 1</i> mudah dipahami.				
4.	Pertanyaan-pertanyaan dalam <i>Task 1</i> mudah dipahami.				
5.	Input (gambar) dalam Task 1 menarik.				
6.	Aktivitas dalam Task 1 menarik.				
7.	Saya dapat mengerjakan Task 1 secara bersama-sama (classical) dengan baik.				
8.	Task 1 memberi kesempatan kepada saya untuk berpartisipasi aktif dalam pembelajaran Bahasa Inggris.				
9.	Saya dapat mengerjakan Task 1 secara bersama-sama kurang dari 5 menit.				
10.	Peran guru sebagai <i>prompter</i> (memancing pemahaman awal) sudah cukup efektif.				

Task 2

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 2</i> dapat membantu meningkatkan kemampuan mendengarkan (<i>listening</i>) saya.				
2.	Instruksi dalam <i>Task 2</i> jelas dan mudah dipahami.				
3.	Input (rekaman dialog) dapat saya dengarkan dan pahami dengan baik.				
4.	Input dalam <i>Task 2</i> sesuai dengan minat dan bidang saya.				
5.	Aktivitas dalam <i>Task 2</i> menarik.				
6.	Saya dapat aktif menyimak input (rekaman dialog) dengan baik.				
7.	Saya dapat mengerjakan <i>Task 2</i> secara individu dengan baik.				
8.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) dalam <i>Task 2</i> sudah cukup efektif.				

Task 3

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi dalam <i>Task 3</i> mudah dipahami.				
2.	<i>Task 3</i> dapat membantu meningkatkan kemampuan mencatat (<i>taking note</i>) ketika mendengarkan (<i>listening</i>).				
3.	Input (gambar) memudahkan saya untuk mengerjakan <i>Task 3</i> .				
4.	Input (gambar) dalam <i>Task 3</i> menarik.				
5.	Kata-kata dalam <i>Task 3</i> mudah dipahami.				
6.	Saya dapat menyimak dengan baik (rekaman monolog) dalam <i>Task 3</i> .				
7.	Aktivitas dalam <i>Task 3</i> menarik.				
8.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) sudah cukup efektif.				

Task 4

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 4</i> efektif memberikan contoh ekspresi yang sedang dibahas (<i>Asking for and Giving Directions</i>)				
2.	Input (Ungkapan <i>Asking for and Giving Directions</i> dan rekaman) dalam <i>Task 4</i> menarik.				
3.	Input (Ungkapan <i>Asking for and Giving Directions</i> dan rekaman) sesuai dengan minat dan bidang saya.				
4.	Input (Rekaman monolog) jelas dan mudah dipahami.				
5.	Instruksi dalam <i>Task 4</i> jelas dan mudah dipahami.				
6.	Aktivitas dalam <i>Task 4</i> menarik.				
7.	Aktivitas dalam <i>Task 4</i> memberi kesempatan kepada saya untuk menyimak dengan baik.				
8.	Saya dapat mengerjakan <i>Task 4</i> secara mandiri dengan baik.				
9.	Peran guru sebagai orang yang memberi input (<i>materias provider</i>) dan membantu siswa dalam memahami input (<i>facilitator</i>) sudah cukup efektif.				

Task 5

No.	Pernyataan	SS	S	TTS	STS
1.	<i>Task 5</i> efektif dalam memberikan cara pengucapan kata-kata dalam Bahasa Inggris dengan tepat.				
2.	Input (transkrip pelafalan) dalam <i>Task 5</i> menarik dan mudah dipahami.				
3.	Input (transkrip pelafalan) sesuai dengan minat dan bidang saya.				
4.	Aktivitas dalam <i>Task 5</i> menarik.				
5.	Aktivitas dalam <i>Task 5</i> memberi kesempatan pada saya berperan aktif dalam belajar Bahasa Inggris.				
6.	Saya dapat mengucapkan kata-kata dalam Bahasa Inggris dengan tepat.				
7.	Saya dapat mengerjakan <i>Task 5</i> secara individu dengan baik.				
8.	Peran guru sebagai pemberi contoh (<i>model</i>) sudah cukup efektif.				

Task 6

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi dalam <i>Task 6</i> jelas dan mudah dipahami.				
2.	Input (dialog) dalam <i>Task 6</i> sesuai dengan minat dan bidang saya.				
3.	Input (dialog) dalam <i>Task 6</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Pertanyaan-pertanyaan dalam <i>Task 6</i> mudah dipahami.				
5.	Kata- kata dalam <i>Task 6</i> mudah dipahami.				
6.	Aktivitas dalam <i>Task 6</i> menarik.				
7.	Kegiatan dalam <i>Task 6</i> sesuai dengan minat dan bidang saya.				
8.	<i>Task 6</i> memberi kesempatan kepada saya untuk berpartisipasi aktif.				
9.	Saya dapat mengerjakan <i>Task 6</i> secara berpasangan dengan baik.				
10.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) dan membantu siswa dalam memahami input (<i>facilitator</i>) sudah cukup efektif.				

Task 7

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi dalam <i>Task 7</i> jelas dan mudah dipahami.				
2.	<i>Task 7</i> efektif dalam membantu meningkatkan kemampuan berbicara (<i>speaking</i>) saya.				
3.	Input (dialog) dalam <i>Task 7</i> menarik dan memotivasi saya untuk belajar Bahasa Inggris.				
4.	Input (dialog) dalam <i>Task 7</i> mudah dipahami.				
5.	Aktivitas dalam <i>Task 7</i> menarik.				
6.	Aktivitas (melengkapi dialog kemudian act out) dapat saya kerjakan dengan baik.				
7.	<i>Task 7</i> dapat membantu saya mengetahui penggunaan ungkapan-ungkapan <i>Asking for and Giving Direction</i> secara tepat dalam konteks.				
8.	Saya dapat mengerjakan <i>Task 7</i> secara berpasangan dengan baik.				
9.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) sudah cukup efektif.				

Task 8

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi (perintah) dalam <i>Task 8</i> jelas dan mudah dipahami.				
2.	<i>Task 8</i> dapat membantu meningkatkan kemampuan berbicara (<i>speaking</i>) saya.				
3.	Input (peta) dalam <i>Task 8</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Input (peta) dalam <i>Task 8</i> sesuai dengan minat dan bidang saya.				
5.	Aktivitas dalam <i>Task 8</i> menarik.				
6.	Aktivitas dalam <i>Task 8</i> (membuat dialog sederhana) dapat saya kerjakan dengan baik.				
7.	<i>Task 8</i> memberi kesempatan kepada saya untuk berpartisipasi aktif.				
8.	Saya dapat mengerjakan <i>Task 8</i> secara berpasangan dengan baik.				
9.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) dan pemberi masukan (<i>feedback giver</i>) sudah cukup efektif.				

Task 9

No.	Pernyataan	SS	S	S	STS
1.	Instruksi (perintah) dalam <i>Task 9</i> jelas dan mudah dipahami.				
2.	<i>Task 9</i> efektif dalam memberikan bekal kata-kata yang sulit dan transkrip pelafalan sehingga saya dapat memahami bacaan dengan baik serta pengucapannya dengan tepat.				
3.	<i>Task 9</i> dapat menambah perbendaharaan kata (<i>vocabulary</i>) saya.				
4.	Input (kata-kata dan transkrip pelafalan) menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
5.	Input (kata-kata dan transkrip pelafalan) sesuai dengan minat dan bidang saya.				
6.	Aktivitas dalam <i>Task 9</i> menarik.				

(continued)

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No.	Pernyataan	SS	S	TS	STS
7.	Aktivitas dalam <i>Task 9</i> (mencari arti dalam Bahasa Indonesia) dapat saya kerjakan dengan baik.				
8.	<i>Task 9</i> memberi kesempatan pada saya untuk melafalkan kata-kata dalam Bahasa Inggris dengan tepat.				
9.	Saya dapat mengerjakan <i>Task 9</i> secara mandiri (individu) dengan baik.				
10.	Peran guru dalam memberikan contoh (<i>model</i>) dan membantu kesulitan siswa (<i>facilitator</i>) sudah cukup efektif.				

Task 10

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi (perintah) dalam <i>Task 10</i> jelas dan mudah dipahami.				
2.	Input text dalam <i>Task 10</i> dapat saya pahami dengan baik.				
3.	Input text dan gambar dalam <i>Task 10</i> menarik.				
4.	Kata-kata dalam <i>Task 10</i> mudah dipahami.				
5.	Pertanyaan-pertanyaan dalam <i>Task 10</i> dapat saya pahami dengan baik.				
6.	Aktivitas dalam <i>Task 10</i> menarik.				
7.	Aktivitas dalam <i>Task 10</i> dapat membantu meningkatkan kemampuan membaca (<i>reading</i>) saya.				
8.	<i>Task 10</i> memberi kesempatan kepada saya untuk berpartisipasi aktif.				
9.	Saya dapat mengerjakan <i>Task 10</i> (menjawab pertanyaan berdasarkan bacaan) dengan baik.				
10.	Saya dapat mengerjakan <i>Task 10</i> secara individu dengan baik.				
11.	Peran guru dalam membantu siswa untuk memahami input (<i>facilitator</i>) sudah cukup efektif.				

Task 11

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi (perintah) dalam <i>Task 11</i> jelas dan mudah dipahami.				
2.	<i>Task 11</i> dapat membantu meningkatkan kemampuan menulis (<i>writing</i>) saya.				
3.	Input (gambar) dalam <i>Task 11</i> menarik.				
4.	Input (gambar) dalam <i>Task 11</i> sesuai dengan minat dan bidang saya.				
5.	Aktivitas dalam <i>Task 11</i> menarik.				
6.	Aktivitas dalam <i>Task 11</i> (mendeskripsikan gambar) dapat saya kerjakan dengan baik.				
7.	<i>Task 11</i> memberi kesempatan kepada saya untuk berpartisipasi aktif.				
8.	Saya dapat mengerjakan <i>Task 11</i> secara mandiri (<i>individu</i>) dengan baik.				
9.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) dan mengontrol kegiatan siswa (<i>controller</i>) sudah cukup efektif.				

Task 12

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi (perintah) dalam <i>Task 12</i> jelas dan mudah dipahami.				
2.	<i>Task 12</i> dapat membantu meningkatkan kemampuan menulis (<i>writing</i>) saya.				
3.	Input (gambar) dalam <i>Task 12</i> menarik.				
4.	Input (gambar) dalam <i>Task 12</i> sesuai dengan minat dan bidang saya.				
5.	Aktivitas dalam <i>Task 12</i> menarik.				
6.	Aktivitas dalam <i>Task 12</i> (mendeskripsikan gambar dalam sebuah paragraf) dapat saya kerjakan dengan baik.				
7.	<i>Task 12</i> memberi kesempatan kepada saya untuk berpartisipasi aktif.				
8.	Saya dapat mengerjakan <i>Task 12</i> secara individu dengan baik.				
9.	Peran guru sebagai konsultan bahasa (<i>language consultant</i>) dan pemberi masukan (<i>feedback giver</i>) sudah cukup efektif.				

Task 13

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 13</i> efektif membantu saya memahami penggunaan grammar yang dipelajari dalam <i>Unit 2</i> .				
2.	<i>Task 13</i> memberikan contoh grammar yang tepat.				
3.	Input (<i>preposition of place</i>) dapat saya pahami dengan baik.				
4.	Input dalam <i>Task 13</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
5.	Aktivitas dalam <i>Task 13</i> (melengkapi kalimat dengan <i>preposistion of place</i>) dapat saya kerjakan dengan baik.				
6.	Aktivitas dalam <i>Task 13</i> menarik.				
7.	<i>Task 13</i> memberi kesempatan kepada saya untuk berpartisipasi aktif.				
8.	Saya dapat mengerjakan <i>Task 13</i> secara individu dengan baik.				
9.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) sudah cukup efektif.				

Evaluation 2

No.	Pernyataan	SS	S	TS	STS
1.	<i>Evaluation 2</i> dapat membantu meningkatkan kemampuan Bahasa Inggris saya.				
2.	Input dalam <i>Evaluation 2</i> dapat saya pahami dengan baik.				
3.	Input dalam <i>Evaluation 2</i> sesuai dengan minat dan bidang saya.				
4.	Aktivitas-aktivitas dalam <i>Evaluation 2</i> dapat membantu saya untuk lebih memahami materi yang diajarkan dalam <i>Unit 2</i> .				
5.	Aktivitas-aktivitas dalam <i>Evaluation 2</i> menarik.				
6.	Saya dapat mengerjakan <i>Evaluation 2</i> dengan baik.				
7.	Saya dapat mengerjakan <i>Evaluation 2</i> secara mandiri (individu) dengan baik.				
8.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) dan mengatur jalannya pembelajaran (<i>controller</i>) sudah cukup efektif.				

Angket Analisa Try-out Materi Pembelajaran Bahasa Inggris Jurusan Kriya Keramik Kelas X SMK N I ROTA Bayat

TRY-OUT UNIT 3

Nama : _____

Kelas : _____

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

Keterangan:

SS: Sangat Setuju

TS: Tidak Setuju

S: Setuju

STS: Sangat Tidak Setuju

Keseluruhan Unit 3

No.	Pernyataan	SS	S	TS	STS
1.	Materi yang disusun dalam <i>Unit 3</i> dapat meningkatkan kemampuan Bahasa Inggris sesuai bidang dan kebutuhan saya.				
2.	Materi yang disusun dalam <i>Unit 3</i> sesuai dengan tingkat kemampuan Bahasa Inggris saya.				
3.	Materi yang di susun dalam <i>Unit 3</i> mampu mempersiapkan saya untuk menghadapi situasi kerja sesuai bidang dan keahlian.				
4.	Judul dalam <i>Unit 3</i> membantu saya memprediksi topik yang akan dibahas.				
5.	Pengantar <i>Unit 3</i> (bagian setelah judul) membantu saya mengetahui tujuan pembelajaran.				
6.	Input (teks dan gambar) dalam <i>Unit 3</i> bervariasi dan menarik sehingga memotivasi saya untuk belajar Bahasa Inggris.				
7.	Aktivitas-aktivitas dalam <i>Unit 3</i> bervariasi dan menarik				

(continued)

(continued)

No.	Pernyataan	SS	S	TS	STS
8.	Aktivitas-aktivitas dalam <i>unit 3</i> tersusun secara baik dari comprehension hingga production.				
9.	Jumlah aktivitas (task) dalam <i>Unit 3</i> sesuai dengan kemampuan Bahasa Inggris saya				
10.	Bahasa yang digunakan dalam <i>Unit 3</i> dapat saya pahami dengan baik.				
11.	Instruksi (perintah) yang ada dalam setiap aktivitas (<i>task</i>) dalam <i>Unit 3</i> jelas sehingga dapat saya pahami.				
12.	Tampilan materi menarik dan bagus sehingga mamotivasi saya untuk belajar Bahasa Inggris.				
13.	Penggunaan huruf (<i>font size dan font type</i>) menarik dan tidak berlebihan.				
14.	Penggunaan gambar bersifat estetik dan fungsional.				
15.	Materi dalam <i>Unit 3</i> yang diambil dari sumber tertentu dicantumkan sumbernya dengan jelas.				

Task 1

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 1</i> memberikan gambaran tentang topik yang akan dibahas.				
2.	Instruksi dalam <i>Task 1</i> mudah dipahami.				
3.	Pertanyaan- pertanyaan dalam <i>Task 1</i> mudah dipahami.				
4.	Input teks dalam <i>Task 1</i> sesuai dengan minat saya.				
5.	Input teks dalam <i>Task 1</i> menarik dan mudah dipahami.				
6.	<i>Task 1</i> meberikan kesempatan bagi saya untuk berpartisipasi aktif.				
7.	Pengelompokan seluruh kelas dalam <i>Task 1</i> sudah efektif.				
8.	Peran guru sebagai <i>prompter</i> yaitu memancing pemahaman awal dalam <i>Task 1</i> sudah efektif.				

Task 2

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 2</i> dapat meningkatkan kemampuan saya untuk mendengarkan (<i>listening</i>).				
2.	Instruksi (perintah) dalam <i>Task 2</i> mudah dipahami.				
3.	Input (dialog) dalam <i>Task 2</i> sesuai dengan minat dan kebutuhan saya.				
4.	Input (dialog) dalam <i>Task 2</i> dapat saya dengarkan dan pahami dengan baik.				
5.	Aktivitas dalam <i>Task 2</i> menarik dan memotivasi saya untuk belajar Bahasa Inggris.				
6.	Aktivitas dalam <i>Task 2</i> sesuai dengan minat saya.				
7.	Saya dapat aktif menyimak materi (dialog) dalam <i>Task 2</i> dengan baik.				
8.	Saya dapat mengerjakan <i>Task 2</i> secara individu.				
9.	Peran guru sebagai fasilitator dan pengontrol sudah efektif.				

Task 3

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi dalam <i>Task 3</i> mudah dipahami.				
2.	Input (dialog) dalam <i>Task 3</i> dapat saya dengarkan dan pahami dengan baik.				
3.	Aktivitas dalam <i>Task 3</i> sesuai dengan minat dan kebutuhan saya.				
4.	Aktivitas dalam <i>Task 3</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
5.	Saya dapat mengerjakan <i>Task 3</i> secara individu kemudian berpasangan.				
6.	<i>Task 3</i> memberikan kesempatan bagi saya untuk berpartisipasi aktif.				
7.	Peran guru sebagai fasilitator dan pengontrol sudah efektif.				

Task 4

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 4</i> efektif memberikan contoh ekspresi yang dibahas.				
2.	Instruksi dalam <i>Task 4</i> mudah dipahami.				
3.	Kalimat-kalimat dalam <i>task 4</i> mudah dipahami.				
4.	Input (contoh-contoh ekspresi dan dialog) sesuai dengan minat dan kebutuhan saya.				
5.	Input (contoh-contoh ekspresi dan dialog) menarik dan mudah dipahami.				
6.	Aktivitas dalam <i>Task 4</i> menarik dan mudah dipahami.				
7.	Saya dapat mengidentifikasi ekspresi-ekspresi yang dibahas.				
8.	Saya dapat berpartisipasi aktif dalam mengerjakan <i>Task 4</i> .				
9.	Saya dapat mengerjakan <i>Task 4</i> secara individu.				
10.	Peran guru sebagai fasilitator atau membantu siswa dalam memahami input sudah efektif.				

Task 5

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 5</i> efektif memberikan gambaran tentang melafalkan kata-kata dalam Bahasa Inggris dengan benar.				
2.	Instruksi dalam <i>Task 5</i> mudah dipahami.				
3.	Input (transkrip pelafalan) sesuai dengan minat dan kebutuhan saya.				
4.	Input (transkrip pelafalan) menarik dan mudah dipahami.				
5.	Aktivitas dalam <i>Task 5</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
6.	Saya dapat mengucapkan kata-kata dalam Bahasa Inggris dengan tepat.				
7.	Saya dapat mengerjakan <i>Task 5</i> secara individu.				
8.	Saya dapat berpartisipasi aktif dalam mengerjakan <i>Task 5</i> .				
9.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) dan membantu kesulitan siswa (<i>fasilitator</i>) sudah efektif.				

Task 6

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 6</i> memudahkan saya untuk berlatih berbicara (<i>speaking</i>)				
2.	Instruksi dalam <i>Task 6</i> mudah dipahami.				
3.	Input (<i>conversation</i> dan ilustrasi gambar) dalam <i>Task 6</i> sesuai dengan minat dan kebutuhan saya.				
4.	Input (<i>conversation</i> dan ilustrasi gambar) dalam <i>Task 6</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
5.	Pertanyaan-pertanyaan dalam <i>Task 6</i> mudah dipahami.				
6.	Aktivitas dalam <i>Task 6</i> sesuai dengan minat dan kebutuhan saya.				
7.	Aktivitas dalam <i>Task 6</i> menarik.				
8.	<i>Task 6</i> memberikan kesempatan pada saya untuk berpartisipasi aktif.				
9.	Saya dapat mengerjakan <i>Task 6</i> secara berkelompok.				
10.	Peran guru dalam membantu siswa memahami input (<i>facilitator</i>) dan mengontrol siswa dalam mengerjakan (<i>controller</i>) sudah efektif.				

Task 7

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 7</i> dapat membantu saya dalam meningkatkan kemampuan berbicara (<i>speaking</i>) saya.				
2.	Instruksi dalam <i>Task 7</i> jelas dan mudah dipahami.				
3.	Input (<i>clue</i> dan contoh) dalam <i>Task 7</i> mudah dipahami.				
4.	Input (<i>clue</i> dan contoh) dalam <i>Task 7</i> menarik dan memotivasi saya untuk belajar Bahasa Inggris.				
5.	Aktivitas dalam <i>Task 7</i> menarik.				
6.	Aktivitas dalam <i>Task 7</i> (membuat dialog pendek tentang <i>Invitation</i>) dapat saya kerjakan dengan baik.				

(continued)

(continued)

No.	Pernyataan	SS	S	TS	STS
7.	Aktivitas dalam <i>Task 7</i> sesuai minat dan bidang saya.				
8.	Saya dapat mengerjakan <i>Task 7</i> secara berpasangab dengan baik.				
9.	<i>Task 7</i> memberi kesempatan kepada saya untuk berpartisipasi aktif dalam pembelajaran Bahasa Inggris.				
10.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) sudah cukup efektif.				

Task 8

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 8</i> dapat membantu meningkatkan kemampuan berbicara (<i>speaking</i>) saya.				
2.	Instruksi dalam <i>Task 8</i> jelas dan mudah dipahami.				
3.	Input (situasi) dalam <i>Task 8</i> mudah dipahami.				
4.	Input (situasi) dalam <i>Task 8</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
5.	Input (situasu) dalam <i>Task 8</i> sesuai dengan minat dan bidang saya.				
6.	Aktivitas dalam <i>Task 8</i> menarik.				
7.	Saya dapat mengerjakan <i>Task 8</i> (membuat <i>conversation</i> sederhana) dengan baik.				
8.	Saya dapat mengeerjakan <i>Task 8</i> (membuat <i>conversation</i> sederhana) secara berkelompok dengan baik.				
9.	<i>Task 8</i> memberi kesempatan kepada saya untuk berpartisipasi aktif dalam pembelajaran Bahasa Inggris.				
10.	Peran guru sebagi tempat untuk bertanya (<i>resource</i>) dan pemberi masukan (<i>feedback giver</i>) sudah cukup efektif.				

Task 9

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 9</i> efektif memberikan bekal kata-kata yang sulit serta transkrip pelafalan sehingga lebih mudah memahami bacaan dan cara baca yang tepat.				
2.	Instruksidalam <i>Task 9</i> jelas dan mudah dipahami.				
3.	Input (kata-kata dan trasnkrip pelafalan) dalam <i>Task 9</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Input (kata-kata dan transkrip pelafalan) sesuai dengan minat dan bidang saya.				
5.	Aktivitas dalam <i>Task 9</i> menarik.				
6.	Aktivitas dalam <i>Task 9</i> (mencari arti dalam Bahasa Indonesia) dapat saya kerjakan dengan baik.				
7.	Saya dapat mengerjakan <i>Task 9</i> secara individu dengan baik.				
8.	<i>Task 9</i> memberi kesempatan pada saya untuk berpartisipasi aktif dalam pembelajaran Bahasa Inggris.				
9.	Peran guru dalam membantu kesulitan siswa (<i>facilitator</i>) sudah cukup efektif.				

Task 10

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 10</i> dapat membatu meningkatkankemampuan mambaca (<i>reading</i>) saya.				
2.	Instruksi dalam <i>Task 10</i> jelas dan mudah dipahami.				
3.	Kata-kata dalam <i>Task 10</i> mudah dipahami.				
4.	Input (surat undangan) dalam <i>Task 10</i> menarik dan memotivasi saya untuk belajar Bahasa Inggris.				
5.	Input (surat undangan) sesuai dengan minat dan bidang saya.				
6.	Input (surat undangan) dalam <i>task 10</i> mudah dipahami.				
7.	Aktivitas dalam <i>task 10</i> menarik.				
8.	Aktivitas dalam <i>Task 10</i> (menjawab pertanyaan berdasarkan input) dapat saya kerjakan dengan baik.				
9.	Saya dapat mengerjakan <i>Task 10</i> secara mandiri dengan baik.				
10.	Peran guru dalam membantu siswa untuk memahami input (<i>facilitator</i>) sudah cukup efektif.				

Task 11

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 11</i> dapat membantu saya memahami penggunaan grammar yang dipelajari di <i>Unit 3</i> .				
2.	<i>Task 11</i> memberikan contoh grammar yang tepat.				
3.	Input (<i>modal verb</i>) dalam <i>Task 11</i> jelas dan mudah dipahami.				
4.	Input (<i>modal verb</i>) dalam <i>Task 11</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
5.	Input (<i>modal verb</i>) sesuai dengan minat dan bidang saya.				
6.	Aktivitas dalam <i>Task 11</i> menarik.				
7.	Aktivitas dalam <i>Task 11</i> (menyusun kalimat rumpang) dapat saya selesaikan dengan baik.				
8.	Saya dapat mengerjakan <i>Task 11</i> secara mandiri (individu) dengan baik.				
9.	Peran guru dalam membantu siswa untuk memahami input (<i>facilitator</i>) sudah cukup efektif.				

Task 12

No.	Pernyataan	SS	S	TS	STS
1.	Instruksi dalam <i>Task 11</i> dapat saya pahami dengan baik.				
2.	Input (bagian-bagian surat undangan) dapat membantu saya memahami bagian-bagian surat undangan.				
3.	Input (bagian-bagian surat undangan) menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Input (bagian-bagian surat undangan) sesuai dengan minat dan bidang saya.				
5.	Aktivitas dalam <i>Task 11</i> menarik.				
6.	Aktivitas dalam <i>Task 11</i> (melengkapi surat undangan) dapat saya kerjakan dengan baik.				
7.	Saya dapat mengerjakan <i>Task 11</i> secara individu dengan baik.				
8.	<i>Task 11</i> memberi kesempatan kepada saya untuk berpartisipasi aktif dalam pembelajaran Bahasa Inggris.				
9.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) sudah cukup efektif.				

Task 13

No.	Pernyataan	SS	S	TS	STS
1.	<i>Task 13</i> dapat membantu meningkatkan kemampuan menulis (<i>writing</i>) saya.				
2.	Instruksi dalam <i>Task 13</i> jelas dan mudah dipahami.				
3.	Input (situai) dalam <i>Task 13</i> mudah dipahami.				
4.	Input (situasi) dalam <i>Task 13</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
5.	Input (situasi) dalam <i>Task 13</i> sesuai dengan minat dan bidang saya.				
6.	Aktivitas dalam <i>Task 13</i> (membuat surat undangan sederhana) dapat saya kerjakan dengan baik.				
7.	Saya dapat mengerjakan <i>Task 13</i> secara individu dengan baik.				
8.	<i>Task 13</i> memberi kesempatan pada saya untuk berpartisipasi aktif dalam pembelajaran Bahasa Inggris.				
9.	Peran guru sebagai pemberi masukan (<i>feedback giver</i>) sudah cukup efektif.				

Evaluation 3

No.	Pernyataan	SS	S	TS	STS
1.	<i>Evaluation 3</i> dapat membantu meningkatkan kemampuan Bahasa Inggris saya.				
2.	Input dalam <i>Evaluation 3</i> dapat saya pahami dengan baik.				
3.	Input dalam <i>Evaluation 3</i> menarik dan memotivasi saya dalam belajar Bahasa Inggris.				
4.	Input dalam <i>Evaluation 3</i> sesuai dengan minat dan bidang saya.				
5.	Aktivitas-aktivitas dalam <i>Evaluation 3</i> dapat membantu saya untuk lebih memahami materi yang dipelajari dalam <i>Unit 3</i> .				
6.	Aktivitas-aktivitas dalam <i>Evaluation 3</i> menarik.				
7.	Saya dapat mengerjakan <i>Evaluation 3</i> secara mandiri dengan baik.				
8.	Peran guru sebagai tempat untuk bertanya (<i>resource</i>) dan mengatur jalannya pembelajaran (<i>controller</i>) sudah cukup efektif.				

INTERVIEW GUIDELINES

1. *Apakah tujuan pembelajaran untuk Task (X) tercapai (meningkatkan kemampuan listening, speaking, reading, writing, menambah perbendaharaan kata, mengucapkan kata dalam Bahasa Inggris dengan tepat, mengenal pola kalimat tertentu)?*
(Does the goal of Task (X) achieve (Improving students' listening, speaking, reading and writing skills/improving students' vocabulary mastery/pronouncing English words correctly/ comprehending sentence patterns.)
2. *Apakah input (Gambar/dialogue/daftar pertanyaan/situasi/peta/grafik/daftar kata beserta cara pelafalannya) dapat dipahami dengan baik?*
Is the input (pictures/dialogues/a list of questions/situations/maps/graphics/a list of words completed with their phonetic transcriptions.) comprehensible?
3. *Apakah aktivitas di Task (X) menarik?*
Is the activity interesting?
4. *Apakah setting (individu/berpasangan/kelompok) sudah tepat?*
Is the setting (individual work/pair work/group work) in Task (X) appropriate?
5. *Apakah Task (X) memberikan anda kesempatan untuk berpartisipasi aktif dalam kegiatan belajar dikelas?*
(Does Task (X) give opportunity to be active participants in the teaching process?)
6. *Apakah peran guru sebagai (facilitator/prompter/feedback giver/controller/resource) di Task (X) sudah tepat?*
(Does the teacher take appropriate roles (facilitator/prompter/feedback giver/controller/resource) in Task (X)?)

The result of Needs Analysis

Statements	N	Frequency	Percentage
Background of learning English			
1. What is your reason of learning English?			
a. Because I want to communicate in English both in spoken or written form.	30	25	83.3%
b. Because of the job world demands which requires people who are able to communicate in foreign language especially English.	30	10	33.3%
c. Because I want to look for information related to my skill programme (<i>Kriya Keramik</i>).	30	3	10%
d. Because I want to pass the National Examination with good scores.	30	14	46.6%
e. Etc.	30	1	3.3%
2. What about your Language proficiency level now?			
a. Novice level (mastering less of expressions, vocabulary, and grammar. The pronunciation is still influenced by mother tongue).	29	16	55.2%
b. Elementary level (mastering some of expressions and vocabulary related to the certain topics and having problem in grammar, vocabulary and pronunciation).	29	12	41.4%
c. Intermediate level (mastering English and able to communicate in English in most of topics and has minimum problem in vocabulary, grammar and pronunciation).	29	1	3.4%
3. In what situation do you need English after graduated from SMK?			
a. I need English when I meet foreigner.	30	14	46.6%

(continued)

(continued)

Statements	N	Frequency	Percentage
b. I need English to access information in English which is related to my job.	30	17	56.7%
c. I need English as one of the requirements to improve the work achievement.	30	12	40%
d. Etc.	30	4	13.3%
4. What are your problems that you have ever faced in learning English?			
a. Comprehending the meaning of English words.	30	21	70%
b. Comprehending the grammar.	30	14	46.7%
c. Making sentences in English.	30	13	43.3%
d. Expressing in English.	30	12	40%
e. Remembering the vocabulary.	30	11	36.7%
f. Reading or pronouncing words or sentences.	30	11	36.7%
g. Etc.	30	4	13.3%
Input			
5. From the following topics, which topic do you think effective and like best in learning English?			
a. Topic which is related to my skill programme.	30	11	36.7%
b. Topic which is related to the livelihood.	30	7	23.3%
c. Topic which is related to the daily life.	30	20	66.7%
d. Topic which is related to the hot issues.	30	4	13.3%
e. Etc.	30	3	10%
6. From the following input, which input do you like best and effective for learning English?			
a. Text in the form of paragraph.	30	10	33.3%
b. Written dialogue.	30	9	30%
c. Short functional texts (announcement, advertisement, memmo, map, invitation, shopping list, etc)	30	10	33.3%

(continued)

(continued)

Statements	N	Frequency	Percentage
d. Text taken from newspaper, magazine, internet, etc.	30	5	16.7%
e. Pictures or photograph.	30	22	73.3%
f. Table or graphic.	30	1	3.3%
g. Vocabulary list complete with the phonetic transcription.	30	10	33.3%
h. Grammar.	30	2	6.7%
i. Literary works (short story, poem, songs, act, etc)	30	14	46.7%
j. Powerpoints.	30	1	3.3%
k. Etc.	30	0	0%
Procedure			
7. From the following listening activities, which one do you like best?			
a. Answering questions in the form of multiple-choice based on the dialogue.	28	19	67.9%
b. Answering questions in the form of essay based on the dialogue.	28	1	3.6%
c. Taking notes while listening.	28	2	7.1%
d. Answering questions in the form true-false based on the dialogue.	28	10	35.7%
e. Completing column based on the spoken text.	28	6	21.4%
f. Completing paragraph based on the spoken text.	28	4	14.3%
g. Finding detail information while listening.	28	6	21.4%
h. Etc.	28	2	7.1%
8. How long are you going to be in the listening activity?			
a. < 2 minutes.	30	4	13.3%
b. 2 – 3 minutes.	30	8	26.7%
c. 3 – 4 minutes.	30	11	36.7%
d. > 4 minutes.	30	9	30%
9. From the following speaking activities, which one do you like best?			
a. Individual presentation.	28	1	3.6%

(continued)

(continued)

Statements	N	Frequency	Percentage
b. Having dialogue in pairs and role playing.	28	7	25%
c. Interview.	28	3	10.7%
d. Having discussion in pairs or in groups.	28	15	53.6%
e. Exchanging information.	28	10	35.7%
f. Story telling.	28	4	14.3%
g. Having opinion, advice or criticize on the certain situation.	28	6	21%
h. Describing, picture, thing or pearson.	28	11	39%
i. Explaning process (manual user).	28	5	17.9%
j. Etc.	28	0	0%
10. From the following reading activities, which one do you like best?			
a. Answering questions in the form of multiple-choice based on the text.	29	2	75.9%
b. Answering questions in the form of essay based on the text.	29	9	31%
c. Finding main idea in a paragraph.	29	3	10.3%
d. Finding the sinonym and antonym of words taking from a text.	29	2	6.9%
e. Finding main points of a text.	29	7	24.1%
f. Responding a text using true-false.	29	5	17.2%
g. Matching.	29	7	24.1%
h. Making summary.	29	0	0%
i. Etc.	29	0	0%
11. How many words are the length of the text do you prefer?			
a. > 250 words.	28	3	10.7%
b. 150 – 250 words.	28	17	60.7%
c. < 150 words.	28	10	35.7%
12. From the following writing activities, which one do you like best?			
a. Paraphrasing.	30	5	16.7%

(continued)

(continued)

Statements	N	Frequency	Percentage
b. Writing story based on the situation given.	30	4	13.3%
c. Writing story based on the picture, table, graphic, etc.	30	10	33.3%
d. Completing missing sentences.	30	7	23.3%
e. Arranging jumble sentences into a good paragraph.	30	11	36.7%
f. Fixing paragraph using correct words, punctuation and capitalisation.	30	9	30%
g. Free writing.	30	10	33.3%
h. Etc.	30	0	0%
13. From the following vocabulary activities, which one do you like best?			
a. Identifying part of speech.	30	13	43.3%
b. Finding synonym and antonym.	30	6	20%
c. Completing crosswords.	30	9	30%
d. Matching words with the definitions.	30	7	23.3%
e. Completing missing sentences using correct words.	30	7	23.3%
f. Classifying words into hypernym and hyponym.	30	5	16.7%
g. Etc.	30	1	3.3%
14. From the following grammar activity which one do you like best?			
a. Reminding tenses formula.	29	5	17.2%
b. Fixing text using correct grammar.	29	4	13.8%
c. Completing sentences using correct grammar.	29	8	27.6%
d. Making sentences based on the grammar being learn.	29	13	44.8% %
e. Integrating grammar into listening, speaking, reading and writing.	29	9	31%
f. Etc.	29	0	0%

(continued)

(continued)

Statements	N	Frequency	Percentage
15. From the following pronunciation activities, which one do you like best?			
a. Listening to the model and the repeat after the model.	30	20	66.7%
b. Reading aloud.	30	6	20%
c. Singing English songs.	30	7	23.3%
d. Etc.	30	2	6.7%
Goal			
16. The designed materials are hope to support...			
a. communicating in English both in spoken or written form.	30	24	80%
b. my work field.	30	11	36.7%
c. me to pass the National Examination.	30	18	60%
d. Etc.	30	3	10%
Setting			
17. What are the effective way in learning English?			
a. Learning individually.	29	4	13.8%
b. Learning in groups.	29	17	58.6%
c. Learning by getting help from the teacher.	29	17	58.7%
d. Learning using complete and modern facilities.	29	14	48.3%
e. Etc.	29	1	3.4%
18. How long do you need to complete a task?			
a. < 5 minutes.	29	5	17.2%
b. 5 – 10 minutes.	29	8	27.6%
c. 10 – 15 minutes.	29	12	41.4%
d. > 15 minutes.	29	3	10.3%
e. Etc.	29	3	10.3%
Learner role			
19. What are the learner role do you expected?			
a. As listeners while teacher giving explanations in front of class.	29	14	48.3%

(continued)

(continued)

Statements	N	Frequency	Percentage
b. As listeners, and then do what the teacher command.	29	10	34.5%
c. As active participants who respond to the teacher questions or explanations.	29	10	34.5%
d. As active participants, not only responding to the teacher questions and explanation but also giving advice, criticize, and opinion to the teacher.	29	8	27.6%
e. As active participants who are directly participate in the classroom activity.	29	6	20.7%
f. Etc.	29	1	3.4%
Teacher role			
20. What are the teacher role do you expected?			
a. As the laerning centre.	29	13	44.8%
b. As a facilitator.	29	1	37.9%
c. Giving oportubities to the students to have discussion to ask for and giving opinion.	29	6	20.7%
d. As motivator.	29	9	31%
e. Giving advice and criticize on the students performance.	29	15	51.7%
f. Etc.	29	0	0%

**DESIGNING ENGLISH LEARNING MATERIALS FOR GRADE X STUDENTS OF CERAMICS CRAFT SKILL
PROGRAM AT SMK N 1 ROTA BAYAT**

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. Ceramics ornaments	Which ornaments do you prefer?	Listening and Speaking Ss are able to: <ul style="list-style-type: none"> identify the expressions of preference identify the expressions of capabilities. Participate in dialogues to express preferences Participate in dialogues to express capabilities 	<ul style="list-style-type: none"> Monologues and dialogues containing the expressions of preferences and capabilities pictures Expressions of preferences and capabilities and the explanation 	Function Expressing preferences Examples: Do you prefer modern ornament to traditional ornament? Response: I prefer modern ornament to traditional ornament Expressing capabilities Examples: I can make traditional	Listening <ul style="list-style-type: none"> listening to the dialogue and then answering questions based on the dialogue Completing dialogue while listening Studying expressions of preferences and capabilities and then completing dialogue Studying dialogue and

		<p>Reading and Writing Ss are able to:</p> <ul style="list-style-type: none"> comprehend the descriptive text Write down their preferences <p>Grammar Ss are able to</p>	<ul style="list-style-type: none"> Descriptive text: traditional ceramics ornaments in Indonesia pictures Formula of conditional 	<p>ornaments. I can't use combing technique in decorating ceramic.</p> <p>Grammar Conditional type 1 Example: If I can't use centering technique to the clay body, I will fail in the final exam.</p> <p>Vocabulary Words related to the expressions of preference, capabilities as well as ceramics terms Examples: prefer, capability, centering, ornament, etc.</p>	<p>then completing comprehension questions</p> <ul style="list-style-type: none"> Making short dialogue based on the pictures given. Making short dialogue based on the situation given. <p>Reading and Writing</p> <ul style="list-style-type: none"> Reading text and then answering comprehension questions Describing things based on the clues given. Describing things and then expressing preferences <p>Grammar</p> <ul style="list-style-type: none"> Studying the
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		<ul style="list-style-type: none"> comprehend the use of conditional sentence type 1. <p>Vocabulary Ss are able to</p> <ul style="list-style-type: none"> comprehend the terms related to the ceramics <p>Pronunciation Ss are able to:</p> <ul style="list-style-type: none"> pronounce can and can't. 	<p>sentences type 1.</p> <ul style="list-style-type: none"> Phonetic transcript of can and can't 		<p>expalantion about conditional sentences type 1 and then making simple sentences using the formula of conditional sentences type 1</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Matching the words and the definition <p>Pronunciation</p> <ul style="list-style-type: none"> aloud dialogue containing the expressions of can and can't
2. Cramics museum	How do I get to the ceramics museum?	<p>Listening and Speaking Ss are able to:</p> <ul style="list-style-type: none"> Give response to the expressions of 	<ul style="list-style-type: none"> Dialogue and monologues containing the expressions of asking for and 	<p>Function Expressing asking for direction Example: Can you tell me how</p>	<p>Listening and Speaking</p> <ul style="list-style-type: none"> listening to the dialogue and then answering

		<p>asking for and giving direction.</p> <ul style="list-style-type: none"> • identify the expression of asking for and giving direction. • participate in dialogue to express asking for direction • participate in dialogues to express giving direction 	<p>giving directions</p> <ul style="list-style-type: none"> • Expressions of asking for and giving directions and the explanation • Map • pictures <ul style="list-style-type: none"> • Dialogues containing the expressions of asking for and giving direction • Map • Descriptive text: The Schein-Joseph International Museum of Ceramic Art 	<p>to get to the ceramics museum? Where is the nearest ceramics gallery?</p> <p>Expressing giving direction Example: Go straight ahead. Turn left. Cross the street.</p> <p>Grammar Preposition at, in, on (place) Joe is in the gallery. Alice has a wonderful old ceramics on the table. I'll see you this evening at Kasongan.</p> <p>Vocabulary Words or phrases related to the</p>	<p>questions based on the dialogue</p> <ul style="list-style-type: none"> • listening to the monologue and then choosing the correct pictures of direction • studying the expressions of asking for and giving direction and then identifying the expressions • studying the dialogue and then answering questions based on the dialogue • Completing the dialogue by choosing the expressions in the box and then practice • Making short dialogue
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		<p>Reading and Writing Ss are able to:</p> <ul style="list-style-type: none"> comprehend the descriptive text write direction based on the map. ask for and give direction in written form. <p>Grammar Ss are able to:</p> <ul style="list-style-type: none"> comprehend the use of preposition at, in, on (place). 	<p>Preposition of place (at, in, on) and the explanation</p> <p>Words related to the expressions of asking for and giving direction as well as ceramics</p>	<p>expressions of asking for and giving direction as well as ceramics term Examples: Go down, turn left, ceramics exhibition, art show, etc</p>	<p>containing the expressions of asking for and giving direction based on the map</p> <p>Reading and Writing</p> <ul style="list-style-type: none"> Reading text and then answering questions based on the text Describing things based on the clues given. Writing short paragraph to describe thing. <p>Grammar</p> <ul style="list-style-type: none"> Studying the explanation of preposition at, in, on (place) and then completing sentences using preposition at, in, on (place)
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		Vocabulary Ss are able to: <ul style="list-style-type: none"> find meaning of foreign words related to the expressions of asking for and giving direction and ceramics. 	terms		Vocabulary <ul style="list-style-type: none"> Finding meaning of difficult words
3. Invitation letter	I want to invite you to my gallery	Listening and Speaking Ss are able to: <ul style="list-style-type: none"> Identify the expression of inviting someone, declining and accepting an invitation. Express inviting someone, declining and accepting an invitation. Participate in a dialogue to express inviting someone, declining and 	Dialogues containing expressions of inviting someone, declining and accepting an invitation	Function Expressing inviting someone Examples: Would you like to come to the ceramics art show? Why don't you come to the decorating ceramics competition? Expressing declining an invitation Examples: I'm very sorry, I don't think I can. Thank you for asking me, but I	Listening and Speaking <ul style="list-style-type: none"> Listening to the dialogue and then answering questions based on the dialogue Listening to dialogues and then complete the missing expressions after that practicing the dialogue Studying the expressions of making, accepting and declining

		<p>accepting an invitation</p>	<p>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>Grammar Preposition at, in , on (time) Examples: I'll pick you up at 4.15. The ceramics exhibition is on June 23rd. Africa makes the first ceramics in the 7th century.</p> <p>Vocabulary Words related to the expressions of</p>	<p>invitation and then identifying the expressions</p> <ul style="list-style-type: none"> Studying the conversation and then answering questions based on the conversation Making dialogue about invitation based on the situation given and then acting out the dialogue Making short dialogue based on the clues given and then act the dialogue out. <p>Reading and Writing</p> <ul style="list-style-type: none"> Studying the invitation letter and reply of an invitation letter
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		<p>invitation letter.</p> <ul style="list-style-type: none"> • write simple invitation letter. • write reply of an invitation letter. <p>Grammar Ss are able to:</p> <ul style="list-style-type: none"> • comprehend the use Modal Verb (will, would, could) <p>Vocabulary Ss are able to:</p> <ul style="list-style-type: none"> • find meaning of certain words related to the inviting someone, declining, and accepting an invitation. 	<p>Modal Verb (will, would, could) and the explanation</p>	<p>inviting someone, declining and accepting an invitation Examples: Invite, decline, accept, pleasure, regards, sincerely, great, etc.</p>	<p>after that answering questiond based on the letter</p> <ul style="list-style-type: none"> • Studying the part of an invitation letter and then arranging jumbled sentences into a good invitation letter • Writing an invitation letter based on the situation given <p>Grammar</p> <ul style="list-style-type: none"> • Studying the explanation of Modal Verb and then arranging jumbled sentences <p>Vocabulary</p> <ul style="list-style-type: none"> • Finding the Indonesian meaning
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UNIT 1

WHICH ORNAMENTS DO YOU PREFER?

Life is full of choices. What will you do when you have many choices? How do you express your preferences? In this unit you will learn how to express preferences as well as capabilities.



LEAD-IN

Task 1

Study the pictures below and then answer the questions.



Picture. 1.1



Picture. 1. 2

Source: [www.canadiandesignresource.ca]

Questions

1. What do you see in picture 1.1 and 1.2?
2. Which one do you prefer?
3. How do you express your preference?
4. Can you make a ceramics flower vase?
5. What do you say if you are capable of making a ceramics flower vase?



LESSON PROPER

FOCUS ON LISTENING AND SPEAKING

Task 2

Listen to the dialogue between a shopkeeper and a woman and then answer the questions. The listening script is in the Appendix.

Questions

- Where does the dialogue probably take place?
 - Ceramics gallery
 - Ceramics exhibition
 - Ceramics workshop
 - Ceramics museum
- What does the woman want to buy?
 - A plate
 - A jar
 - A flower vase
 - A modern ornaments
- How does the shopkeeper ask the woman's preference?
 - What would you like to buy?
 - Can you make a ceramics plate?
 - Would you prefer a flower vase or a jar?
 - How long do I have to wait for the plate?
- Who is capable of making a ceramics plate?
 - The shopkeeper
 - Mr. Kawasaki
 - The woman
 - The artist
- How long does the woman have to wait for the plate?
 - Next week
 - This week
 - Two weeks
 - A week

Task 3

Listen to the dialogues carefully and then complete the dialogues. The listening script is in the Appendix.

- | | | |
|---------|---|---|
| Fatimah | : | _____ modern ceramics ornaments? |
| Zahra | : | Because it's wonderful. It makes ceramics more beautiful. |
| Fatimah | : | _____ traditional ceramics ornaments? |
| Zahra | : | Nice, it's _____. |
| Fatimah | : | I need a ceramics plate with modern ornaments. _____? |
| Zahra | : | Ok Fatimah. _____ make it for you. |
- | | | |
|---------|---|--|
| Teacher | : | What do you do in your _____, Lusi? |
| Lusi | : | I like _____, Sir. |
| Teacher | : | _____ reading novel or painting? |
| Lusi | : | I'd prefer painting, Sir. |
| Teacher | : | Are you able to _____ painting with any art? |
| Lusi | : | Yes, Sir. I can make _____. |

Task 4

In pairs, study the expressions below and then complete the dialogues with the appropriate expressions.

EXPRESSIONS OF PREFERENCES

Preferences	Responses
Would you prefer drawing scenery or ornaments?	I'd prefer drawing ceramics ornaments.
Do you prefer modern ornaments or traditional ornaments?	I prefer modern ornaments to traditional ornaments.
Would you like to visit Pagerjurang or Kasongan?	I like design ceramics than painting.
Would you rather design ceramics or batik?	I like both.
What would you rather do: painting or singing?	I don't like either of them.
Do you like ceramics better than batik?	Neither. I prefer design ceramics.
Which one do you prefer a ceramics jar or a vase?	I would rather watch ceramics art show than music concert.

EXPRESSIONS OF CAPABILITIES

Examples
I can make ceramics very well.
I can't decorate ceramics at all.
I managed to make 100 flower vases yesterday.
I couldn't make ceramics when I was a child.
I'm able to make a ceramics plate in minutes.
I was able to make ceramics when I was 3 years.

- Jonathan Fauzi

Are you good enough in art ceramics painting? No,

How about making ceramics?
- Anantha Ramadhan

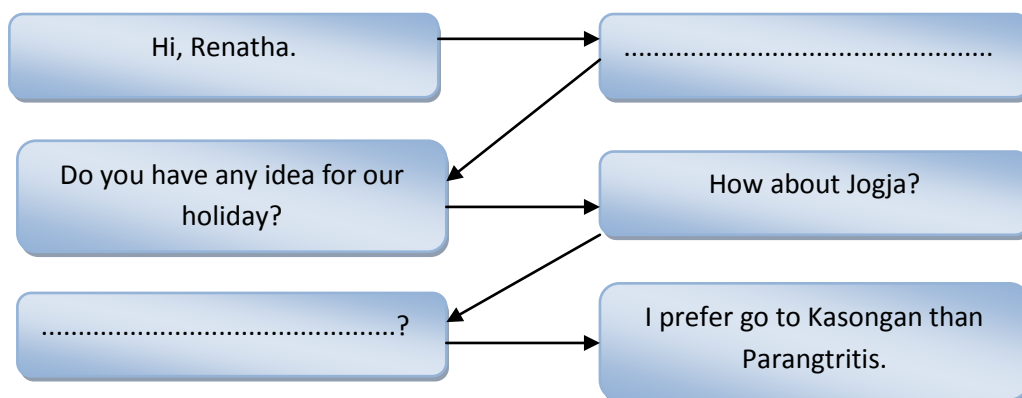
Would you prefer yogyakarta ornaments or Central Java ornaments?

.....? I can make Central java ornaments very well.

3.

Maria

Renatha



HOW DO YOU PRONOUNCE IT?

Task 5

In pairs, study the explanation below and then read aloud the sentences that follow.

In expressing capabilities you find the word *can* and *can't*. How do you pronounce it?

can

can't

/kæn/

/kɑ :nt/

A

B

I can decorate ceramics very well.

I can't make ceramics at all.

Can you slab the clay?

No, I can't.

Anisa can make a beautiful ceramics.

She can't paint well.

Task 6

Study the dialogue below and then answer the questions.

Kayla : There's an art competition on Saturday. Let's enter.

Philip : Can you tell me what kind of competition it is?

Kayla : It is a competition to find talented people in art.

In this competition there are painting, ceramics art, wooden craft, and batik art.

Philip : I can't enter the art competition.

Kayla : You can make ceramics very well and painting also.

Would you prefer painting or making ceramics?

Philip : I'd prefer making ceramics to painting. Well, you can enter the competition, too.

Kayla : Oh, no. I can't make ceramics or painting but I can design Batik.

Philip : So maybe we can enter the competition.

Kayla : Sure. Why not?

Philip : Ok. Let's practise tomorrow!

Questions

1. What are Philip's capabilities?
2. What does Philip's preference?
3. How does Philip express his preference?
4. How does Kayla express her ability?
5. When will they do practise?

Task 7

In pairs, study the pictures below and then make a short dialogue. Study the example.

1. Yogyakarta's ornaments/can

Yogyakarta's ornament



Picture 1.3

Sumatra's ornament



Picture 1.4

Source:[Kriya Keramik Jilid 1]

A: Would you prefer Yogyakarta's ornament or Sumatra's ornament?

B: I'd prefer Yogyakarta's ornament to Sumatra's ornament.

A: Can you make Yogyakarta's ornaments?

B: Of course, I can make it very well.

2. Modern ornament/can

Modern ornament



Picture 1.5

Source:[Kriya Keramik Jilid 1]

Traditional ornament



Picture 1.6

3. blue mug/can

blue mug



Picture 1.7

Source:[<http://blog.washingtonpost.com>]

white mug



Picture 1.8

Source:[<http://abbysimon.com>]

4. jigger jelly/can't

open-bowl with ornament



Picture 1.9

Source:[www.nicolarichardceramics.co.uk]

jigger jelly open-bowl



Picture 1.10

Source:[www.charlottejonesceramics.co.uk]

Task 8

In pairs, make a short dialogue based on the situation below and then act out the dialogue.

You want to decorate your new house with ceramics products, but you are confused of choosing modern ceramics or traditional ceramics. Call your friend who is a ceramics artist. He/She prefer to use modern ceramics to traditional ceramics, because he/she is able to make it. Ask him to make the modern one for you.

The one of the earliest form of jar is made by clay using coiling technique in ancient Egypt called canopic jars



Source: [www.isgoodstuff.com]

Do you know?



FOCUS ON READING AND WRITING

Task 9

Read the text carefully and then answer the questions.

TRADITIONAL CERAMICS ORNAMENTS IN INDONESIA



Traditional ornament from Bali



Traditional ornament from Jepara

Ornaments in ceramics are a decoration element to make ceramics more interesting and beautiful. Traditional ornaments are usually in the form of symbols. Each symbol has different meanings and values depending on the culture in which the ornaments are developed.

There have been many traditional ornaments since pre-historic era. The general characteristics of traditional ornaments are the line is spontaneous, without perspective, and have limited colours for examples brown, red, black and white.

In Indonesia, traditional ceramics ornaments still exist. The traditional ceramics ornaments in today's society have specific characteristics. They are homogenous, collective or combination of some motifs from different culture, and simple.

Adapted from: Kriya Keramik Jilid 1

Questions

1. What is the main idea of the first paragraph?
2. When the traditional ceramics ornaments discover?
3. How many colours do the traditional ornaments have? Mention the colours?
4. Which one do you prefer ornament from Bali or Jepara?
5. Mention the specific characteristics of traditional ceramics ornaments in Indonesia?




Task 10



Match the verb in column A with the definition in column B. Look at the example.

A	B
coiling /kɔɪlɪŋ/ <i>verb</i>	Proses penyiapan tanah liat yang berbeda kondisi atau warna secara manual dengan cara pengulian dan pengirisan.
coning /kəʊnɪŋ/ <i>verb</i>	Tahap pembentukan tanah liat plastis menjadi bentuk seperti kerucut pada teknik putar.
wedging /wedʒɪŋ/ <i>verb</i>	Proses pembentukan benda keramik di atas alat putar yang berputar dengan kecepatan konstan.
throwing /θrəʊɪŋ/ <i>verb</i>	Tahap pemusatan tanah liat plastis di atas putaran dengan cara menekan tanah liat.
centering /ˈsen.təɪŋ/ <i>verb</i>	Teknik pembentukan keramik dengan tangan yang menggunakan tanah liat yang dibuat pilinan.

Task 11

The following tools is used to make ceramics. Describe the tools by using the clues given. Look at the example.

Tools	Descriptions
<p>1.</p>  <p>wooden</p> <p>wire cutter long: 40 cm wedge the clay stainless steel and</p> <p>Picture 1.11 Source: [Kriya Keramik Jilid 2]</p>	<p>It is a wire cutter. It has 40 cm in length. The function of this tool is to wedge the clay body plastis. It's made from stainless steel wire and wooden as the handle.</p>
<p>2.</p>  <p>slab roller slab the clay long: 50 cm diameter: 5,5 cm sawo wooden</p> <p>Picture 1.12 Source: [Kriya Keramik Jilid 2]</p>	
<p>3.</p>  <p>hand</p> <p>hand wheel form ceramics manually control by</p> <p>diameter: 25-40 cm aluminium</p> <p>Picture 1.13 Source: [Kriya Keramik Jilid 2]</p>	

4.	 <p>turning lathe form and make details total long: 24,5 cm iron and wooden</p> <p><i>Picture 1.14 Source:[Kriya Keramik Jilid 2]</i></p>	
5.	 <p>diameter</p> <p>caliper count ceramics' long: 20-30 cm alumunium or plastic</p> <p><i>Picture 1.15 Source:[Kriya Keramik Jilid 2]</i></p>	

Task 12

Study the explanation below and then answer the questions. Look at the example.

CONDITIONAL SENTENCE TYPE 1

A conditional sentence typically consists of an if-clause (which presents a condition) and result clause. Example: If it rains, the street gets wet.

CONDITIONAL SENTENCE TYPE 1			
Situation	If-clause	Result clause	Examples
True in the present/future	Simple present	Simple present	If I have enough time, I make ceramics every day.
		Will + simple form	If I have gallery, I will sell my ceramics

The result clause has various possible verb forms. A result clause can be:

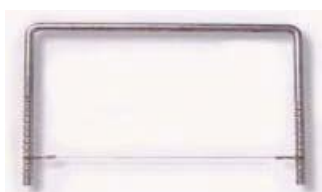
1. The simple present, to express a habitual activity.
Example: If I don't practice everyday, I can't make ceramics very well.
2. Either the simple present or the simple future, to express an established, predictable fact or general truth.
Examples: If the clay body is not mixture, the ceramics gets worst.
If the clay body is not mixture, the ceramics will get worst.
3. the simple future, to express a particular activity or situation in the future.
Example: If I don't submit the ceramics tomorrow morning, I will get bad mark in ceramics class.

Questions

1. If you have time tomorrow, what will you do?
If I have time tomorrow, I will make ceramics.
2. If the gallery closes tomorrow, what are you going to do?
3. If you take clay into high temperature, what happens?
4. If you carry a huge ceramics, what does your heart do?
5. If I visit your town to look for ceramics, tell me where to go?

Task 13

Study the pictures below and then describe them. Don't forget to choose one of the tools using the expressions of preferences and the reason to choose the tool.



Picture 1.16 Source:[Kriya Keramik Jilid 2]



Picture 1.17 Source:[Kriya Keramik Jilid 2]

Your preferences:

The reason:

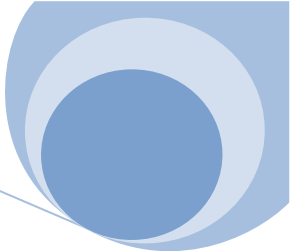
EVALUATION 1

Listening section for number 1 – 5. Listen to the dialogue carefully and then answer the question by crossing the correct answer A, B, C or D. The listening script is in the Appendix.

1. What they want to do on holiday?
 - A. Shopping
 - B. Hunting ceramics
 - C. Visiting ceramics instructor
 - D. Visiting Kasongan
2. Which one does Miranda like better?
 - A. Go to Pagerjurang
 - B. Go to Kasongan
 - C. Go to ceramics museum
 - D. Go to art market
3. Activity that they can do in Pagerjurang. **Except.**
 - A. Visiting ceramics museum
 - B. Making ceramics
 - C. Selling ceramics
 - D. Buying ceramics
4. Who are disable of making ceramics?
 - A. Miranda
 - B. Marisa
 - C. Both Miranda and Marisa
 - D. Instructor
5. In What occasion they want to go to Pagerjurang?
 - A. After shopping
 - B. Before going to Kasongan
 - C. After visiting ceramics museum
 - D. During holiday

Choose the correct answer A, B, C or D

6. I _____ ceramics when I was in Elementary school.
 - A. Couldn't make
 - B. Can't make
 - C. Couldn't able to
 - D. Couldn't be made

- 
7. Mrs. Nikita : Class, _____ your ceramics products today instead of tomorrow? I'm afraid I won't be available tomorrow.
- A. Could you submit
 - B. Are you able to submit
 - C. Can you submit
 - D. Were you able to submit
8. Frendy: What would you like to do first, Maria?
Slab the clay or coil the clay?
Maria: _____
- A. I prefer to coil the clay then to slab the clay.
 - B. I'd rather coil the clay first than slab the clay.
 - C. I like coiling the clay.
 - D. I don't like doing them, either.
9. Do you want to visit this ceramics gallery or that one?
- A. I prefer to visit the other one.
 - B. I think I'd rather visit no ceramics gallery
 - C. I haven't visited it yet.
 - D. I think I like this one better than that one.

Read the text below and then choose the correct answer A, B, C or D.

TECHNIQUES IN MAKING CERAMICS

There are three basic techniques in making ceramics. The first technique is coiling technique. Coiling technique is a technique used in hand building of clay ceramics. As compared to make cylindrical and roundish shape using wheel throwing, this technique is more suitable to make objects with unique shapes, figurines and even sculpture.

Secondly is pinching technique. Pinching technique is the most ancient hand building technique to create a simple pot from soft clay. This is also a technique learned by pottery students in their very beginning of pottery class. In this technique, having a shape in mind before start to work on the clay is important, because the clay is very easy to take its own direction

The last is slab building technique. Hand building pottery using slab building technique is an exciting way to create shape that could never be produced using a potter's wheel. Ceramics works which create using this technique would be difficult to achieve even with coiling technique. Slab-building techniques were used extensively by Mesoamerican Pre-Columbian potters, with some very beautiful results. Today, slab-building technique becomes popular.

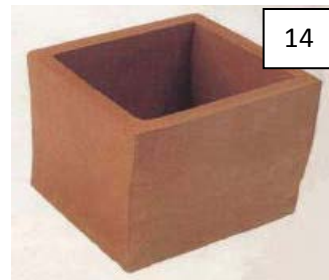
Adapted from: www.goodstuff.com

10. Which one is the most difficult technique in making ceramics?
- A. Coiling
 - B. Pinching
 - C. Slabing
 - D. Centering
11. What is the main idea of paragraph 2?
- A. Pinching technique is the most ancient hand building technique.
 - B. Pinching technique is the first technique which is learns in pottery class.
 - C. Pinching technique is the easiest technique in making ceramics.
 - D. Making ceramics using pinching technique is fun.
12. This technique are mention in the text, except.
- A. Coiling
 - B. Centring
 - C. Pinching
 - D. Slabing

Decide the techniques used in creating the objects below and then describe the techniques briefly.



Picture 1.18



Picture 1.19



Picture 1.20

Source:[Kriya Keramik Jilid 2]

REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Expressing capabilities and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

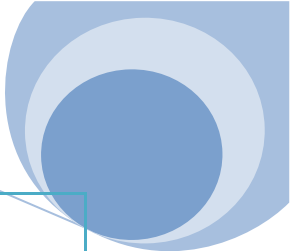
In this unit you learn:

Expressing capabilities, for examples:

Examples
I can make ceramics very well.
I can't decorate ceramics at all.
I managed to make 100 flower vases yesterday.
I couldn't make ceramics when I was a child.
I'm able to make a ceramics plate in minutes.
I was able to make ceramics when I was 3 years.

Expressing preferences, for examples:

Preferences	Responses
Would you prefer drawing scenery or ornaments?	I'd prefer drawing ceramics ornaments.
Do you prefer modern ornaments or traditional ornaments?	I prefer modern ornaments to traditional ornaments.
Would you like to visit Pagerjuran or	I like design ceramics than painting.
	I like both.



<p>Kasongan?</p> <p>Would you rather design ceramics or batik?</p> <p>What would you rather do: painting or singing?</p> <p>Do you like ceramics better than batik?</p> <p>Which one do you prefer a ceramics jar or a vase?</p>	<p>I don't like either of them.</p> <p>Neither. I prefer design ceramics.</p> <p>I would rather watch ceramics art show than music concert.</p>
--	---

Sentence pattern

CONDITIONAL SENTENCE TYPE 1			
Situation	If-clause	Result clause	Examples
True in the present/future	Simple present	Simple present	If I have enough time, I make ceramics every day.
		Will + simple form	If I have gallery, I will sell my ceramics

UNIT 2

HOW DO I GET TO THE CERAMICS MUSEUM?



Picture 2.01[source: www.cahlorrel.blogspot.com]

You want to go somewhere, but you don't know how to get there. Then, sometimes you may also meet someone who gets lost. What will you do? Do you know how to ask for and give directions? In this unit, you will learn how to ask for and give directions.



Lead-in

Task 1

Answer the following questions based on your experiences.

1. Have you ever gone to a place that you never knew before?
2. Have you ever get lost?
3. What will you do when you get lost?
4. Have you ever met someone getting lost?
5. What will you do when someone asks you how to get to a place?



Picture 2.02[source: www.bogglesworldesl.com]



Lesson Proper

FOCUS ON LISTENING AND SPEAKING

Task 2

Listen to the dialogue carefully and then answer the questions. Do it individually. The listening script is in the Appendix.

Questions

1. Where does Endita want to go?
2. Whom does she ask the directions to?
3. How does Endita ask the directions?
4. How does Endita go to the ceramics gallery?
5. How long does it take to go there?

Task 3

Listen to the expressions carefully and then write down the expressions under the correct pictures. The listening script is in the Appendix.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____

Task 4

Study the expressions below. After that, listen to the expressions carefully and then identify the expressions by putting check (✓) on the following options. The listening script is in the Appendix.

In your future job as businessman, you may go to a place that you don't know before. How do you ask for the directions when you get lost? Let's take a look at the expressions of asking for and giving directions.

Asking for direction	Giving direction
<ul style="list-style-type: none"> • Could you tell me how to get to the Ceramics Museum? • Do you know where the ceramics gallery is? • I'm looking for this address. • Can I ask you how to get to the nearest art store please? • Is there any ceramics store around here? • Would/Could you direct me to the Pandanaran Ceramics? • Which way do I go to get to Ceramics School? • What is the best way o get to the ceramics gallery? 	<ul style="list-style-type: none"> • Take this road, go down there. • Take the first on the left. • Take the second on the right. • Turn right at the cross roads. • It's just round the corner. • It's next to the Graha Hotel. • Follow this road. • Cross the street.

- ☐ Asking for a direction
☐ Giving a direction
- ☐ Asking for a direction
☐ Giving a direction
- ☐ Asking for a direction
☐ Giving a direction
- ☐ Asking for a direction
☐ Giving a direction
- ☐ Asking for a direction
☐ Giving a direction

HOW DO YOU PRONOUNCE IT?

Task 5

Study the explanation below and then read aloud the following sentences.

In asking for and giving directions you find the word *way*. How is it different from *why*?

Way
/weɪ/

why
/waɪ/

- Can you show me the way to the ceramics museum?
- Why does the gallery close?
- Follow this way.
- Why don't you tell me the way how to get there?

Task 6

In pairs, study the the dialogue below and then answer the following questions.

Mr. Ervano is a ceramics collector. He wants to visit the ceramics exhibition, but he doesn't know how to get there.

Mr. Ervano : Excuse me. Can you help me? Do you know where the Ceramics Exhibition is?

Woman : Well, there's a Ceramics Exhibition at Seraton Hotel

Mr. Ervano : Where is Seraton Hotel?

Woman : Just go straight the main street, turn right at the T-junction; the Seraton Hotel is next to the City Bank. You can't miss it.

Mr. Ervano : Thanks a lot.

Questions

1. What is Mr. Ervano?
2. Where does he want to go?
3. Whom does he ask the directions to?
4. Where does the ceramics exhibition take place?
5. Woman said "Just go straight the main street, turn right at the T-junction; the Seraton Hotel is next to the City Bank. You can't miss it." What expression is it?

Task 7

In pairs, complete the dialogues with the appropriate words in the box and then act out the dialogues.

from	straight	where's	looking	help	beside
where	go	left	foot	corner	miss
		next	can	buy	

- A: You look lost. Can I _____ you?

B: Yeah. I'm _____ for the Ceramics Museum. Do you know _____ is it?

A: It's on the _____ of Clay Street and 22nd Avenue. It's _____ to the Art Gallery. You can't _____ it.
- A: Do you know where I can _____ art souvenir.

B: Sure. You _____ try the Kendi Gallery.

A: _____ that?

B: It's on 2nd Avenue _____ the World Theatre.

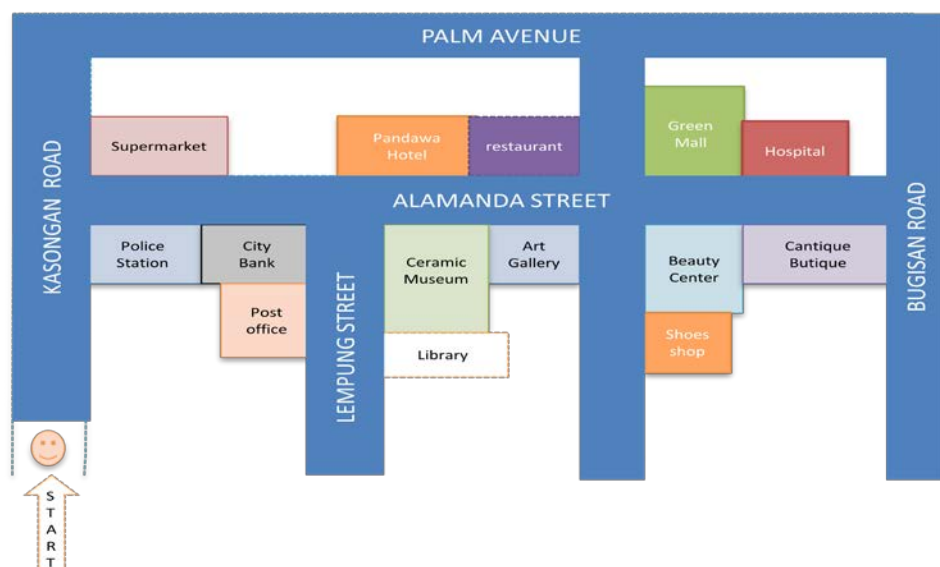
A: Thanks.

B: No problem
- A: Can I _____ to the Harlton Hotel _____ here on _____?

B: Sure. It's not that far. Just go _____ 4th Avenue to Main Street. Turn _____ on Main. It should be on your right.

Task 8

In pairs, study the map carefully and then make a short dialogue based on the clues given. Act out the dialogue in front of the class. Look at the example.



1. Pandawa Hotel

A: Can you tell me how to get to the Pandawa Hotel?

B: Just go down to the Kasongan road, take the first turning on Alamanda Street, stop before the crossroads. Pandawa Hotel is on your right, beside the restaurant.

2. Ceramics gallery

3. Green mall

4. Library

5. Hospital

FOCUS ON READING AND WRITING

Task 9

The following words will help you to do the next activities. Find the meaning of the words in your dictionary.

WORDS	MEANINGS
establish /ɪ'stæb.lɪʃ/ <i>verb</i>
founder /'faʊn.də / <i>noun</i>
research /rɪ 'sɜːtʃ/ <i>noun</i>
component /kəm'pəʊ.nənt/ <i>noun</i>
famous /'feɪ.məs/ <i>adjective</i>
exhibition /,ek.sɪ 'bɪʃ . ə n/ <i>noun</i>
teapot /'tiː.pɒt/ <i>noun</i>
space /speɪs/ <i>noun</i>
surface /'sɜːfɪs/ <i>noun</i>
exact /ɪg 'zækt/ <i>adjective</i>
clay /kleɪ/ <i>noun</i>

Fun Space

Tongue twister

Peter Piper picked a peck of pickled peppers,
if Peter Piper picked a peck of pickled peppers,
where's the peck of pickled peppers Peter Piper picked?

Task 10

Read the text below and then answer the questions based on the text.

The Schein-Joseph International Museum of Ceramic Art



Picture 2.03



picture 2.04

Source: www.google.co.id

The Schein-Joseph International museum of Ceramics Art was formally established in 1991. Charles Fergus Binns is the founder. The museum is located in a Temporary Gallery in Binns-Meril building on the Alfred University Campus.

The collection is around 8.000 ceramics and glass objects. The museum is a teaching and research facility which act as one of the educational components of the New York State College of Ceramics at Alfred University.

The museum is very famous in the world. There are many ceramics collection produce by professional ceramics artist. Maija Grotell, Arthur Eugene Baggs and R. Guy Cowan are professional ceramics artists whose works are in the museum.

Questions

1. Where does the Schein-Joseph International museum of Ceramics Art take place?
2. How many object does the museum have?
3. What is the function of the museum for Alfred University?
4. When the museum establish?
5. Who is the founder of the Schein-Joseph International museum of Ceramics Art?

Task 11

If you are a ceramics artist, How do you describe your ceramics? In group of three, describe the things below. Look at the example.

PICTURES	DESCRIPTION
 <p>Picture 2.05[source: steve@steveirvine.c]</p>	<ul style="list-style-type: none">• It is a teapot.• Its colour is blue.• It shaped using slab-building technique.
 <p>Picture 2.06[source: chemstryland.com]</p>	
 <p>Picture 2.07[source: ceramics studio's collections]</p>	

Task 12

Choose one of the pictures in task 11 and then make a short paragraph to describe the picture.

GRAMMAR FOCUS

Task 13

Study the explanation below and then complete the sentences with **at**, **in**, or **on**.

PREPOSITION

at, in and on (place)

use:

in

for 3 dimensional spaces like boxes, rooms, town or garden

example: Susan is in the workshop.

on

for 2 dimensional surfaces like floors, tables or walls

example: The clay is on the floor.

at

for a place when the exact position is not very important

example: I saw Rina at the art market.

1. They made the ceramics ___ Clay Gallery.
2. I saw them ___ the Ceramics Museum.
3. The flower vase is ___ the floor.
4. There was a painting ___ the wall.
5. I put the clay ___ the table.
6. Mary is not ___ work today, she is ___ home.
7. The key of the art store is ___ my pocket.
8. He was waiting for me ___ Kasongan.
9. I meet him ___ Pagerjurang.

FUN SPACE: WISE WORD

The pessimist sees difficulty in every opportunity.

The optimist sees the opportunity in every difficulty

EVALUATION 2

Listening section for number 1-5. Study the map before listening. After that listen to the speaker giving directions to different places on the map and then choose the right number of the building. The listening script is in the Appendix.



1. A. 18
B. 19
C. 20
D. 21
2. A. 1
B. 2
C. 3
D. 4
3. A. 11
B. 12
- C. 13
D. 14
4. A. 12
B. 13
C. 14
D. 15
5. A. 11
B. 12
C. 13
D. 14

Complete the dialogues by crossing the correct answer A, B, C or D for number 6 – 13.

6. Amara: Do you know where the nearest ceramics gallery is?
Rama:
A. Go straight along this way. The gallery is on the left corner of the intersection.
B. Go down this way. You will find the crossroad.
C. Go along the street I'll meet you there.
D. Go to the shop and buy all you need.

7. Ardita:

Dino: Just follow this way. The ceramics museum is the second building on your right.

- A. How should I know something like that?
- B. How far is it from here?
- C. How do you know?
- D. How do I get to the Ceramics museum?

Dialogue for number 8-10

Abraham : Excuse me, Sir. Can you help me?

Policeman : Yes, Sir. (8) ____?

Abraham : I'm lost. (9) ____?

Policeman : Just go (10) ____ this way, turn right at the T-junction.

The ceramics museum is the second building on your right.

- 8. A. What are you doing?
- B. What can I do for you?
- C. What's wrong with you?
- D. What's your name?
- 9. A. Can you show me your house?
- B. Can you help me to find the art store?
- C. Can you show me the way to the ceramics museum?
- D. Can you show me the way to the bank?
- 10. A. straight
- B. home
- C. away
- D. stand

Dialogue for number 11 – 13.

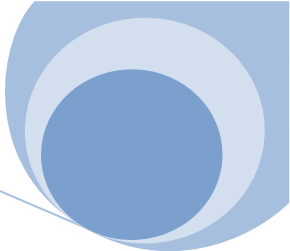
Woman: Do you know where the nearest art store is?

Policeman: there is an art store (1) ____ Java Mall.

Woman: does it open (2) ____ Sunday?

Policeman: Yes, it opens (3) ____ 09:00 o'clock.

- 11. A. at
- B. in
- C. on
- D. beside
- 12. A. at
- B. in
- C. on
- D. beside
- 13. A. at
- B. in
- C. on
- D. beside



Reading section for number 14-14.

Read the text below and then answer the following questions.

MY UNCLE'S GALLERY

There are four rooms in my uncle's Gallery. They are living room, bath room, workshop, and store. There is a sofa and armchair in the living room. There is a desk here with the computer on it. A television is opposite the computer. In the bath room, there is no bath here, but there is a big shower. There is a toilet and a washbasin, too. There is a big mirror on the wall. There are a lot of selves full of ceramics in the store. We sell ceramics here, so there is a small cashier desk with the chair. The most crowded room is workshop. There is a big cupboard with many kinds of ceramics tools in it, an electronic ceramics burner in the corner, a huge of clay on the floor and a clock hanging on the wall.

14. How many rooms are there in the gallery?
 - A. two
 - B. three
 - C. four
 - D. five
15. Where is the computer?
 - A. In the living room
 - B. In the workshop
 - C. In the store
 - D. In the bathroom
16. Is there any shower in the bathroom?
 - A. Yes, there are two showers in the bathroom.
 - B. No, there is no shower in the bathroom.
 - C. Yes, there is a big shower in the bathroom.
 - D. No, it is not.
17. Things that you can find in the workshop. **Except.**
 - A. clock
 - B. cupboard
 - C. computer
 - D. clay

Describe the picture below in three sentences.



Pic. 2.08 [Source:www.ceramic_jewellery.com]

18. _____

19. _____

20. _____

REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Asking for and giving directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

In this unit you learn

Asking for and giving directions, for examples:

Asking for direction	Giving direction
<ul style="list-style-type: none"> • Could you tell me how to get to the Ceramics Museum? • Do you know where the ceramics gallery is? • I'm looking for this address. • Can I ask you how to get to the nearest art store please? • Is there any ceramics store around here? • Would/Could you direct me to the Pandanaran Ceramics? • Which way do I go to get to Ceramics School? • What is the best way to get to the ceramics gallery? 	<ul style="list-style-type: none"> • Take this road, go down there. • Take the first on the left. • Take the second on the right. • Turn right at the cross roads. • It's just round the corner. • It's next to the Graha Hotel. • Follow this road. • Cross the street.

Preposition of place, for examples:

PREPOSITION
at, in and on (place)
<p>use:</p> <p>in for 3 dimensional spaces like boxes, rooms, town or garden example: Susan is in the workshop.</p> <p>on for 2 dimensional surfaces like floors, tables or walls example: The clay is on the floor.</p> <p>at for a place when the exact position is not very important example: I saw Rina at the art market.</p>

UNIT 3

I WANT TO INVITE YOU TO MY GALLERY

In your daily life you often get invitation or invite someone. How do you invite someone? How do you accept or decline when someone invite you? In this unit you will learn how to invite someone and decline or accept invitation.

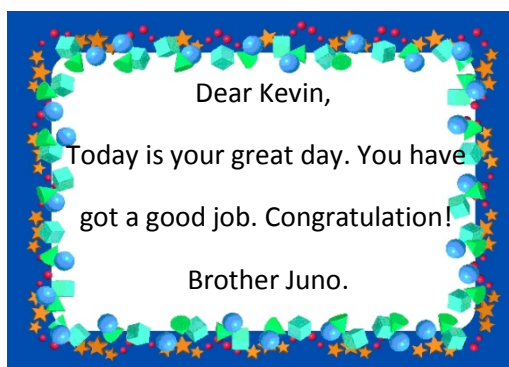


LEAD-IN

Task 1

In pairs, study the following cards and then decide which one is the invitations card.

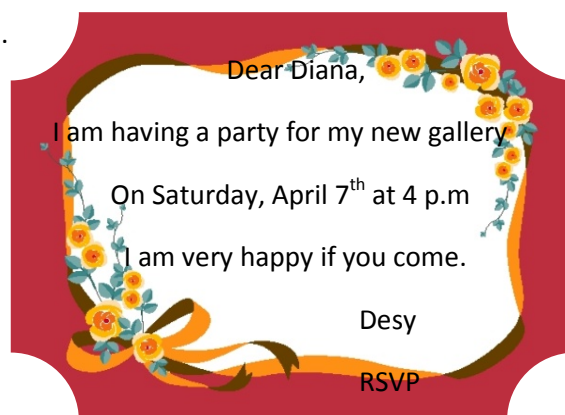
1.



2.



3.





LESSON PROPER

FOCUS ON LISTENING AND SPEAKING

Task 2

Listen to the dialogue carefully and then tick the correct statements. The listening script is in the Appendix.

Statements	tick (✓)
1. The teacher's name is Antonius.	
2. Ahmad comes to his teacher's office because he wants to invite his teacher to come to the charity art show.	
3. The event is about global warming.	
4. The event will be held in the school auditorium.	
5. "I'd really love to come" is the expression of inviting someone.	
6. The teacher will come to the event with his wife.	
7. The name of the teacher's wife is Sally	
8. "We would like to invite you to our charity art show" is the expression of accepting an invitation.	
9. The event will be held on Saturday morning.	

Task 3

Listen to the dialogues carefully and then complete the dialogues by choosing the expressions in the box. Try to act out the dialogue in pairs. The listening script is in the Appendix.

I'd like to, but I have to finish my homework first.
 Would you like to go?
 I'd love to. When will we go?
 I'd like to, but I've already planned to visit my grandma.
 Would you like to come with me?
 I'd like to invite you to my ceramics gallery this evening.

- John : There is ceramics exhibition in Malioboro Mall. It is from Friday to Sunday.
 (A).....
 Diana : (B)
 John : Oh, that's OK. Let's just meet at the entrance door around 7:30
 Diana : That's sounds fine.

2. Damar : I have two tickets to the Ceramics Museum on Saturday afternoon.
(C).....
Alexa : (D).....
Damar : I'll pick you up at 3:00 p.m. Is it OK?
Alexa : That's fine.
3. Farhan : (E).....
Franda : (F)..... Thanks anyway.
Farhan : Actually, I'll have a dinner party. I'll celebrate my new ceramics gallery.
Franda : Oh, congratulations to you. Hopefully you have a lot of customer.
Farhan : Thank you very much.

Task 4

Study the expressions below and then identify the expressions of declining, accepting and inviting someone by underlying the expressions. Look at the example.

Here are some other expressions of making, accepting and declining an invitation.

FORMAL SITUATION

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Would you like to • I'd very much like you to • We should be pleased/delighted if you could • Would you care to • You will ... won't you? 	<ul style="list-style-type: none"> • That's very kind of you. • We'd very much like to • What a delightful idea. • With the greatest pleasure. • Thank you very much for inviting me. 	<ul style="list-style-type: none"> • I'm very sorry, I don't think I can. • I'd like to, but • I'm afraid I've already promised • Thank you for asking me, but • Unfortunately, I can't

INFORMAL SITUATION

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Why don't you come to • Like to come to • Come and • Shall we come to • You must come to 	<ul style="list-style-type: none"> • I would/will • That would be very nice. • OK! • I'd like to love to come. • All right (then). 	<ul style="list-style-type: none"> • Sorry, I can't. • I'd love to, but • I don't think I can. • I wish I could, but

Dialogue 1

- Tania : Hello, Sony?
Sony : Hi, Tania! Would you like to go out in the Saturday night? → **Inviting someone**
Tania : Sorry, I can't. I have to take care of my grandma in the hospital.
Sony : I am sorry to hear that. Well, how about tomorrow night? Are you still busy?
Tania : I guess not.
Sony : Well, would you like to go to art festival with me?
Tania : Sure, I'd love to!

Dialogue 2

Robi : Hi, Sandra. There will be a great seminar on Sunday.
It's about how to run business in ceramics craft.
Would you like to go the seminar with me?
Sandra : Of course. I'd love to. When will you pick me up?
Robi : I'll pick you up at 7.30. Be ready.
Sandra : OK

HOW DO YOU PRONOUNCE IT?

Task 5

Study the explanation below and then read aloud the sentences that follow.

In inviting someone you find the words *would*, *could*, *should*. How do you pronounce it?

Would
/wʊd/

should
/ʃʊd/

could
/kʊd/

- Would you like to come to my gallery?
- Could you come with me?
- Should I come with you?
- Could you tell me what I should do?

Task 6

In group of 4, study the dialogue below and then answer the following questions.

Donita and her classmates are talking about their plan for holiday.

Donita : Have you got any plan for our holiday?
Dimas : I have no idea. What about you Galih?
Galih : I want to explore ceramic decoration.
Donita : I have an idea. My grandpa lives near Kasongan.
Shall we spend our holiday there?
Dimas : I'd love to.
Galih : That would be great. What about you Lyla?
Lyla : I'd love to, but my family and I are going to visit my uncle in Surabaya
Donita : That's OK.



Questions

1. How does Donita invite her classmates to go to Kasongan?
2. What is Dimas' answer to Donita invitation?
3. How does Galih respond to Donita's invitation?
4. Why does Lyla refuse to join Donita and her classmates?
5. What does Lyla say to refuse Donita's invitation?

Task 7

In pairs, make short dialogues based on the following clues. Look at the example.

1. Invite/ decorating ceramics competition/ accept
Tamara: Would you like to come to the Decorating Ceramics Competition tomorrow?
Gerald: I'd love to come. Thanks.
2. Invite/Pagerjuran village/decline
3. Invite/art festival/accept
4. Invite/ ceramics exhibition/ accept
5. Invite/ ceramic gallery/ decline

Task 8

In groups of three, make a short conversation based on the following cues and then act out the dialogue.

Greets B.

Ask about B's planning on Sunday.

Invite B to come to art exhibition with you at 9 o'clock.

Suggest an alternate time.

Says to B and C that you will pick them out an hour before at B's house.

A

Greets A.

Says that you don't have any plan on Sunday.

Says that you don't agree with the time.

You are agree with the time and you want C come with you.

Greet C.

Invite C to come to art exhibition with you and A at 9 o'clock.

Says to A and C that you'll wait them on Sunday.

B

Greets B.

Says you wants to come to the art exhibition on Sunday with A and B at 9 o'clock.

Says that you will see A at B's house.

C

FOCUS ON READING AND WRITING

Task 9

Find the meaning of words in column A by consulting to your dictionary. These words will help you to do the next activity.

A	B
join /dʒɔɪn/ (verb)	
store /stɔːr/ (noun)	
clerk /klɜːk/ (noun)	
letter /'let.ə r/ (noun)	
invite /ɪn'vaɪt/ (verb)	
reason /'riː.z ə n/ (noun)	
vacation/veɪ'keɪ.ʃ ə n/ (noun)	
regard /rɪ'gɑːd/ (noun)	
sincerely /sɪn'siə.li/ (adverb)	
expression /ɪk'spreʃ. ə n/ (noun)	
accept /ək'sept/ (verb)	
refuse /rɪ'fjuːz/ (verb)	
polite /pə'laɪt/ (adjective)	
charity /'tʃær.ɪ.ti/ (noun)	
include /ɪn'kluːd/ (verb)	
necessary /'nes.ə.ser.i/ (adjective)	
contain /kən'teɪn/ (verb)	
greet /gri:t/ (verb)	

FUN SPACE

PROVERB

It's no use crying over spilt milk.

Tidak ada gunanya menangisi apa yang sudah terjadi.

Task 10

Read the letters bellow and then answer the following questions.

A

Jl. Guci no.20
Yogyakarta
April 14nd, 2012



Hi, Friends,
Please come and join the decorating ceramics competition, on:
Date: April 24th, 2012
Time: 08:00 a.m
Place: Jl. Lempung no.8 Yogyakarta
See you and have fun with the competition

Best regard

Hilman

B

Jl. Gamping Raya no.88
Yogyakarta
April 15th, 2012

Dear Hilman,
Thank you for inviting me to the decorating ceramics competition.
I'd like to come, but I'm afraid I can't. My father needs me to help
him at the store because all of his clerks are on vacation.
I hope you will have fun with the competition.

Sincerely

Herlina

Jl. Mangkok Bundar no.22
Yogyakarta
April 17th, 2012

Dear Hilman,
Thank you for inviting me to the
decorating ceramics competition.
I'd like to come.

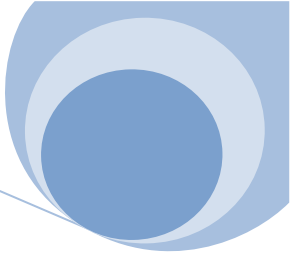
Sincerely

Diana

C

Questions:

- Which one is the invitation letter?
 - A
 - B
 - C
 - B and C
- What is the event of the invitation?
 - Vacation
 - Have fun competition
 - Lempung competition
 - Decorating ceramics competition

- 
3. When will the event be held?
 - A. April, 14th 2012
 - B. April, 15th 2012
 - C. April, 17th 2012
 - D. April, 24th 2012
 4. Where does the event take place?
 - A. Jl. Lempung no.8 Yogyakarta
 - B. Jl. Guci no.20 Yogyakarta
 - C. Jl. Gamping Raya no.88 Yogyakarta
 - D. Jl. Mangkok Bundar no.22 Yogyakarta
 5. Who is inviting?
 - A. Friends
 - B. Herlina
 - C. Diana
 - D. Hilman
 6. Which one is the expression of inviting someone?
 - A. I hope you will have fun with the competition.
 - B. I'd like to come, but I'm afraid I can't.
 - C. Thank you for inviting me to the decorating ceramics competition.
 - D. Please come and join the decorating ceramics competition.
 7. Who are on vacation?
 - A. Friends
 - B. The clerk
 - C. Herlina
 - D. Hilman
 8. Who is accepting the invitation?
 - A. Hilman
 - B. Herlina
 - C. Diana
 - D. Father
 9. How does Herlina refuse the invitation?
 - A. I hope you will have fun with the competition.
 - B. I'd like to come, but I'm afraid I can't.
 - C. Thank you for inviting me to the decorating ceramics competition.
 - D. Please come and join the decorating ceramics competition.
 10. Why does Herlina decline the invitation?
 - A. Because her father is on vacation.
 - B. Because all of her father's clerk are on vacation.
 - C. Because she is on vacation.
 - D. Because she wants to go on vacation with her father.

GRAMMAR FOCUS

Task 11

Study the explanation below and then arrange the jumbled words into good sentences.

MODAL VERB *will, would and could*

1. would

Would used as a more polite form of *will*.

- [+ to infinitive]
I'd like to invite you to my ceramics art show.
- [+ object + to infinitive]
I'd love you to come to my gallery.
Would you like me to come with you?

2. Will and could

Could and will are followed by an infinitive verb without 'to'. Don't say "*will did something*", say "*will do something*" and don't say "*can to do something*", say "*can do something*".

- Examples
~~We're glad you could to come to our party.~~
We're glad you could come to our charity art show.
~~Will you to join the competition.~~
Will you join the ceramics competition?

1. accompany – Lisa's – you – to – could – me – go – gallery – to?
2. should – we – pleased- be –you – if – come – could – art – show – my – to.
3. art – to – my – come – you – could – store?
4. come – workshop – to – invite – ceramics – like – I – to – would – like – my – to – you.
5. would – come – to – love – I.
6. you – my – like – gallery – to – come – to – would – I.

Task 12

Study the explanation below and then complete the invitation letter with the sentences in the box. Do it individually.

INVITATION LETTER

When spoken invitation is not effective because someone that you have invited may easily forget to come, written invitation will help you. In making a written invitation, you should be careful to include the following information:

1. Your full address;
2. The date, time and place;
3. Any necessary explanation regarding the kind of event or program.

The format of invitation letter is illustrated below:

Heading
Salutation
Body _____

Closing
Sender

1. The heading : it contains your address or where and when you write the letter.
2. The salutation : it greets the reader.
3. The body : the reason for inviting someone, time and location of the event.
4. The closing : word or phrase to close the letter, usually best regard or sincerely.
5. Sender : your name (someone who sends the letter)

- a. Yogyakarta, May 20, 2012
- b. Mia
- c. Your Sincerely,
- d. It would be very happy for us to take you with us. Are you interested?
- e. Dear Eva
- f. My family and I are getting ready for a trip to go to ceramics museum in Pagerjuran, Central Java. We plan to get there on June 2.
- g. If you can go, please be ready with your suitcase. We will pick you up in the morning on June 2.

2. _____ 3. _____ 4. _____ 5. _____	1. _____ 6. _____ 7. _____
--	--------------------------------------

Task 13

Write an invitation letter based on the situation below.

You have a long holiday; write an invitation letter to your friend. Ask (him/her) to go with you to your grandpa's house on Saturday, April 4th 2012 at 10 a.m. He is a ceramics collector who lives in Jl. Meranti 23 Semarang.

EVALUATION 3

Listening section for number 1 – 5. Listen to the conversation between Diana, Tanti and Tony. They are talking about a party tonight. After that, answer the following questions. Cross the correct answer A, B, C or D. the listening script is in the Appendix.

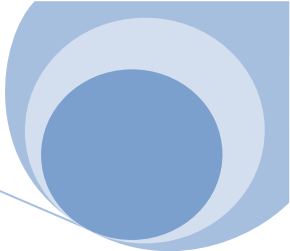
1. Where does the party take place?
 - A. Tony's house
 - B. Tanti's house
 - C. Hospital
 - D. Diana's house
2. What is the purpose of the party?
 - A. Celebrating Diana's new house
 - B. Celebrating the art competition anniversary
 - C. Celebrating Diana's winning
 - D. Celebrating the new hospital
3. Who is the winner of the art competition?
 - A. Tanti
 - B. Diana
 - C. Tony
 - D. Tony's father
4. How does Tony respond to the Diana's invitation?
 - A. I'd love to, but I'm sorry I can't.
 - B. I'd love to, but my father doesn't permit me.
 - C. I'd love to, but you have to pick me up.
 - D. I'd love to, but I have to go with my father.
5. Why Tony refuse Diana's invitation?
 - A. Because he has to work in the hospital.
 - B. Because he has a party in the hospital.
 - C. Because he has to take care of his father in the hospital.
 - D. Because his father has to take care of him in the hospital.

Complete the dialogues below by crossing the correct answer A, B, C or D for number 6 – 13.

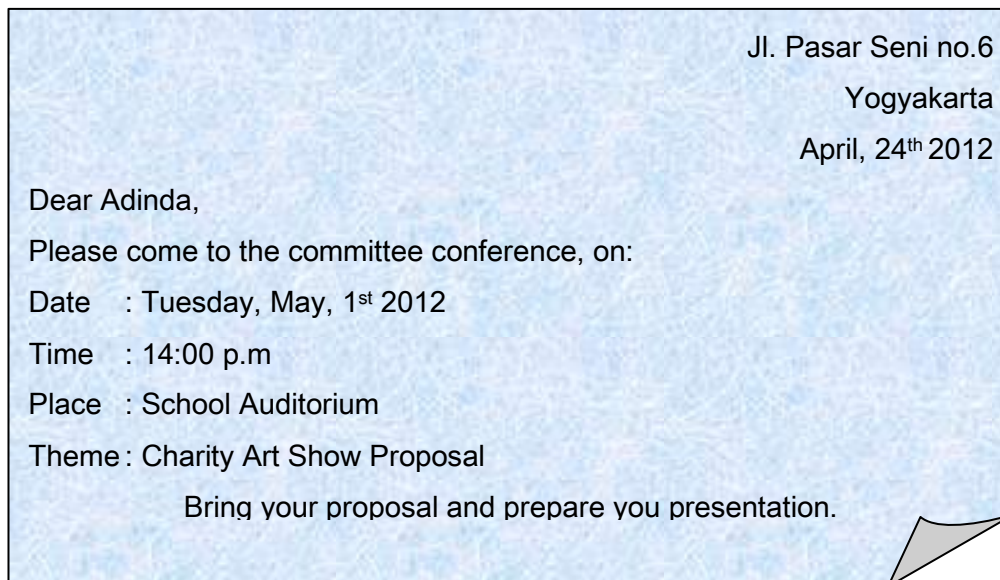
6. Antony : I have two tickets to the art exhibition on Sunday.
_____?
- Anastasya : I'm sorry I can't I promise to help Dicky to decorate his ceramics.
- A. Would you lend me some money?
B. Would you like to come with me?
C. Would you tell me the way to go there?
D. Would you like to come to my house?
7. Desta : I'm having a charity art show at my gallery on Saturday. Can you come?
Hesty : _____, what time is it?
- A. I see
B. No, I can't
C. Thank you
D. Yes, I'd love to.
8. Amanda: Would you like to go with me to my uncle's gallery this afternoon?
Fany : _____.
- Amanda: How about tomorrow morning?
Fany : I'd love to come. See you tomorrow morning.
Amanda: Bye.
- A. I am sorry I can't. I have to finish my homework today.
B. It's a good idea.
C. What time is it?
D. See you tomorrow morning.

Dialogue for number 9 – 13.

- Rima : Hi, Faizal. (9) _____?
- Faizal : Not bad. (10) _____ on Saturday night.
- Rima : No, nothing special. Why?
- Faizal : Well, (11) _____ my new ceramics gallery?
- Rima : Oh, that's sound fun. (12) _____?
- Faizal : OK, I'll pick you up at your house. By the way, (13) _____?
- Rima : Is seven o'clock OK?
- Faizal : Sure! See you then.
9. A. How old are you?
B. How are you doing?
C. How do you do?
D. How about you?
10. A. Do you have anything to do
B. Do you have some money
C. Do you know
D. Do you agree

- 
11. A. Would you like to buy
B. Would you like to drink
C. Would you like to come to
D. Would you like to eat
 12. A. Would you like to come?
B. Would you tell me the way?
C. Would you like to pick me up?
D. Would you like to call me?
 13. A. How many times?
B. How about the time?
C. How long?
D. How much?

Reading section for number 14 – 17. Read the invitation letter below and then answer the questions by crossing the correct answer A, B, C or D for each number.



14. Which part of the letter is salutation?
A. Dear, Adinda.
B. Jl. Pasar Seni no. 6
C. Please come to the committee conference.
D. Best regard
15. Based on the invitation letter above. Which statement is true?
A. Adinda and Amanda are in the charity art show.
B. The charity art show will be held on Tuesday, May, 1st 2012.
C. The conference will discuss the charity art show proposal.
D. The charity art show will be held in the school auditorium.
16. What is the event of the invitation?
A. Pasar Seni at School Auditorium

- B. Charity art Show Proposal
- C. Committee Conference
- D. Proposal Presentation

17. Who sent the invitation?

- A. Amanda
- B. Adinda
- C. Committee
- D. The principle

Choose the underlined word or phrase that is incorrect.

18. Harry: Terry, do you have any plans on Sunday?

A

Terry: I don't think so. Why?

B

Harry: Do you want to come to my ceramics gallery?

C

Terry: Sure, I'd love to. I'll coming to your ceramics gallery on Sunday.

D

19. Rio : Riska, I wanted to go to Yogyakarta Art Festival. Would you come with me?

A

B

Riska : That's a good idea. I'm planning to go there too.

C

D

Write an invitation letter based on the situation below.

20. Write an invitation letter about ceramics products that will be held at your school on Saturday, 5th May 2012. The invitation is for all member of Junior High School in your Regency.

REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Making invitation, declining and accepting an invitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing invitation letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

In this unit you learn

Making, accepting, and declining an invitation, for examples:

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Would you like to • I'd very much like you to • We should be pleased/delighted if you could • Would you care to • You will ... won't you? 	<ul style="list-style-type: none"> • That's very kind of you. • We'd very much like to • What a delightful idea. • With the greatest pleasure. • Thank you very much for inviting me. 	<ul style="list-style-type: none"> • I'm very sorry, I don't think I can. • I'd like to, but • I'm afraid I've already promised • Thank you for asking me, but • Unfortunately, I can't

Part of an invitation letter

_____	_Heading_
_____	_Salutation_
_____	_Body_

_____	_Closing_
_____	_Sender_

Sentence pattern

MODAL VERB *will, would and could*

3. would

Would used as a more polite form of *will*.

- [+ to infinitive]
I'd like to invite you to my ceramics art show.
- [+ object + to infinitive]
I'd love you to come to my gallery.
Would you like me to come with you?

4. Will and could

Could and will are followed by an infinitive verb without 'to'. Don't say "*will did something*", say "*will do something*" and don't say "*can to do something*", say "*can do something*".

- Examples
~~We're glad you could to come to our party.~~
We're glad you could come to our charity art show.
~~Will you to join the competition.~~
Will you join the ceramics competition?

WORD BANK

Words	Phonetic Transcript	Part of Speech	Meaning
accept	/ək'sept/	verb	menerima
around	/ə'raʊnd/	adverb	sekitar
bow harp	/baʊ - hɑ :rp/	noun	pemotong tanah liat
capability	/ˌkeɪ.pə 'bɪl.ɪ .ti/	noun	kemampuan
charity	/'tʃær.ɪ .ti/	noun	amal
choice	/tʃɔɪ s/	noun	pilihan
clay	/kleɪ/	noun	tanah liat
clerk	/kla:k/	noun	pegawai toko
coil	/kɔɪ l/	noun	pilinan/gulungan
colleague	/'kɒl.i :g/	noun	rekan kerja
combine	/kəm'baɪn/	verb	menggabungkan
competition	/ˌkɒm.pə'tɪʃ . ə n/	noun	pertandingan
component	/kəm'pəʊ .nənt/	noun	bagian
crossroads	/'krɒs.rəʊ dz/	noun	persimpangan jalan
crowded	/'kraʊ.dɪd/	adjective	ramai
decline	/di'klaɪn/	verb	menolak
direction	/dɪrɪ'nekʃ ə n/	noun	petunjuk
establish	/ɪ'stæb.lɪʃ /	verb	mendirikan
exhibition	/ˌek.sɪ 'bɪʃ . ə n/	noun	pameran
exist	/ɪg 'zɪst/	verb	ada
express	/ɪk'spres/	verb	mengungkapkan
forget	/fə'get/	verb	lupa
founder	/'faʊn.də r /	noun	pendiri
general	/'dʒen. ə r. ə l/	adjective	umum
guidance	/'gaɪ.d ə n t s/	noun	petunjuk
hand extruder	/hænd-ɪk 'stru:də r /	noun	alt pemilin tanah
hill	/hɪl/	noun	bukit
huge	/hju:dʒ/	adjective	sangat besar
invite	/ɪn 'vaɪt/	verb	mengundang
jar	/dʒɑ : r /	noun	guci
list	/lɪst/	noun	daftar
lost	/lɒst/	adjective	tersesat
minister	/'mɪn.ɪ .stə r /	noun	menteri
mirror	/'mɪr.ə r /	noun	cermin
miss	/mɪs/	verb	terlewat
opposite	/'ɒp.ə.zɪ t/	adjective	berhadapan dengan
ornament	/'ɔ : .nə.mənt/	noun	hiasan



particular	/pə'tɪk.jʊ.lə r /	adjective	husus
plan	/plæn/	noun	rencana
plate	/pleɪt/	noun	piring
polite	/pə'laɪt/	adjective	sopan santun
preference	/'pref. ə r. ə n t s/	noun	pilihan
proud	/praʊd/	adjective	bangga
reason	/'riːz ə n/	noun	alasan
scenery	/'siː.n ə r.i/	noun	pemandangan alam
script	/skript/	noun	naskah
shelf	/ʃelf/	noun	rak
shopkeeper	/'ʃɒp ,kiː.pə r /	noun	penjaga
toko			
since	/sɪn t s/	adverb	sejak
slab	/slæb/	noun	lempeng
slab roller	/slæb-'rəʊ.lər /	noun	pembuat
lempeng			
space	/speɪs/	noun	ruang
straight	/streɪt/	adjective	lurus
surface	/'sɜː .fɪs/	noun	permukaan
talent	/'tæl. ə nt/	noun	bakat
tourism	/'tʊə.rɪ .z ə m/	noun	kepariwisataan
value	/'væl.juː/	noun	nilai
visit	/'vɪzɪ t/	verb	
mengunjungi			
watch	/wɒtʃ /	verb	melihat
wire modelling tool	/waɪə r -'mɒd. ə l.ɪŋ -tuːl/	noun	penghias dari kawat
wood modelling tool	/wʊd-'mɒd. ə l.ɪŋ -tuːl/	noun	penghias
dari kayu			
wooden	/'wʊd. ə n/	adjective	kayu
workshop	/'wɜː .k.ʃɒp/	noun	bengkel/ruang kerja

APPENDIX

LISTENING SCRIPT

UNIT 1

TASK 2

- Shop keeper : What would you like to buy, madam?
Woman : I'd like to buy ceramics, please.
Shop keeper : Would you prefer a flower vase or a jar?
Woman : I prefer a flower vase, please.
Can you make a ceramics plate with modern ornaments?
Because I like modern ornaments better than traditional ornaments.
Shop keeper : I'm sorry madam I can't, but Mr. Kawasaki does.
Woman : Who is Mr. Kawasaki?
Shopkeeper : He is a ceramics artist in this gallery.
Woman : OK. How long I have to wait for the plate?
Shopkeeper : You have to wait for about a week.
Woman : No problem. I'll come back next week.

TASK 3

1. Fatimah : Why do you like modern ceramics ornaments?
Zahra : Because it's wonderful. It makes ceramics more beautiful.
Fatimah : What do you think of traditional ceramics ornaments?
Zahra : Nice, it's unique.
Fatimah : I need a ceramics plate with modern ornaments. Can you make it for me?
Zahra : Ok Fatimah. I can make it for you.
2. Teacher : What do you do in your spare time, Lusi?
Lusi : I like reading novel and painting, Sir.
Teacher : Would you prefer reading novel or painting?
Lusi : I'd prefer painting, Sir.
Teacher : Do you able to combine painting with any art?
Lusi : Yes, Sir. I can make an art ceramics painting.

Evaluation 1

Maria and Miranda are talking about a party in Maria's house tonight. In the middle of their talk comes Tony.

- Maria : Good morning, Miranda. Do you have any plan on holyday?
Miranda : I don't think so. Do you have any idea?
Maria : How about shopping?
Miranda : I prefer hunting ceramics to shopping.
Maria : OK, we will get some ceramics. What you Prefer to go, Pagerjurang or Kasongan?
Miranda : I like both.
Maria : Which one do you like better?
Miranda : I prefer go to Pagerjurang to Kasongan.
Maria : What can we do in Pagerjurang?
- Miranda : You can buy ceramics, visit ceramics museum and you can also make ceramics by yourself.
Maria : Great, but I can't make ceramics.
Miranda : Don't worry! There is an instructor who will help you to do it.
Maria : By the way, can you make ceramics by yourself?

Miranda : Of course! I have once to Pagerjurang, so I have an experience in making ceramics.
Maria : Alright. We will go to Pagerjurang on our holiday.

UNIT 2

TASK 2

Endita is out of his town. She doesn't know how to get to the Ceramics Gallery, so she asks a policeman how to get there.

Endita : Excuse me, can you tell me where the nearest ceramics gallery is?
Policeman : Go down this street. Then, turn left at the T-junction, the ceramics gallery is on the left corner.
Endita : How far is it from here?
Policeman : It will take about 8 minutes if you go there on foot.
Endita : Thank you very much. I'm sure I'll find it easily, if I walk there.
Policeman : Sure, but there's one thing you have to know.
Endita : What is that?
Policeman : The minister of tourism will come and see the ceramics production in this district. The gallery is not opened for public, but not for the souvenir store.
Endita : I just want to get some flower vases. Thanks anyway.

TASK 3

1. Roundabout
2. Go straight
3. Turn left
4. Take the first turning
5. Cross the street
6. Go down the hill
7. Go up the hill
8. Turn right
9. Crossroads

TASK 4

1. Would you tell me the way to the Bank?
2. Do you know where the Ceramics museum is?
3. It's on the corner of Main Street and 2nd avenue.
4. It's next to the Graha Hotel. You can't miss it.
5. Can you tell me where the nearest Ceramics gallery is?

Evaluation 2

1. Go down Jenderal Sudirman Street. Walk until three blocks, and then turn right. The art store is on your left.
2. First, follow Jenderal Sudirman Street, turn right to the Pahlawan Street. The ceramics museum is the third building on your right.
3. Go down Jenderal Sudirman Street, turn right to the Pahlawan Street. Then, take the first turning to the left. The ceramics market is on your right.
4. Follow Jenderal Sudirman Street, take the second turning to the right. Pandanaran Hotel is the second building on your left.
5. Walk down Jenderal Sudirman Street; turn right to the Pahlawan Street. Walk around two blocks, and then turn left until the T-junction. The art school is on the right corner of the block.

UNIT 3

TASK 2

Lidya is talking to her teacher in her teacher office.

Lidya : Good morning Mr. Antony. We would like to invite you to our charity art show.

Mr. Antony : I'd really love to come. Where is the art show?

Lidya : It's in our school hall on Sunday morning.

Would you like to invite your colleagues to come with you?

Mr. Antony : Ok, I'll come with my wife, Emily. I'm proud of you, Lidya. You really do a good job.

Lidya : Thank you, Sir.

TASK 3

1. John : There is a ceramics exhibition in Malioboro Mall. It is from Friday to Sunday.
Would you like to come with me?

Diana : I'd like to, but I have to finish my homework first.

John : Oh, that's OK. Let's just meet at the entrance door around 7:30

Diana : That's sounds fine.

2. Damar : I have two tickets to the Ceramics Museum on Saturday afternoon.
Would you like to go?

Alexa : I'd love to. When will we go?

Damar : I'll pick you up at 3:00 p.m. Is it OK?

Alexa : That's fine.

3. Farhan : I'd like to invite you to my ceramics gallery this evening.
Franda : I'd like to, but I've already planned to visit my grandma. Thanks anyway.
Farhan : Actually, I'll have a dinner party. I'll celebrate my new ceramic gallery.
Franda : Congratulations. Hopefully you have a lot of costumers.
Farhan : Thank you very much.

Evaluation 3

Diana : Hi, Tanti. Would you like to come to my house tonight?

Tanti : I'd love to. By the way, is there any party in your house tonight?

Diana : Yes, that's why you have to come.

Tanti : What do you celebrate?

Diana : I won the art competition last week.

Tanti : Congratulation. You are a great ceramics artist.

Diana : Thank you.

Tanti : Look. He is Tony, invite him to your party.

Diana : Hi, Tony. Would you like to come to my party tonight?


Tony : Hmmm...I'd love to, but I'm sorry I can't. My father is in the hospital now.
I have to take care of him.

Diana : I'm sorry to hear that. I hope your father will get better soon.

Tony : Thank you guys. See you.

Diana and Tanti: Bye Tony.

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FIELD NOTES IMPLEMENTATION OF UNIT 1

Date : Wednesday, 23 May 2012

Time : 12:00 up to 13:30

Place : Parikesit Room (Kelas X Keramik 1) at SMK N 1 ROTA Bayat

The teacher came to the class. The class was noisy. Many students stand up and talk to their friends. Then she asked the students to kept silent and sit. After the class was in control, the teacher greeted the students and vice versa. She said to the students that it was the last meeting for the materials implementation and asked them to prepare the materials. All the students open their book on page one Unit 1. The teacher started to deliver the materials.

Before doing the task, the teacher asked some questions in order to build the students' background knowledge. The questions were related to the expressions that they were going to learn in this unit. The teacher said "Can you make ceramics?", and then the students answer "*jelas.*" (Yes, I can make it very well). The teacher asked them to give answer in English, and then they said "Yes, I can make ceramics." After doing Task 1 the teacher asked the students "*OK, setelah mengerjakan task 1 ini kira-kira.. materi yang akan kita bahas selanjutnya apa?*" (OK, after doing Task 1 what materials are you going to learn next?" all students said "Yes" and then a girl who sit in front line said "*Ini tentang preferences and capabilities..udah diajarin sama Pak Fuad*"(It's about preferences and capabilities havebeen taught by Mr. Fuad. ...when the students answer the question number 1, they said "*gambar vas bunga*" (the pictures of flower vases) and then the teacher asked "*Vas bunga dari apa?*" (What are they made from?). The whole class answer "*keramik*" (ceramics).they looked have no problem in doing Task 1. All the students answer the questions enthusiastically. The teacher asked the students to answer the questions directly in whole class. They looked enthusiastic in answering the questions. It can be seen from the way they answer the questions loudly. ...All the students spoke up. It meant that they were very happy doing the task together with their friends in a whole class.

The next were doing Task 2. After she explained the instruction, she asked them to read all the questions before she played the recording and said "*Ada kata-kata yang sulit?*" (Is there any difficult words?).Then she asked the students "Do you know what to do?" and the students answered "Yes" The teacher said "So, Are you ready?" The teacher asked them to listen to the dialogue. While the teacher played the recording they looked so serious to listen to the recording and did the task individually. After the dialogue finished she said "*Udah dapat jawabanya*

semua?”(Do you get all the answers?) The students said “*Belum..., puter 1x lagi Miss!*”(Not yet..., play the recording once more. The teacher played the dialogue again and discussed the answer. After discussing the answer, she asked the students to rise their hand if they were have all correct answer, have one wrong answer, and so on. The result showed that four students have 3 correct answer, six students have four correct answer, and the rest were have correct answer for all questions in Task 2. While discussing the answers, all the students answered. It made the teacher getting confuse to listen to many sounds. She decided to ask five students to answer the questions number 1 up to number 5. After the task finished, she asked the students’ responses toward the task. The students gave positive respond. Most of them said that their listening skill could improve after studying the task.

She asked the students to move on to the task 3 then explained the instruction briefly. After she explained the instruction, she asked the students about difficult words, she said “Is there any difficult words?”While the teacher prepared for the audio, she asked them to keep silent and listen to the dialogues carefully. When they were ready to listen to the audio, the teacher played the audio twice. They listened to the audio seriously, there was no students disturbing the others. After the second play of the dialogues, the teacher asked the students to discuss the answer and the teacher came along at the students sit to check whether they have completed the task or not. She came back in front of the class and then the teacher asked the students to discuss the answer. Although some of them have incorrect spelling, most students completed the dialogues. When they were ready to listen to the audio, the teacher played the audio twice. All the students were enthusiastic in answering the questions.

The teacher asked them to move on to the Task 4. Before they do the task, she explained the instruction first. Then, she asked them to study the expressions in the tables in pairs. Some students asked her to read aloud some expressions in the tables, but most of them did not find difficulties in comprehending the expressions of capabilities and preferences. After that, she asked them to complete the dialogues in pairs also. When they accomplished the task, the teacher came to the students to check their works. She come to a students who looked confuse, then she asked her “Is there any problem?” then the student answered “*Ini gimana Miss?*” (Can you tell me how to do it Miss?). Then she gave explanation to that student. After they have finished doing the task, then the teacher asked the students to discuss the answers. Most of the students could comprehend the expressions and the use of the expressions in the dialogue.

Because there was no problem with Task 4, the teacher asked them to move on to the Task 5. Task 5 is about pronunciation, so the teacher should give example on how to pronounce the words correctly. Before doing this, she explained the instruction briefly. Then, she asked the students to listen to the audio and read the phonetic transcript at the same time in order to help them to pronounce the words “can” and “can’t” correctly. She played the audio that she got from a dictionary. After the students heard the audio, she pronounced the words again and asked the students to repeat after her. All the students produced their sounds. To check the students comprehension on how to pronounce the words “can” and “can’t” correctly, the teacher asked them to read aloud sentences that follow the explanation in pairs. Some students produced incorrect pronunciation, but after practicing two or three times they can pronounce the words correctly.

Before doing Task 6, the teacher explained the instruction briefly as always. After that the teacher read the dialogue for them. All the students gave their attention on her when she read the dialogue. Then she asked whether they had any problem on vocabulary or not. They said “No...” it meant that they comprehended the dialogue well. Next was the students turn, they should answer the questions that follow based on the dialogue individually. They did not need much time to do the task, then a student said “Yo cocoke yo!” (Ayo kita bahas!) (Let’s discuss the answer.). In a few minutes most students have ready with their answers, the teacher discussed the answers. Although they had finished the task in a few minutes most of them had correct answer.

Moved to the Task 7, the teacher explained the instruction briefly. The students knew what they should do in Task 7 without explaining the instruction too much; because number 1 has been done for them as the example. They, then, discuss the task in pairs. While the students did the task, a student raised her hand and said “*Miss, kalo kata-katanya nggak sama kayak yang di contoh boleh nggak?* (Miss, May I use the other expressions different to the example?) and then she answered “*Tentu saja boleh, justru itu yang saya anjurkan*” (Of course, That is actually what I want you to do.). And then the teacher said “*Yang lain ada kesulitan?*” (Is there any problem?”) All the students said “*Tidak*” (No). After waited for a while, then the class became noise the teacher then said “Have you finished?” most of them said “Yes”. Then, the teacher said “It’s time to discuss the answers, *siapa yang mau ngerjain no 2?*” (Who want to answer number 2?). Many students raised their hand, and then the teacher pointed to the students who sit in the first row on her right side. After they had read the dialogue, she asked other students until the last number. All the students are able to make short dialogues. Their weakness is only on pronunciation.

The teacher said “*OK, sekarang task terakhir untuk sesi Listening and Speaking. Task 8. Siapa yang tau Task 8 suruh ngapain?*” (OK, here is the last task in Listening and Speaking section. Task 8. Who knows the activity in Task 8?). The students said “*Suruh buat dialog berpasangan berdasarkan situasi.*” (The instruction is making dialogue in pairs based on the situation given.). Then she explained the situation to the students. Most students comprehended the situation well; they tried to translate the situation in their own words. Then she asked them to do the task. While they did the task, many students asked questions to the teacher, their questions were varied. The students asked her to help them to translate some words in English, checked their works, and guided them to make a good dialogue. After in a while, they have been finished doing the task. Then the teacher asked some students to act out the dialogue in front of the class. When the students acted the dialogue in front of the class, the teacher gave feedback to the students’ performance. There were four couples or eight students who acted their dialogues out in front of the class. All of them were able to make the dialogue but they had problem in pronunciation.

Moved to the Task 9, Task 9 is the beginning task in the focus on reading and writing. The teacher asked the students what they should do in Task 9 and the students seems understand the instruction well. Then she asked the students to read the text and answer the questions that follow individually. Some students open their dictionary when they found difficult words but when they could not find the words in their dictionary they asked the teacher to help them, because their dictionary is the small one. While they read the text, she said “If there is any question just raise your hand.” but there was only 4 students raised their hands. It meant that they did not find serious problem in comprehending the text. The teacher asked the students to discuss the task 8 minutes later. Most of them answer the questions correctly, enthusiastically and confidently.

She then moved on the Task 10. Before she asked the students to do the Task, she asked them to read the instruction first. Then she said “What are you going to do with Task 10?”, then, some students said “Mencocokkan” and the other said “Matching”. Without talked to much the students did the task individually. They did not need much time to do the task. The teacher gave them 5 minutes extra to do the task but they have finished doing the task before 5 minutes. After they have finished doing the task, the teacher said “Who wants to be the volunteer to answer number 1? Many students raised their hands. Then she decided to discuss the answer together. The students were enthusiastic in answering the questions. It can be seen from the way they answer the questions. Most of them could follow and comprehend the task well.

As they finished with Task 10, the teacher asked them to move on the Task 11. Before they did Task 11, the teacher explained the instruction as always. The students comprehended the instruction very well because most of them read the clues then started to write the paragraph directly after the teacher explained the instruction. While they did the task some students asked the teacher to check their works. Most of them could do the task individually; when they found problems they asked the teacher to help them. After that, the teacher asked them to write their works on the white board. There were two students who wanted to be the volunteer to write their works on the white board. Both of them had incorrect spelling in their writing, but overall most of them can compose good paragraphs to describe the pictures.

The teacher then asked the students to move on the Task 12. Before doing the task she asked the students to read the instruction first then asked to her if they have any questions on the task execution. But there was no students asking about the instruction it meant that they were comprehend the instruction well. After that she explained the materials in Task 12. After she explained the materials she said “Do you get the point?” most of them answered “Yes”. Most of them comprehended the input well. Because there was no question about the input, the teacher then asked them to do the task. They did the task individually it can be seen from their answer. Each of them had different answer for Task 12. When they had finished doing the task, she asked them to discuss the answer together. Some students rose their hands and said “Aku Miss..aku Miss.” (Let me answer Miss.), but she asked four students who sit in the very back row to read their answers. One of them had incorrect answer because he had not finished completing the task, she corrected his answer. After that, she said “Is there any question for Task 12?” No students asking it meant that they can follow and comprehend the task very well.

As they move on to the Task 13, she asked the students to read the instruction. After they have read the instruction, she said “Do you know what you should do in Task 13?” most of them said “Yes” but there were some students who said “No”. Then, she asked a student who said “Yes” to explain the instruction to their friends. The student explained the instruction in Bahasa Indonesia. After that, the teacher said “*Sudah paham?*” (Do you understand?) The students said “*Udah*” (Yes, I do.). Then, she asked them to do the task quickly and reminded them to do the task individually. Then, she went to her sit. After in a while she said “If there is any problems just raise your hand and I’ll help you.” Then a student raised his hand and asked her to help him translate some words in English. Unfortunately, she did not translate the words but asked the student to open his dictionary. Before she finished with one student the other student shout “*Ikiki Bahasa Inggris apa ngono neh*”(What is the English equivalency of this word actually?), and then

the teacher came to him and said “Any problem?”. The students smiled and said “*alat ini Bahasa Inggrisnya apa Miss?*” (What is the name of this tool in English?”. She said that they can found the name of the tools in their ceramics course book. The other student asked her to look at the student’s work then gave feedback on it. Most of them did not know the name of the tools but they know the functions and their specification. So, they could describe the tools well.

After the Task 13 the teacher asked them to do the Evaluation. There is a listening section in the Evaluation, but when the teacher wanted to play the recording there were some problems with the audio. The teacher decided to replace the audio with reading the transcript loudly. For the next activity the students can do the rest by them self. When they were finished doing the Evaluation, the teacher discuss the answer. Most students looked very happy because most of them could follow and comprehend the Evaluation very well. The teacher did not close the teaching and learning process because they have to fulfil the try-out questionnaire.

FIELD NOTES IMPLEMENTATION OF UNIT2

Date : Wednesday, 9 May 2012

Time : 12:15 up to 13.30

Place : Parikesit Room (Kelas X Keramik 1) at SMK N 1 ROTA Bayat.

It was the third meeting between the researcher and Grade X students of Ceramics skill programme at SMK N 1 ROTA Bayat. The class started at 12:00 pm, but the researcher came to the class at 12.15 pm because she had to wait the English teacher. As the researcher entered the class, the class was noisy then the English teacher asked the students to sit on their sit. After that he greeted the students then explained to them that started from today until next five meetings the researcher would replace the teacher to teach them English. Next, he asked the researcher to start the teaching and learning process then he sat on the very back row in the classroom and observed the researcher while she conducted the research.

Then the researcher became the teacher in the class. She started the class by greeted the students after that she explained that she would teach them using the materials that had been designed by her. After that, she asked two students to help them to distribute the materials for all the students in the classroom. After all the students got the materials, she asked the students to open their materials on page 14 because she wanted to implement Unit 2 first. She asked the students to read the title to predict the materials what they were going to learn. Unfortunately, they did not have any idea about the title, and then she asked them to read the paragraph under the title. After that, one of them said “*Oh...ituloh kalo tersesat*” (Oh..When getting lost”), the other student said “*Bertanya atau memberi petunjuk*” (*asking for and giving direction*). Because they had ideas about what they were going to learn in Unit 2 then she moved on to the Task 1.

The teacher asked the students to read the questions and paid attention to the picture. She gave them 2 minutes to read the questions and prepared the answer because she wanted them to answer the questions directly. After two minutes she read the questions then asked the students to answer the questions directly. She asked them to answer the questions together with their friends in a whole class. Most of them can follow and comprehend the task well, because they answered the questions loudly and enthusiastically.

The next task is Task 2. Task 2 is listening comprehension. While the teacher prepared the audio she asked the students to read the questions first and reminded them to do the task individually. After they were ready to hear the audio then she played the recording. When the recording have been finished the students missing some information so they said “*Putar sekali lagi Miss!*” (Play the recording once

more Miss.). She, then, played the recording once more. The students looked more serious to listen to the recording in the second play. After they got all the answers for Task 2 the teacher decided to discuss the answers with the students. Before she discussed the answers, she checked the students answer first. Most of the students had answered all the questions in Task 2. The students very enthusiastic while discussing the answers. They answered the questions loudly, it meant that most of them can follow and comprehend the task well.

Move on to the Task 3. It was listening section also. Before she asked the students to do the task, she explained the instruction first. The students had no passion in listening the teacher explanation, because they were enthusiastic having listening activity. Then, the teacher played the recording. They did the task individually. While they completed Task 3 they looked confuse. When the recording stopped, the teacher said "Have you got all the answers?" then the students said "*Belum Miss*" (Not yet Miss), she replayed "Why?" then a student said "*Kok nggak sama kayak listeningnya to Miss?*" (Why is it not similar with the audio?). After that, the teacher asked them to read the instruction again. After read the instruction they said "*Oh...kalo gitu putar lagi Miss!*" (Oh..play the recording once more Miss.) After the second play, they had completed the task but some of them had problems in the spelling, especially for point *b*, *f* and *i*. The teacher, then, wrote the answer on the white board.

Next is Task 4. As usual, the teacher explained the instruction first before asking the students to complete the task. She asked the students to read the expressions given in Task 4 in order to help them in identifying the expressions that they would hear in the listening section. Before she played the audio she reminded the students to do the task individually. When they were ready to have listening activity, the teacher played the audio. They looked very serious in listening to the expressions. After that she asked the students "Do you get all the answer?", the students answer "Yes". Then, she asked them to discuss the answer. Many students said "*aku aja Miss, aku aja Miss*" (Let me answer Miss). It meant that many students were enthusiastically to answer the questions. Finally the teacher discussed the answer in a whole class. Many students shouted "Yeah" when they have correct answer. It meant that most of them could comprehend the task very well.

Before she stepped on the Task 5, she asked them about the difficulties in Task 4. The students said "No problem, Miss". Then she explained the instruction briefly. After that, she asked the students to read the words and the phonetic transcription that served in a box. To get correct pronunciation of the words *why* and *way*, the teacher played the audio from the Cambridge Dictionary. Besides that, she also

acted as a model to give them example on how to pronounce the words correctly. After that, she divided the class into two groups. She asked group 1 to pronounce the words *way* and group 2 to pronounce the word *why* and turn taking. They can pronounce the words correctly when they practiced in groups. After that, she asked some students one by one to read aloud the sentences under the explanation. Most of them have incorrect pronunciation but they can do it well after practicing two or three times. They never gave up pronouncing the words correctly, even a student asked the teacher to give her one more chance to read aloud the sentences.

Move on to the Task 6. The teacher did not explain the instruction but asked the students what they are going to do in this task. Most students said “*membaca dialog kemudian menjawab pertanyaan.*” Then the teacher said “So, What are you waiting for?” and then the students did the task in pairs. While the students did the task, the teacher said “when you have any problem in doing the task, just raise your hand and I’ll help you.” No students asking, then she came to the students sit and she found that most of them have finished doing the task. She decided to discuss the task in a whole class. Most students answer the questions loudly and enthusiastically. Most of them have correct answer for the questions in Task 6; two students who sit in the back rows have 1 incorrect answer. It meant that most of them can comprehend the task well.

The noisy came from out of the class then a student said “*pulang Miss*”. Then, she closed the teaching and learning process by summarizing the materials they have learnt today and remind them to not forget to bring the materials in the next meeting. After that she asked a student to lead the pray. She said good bye after the prayer.

Date: Tuesday, 15 May 2012

Time: 07:00 up to 08:30

Palce: Parikesit Room (Kelas X Keramik 1) at SMK N 1 ROTA Bayat

The teacher came to the class at 07:00 o’clock, she found many students were standing in front of the class room and six students were late. She decided to wait the students three minutes. After three minutes, there were two students who did not come to the class. Then she decided to start the class. She started the class by prayer, she asked a student to lead the pray and greet them after the pray. She said “the previous meeting *kita sudah sampai task berapa?*” the students said “Task 6”

The teacher asked the students to do Task 7, before they did the task she asked them to read the instruction first. Most of them comprehended the instruction well

and started to complete the task. After in a while, the teacher said “Have you finished?” most students said “Not yet”. The teacher gave them three more minutes and came to the students sit to check their works. After three minutes, she asked the students to discuss the answer. Many students were enthusiastic to complete the task. The teacher pointed to a student to read the answer with her friend who sits next to her. The other students shouted “*yeah*”, when they have correct answer and tried to correct the answer when their friends read incorrect answer. They did not found any problem in completing the task.

Move on to the Task 8. As usual the teacher explained the instruction briefly before she asked the students to complete the task and read the example. Because it is free guide activity, the teacher did not give them much help. The students should make the dialogue using their own words. While the students doing the task the teacher walk to the students sit and suddenly a student called her and said “*Miss kalo nggak sama kayak contoh gimana Miss? Misalnya ada pembukaanya dulu gitu?* (Miss, Can I make dialogue different with the example? For example *Greeting*). The students could comprehend the task well even they could make dialogue in context. After they have finished making the dialogue, she asked a couple to act the dialogue out in front of the class. The content of the dialogue they have made is good but not for the pronunciation. They did the task in pairs very well; they communicate to each other and finally produce a good dialogue.

The next task is Task 9. In this task the teacher did not explain the instruction as usual but she asked the students to read the instruction by them self. All the students knew that they should find the meaning of the words in their dictionary. After in a while the teacher checked the students’ works. They had found most of the words meaning. A student said “*Udah Miss, dikamus nggak ada.*” (I can’t find the words in the dictionary). They cannot find the words in their dictionary because their dictionary is the small one. Then, the teacher asked them to come to the students who bring a big dictionary and find the meaning in it. Most of them could comprehend the task well.

Before they going on to the next task the teacher said “Is there any questions?” the students said “No” so they moved on to the next task. The students directly read the passage because the instruction is clear enough for them. They did not need much time to complete the task it meant that the text is comprehensible. The students not only complete the task in few minutes but also most of them work individually. The students were active while doing the task. When they found difficult words they tried to find the meaning in their dictionary, but when they cannot find in the dictionary they asked to the teacher. The teacher did not directly answer the students’ questions but asked students to answer. She answered the

questions by herself when she found all students in the class did not have any idea. Some students did not write the answer in their books but underlining the answer in the text. Although they only underlined the text but when they have to answer the questions in complete sentences they can do it well.

After the reading task the students should produce written text. Task 11 is guided writing activity. In this task the teacher explained the instruction briefly. When the teacher arranged the students into group of three, some students were confused because there were 28 students in the class. Because of the situation, the teacher decided to rearrange the group, one group consist of four students. They started to works in groups and then the classroom became so noisy but the teacher looked so happy with the situation. The class became so noisy because the students were discussing with their friends to complete the task. All of them using Bahasa Indonesia while discussing and then the teacher said “Try to use English while discussing.” While the students did the task, a student came to the teacher and asked the teacher to help her. Her question was about the colour of the pictures. It followed by other students. The teacher came to the students sit and checked their works one by one, she also give feedback to the students’ works. She was fond of praising the students; it meant that their works were pretty good. Because the teacher had checked the students’ work she did not discuss the answer with the students. Most students could describe the things well.

After they have finished with task 11, the teacher asked them to start working on Task 12. Before they did Task 12 the teacher explained the instruction briefly. They started working individually. After that, there was a student asking “*Miss, kalo kata-katanya sama kayak di Task 11 boleh nggak?*” (Miss, May I use the words in Task 11?). The teacher gave advice to the students to use different words from Task 11 and reminded them that Task 12 is paragraph writing not as simple as sentence writing like in Task 11. Some students make a good short paragraph using their own new words different from Task 11. They write on the space under the instruction. After they have finished doing the task, the teacher asked three students to submit their works. The students represent the high level, middle level and low level, and then the teacher checked their works and gave feedback on their writing. All of them composed a good paragraph, but the student that represent low level using the similar words with the previous task.

The teacher gave their works back then moved on to the Task 13. Task 13 is grammar sections. The teacher explained the instructions and then explained the use of preposition of place. After that, a student said “*wah..ini bakalan keluar di ujian semester*” (It will be in the final semester examination.), and then teacher asked the students to do the task. Most of them do the task individually and they

looked enthusiastic doing the task. After in a while, she discussed the task together with the students. She asked nine students to answer the questions started from the student who sits in the first row. When a student read the answer the other students shouted “Yeah” meant that they have correct answer. Most of them have correct answer and did not find serious problem in completing the task.

The teacher looked at her watch and said “We still have for about fifteen minutes. Let’s move on to the Evaluation 2.” She also asked the students to study the map in the Evaluation 2 while she prepared the audio and then played the audio for them after they have ready. After that, she directly discussed the answer after they have finished answering the listening questions. Most of them have correct answers for the listening section. After having finished with listening section, the teacher asked the students to complete the rest questions in the Evaluation 2. She gave them no more than ten minutes for the time to complete the questions and then directly discuss the answers. When they discussed up to number thirteen the bell was ranging. Start from number 14 up to number 20, the teacher only read the answer not discussed the answer anymore. They should leave the class as soon as possible because they had to move to the auditorium to have a workshop session delivered by University students from Doha, Qatar. The teacher, then, reminded the students to not forget to study at home and finally said “See you tomorrow at seven.”

FIELD NOTES IMPLEMENTATION OF UNIT 3

First meeting

Date : Wednesday, 16th May 2012

Time : 07:00 – 08:30 a.m.

Place : Parikesit room (Kelas X keramik 1) at SMK N 1 ROTA Bayat

The teacher came to the class at 07:00, many students were standing in front of the class room. They went to the classroom after they looked me. She came to class and prepare her teaching aid. After that, she counted the students and found that two students were not in the class yet. She asked the other students, they said that they were late. She decided to started the class. she asked one of students in the class to lead the pray. After that, she greeted them and fice versa. Next, she asjked the students to open their book on Unit 3.

Before she asked the students to do Task 1, she asked some questions to build their background knowledge about invitation letter. Most of them answered her questions. After she had finished asking, she asked the students to study the cards in Task 1 and then asked them to decide which one is the invitation card. All students said “Number three”. The teacher also asked the students to mention the name of each card in Task 1 and they had correct answer for it. It meant that the students comprehend the task well.

They have been finished with Task 1 and no students asking about the task. After that, the teacher asked them to open the next page. She asked the students to study Task 2 at the same time she prepared the audio because Task 2 is listening task. When the students were ready to listen to the audio, the teacher reminded them to complete the task individually before she played the audio. They looked so serious in listening to the audio. After the audio finished, the students said “Huff”. Then they said to play the audio once more. They had completed the task after the second play of the audio. Then, the teacher discussed the task together with the students. Most of them could comprehend the task well.

The teacher directly moved on the Task 3. Task 3 is still listening task. Before she played the audio she explained the instruction briefly. Compared to the Task 2, the students did Task 3 more serious because they did not want to miss the information. They like to do listening task individually. Some of them had completed the task, but the teacher played the audio once more in order to improve the students’ listening skills. She discussed the answer together with the students and they had completed the task well and did not find serious problem.

Next, before they move on to the speaking task, the students should comprehend the expressions of inviting someone, declining or accepting invitation. Without any command from the teacher they started to read instruction and the input. The teacher asked the students to study the expressions served in Task 4. After that, the students should identify the expressions contained in the dialogues in Task 4. All the students study the expressions and then identify them. They did the task individually. While they were working the teacher said "If there is any questions about the task, just rise your hand and I'll try to help you." They were able to identify the expressions of inviting someone, declining or accepting invitation very well after studying the expressions which are served in the form of table.

After they had finished with Task 4, the teacher asked them to pay their attention to the Task 5. Task 5 is pronunciation activity. To have correct pronunciation, the teacher gave them example on how to pronounce the words "would, could and should" correctly which she played from an electronic dictionary. After she played the audio, the teacher also pronounced the words and then asked the students to repeat after her. The teacher asked them to repeat again and again until they had correct pronunciation. They were enthusiastic to repeat after the teacher. Although they pronounced the words incorrectly, they were very happy and even laughed. They did not give up to try pronouncing the words until they had correct pronunciation. After that, the teacher asked one by one of the students to read aloud the sentences in the Task 5. Most of them did the task well.

They had comprehension task of speaking after the pronunciation task. The teacher asked the students to make groups of four. When they were in their groups the teacher asked them to read the dialogue served in Task 6 and then answered the questions that follow. When they were doing the task the teacher walk around their sit and checj their works. They could comprehend the dialogue and answered all the questions. The students were enjoyed working in groups and they could comprehend the task very well.

Moved on to the Task 7, it is guided speaking task. The teacher explained the instruction briefly. She also asked the students to study the example. After that, she said "Is there any question?" There was no questions come from the students, it meant that the clues given is comprehensible. Next, she asked the students to make dialogues in pairs and they did the task well. While they completed the task, the teacher came to the students sit and looked at their works. Sometimes, she gave them advices for the improvement of their dialogues. There was no instruction to act the dialogue out, but the students wanted to act the dialogue out. Then, the teacher gave opportunity for them to act the dialogue out but only for

two students. Then, she moved on to the next task because the students were able to make dialogue using the clues given.

Task 8 is free speaking task. The teacher asked the students to make groups of three. a students who sit on very back row looked confuse because she did not have group. Because that reason the students divided the class into nine groups, eight groups consist of three students and a group consists of four students. Then, she asked the students to start working. After a minute, no students did the task and then the teacher explained the cues but they still looked confuse. She decided to explain the cues once more. When she had finished explaining the cues, the bell rang. So, she asked the students to do the task at home. Before she left the class, she reminded them that the next meeting would be on Tuesday next week and said to the students to not forget to study the materials at home.

Second meeting

Date : Tuesday, 22nd May 2012

Time : 07:00 – 08:30

Place : Parikesit Room (Kelas X Keramik 1) at SMK N 1 ROTA Bayat

As usuall, every Tuesday the teacher came to class at 07:00 and she always see the same thing. Many students were having talk with their friends in front of the class room she had to asked them to go to the classromm. While she prepare her teaching aids, she asked the students to prepare their book. She remembered that there was homework. Then, she decided to discussed the homework together with their students.

The teacher said to the students that they had to practice Task 8 which was done as the homework. She asked a group of students to act out the dialogue in front of the class. They can make dialogues but it is not a such good dialogue. The teacher decided to not continue the task and then moved to the task 9. In the Task 9, the teacher asked the students to read the instruction first before completing the task. When the teacher asked about the instruction, most students understood. The teacher asked them to start working on Task 9 and remind them to work individually. They started to find the meaning in their dictionary. Several students did not have dictionary. They should wait for their friends to borrow the dictionary. After in a while the teacher discussed the answer together with the students. Most students could complete the task well.

The teacher asked the students to open next page and said “What do you see in this Task?” most students understood that they had invitation letter in Task 10. Then, the teacher asked them to read the letters after that answered the questions that follow. The students should do the task individually, they were aloud to exchange information between students and teacher but not for students to students. The letters seemed comprehensible for them because there were no students asking about the letters. When they started to answered the questions, a student said that the questions were too much. Then, the teacher explained that it was not too much, it looked too much because the questions are in the form of multiple-choice. They continued working to complete the task. After 5 minutes, the teacher asked them to discuss the answer. Most of them complete the task well and did not find serious problem.

They left Task 10 and then moved on to the task 11. In the task 11, the teacher not only explained the instructions briefly but also explained the input. They satrted working, the students did the task individually. The input is comprehensible but when they complete the task most of them had incorrect answers. When she asked the students, they had incorrect answers not because of the input but the length of the jumbled words that they had to arrange. The students said that many repeated words and too long. Because of the reason the teacher arranged the words into correct sentences by herself and then gave them to the students.

She went to the next task. The teacher asked them to read the explanation and completed the task individually. Most students read the explanation seriously and started to complete the task for them who had finished read the explanation. The teacher gave them the correct answer and most of them had the same answer with the teacher. They could complete the task very well. It meant that they were able to comprehend the part of invitation letter very well.

After that, the teacher said that it was the time for free writing. She asked the students to read the situation given in Task 13 carefully and start working if they had finished read the situation. Most of them started working, it meant that they could comprehend the situation well. She also gave the students opportunity to ask when they found problem in completing the task. They started working individually without much talking. When the students complete the task the teacher came to the students sit and then checked the students’ works. She corrected the students’ works and guided them when they cannot write. Most students write a good invitation letter.

The teacher directly moved to the Evaluation 3. While she prepared the audio as the first part in the Evaluation 3, she asked the students to read the instruction and study the questions. Unfortunately, there was a trouble with the electricity, the teacher confirmed it to the students. Because she cannot play the audio without the electricity she decided to read the dialogue. After the listening section, the teacher asked the students kept on going with their works until the end number of the Evaluation 3. After they had finished completing Evaluation 3, the teacher discussed the answer together with the students. After that, she asked the students to rise their hand when they had more than five incorrect answer. Finally there was no students who had more than five incorrect answer, it meant that they could comprehend the Unit 3 very well.

INTERVIEW TRANSCRIPT UNIT 1

Task 1

T: ...menurut kamu dengan mengerjakan Task 1, emmm...kamu udah bisa memprediksi materi yang akan dibahas di unit 1 belum? (In your opinion, by doing Task 1, Err.. Can you predict the materials that you are going to learn in Unit 1?)

S: Bisa Miss. Kelihatan dari pertanyaan-pertanyaannya itu. (Yes, I can. It can be seen from the questions in the task.)

T: OK, sekarang kamu Riska..menurut kamu gambar untuk Task 1 ini udah tepat belum?(OK, now Riska..Do you think the pictures in Task 1 are appropriate?)

S: Sudah miss..karena gambarnya sesuai dengan jurusan.. kan kalo jurusan dari hati.. jadi ngerjainnya itu jadi seneng. (Yes, they are. Because the pictures are appropriate with the skill program, the skill program is the choice of heart...so, doing it is happiness.)

T: Trus...pertanyaan-pertanyaanya mudah dikerjakan nggak? (Then, Are the questions easy to answer?)

S: Mudah Miss...mudah banget malah..Kalo menurut saya...nggak tahu kalo yang lain. (Yes, they are. I think they are very easy, but I do know my friends opinion on it.)

T: Apakah kalian dapat mengerjakan task ini dengan baik secara bersama-sama dengan teman? Maksudnya menjawab bareng-bareng satu kelas gitu. (Can you do the task well together with your friends? I mean answering questions in whole class together.)

S: Bisa.(Yes, I can)

T: Bisa. Kenapa bisa? (Can. Why?)

S: Ya lebih gampang jawabnya kalo sama-sama. (Answering together is easier.)

T: Apakah kalian bisa berperan aktif dalam mengerjakan task ini? (Can you participate actively in doing this task?)

S: Bisa.(Yes, I can)

T: Kalo kamu? (What is your opinion?)

S: Idem Miss. (So do I Miss.)

T: Apakah disini guru berperan untuk membantu kalian untuk mendapatkan pemahaman awal tentang materi yang akan dibahas selanjutnya? (Is the teacher act as the prompter to help you to get background knowledge about the materials that you are going to learn?)

S: Ya. (Yes, she is.)

T: Beneran iya...?(Really?)

S: Iya Miss. Tadi kan Miss mancing-mancing pake pertanyaan-pertanyaan gitu Miss. (Really, You used questions to prompt us.)

Task 2

T: Kemampuan listening kalian meningkat nggak setelah mengerjakan task ini? (Is your listening skill improved after doing this task?)

S: Meningkat banget malah... (Yes, it improves significantly.)

T: Kalo kamu? (What is your opinion?)

S: Meningkat. (Yes, it improves.)

T: Kamu tadi bisa emehami dialog dengan baik nggak? (Can you comprehend the dialogue well?)

S: Bisa Miss, tapi muternya jangan Cuma 1x Miss. (Yes, I can, but do not play the recording only once.)

T: Sesuai dengan jurusan kalian nggak? (Is it appropriate to your skill programme?)

S: sesuai Miss, malah ada Mr. Kawasaki juga. Hahaha... Yes, it appropriate because there is Mr. Kawasaki also.)

T: *Pertanyaan-pertanyaan di Task 2 ini mudah nggak?* (Are the questions in Task 2 easy?)

S: *Pertanyaannya sih sebenarnya mudah miss...ini kan juga ada pilihannya jadi gampang...tapi mendengarkannya itu lho miss yang bikin agak susah.* (Actually, the questions are easy...there are choices here so make it easy, but we have to listen to the dialogue carrefully which make it difficult.)

T: *OK.bagus. Kalian tadi bisa ngerjain Task ini sendiri nggak?* (OK...Agree. Can you do the task individually?)

S: *Iya miss, sendiri-sendiri.* (Yes, I can. I do it individually.)

T: *Bener...nggak contek-contekan?* (Are you sure not cited?)

S: *Bener, Yo nggak sempet nyontek Miss.* (Sure... there is no time to cite.)

T: *Trus...kalian bisa berperan aktif nggak pas ngerjain Task ini?* (Then... Can you participate actively in doing this task?)

S: *Sebenarnya bisa aja sih miss kalo mau aktif, tergantung kitanya aja. Karena, menurut saya task ini dah ngasih kesempatan buat aktif.* (Actually, we can participate actively if we want, it depends on us. Because, I think this us gives us an opportunity to be active participants.)

T: *Tadi peran guru dalam membantu kalian untuk memahami input sudah tepat belum?* (Does the teacher take the role as facilitator appropriately?)

S: *Ho'oh. Udah.* (Yes, you do)

T: *Contohnya gimana?* (Give me the example.)

S: *Emmm...tadikan miss udah muterin dialognya 2x. Trusss..nyuruh kita baca soalnya dulu, biar mudah memahaminya.* (Errr..You have played the dialogue twice. Then, asked the students to read the questions first in order to get easier in comprehending the input.)

Task 3

T: *Menurut kalian task 3 ini gimana? Ehmm...kalian bisa mendengarkan sambil menulis nggak?* (What do you think of Task 3? Ehmmm... Can you take note while listening?)

S: *Bisa.* (Yes, I can.)

T: *Bener... nggak bohong?* (Really... Don't you lie?)

S: *Yakin.* (Trust me.)

T: *Menurut kalian...Bagaimana dialog yang diperdengarkan tadi?* (What do you think of the recording dialogue?)

S: *Mudah dipahami.* (It can be understood well.)

T: *Kalian tadi bisa mengerjakan Task 3 dengan baik nggak?* (Can you do Task 3 well?)

S: Bisa. (Yes, I can.)

T: *Seneng nggak ngerjain task yang kayak gini?* (Are you happy completing the task?)

S: *Seneng Miss..mendingan kayak gini dibanding yang harus milih....kalo yang ada pilihannya tu malah bingung.* (Yes, I am. I like this better than optional because optional makes me confuse.)

T: *Seperti di Task 2, kalian harus mengerjakan task ini secara individu. Menurut kamu gimana?* (It similar to the Task 2, you have to do the task individually. What is your opinion about it?)

S: *Kalo menurut saya sih udah tepat...emang kalo listening itu enaknya sendiri-sendiri* (I think it sufficient...it is better to have listening task individually.)

T: *Kalian bisa berpartisipasi aktif dalam task ini nggak?* (Can you participate actively in this task?)

S: *Kalo untuk aktiv kayak speaking nggak bisa miss...ya paling aktifnya itu dengerin dialognya trus nyatet.* (I cannot be an active participant like in the speaking activity... but I can be a good listener and doing note taking well.)

T: *Ketika mengerjakan task ini, guru membantu kesulitan kalian dalam mengerjakan nggak?* (When doing this task, Does the teacher help you in doing this task?)

S: *Iya.* (Yes, she does.)

T: *Membantunya gimana coba?* (Give the example.)

S: *Ngasih tau kata-kata yang sulit terus ngasih tahu tulisan yang bener.* (The teacher helps us to find difficult words and corrects the spelling.)

Task 4

T: *Sekarang Task 4. Apa yang kalian dapat setelah mengerjakan Task 4 ini?* (Now Task 4. What do you get from Task 4?)

S: *Ehmmm..., jadi tau kalimat-kalimat untuk menyatakan..apa ini..ehmmm..peferences sama capabilities.* (Ehmmm..., getting know the sentences to express preferences and capabilities.)

T: *Menurut kalian kalimat-kalimat dalam table ini mudah dipahami nggak?* (Do you think the sentences in table are easy to comprehend?)

S: *Ya miss. Beberapa juga sudah diajarkan sama Pak fuad.* (Yes, they are. Some of them have been taught by Mr. Fuad.)

T: *Kalo kamu Laila?* (How about you Laila?)

S: *Mudah banget dioahami.* (They were easy to comprehend.)

T: *Trus... melengkapi dialog kayak tadi itu menyenangkan nggak?* (Is the activity interesting?)

S: *Menyenangkan.* (Yes, it is interesting.)

T: *Trus...kalian bisa kerjain semuanya nggak?* (Can you do all?)

S: *Bisa miss..., gampang...tinggal liat kalimat yang ada di tabel.* (Yes, I can. It is very easy... just looke at the expressions in the table.)

T: *Kalian tadi bisa ngerjain Task 4 berpasangan nggak?* (Can you do Task 4 in pairs?)

S: *Bisa.* (Yes, I can.)

T: *Kalian enjoy nggak ngerjain task ini berpasangan?* (Do you enjoy doing the task in pairs?)

S: *Enjoy Miss.* (Yes, I do.)

T: *Apakah kalian bisa berperan aktif ketika mengerjakan Task 4 tadi?* (Can you participate actively in doing Task 4?)

S: *Iya Miss.* (Yes, I can Miss.)

T: *Yang lain gimana?* (How about the others?)

Ss: *Bisa* (Yes, we can.)

T: *Tadi peran guru dalam membantu kalian untuk memahami input sudah bagus belum?* (Does the teacher act as facilitator well?)

S: *Sudah.* (Yes, she does.)

T: *Yakin?* (Really?)

S: *Ya... yakin.* (I swear.)

Task 5

T: *OK..Lanjut! Setelah mengerjakan Task 5 ini apakah kalian bisa mengucapkan kata-kata disini (di Task 5) dengan baik?* (OK...Next. after doing this task, can you pronounce the words in Task 5 well?)

S: *Kalo pas awal-awal itu kurang begitu bisa...tapi setelah beberapa kali langsung bisa.* (I cannot pronounce the words well in the beginning...but after having practise for several times I can do it well.)

T: *Kata-kata beserta cara pelafalannya yang terdapat pada penjelasan di Task 5 dapat membantu kalian untuk mengucapkan kata “can” dan “can’t” dengan benar nggak?* (Are they word and their phonetic transcrip which served in Task five help you to pronounce the words “can” and “can’t” correctly?)

S: *Iya, membantu.* (Yes, they help me in pronouncing the words correctly.)

T: *Trus kenapa tadi masih salah-salah pas disuruh membaca berpasangan?* (And then, why do you produce incorrect pronunciation when I asked you to do the task in pairs?)

S: *Ya...mungkin karna lidah kita lidah orang Jawa Miss. Hehehehe...* (May be because our tongue is Javannesse tongue. Hehehe.)

T: *Trus...aktivitas di Task 5 ini menarik nggak?* (Is the activity in Task 5 interesting?)

S: *Menarik.* (Yes, it is interesting.)

T: *Menariknya gimana?* (How is it interesting?)

S: *Ya...,ngucapin kata-kata, trus salah-salah..tapi nyenegke (menyenangkan) gitu lho Miss. Karena dari salah itu kita jadi tau yang bener gimana.* (Pronouncing words and then we have wrong pronunciation... but it is interesting, because from the fault we know the correct pronunciation.)

T: *Tadi ngerjain task ini berpasangan kan?* (Do you do the task in pairs?)

S: *Iya.* (Yes, I do.)

T: *Truss..kenapa Laila tadi malah dibaca sendiri?* (An then, why Laila read the sentences by yourself?)

S: *Oh....tadi tu saya tau kalo sruh baca berpasangan tapi temen saya tadi bilang kalo yang disuruh saya, jadi ya...saya baca sendiri.*(Oh...,actually I know the instruction to read the sentences in pairs but by friends said to me that the teacher asked me to do the task, so... I read the senteces by myself.)

T: *Kalian tadi bisa berperan aktif nggak waktu ngerjain Task 5 ini?* (Can you participate actively in doing Task 5?)

S: *Bisa Miss.* (Yes, I can Miss.)

T: *Kalo kamu Fika?* (How about you Fika?)

S: *Sama.* (So do I.)

T: *Tadi peran guru dalam memberikan contoh kepada kalian sudah tepat belum?* (Does the teacher talke the role as model well?)

S: *Ya udah.*(Yes, she does.)

Task 6

T: Menurut kalian Task 6 ini gimana, Ehm...apakah sesuai dengan jurusan kalian? (What do you think of Task 6, Ehm...Is it appropriate with your skill programme?)

S: *Ya sesuai.* (Yes, it is appropriate.)

T: *Menurut kalian dialog di Task 6 mudah dipahami nggak?*(Is the dialogue in Task 6 easy to understand?)

S: *Ya, mudah. Kata-katanya mudah dipahami.*(Yes, it is easy. The words are easy to understand.)

T: *Menurut kalian aktivitas di Task 6 ini sesuai dengan jurusan kalian nggak?* (Is the activity in Task 6 appropriate with you skill programme?)

S: *Ya sesuai.* (Yes, it is appropriate.)

T: *Kalian tadi menyelesaikan Task 6 ini sendiri-sendiri kan?* (Do you do the task individually?)

S: *Jelas.*(Ofcourse.)

T: *Yakin nggak contek-contekan?* (Are sure not citing each other?)

S: *Yakin.* (I am really sure.)

T: *Kalian tadi bisa berperan aktif nggak waktu mengerjakan Task 6 ini?* (Can you participate actively in doing Task 6?)

S: *Ya bisa Miss.* (Yes, I can participate actively.)

T: *Tadi guru berperan sebagai tempat untuk menggali informasi nggak?* (Does the teacher act as resource?)

S: *Ya. Kalo nggak tau bisa tanya ke guru.* (Yes, she does. When we do not know, we can get information from the teacher.)

Task 7

T: *Kemampuan speaking kamu meningkat nggak setelah mengerjakan Task 7 ini?* (Is your speaking kill improved after completing Task 7?)

S: *Ya, meningkat.* (Yes, it improves)

T: *Meningkatnya gimana?* (How is it improved?)

S: *Ya..jadi bisa tanya jawab menggunakan...ehm...apa tadi?* (I can make questions and answers using...ehm...what should I call that?)

T: *Expressions of capabilities and preferences.*

S: *Ya itu.* (That is what I mean.)

T: *Menurut kalian gambar di Task 7 ini sesuai dengan jurusan kalian nggak?* (Are the pictures in Task 7 appropriate with your skill programme?)

S: *Ya sesuai.* (Yes, it is appropriate.)

T: *Truss...gambaranya ini membantu kalian untuk mengerjakan Task 7 nggak?* (Are the pictures help you in doing Task 7?)

S: *Ya membantu. Karena sudah ada namanya jadi memudahkan kita dalam membuat dialognya.* (Yes, it helps me. Because there is the name of the picture, it helps me in making the dialogues.)

T: *Menurut kalian aktivitas di Task 7 ini menyenangkan nggak?* (Is the activity in Task 7 interesting?)

S: *Ya menyenangkan.* (Yes, it is interesting.)

T: *OK..bagus. sekarang ke setting. Tadi kalian ngerjainya berpasangan kan?* (OK..Good. Now, move to the setting. Did you do the task in pairs?)

S: *Ya.* (Yes, I did the task in pairs)

T: *Kalo Fika gimana? Berpasangan juga?* (How about you Fika? Did you do the task in pairs?)

S: *Ya.* (Yes, I did the task in pairs.)

T: *Kalian tadi bisa berperan aktif nggak pas ngerjain Task 7?* (Can you participate actively in doing Task 7?)

S: *Ya bisa.* (Yes, I can.)

T: *Kalo Arip* (How about Arip?)

S: *Sama.* (I have the same idea.)

T: *Sama apanya.* (What do you mean by “have the same idea”?)

S: *Bisa berpartisipasi aktif.* (I can participate actively.)

T: *Tadi peran guru sebagai tempat untuk bertanya udah tepat belum?* (Does the teacher act as a resource well?)

S: *Sudah.* (Yes, she does.)

Task 8

T: *Apakah kalian bisa membuat dialog dengan baik, dengan hanya diberikan situasi seperti ini?* (Can you make a Agree dialogue based on the situation given?)

S: *Ya bisa.* (Yes, I can.)

T: *Apakah situasi yang diberikan memudahkan anda untuk membuat dialog?* (Is the situation given helping you to make the dialogue easier?)

S: *Ya. Lebih gampang kalo di kasih situasi kayak gini, karena jadi lebih bebas.* (Yes, it is. The situation makes the process of creating the dialogue easier, because it is freer.)

T: *Apa pendapat kalian tentang aktivitas di Task 8?* (What do you think of the activity in Task 8?)

S: *Saya ya Miss. Kalo menurut saya menarik karena kita membuat dialog berdasarkan situasi, jadi kita bisa lebih bebas dalam menggunakan kata-kata.*

(Let me answer Miss. In my opinion, the activity is interesting because we should make dialogues based on the situation, so we are free to use our own words.)

T: *Apakah kalian enjoy mengerjakan task 8 ini berpasangan?* (Do you enjoy doing Task 8 in pairs?)

S: *Tergantung pasangannya...kalo pasangannya bisa diajak bekerja sama ya enak, tapi.. kalo g bisa ya...jadi nggak enak.* (It depends on my friend who together with me...if she/he can work together with it will be interesting...if she/he cannot... so it is not interesting at all.)

T: *Apakah kalian tadi bisa berperan aktif pas ngerjain Task 8 ini?* (Can you participate actively in doing Task 8?)

S: *Bisa.* (Yes, I can.)

T: *Kalo Abdul?* (How about Abdul?)

S: *Bisa berperan aktif, karena kita harus mempraktekan dialog yang udah kita bikin di depan kelas.* (Yes, I can be active, because we should act out the dialogue that we have made in front of the class.)

T: *Apa pendapat kamu tentang peran guru di Task 8?* (What do you think of the teacher role in Task 8?)

S: *Guru membantu kita saat kita mendapat kesulitan dalam mengerjakan.* (The teacher helps us when we have problems in doing the task.)

T: *Truss....ngasih masukan nggak terhadap performance kalian.* (Then, does the teacher give you feedback on your performance?)

S: *Ya... itu juga iya.* (Yes, she does.)

Task 9

T: *Menurut kalian Task 9 ini gimana, Ehm...apakah sesuai dengan jurusan kalian?* (What do you think of Task 9, Ehm...Is it appropriate with your skill programme?)

S: *Ya, sesuai.* (Yes, it is appropriate.)

T: *Menurut kalian bacaan di Task 9 mudah dipahami nggak?* (Is the text in task 9 easy to comprehend?)

S: *Ya, mudah. Kata-katanya mudah dipahami.* (Yes, it is easy. The words are easy to comprehend.)

T: *Kalo Arip?* (How about you Arip?)

S: *Mudah dipahami, walaupun ada beberapa kata yang nggak tahu artinya tapi bacaannya masih bisa dipahami.* (It is easy to comprehend, I do not know know the meaning of some words in the text, but I can comprehend the text well.)

T: *Menurut kalian aktivitas di Task 9 ini menarik nggak?* (Is the activity in Task 9 interesting?)

S: *Ya menarik.* (Yes, it is interesting.)

T: *Kalo Laila?* (How about you laila?)

S: *Kalo menurut saya gampang banget. Nggak tau kalo yang lain.* (In my opinion this task is very easy, but I do not know thw others' opinion.)

T: *Kalian tadi menyelesaikan Task 9 ini sendiri-sendiri kan?* (Do you do the task individually?)

S: *Jelas.* (Ofcourse.)

T: *Yakin nggak contek-contekan?* (Are sure not to cheat your friends?)

S: *Yakin.* (Absolutly sure.)

T: *Kalian tadi bisa berperan aktif nggak waktu mengerjakan Task 9 ini?* (Can you participate actively in doing Task 9?)

S: *Ya bisa Miss.* (Yes, I can participate actively.)

T: *Tadi guru berperan sebagai seseorang yang membantu kalian dalam memahami bacaan nggak?* (Does the teacher act as facilitator well?)

S: *Ya. Kalo nggak tau bisa tanya ke guru.* (Yes, she does. When we do not know, we can get information from he teacher.)

Task 10

T: *Apakah Vocabulary kalian bertambah setelah mengerjakan Task 10?* (Is your vocabulary improvde after doing Task 10?)

S: Bertambah. Karena bisa tahu istilah-istilah bahasa Inggris dalam pembuatan keramik. (Yes, it is. Because I get new vocabulary entry related to the ceramics terms.)

T: *Apakah input dalam Task 10 ini mudah dipahami?* (Is the input in Task 10 easy to comprehend?)

S: *Ya. Mudah dipahami karena sesuai dengan jurusan kita.* (Yes, it is. Because it is appropriate with the skill programme.)

T: *Menurut kalian aktivitas di Task 10 ini menyenangkan nggak?* (Is the activity in Task 10 interesting?)

S: *Ya menyenangkan.* (Yes, it is interesting.)

T: *OK..bagus. sekarang ke setting. Tadi kalian ngerjainya sendiri kan?* (OK..Good. Now, move to the setting. Did you do the task individually?)

S: *Ya. Tasknya mudah jadi bisa saya kerjakan sendiri* (Yes, I did the task individually. The task is easy so I can handle it by my self.)

T: *Kalian tadi bisa berperan aktif nggak pas ngerjain Task 10?* (Can you participate actively in doing Task 7?)

S: *Ya bisa.* (Yes, I can.)

T: *Kalo Reza?* (How about Arip?)

S: *Sama.* (I have the same idea.)

T: *Tadi peran guru sebagai orang yang membantu kalian dalam memahami Task 10 udah tepat belum?* (Does the teacher act as a facilitator well?)

S: *Sudah.* (Yes, she does.)

Task 11

T: *Apakah kemampuan writing kalian meningkat setelah mengerjakan Task 11?* (Is the task improving your writing skill?)

S: *Ya meningkat. Dari yang cuma nulis jawaban tapi sekaramg harus membuat paragraf. Walaupun nggak panjang tapi lumayan asyik.* (In the previous task is just writing the answer but now I have to write paragraphs. The paragraphs are not too long but interesting.)

T: *Kalo Reza, bisa?* (How about you Reza?)

S: *Bisa.* (Yes, I can.)

T: *Apakah gambar dan clue yang diberikan dapat membantu anda untuk membuat paragraf?* (Are the pictures and the clues given helping you to write paragraphs?)

S: *Ya.* (Yes, it is.)

T: *Apa pendapat kalian tentang aktivitas di Task 11?* (What do you think of the activity in Task 8?)

S: *Saya ya Miss. Kalo menurut saya menarik karena kita membuat paragraf berdasarkan gambar, trus gambarnya itu menarik karena sesuai dengan jurusan kita.* (Let me answer Miss. In my opinion, the activity is interesting because we should write paragraphs based on the pictures, and then the pictures are interesting because related to our skill programme.)

T: *Tadi kalian ngerjain Task 11 ini sendiri apa kerjasama sama teman?* (Do you do the task individually or together with your friends?)

S: *Sendiri Miss.* (I do the task individually Miss.)

T: *Apakah kalian tadi bisa berperan aktif pas ngerjain Task 11 ini?* (Can you participate actively in doing Task 11?)

S: *Bisa.* (Yes, I can.)

T: *Kalo Riska?* (How about Riska?)

S: *Bisa berperan aktif, walupun nggak seaktif kalo speaking se enggak-enggakny bisa aktif bertanya pada guru.* (Yes, I can be active, although not as active as in speaking activity I can actively participated in finding information from the teacher.)

T: *Apa pendapat kamu tentang peran guru di Task 11?* (What do you think of the teacher role in Task 8?)

S: *Guru membantu kita saat kita mendapat kesulitan dalam mengerjakan.* (The teacher helps us when we have problems in doing the task.)

Task 12

T: *OK..Lanjut! Setelah mengerjakan Task 11 ini apakah kalian jadi tau penggunaan conditional type 1?* (OK...Next. after doing this task, Do you know the use of conditional sentences type 1?)

S: *Ya jadi tau, karena disini udah da penjelasanya trus ini kan bikin kalimat berdasarkan pertanyaan...jadi gampang tinggal jawab pertanyaan.* (Yes, I do. Because there is explanation then I have to make sentence based on the questions given... so, it is easy just answer the questions.)

T: *Apakah penjelasan tentang conditional sentences type 1 ini bisa membantu kalian untuk membuat kalimat yang sejenis?* (Is the explanation about conditional sentences type 1 help you in making the same kind sentences?)

S: *Iya bisa. Penjelasannya ini lebih mudah dipahami* (Yes, it is. The explanation is easier to understand.)

T: *Trus...aktivitas di Task 12 ini menarik nggak?sekarang Fika* (Is the activity in Task 12 interesting? Now is Fika turn)

S: *Menarik.* (Yes, it is interesting.)

T: *Menariknya gimana?* (How is it interesting?)

S: *Ya... ada gambar-gambarnya.* (It is interesting because of the pictures.)

T: *Truss...tadi ngerjain task ini sendiri-sendiri kan?* (Do you do the task individually?)

S: *Iya.* (Yes, I do.)

T: *Apakah Tak12 memberi kesempatan pada kalian untuk berpartisipasi aktif?* (Is Task 12 giving you opportunities to be active?)

S: *Ya.* (Yes, it is.)

T: *Menurut kalian guru berperan sebagai apa di Task 12 ini?* (What do you think of the teacher role in Task 12?)

S: *Ehmmm... sebagai pembantu.* (Ehmmm... as helper.)

Ss: *Hahaha...*

S: *Maksudnya... membantu kita kalo ada kesulitan dalam mengerjakan gitu.* (I mean the teacher help us when we found problems in doing the task.)

Task 13

T: *Ok let's move on to the task 13. Apakah kalian bisa mendeskripsikan gambar yang ada di Task 13 kedalam sebuah paragraf dengan baik?* Ehmmm... *Ni siapa yang mau jawab...* *Ok kamu Laila.* (Can you describe the pictures in Task 13 into a Agree paragraph? Ehmmm... Who want to answer? Ok Laila.)

S: *Kalo saya ya Miss..saya cenderung suka yang seperti ini, ehmmm...karena jadi lebih bebas menggunakan kata-kata kita sendiri.* (In my opinion, I prefer to do task like this, ehmmm... because I am free to use my own words.)

T: *Menurut kalian gambar di Task 13 ini membantu kalian nggak?* (Are the pictures helping you in doing the task?)

S: *Ya membantu karena kita bisa tau apa yang mau di tulis setelah melihat gambar.* (Yes, because we know what we have to write after looking at the pictures.)

T: *Trus... kalo activitynya itu menyenangkan nggak?* (Then...Is the activity interesting?)

S: *Ya menyenangkan.* (Yes, it is interesting)

T: *Yakin Reza..kalo activitynya menyenangkan?* (Are you sure Reza?)

S: *Yakin.* (Yes, I am sure.)

T: *Ok, ya dah.* (Ok it's good.)

T: *Kalian tadi benaran ngerjain Task 13 sendiri-sendiri?* (Do you do the task individually?)

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

T: *Yang lain juga sendiri-sendiri ya?* (Are the others doing the task individually?)

Ss: *Ya.* (Yes, I do.)

T: *Apakah kalian bisa berperan aktif ketika mengerjakan Task 13 tadi?* (Can you participate actively in doing Task 13?)

S: *Iya Miss.* (Yes, I can Miss.)

T: *Yang lain gimana?* (How about the others?)

Ss: *Bisa.* (yes, I can.)

T: *Tadi kalian bertanya pada guru nggak waktu ngerjain Task 13?* (Did you ask some questions to the teacher while doing Task 13?)

S: *Ya, tadi ada beberapa teman tanya pada guru waktu mengerjakan.* (Yes, there are some students ask some questions to the teacher.)

T: *Trus...guru suka ngasih masukan nggak terhadap kerjaan kalian?* (Then..Does the teacher give you feedback?)

S: *Ya, tadi pas kebetulan saya yang dikasih masukan.* (Yes, she does. She gives me feedback.)

INTERVIEW TRANSCRIPT UNIT 2

Task 1

T: *... menurut kamu Task 1 ini udah cukup memberikan gambaran tentang apa yang akan dibahas di Unit 2 ini belum?* (In your opinion, Does Task 1 give you clue about the materials that are you going to learn in this unit?)

S: *Iya.* (Yes, it does.)

T: *Bener?* (Really?)

S: *Iya.* (Yes, it does.)

T: OK.

T: *OK, sekarang kamu Riska... menurut kamu gambar untuk Task 1 ini udah tepat belum?* (OK, now Riska... Do you think the pictures in Task 1 are appropriate?)

S: *Sebenarnya sih agak bingung ya Miss... tapi kalo diperhatikan lagi, tahu apa maksudnya...* (Actually it makes me confused but when I see the pictures again and again I know what it means.)

T: *Kalo menurut Laila ini gambarnya perlu diganti nggak?* (How about you Laila? Do you think the pictures need to change?)

S: *Kalo menurut saya diganti juga lebih bagus, tapi kalo nggak diganti juga nggak papa.* (I think to change the pictures is a good idea but not to change the pictures is OK.)

T: *Trus...pertanyaan-pertanyaanya mudah dikerjakan nggak?* (Then, Are the questions easy to answer?)

S: *Mudah Miss.* (Yes, they are.)

T: *Apakah kalian dapat mengerjakan task ini dengan baik secara bersama-sama dengan teman?...maksudnya menjawab bareng-bareng satu kelas gitu.* (Can you do the task well together with your friends? I mean answering questions in whole class together.)

S: *Bisa.* (Yes, I can.)

T: *Apakah kalian bisa berperan aktif dalam mengerjakan task ini?* (Can you participate actively in doing this task?)

S: *Bisa.* (Yes, I can)

T: *Kalo kamu?* (What is your opinion?)

S: *Bisa.* (So do I, Miss.)

T: *Apakah disini guru berperan untuk membantu kalian untuk mendapatkan pemahaman awal tentang materi yang akan dibahas selanjutnya?* (Does the teacher act as the prompter to help you to get background knowledge about the materials that you are going to learn?)

S: *Ya.* (Yes, she is.)

T: *Beneran iya...?* (Really?)

S: *Iya bener.* (Really.)

Task 2

T: *untuk meningkatkan kemampuan listening kalian, kalian suka nggak aktivitas seperti ini?* (Do you like activity in Task 2 to improve your listening skill?)

S: *Suka.* (Yes, I like it.)

T: *Kamu bisa memahami dialog dengan baik nggak?* (Can you comprehend the dialogue well?)

S: *Bisa Miss, tapi a, i, u, e, o nya itu lho nggak jelas.* (Yes, I can but the pronunciation is not clear.)

T: *Maksudny agimana?* (What do you mean by a, i, u, e, o?)

S: *Maksudnya logatnya itu nggak kayak orang Jawa gitu lho Miss.* (I mean the dialect is not like Javanese people.)

T: *Pertanyaan-pertanyaan di Task 2 ini mudah nggak?* (Are the questions in Task 2 easy?)

S: *Mudah Miss asal mendengarkannya nggak cuma sekali.* (Yes it esay but we have to listen to the dialogue more than once.)

T: *OK..bagus. Kalian tadi bisa ngerjain Task ini sendiri nggak?* (OK...Agree. Can you do the task individually?)

S: *Iya Miss, sendiri-sendiri.* (Yes, I can. I do it individually.)

T: *Bener...nggak contek-contekan?* (Are you sure not cited?)

S: *Bener...yo nggak sempet nyontek Miss.* (I am sure...because there is no time to cite.)

T: *Trus...kalian bisa berperan aktif nggak pas ngerjain Task ini?* (Then... Can you participate actively in doing this task?)

S: *Bisa.* (Yes, I can.)

T: *Tadi peran guru dalam membantu kalian untuk memahami input sudah tepat belum?* (Does the teacher take the role as facilitator appropriately?)

S: *Ho'oh Udah.* (Yes, she does.)

Task 3

T: *Menurut kalian task 3 ini gimana? Ehmm...kalian bisa mendengarkan sambil menulis nggak?* (What do you think of Task 3? Ehmmm... Can you take note while listening?)

S: *Bisa.* (Yes, I can.)

T: *Bener... nggak bohong?* (Really... Don't you lie?)

S: *Yakin.* (Trust me.)

T: *menurut kalian... bagaimana dengan listeningnya?* (What do you think of the aoudio?)

S: *Mudah dipahami.* (I can comprehend the audio well.)

T: *Tapi tadi kok kelihatan bingung?* (And then, why do you look so confused while doing the task?)

S: *Oh... itu tadi dikiranya gambarnya sudah urut trus tinggal nulis si bawahnya gitu, eh ternyata masih acak.* (Oh...I think the pictures are arranged well so we just write the expressions under the picture, unfortunately the pictures are jumbled.)

T: *Trus... menurut kamu sebaiknya gimana?* (So, what do you think of the task?)

S: *Ya... sebaiknya diurutin aja.* (It will be better to rearrange the pictures.)

T: *Kalian tadi bisa mengerjakan Task 3 dengan baik nggak?* (Can you do Task 3 well?)

S: *Bisa.* (Yes, I can.)

T: *Seneng nggak ngerjain task yang kayak gini?* (Are you happy completing the task?)

S: *Seneng Miss..tapi tadi agak bingung, dikiranya gambarnya sudah urut hehehe....* (Yes, I am happy but I am confused at the beginning I think the pictures are arranged like in the audio, hehehe...)

T: *Seperti di Task 2, kalian harus mengerjakan task ini secara individu. Menurut kamu gimana?* (It is similar to the Task 2, you have to do the task individually. What is your opinion about it?)

S: *Kalo menurut saya sih udah tepat...emang kalo listening itu enak nya sendiri-sendiri.*(I think it is sufficient... it is better to have listening task individually.)

T: *Kalian bisa berpartisipasi aktif dalam task ini nggak?* (Can you participate actively in this task?)

S: *Iya bisa.* (Yes, I can.)

T: *Ketika mengerjakan task ini, guru membantu kesulitan kalian dalam mengerjakan nggak?* (When doing this task, Does the teacher help you in doing this task?)

T: *Ketika mengerjakan task ini, guru membantu kesulitan kalian dalam mengerjakan nggak?* (When doing this task, Does the teacher help you in doing this task?)

S: *Iya.* (Yes, she does.)

Task 4

T: *Sekarang Task 4. Apa yang kalian dapat setelah mengerjakan Task 4 ini?* (Now it's time for Task 4. What do you get from Task 4?)

S: *Ehmmm..., bisa membedakan mana asking for direction sama giving direction.* (Ehmmm..., I can identify the expressions of asking for and giving directions.)

T: *Menurut kalian kalimat-kalimat dalam table ini mebantu kalian untuk mengerjakan Task 4 nggak?* (Do you think the sentences in table help you to complete the task?)

S: *Ya Miss.* (Yes, they are.)

T: *Trus... aktivitasnya menyenangkan nggak?* (Is the activity interesting?)

S: *Menyenangkan.* (Yes, it is interesting.)

T: *Trus...kalian bisa kerjain semuanya nggak?*(Can you do all?)

S: *Bisa miss...,gampang...tinggal centang-centang aja.* (Yes, I can. It is very easy... just put check.)

T: *Kalian tadi bisa ngerjain Task 4 sendiri nggak?* (Can you do Task 4 individually?)

S: *Bisa.* (Yes, I can.)

T: *Apakah kalian bisa perperan aktif ketika mengerjakan Task 4 tadi?* (Can you participate actively in doing Task 4?)

S: *Iya Miss.* (Yes, I can Miss.)

T: *Yang lain gimana?* (How about the others?)

Ss: *Bisa.* (Yes, I can.)

T: *Tadi peran guru dalam membantu kalian untuk memahami input sudah bagus belum?* (Does the teacher act as facilitator well?)

S: *Sudah.*(Yes, she does.)

T: *Yakin?* (Really?)

S: *Ya... yakin.* (Swear.)

Task 5

T: *OK..selanjutnya Task 5! Setelah mengerjakan Task 5 ini apakah kalian bisa mengucapkan kata-kata disini (di Task 5) dengan baik?* (OK...Next is Task 5. After doing this task, can you pronounce the words in Task 5 well?)

S: *Bisa Miss.* (Yes, I can Miss.)

T: Kata-kata beserta cara pelafalannya yang terdapat pada penjelasan di Task 5 dapat membantu kalian untuk mengucapkan kata “way” dan “why” dengan benar nggak? (Are they word and their phonetic transcription which served in Task five help you to pronounce the words “way” and “why” correctly?)

S: Iya membantu. (Yes, they help me in pronouncing the words correctly.)

T: Trus...aktivitas di Task 5 ini menarik nggak? (Is the activity in Task 5 interesting?)

S: Menarik. (Yes, it is interesting.)

T: Yakin? (Really?)

S: Yakin. (Yes, it is.)

T: Menurut kamu, task seperti ini enakya berpasangan apa sendiri-sendiri? (Do you prefer doing the task in pairs or individually?)

S: Kalo saya enak sendiri Miss. (I prefer to do the task individually.)

T: Kalo Abdul? (What is your opinion Abdul?)

S: Sendiri-sendiri, karena tasknya udah di setting untuk individu. (I prefer to do the task individually, because the task is set to individual work.)

T: Kalian tadi bisa berperan aktif nggak waktu ngerjain Task 5 ini? (Can you participate actively in doing Task 5?)

S: Bisa Miss. (Yes, I can Miss.)

T: Kalo kamu Fika? (How about you Fika?)

S: Sama. (so do I.)

T: Tadi peran guru dalam memberikan contoh kepada kalian sudah tepat belum? (Does the teacher take the role as model well?)

S: Iya sudah. (Yes, she does.)

Task 6

T: Menurut kalian Task 6 ini gimana, Ehm...apakah sesuai dengan jurusan kalian? (What do you think of Task 6, Ehm...Is it appropriate with your skill programme?)

S: Ya sesuai. (Yes, it is appropriate.)

T: Menurut kalian dialog di Task 6 mudah dipahami nggak? (Is the dialogue in Task 6 easy to understand?)

S: Ya, mudah. Kata-katanya mudah dipahami. (Yes, it is easy. The words are easy to understand.)

T: Menurut kalian aktivitas di Task 6 ini menarik nggak? (Is the activity in Task 6 interesting?)

S: Ya menarik. (Yes, it is interesting.)

T: Kalian tadi menyelesaikan Task 6 ini bersama teman sebangku kalian kan? (Do you do the task with your friends who sit next to you?)

S: Jelas. (Ofcourse.)

T: Cara mengerjakan Task ini berpasangan dah tepat belum? (Is the setting appropriate?)

S: Sudah tepat. (yes, it is.)

T: Kalian tadi bisa berperan aktif nggak waktu mengerjakan Task 6 ini? (Can you participate actively in doing Task 6?)

S: Ya bisa Miss. (Yes, I can participate actively.)

T: Tadi guru berperan sebagai tempat untuk menggali informasi nggak? (Does the teacher act as resource?)

S: Ya. Kalo nggak tau bisa tanya ke guru. (Yes, she does. When we do not know, we can get information from the teacher.)

Task 7

T: *Apa pendapat kalian tentang Task 7, ehmm...apakah bisa membantu kalian meningkatkan speaking kalian?* (What do you think of Task 7, ehmm...Is it help you to improve your speaking skill?)

S: *Ya membantu.* (Yes, it is.)

T: *Menurut kalian incomplete dialogues sama kata-kata dalam box ini bisa dipahami nggak?* (What do you think about the incomplete dialogues and words in the box? Does it understandable?)

S: *Ya bisa.* (Yes, it is.)

T: *Menurut kalian aktivitas di Task 7 ini menyenangkan nggak?* (Is the activity in Task 7 interesting?)

S: *Ya menyenangkan.* (Yes, it is interesting.)

T: *Tadi kalian ngerjainya berpasangan kan?* (Did you do the task in pairs?)

S: *Ya.* (Yes, I did the task in pairs)

T: *Kalo yang lain gimana? Berpasangan juga?* (How about the others? Did you do the task in pairs?)

Ss: *Ya.* (Yes, we did.)

T: *Kalian tadi bisa berperan aktif nggak pas ngerjain Task 7?* (Can you participate actively in doing Task 7?)

S: *Ya bisa.* (Yes, I can.)

T: *Tadi peran guru udah tepat belum?* (Does the teacher take the appropriate role?)

S: *Sudah.* (Yes, she does.)

Task 8

T: *Apakah kalian bisa membuat dialog dengan baik, dengan hanya diberikan peta dan situasi?* (Can you make a good dialogue based on the map and situation given?)

S: *Ya bisa.* (Yes, I can.)

T: *Apakah petanya mudah dipahami?* (Is the map understandable?)

S: *Ya.* (Yes, it is.)

T: *Aktivitas di Task 8 menarik nggak?* (Is the activity in Task 8 interesting?)

S: *Menarik.* (Yes, it is interesting.)

T: *Apakah kalian senang mengerjakan task 8 ini berpasangan?* (Do you like doing Task 8 in pairs?)

S: *Harus Miss, karena speaking.* (It is a must because it is speaking activity.)

T: *Apakah kalian tadi bisa berperan aktif pas ngerjain Task 8 ini?* (Can you participate actively in doing Task 8?)

S: *Bisa.* (Yes, I can.)

T: *Apakah kalian tadi bisa berperan aktif pas ngerjain Task 8 ini?* (Can you participate actively in doing Task 8?)

S: *Bagus Miss.* (She takes the role well.)

Task 9

T: *Menurut kalian Task 9 ini gimana, Ehm...apakah kata-katanya susah di artikan?* (What do you think of Task 9, Ehm...do you find any difficulty in finding the meaning?)

S: *Ya Miss, ada beberapa yang nggak ada dikamus.* (Yes, it is. I can't find it in the dictionary.)

T: *Ya iyalah kamus kalian kecil.* (ofcourse you cannot find it, because your dictionary is the small one.)

Ss: *Hahaha.*

T: Menurut kalian kata-kata sulit di Task 9 dapat menambah perbendaharaan kata kalian nggak? (Are the words in Task 9 improve your vocabulary mastery?)

S: Ya, bisa. (Yes, they are.)

T: Kalo Abdul. (What is your opinion Abdul.)

S: Bisa Miss, karena kata-kata tersebut juga ada dibacaan selanjutnya. (Yes, they are, because the words are also found in the text in the next task.)

T: Menurut kalian aktivitas di Task 9 ini menarik nggak? (Is the activity in Task 9 interesting?)

S: Ya menarik. (Yes, it interesting.)

T: Kalian tadi menyelesaikan Task 9 ini sendiri-sendiri kan? (Do you do the task individually?)

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

T: Kalo Reza? (What about Reza's opinion?)

S: Ngerjain sendiri Miss. (I do it by my self Miss.)

T: Yakin? Kamu kan nggak punya kamus? (Really? You do not have a dictionary. Don't you?)

S: Pinjem sama temen ok Miss. (I borrow from my friend Miss.)

T: Kalian tadi bisa berperan aktif nggak waktu mengerjakan Task 9 ini? (Can you participate actively in doing Task 9?)

S: Ya bisa Miss. (Yes, I can participate actively.)

T: Tadi guru berperan sebagai seseorang yang membantu kalian dalam memahami task nggak? (Does the teacher act as facilitator well?)

S: Ya Miss. (Yes, she does.)

Task 10

T: Apakah kalian mendapatkan informasi baru dari bacaan ini?(Do you get new information from the text?)

S: Ya. (Yes, I do.)

T: Apakah input dalam Task 10 ini mudah dipahami? (Is the input in Task 10 easy to comprehend?)

S: Ya.Mudah dipahami karena sesuai dengan jurusan kita. (Yes, it is. Because it is appropriate with the skill programme.)

T: Menurut kalian aktivitas di Task 10 ini menarik nggak? (Is the activity in Task 10 interesting?)

S: Ya menarik. (Yes, it is interesting.)

T: Tadi kalian ngerjainya sendiri atau kerjasama sama teman? (Did you do the task individually or with your friends?)

S: Kerjain sendiri. (Yes, I did the task individually.)

T: Kalian tadi bisa berperan aktif nggak pas ngerjain Task 10? (Can you participate actively in doing Task 10?)

S: Ya bisa. (yes, I can.)

T: Tadi peran guru Task 10 udah tepat belum? (Does the teacher act as a facilitator well?)

S: Sudah. (Yes, she does.)

Task 11

T: *Apakah kemampuan writing kalian meningkat setelah mengerjakan kalian mengerjakan Task 11?* (Does the task improve your writing skill?)

S: *Ya meningkat.* (Yes, it does.)

T: *Kalo Reza?* (How about Reza's opinion?)

S: *Bisa.* (Yes, I can.)

T: *Apakah gambar yang disajikan bisa membantu kalian untuk membuat kalimat?* (Are the pictures given helping you to write some sentences?)

S: *Ya.* (Yes, it is.)

T: *Apa pendapat kalian tentang aktivitas di Task 11? Coba Reza* (What do you think of the activity in Task 8? Reza, please.)

S: *Menarik.* (Yes, it is interesting.)

T: *Tadi kalian bisa diskusi berkelompok kan?* (Do you do the task in groups?)

S: *Iya Miss.* (Yes, I do the task in groups.)

T: *Seneng nggak ngerjain task ini berkelompok?* (Are you happy doing the task in groups?)

S: *Seneng Miss.* (Yes, I am.)

T: *Apakah kalian tadi bisa berperan aktif pas ngerjain Task 11 ini?* (Can you participate actively in doing Task 11?)

S: *Bisa.* (Yes, I can.)

T: *Kalo yang lain?* (How about the others?)

Ss: *Bisa Miss* (Yes, we can.)

T: *OK bagus.* (OK good.)

T: *Apa pendapat kamu tentang peran guru di Task 11?* (What do you think of the teacher role in Task 11?)

S: *Guru membantu kita saat kita mendapat kesulitan dalam mengerjakan.* (The teacher helps us when we have problems in doing the task?)

Task 12

T: *OK Task 12 ya..., kemampuan writing kalian meningkat nggak setelah mengerjakan Task 12? Coba Laila* (OK Task 12, is your writing skill improve after doing the task? Laila please.)

S: *Meningkat, karena saya bisa lebih bebas dalam menulis.* (Yes, it is, because I feel free to write.)

T: *Gimana, dengan gambar yang sama apakah kalian bisa membuat deskripsi yang berbeda?* (How? Can you produce new sentences describe the same thing?)

S: *Iya bisa.* (Yes, it is.)

T: *Trus...aktivitas di Task 12 ini menarik nggak?* (Is the activity in Task 12 interesting?)

S: *Menarik.* (Yes, it is interesting.)

T: *Menariknya gimana?* (How is it interesting?)

S: *Ya... ada gambar-gambarnya.* (It is interesting because of the pictures.)

T: *Truss...tadi ngerjain task ini sendiri-sendiri kan?* (Did you do the task individually?)

S: *Iya.* (yes, I do.)

T: *Tadi kalian bisa berpartisipasi aktif nggak?* (Is Task 12 giving you opportunities to be active?)

S: *Ya.* (Yes, it is.)

T: *Tadi peran guru dah tepat belum?* (Does the teacher take the role well?)

S: *Sudah Miss.* (Yes, she does.)

Task 13

T: *Ok the last task, Apa yang kalian dapat setelah mengerjakan Task 13? Ehmm..kamu Riska!* (What do you get from doing Task 13?Ehmm..Riska please.)

S: *Jadi tahu penggunaan at, in, on yang tepat itu bagaimana.* (I get knowledge about the use of *at, in, on* correctly.)

T: *Menurut kalian explanationnya mudah dipahami nggak?* (Is the explanation easy to comprehend?)

S: *Ya mudah dipahami.* (Yes, it is.)

T: *Trus... kalo activitynya itu gimana?* (Then...what do you think of the activity, is it interesting?)

S: *Ya menyenangkan...standar gitu ngisi-ngisi kayak gini* (Yes, it is interesting...I think it is standard.)

T: *Kalian tadi beneran ngerjain Task 13 sendiri-sendiri?* (Do you do the task individually?)

S: *Ya.* (yes, I do.)

T: *Kalian tadi beneran ngerjain Task 13 sendiri-sendiri?* (Do you do the task individually?)

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

T: *Apakah kalian bisa berperan aktif ketika mengerjakan Task 13?* (Can you participate actively in doing Task 13?)

S: *Iya Miss.* (Yes, I can Miss.)

T: *Gimana pendapat kalian tentang peran guru di Task 13 ini?* (What do you think of the teacher role in Task 13?)

S: *Ehm...menjelaskan materi, trus...trus...pokoknya udah tepat lah Miss.* (Ehm... explaining the materials, and then... for me it is appropriate.)

INTERVIEW TRANSCRIPT UNIT 3

Task 1

T: *...menurut kamu dengan mengerjakan Task 1, emmm...Apakah kamu udah bayangan tentang invitation letter?* (In your opinion, by doing Task 1, Er.. do you have background knowledge about invitation letter?)

S: *Iya Miss, Sudah ada bayangan* (Yes, I get the basic knowledge about invitation letter.)

T: *OK, sekarang ke input. Menurut kalian jenis-jenis text yang ada di Task 1 ini mudah dipahami nggak??*(OK, now move on to the input. Is the input comprehensible?)

S: *Ya, mudah dimengerti juga Miss.* (Yes, it is comprehensible.)

T: *Trus... aktivitasnya menarik nggak?* (Then, Is the activity interesting?)

S: *Menarik.* (Yes, it is interesting.)

T: *Menariknya gimana?* (Why is it interesting?)

S: *Ya pokoknya menarik, tampilanya menarik, trus... mudah juga.* (It is interesting, it serves in interesting way and then... easy to do.)

T: *Kalian seneng nggak ngerjain task ini bareng-bareng 1 kelas?* (Do you enjoy doing the task together with your friends in a whole class?)

S: *Seneng Miss.* (Yes, I do Miss.)

T: *Apakah kalian bisa berperan aktif dalam mengerjakan task ini?* (Can you participate actively in doing this task?)

S: *Bisa.* (Yes, I can.)

T: *Apakah disini guru berperan untuk membantu kalian untuk mendapatkan pemahaman awal tentang materi yang akan dibahas selanjutnya?* (Does the teacher act as the prompter to help you to get background knowledge about the materials that you are going to learn?)

S: *Ya.* (Yes, it is.)

Task2

T: *Kemampuan listening kalian meningkat nggak setelah mengerjakan task ini?* (Is your listening skill improved after doing this task?)

S: *Meningkat.* (Yes, it improves.)

T: *dialognya mudah dipahami nggak?* (Is the dialogue easy to comprehend?)

S: *Bisa Miss.. tapi muternya jangan cuma 1x Miss.* (Yes, I can. But do not play the recording only once.)

T: *Listening activitynya menyenangkan nggak?* (Is the listening activity interesting?)

S: *Ya senang nggak seneng Miss. Kalo saya sendiri itu senang banget sama listening tapi logatnya itu Miss.* (I like listening, but the dialect is difficult to understand.)

T: *Trus... secara keseluruhan gimana?* (Then... how about the task in general?)

S: *Kalo keseluruhan menyenangkan Miss.* (Overall, the task is interesting.)

T: *Kalian tadi bisa ngerjain Task ini sendiri nggak?* (Can you do the task individually?)

S: *Iya Miss, sendiri-sendiri.* (Yes, I can. I do it individually.)

T: *Trus...kalian bisa berperan aktif nggak pas ngerjain Task ini?* (Then... Can you participate actively in doing this task?)

S: *Bisa Miss.* (Yes, I can.)

T: *Tadi peran guru dalam membantu kalian untuk memahami input sudah tepat belum?* (Does the teacher take the role as facilitator appropriately?)

S: *Ho'oh. Udah.* (Yes, she does.)

Task 3

T: *Menurut kalian Task 3 ini dapat meningkatkan kemampuan listening kalian nggak?* (Does the Task improve your listening skills?)

S: *Bisa.* (Yes, I can.)

T: *Menurut kalian...Bagaimana dialog yang diperdengarkan tadi?* (What do you think of the recording dialogue?)

S: *Mudah dipahami.* (It can be understood well.)

T: *Kalian tadi bisa mengerjakan Task 3 dengan baik nggak? Abdul silahkan* (Can you do Task 3 well? Abdul please.)

S: *Bisa Miss, karena udah ada pilihannya jadi memudahkan kita untuk mengerjakan Task ini.* (Yes I can, because there are options in the task so it can help me to complete the task.)

T: *kalian harus mengerjakan task ini secara individu. Menurut kamu gimana, udah tepat belum?* (Is the setting appropriate for you?)

S: *Kalo menurut saya sih udah tepat...emang kalo listening itu enaknya sendiri-sendiri.* (I think it sufficient...it is better to have listening task individually.)

T: *Kalian bisa berpartisipasi aktif dalam task ini nggak?* (Can you participate actively in this task?)

S: *Ya aktifnya mendengarkan trus mengerjakan* (I can participate actively in listening and compling the task.)

T: *Ketika mengerjakan task ini, guru membantu kesulitan kalian dalam mengerjakan nggak?* (When doing this task, Does the teacher help you in doing this task?)

S: *Iya.* (Yes, she does.)

Task 4

T: *Tadi kalian bisa mengidentifikasi ungkapan-ungkapan yang ada?* (Can you identify the expressions?)

S: *Bisa.* (Yes, I can.)

T: *Menurut kalian kalimat-kalimat dalam table ini mudah dipahami nggak?* (Do you think the sentences in table are easy to comprehend?)

S: *Ya.* (Yes, it is.)

T: *Trus... activitynya menarik nggak?* (Is the activity interesting?)

S: *Menarik.* (Yes, it is interesting.)

T: *Kalian tadi bisa ngerjain Task 4 secara individu nggak?* (Can you do Task 4 individually?)

S: *Bisa.* (Yes, I can.)

T: *Apakah kalian bisa berperan aktif ketika mengerjakan Task 4?* (Can you participate actively in doing Task 4?)

S: *Iya Miss.* (Yes, I can Miss.)

T: *Yang lain gimana?* (How about the others?)

Ss: *Bisa..* (Yes, I can.)

T: *Tadi peran guru dalam membantu kalian untuk memahami input sudah bagus belum?* (Does the teacher act as facilitator well?)

S: *Sudah.* (Yes, she does.)

Task 5

T: *Setelah mengerjakan Task 5 ini apakah kalian bisa mengucapkan kata-kata disini (di Task 5) dengan baik?* (Can you pronounce the words in Task 5 well?)

S: *Bisa.* (Yes, I can.)

T: *Kata-kata beserta cara pelafalannya yang terdapat pada penjelasan di Task 5 dapat membantu kalian untuk mengucapkan kalimat dibawahnya dengan benar nggak?* (Are they word and their phonetic transcrip which served in Task five help you to pronounce the sentences that follow correctly?)

S: *Iya, membantu.* (Yes, they help me in pronouncing the the sentences correctly.)

T: *Trus...aktivitas di Task 5 ini menarik nggak?* (Is the activity in Task 5 interesting?)

S: *Menarik.* (Yes, it is interesting.)

T: *Tadi ngerjain task ini sendiri kan?* (Do you do the task in pairs?)

S: *Iya Miss kemarin kan di suruh baca satu-satu.* (Yes, I do. As you command that one by one of us have to read the sentences correctly.)

T: *Kalian tadi bisa berperan aktif nggak waktu ngerjain Task 5 ini?* (Can you participate actively in doing Task 5?)

S: *Bisa Miss.* (Yes, I can Miss.)

T: *Tadi peran guru sudah tepat belum?* (Does the teacher take the role as model well?)

S: *Iya udah.* (Yes, she does.)

Task6

T: *Menurut kalian Task 6 ini gimana, Ehm...apakah sesuai dengan jurusan kalian?* (What do you think of Task 6, Ehm...Is it appropriate with your skill programme?)

S: *Ya, sesuai.* (Yes, it is appropriate.)

T: *Menurut kalian dialog di Task 6 mudah dipahami nggak?* (Is the dialogue in Task 6 easy to comprehend?)

S: *Ya, mudah. Kata-katanya mudah dipahami.* (Yes, it is easy. The words are comprehensible.)

T: *Menurut kalian aktivitas di Task 6 ini sesuai dengan jurusan kalian nggak?* (Is the activity in Task 6 appropriate with you skill programme?)

S: *Ya sesuai.* (Yes it is appropriate.)

T: *Seneng nggak kerja kelompok di Task 6 ini?* (Do you enjoy doing Task 6 in groups?)

S: *Jelas.* (Ofcourse.)

T: *Kalian tadi bisa berperan aktif nggak waktu mengerjakan Task 6 ini?* (Can you participate actively in doing Task 6?)

S: *Ya bisa Miss.* (Yes, I can participate actively.)

T: *Tadi guru peran guru udah tepat belum?* (Does the teacher take the role well?)

S: *Udah Miss.* (Yes, You do Miss.)

Task 7

T: *Kemampuan speaking kamu meningkat nggak setelah mengerjakan Task 7 ini?* (Is your speaking skill improved after completing Task 7?)

S: *Ya, meningkat.* (Yes, it improves)

T: *Truss...cluenya ini membantu kalian untuk mengerjakan Task 7 nggak?* (Are the clues help you in doing Task 7?)

S: *Ya membantu. Karena sudah ada petunjuknya jadi memudahkan kita dalam membuat dialognya.* (Yes, it helps me. There are clues that help me in making the dialogues.)

T: *Menurut kalian aktivitas di Task 7 ini menyenangkan nggak?* (Is the activity in Task 7 interesting?)

S: *Ya menyenangkan.* (Yes, it is interesting.)

T: *OK..bagus. sekarang ke setting. Tadi kalian ngerjainnya berpasangan kan?* (OK..Good. Now, move to the setting. Did you do the task in pairs?)

S: *Ya.* (Yes, I did the task in pairs)

T: *Kalian tadi bisa berperan aktif nggak pas ngerjain Task 7?* (Can you participate actively in doing Task 7?)

S: *Ya bisa.* (Yes, I can.)

T: *Tadi peran guru sebagai tempat untuk bertanya udah tepat belum?* (Does the teacher act as a resource well?)

S: *Sudah.* (Yes, she does.)

Task 8

T: *Apakah kalian bisa membuat dialog yang baik untuk Task 8?* (Can you make a good dialogue in Task 8?)

S: *bisa Miss, tapi susah trus...bingung juga dengan perintah yang ada di kotak itu..* (Yes, I can. But it is difficult and the cues make me confuse.)

T: *Apakah petunjuk yang diberikan memudahkan anda untuk membuat dialog?* (Is the cues given helping you to make the dialogue easier?)

S: *Nggak Miss, jadinya malah bingung.* (No, it does not work well, it makes me confuse.)

T: *Apa pendapat kalian tentang aktivitas di Task 8?* (What do you think of the activity in Task 8?)

S: *Sebenarnya menarik Miss, tapi petunjuknya itu lho yang bikin bingung.* (It is interesting, but the cues given make me confuse.)

T: *Sekarang aku mau nanya Fika. Menurut kamu pembagian kelompoknya udah tepat belum?* (I want to ask Fika, What do you think of the setting?)

S: *Belum Miss.* (Not yet.)

T: *Kenapa?* (Why?)

S: *Karena tadi saya berkelompok empat orang, padahal aturannya tiga orang.* (My group consists of four students, it should be three students.)

T: *Apakah kalian tadi bisa berperan aktif pas ngerjain Task 8 ini?* (Can you participate actively in doing Task 8?)

S: *Bisa.* (Yes, I can.)

T: *Apa pendapat kamu tentang peran guru di Task 8?* (What do you think of the teacher role in Task 8?)

S: *Guru membantu kita saat kita mendapat kesulitan dalam mengerjakan.* (The teacher helps us when we have problems in doing the task.)

T: *Truss....ngasih masukan nggak terhadap performance kalian.* (Then, Does the teacher give you feedback on your performance?)

S: *Ya..itu juga iya.* (Yes, she does.)

Task 9

T: *Menurut kalian, apakah Task 9 membantu kalian untuk memahami kata-kata sulit?* (Does Task 9 help you in comprehending difficult words?)

S: *Ya, membantu.* (Yes, it helps me.)

T: *Menurut kalian kata di Task 9 mudah dipahami nggak?* (Is the text in Task 9 easy to comprehend?)

S: *Ya, mudah. Kata-katanya mudah dipahami.* (Yes, it is comprehensible.)

T: *Menurut kalian aktivitas di Task 9 ini menarik nggak?* (Is the activity in Task 9 interesting?)

S: *Ya menarik.* (Yes it is interesting.)

T: *Kalian tadi menyelesaikan Task 9 ini sendiri-sendiri kan?* (Do you do the task individually?)

S: *Jelas.* (Ofcourse.)

T: *Yakin nggak contek-contekan?* (Are sure not to cheat your friends?)

S: *Yakin.* (I am really sure.)

T: *Kalian tadi bisa berperan aktif nggak waktu mengerjakan Task 9 ini?* (Can you participate actively in doing Task 9?)

S: *Ya bisa Miss.* (Yes, I can participate actively.)

T: *Tadi guru berperan sebagai seseorang yang membantu kalian dalam memahami task nggak?* (Does the teacher act as facilitator well?)

S: *Ya. Kalo nggak tau bisa tanya ke guru.* (Yes, she does. When we do not know, we can get information from the teacher.)

Task 10

T: *dengan membaca surat undangan di Task 10 ini pengetahuan kalian bertambah nggak?* (Is there any additional knowledge after reading letters in Task 10?)

S: *Bertambah.* (Yes, there is.)

T: *Apakah input dalam Task 10 ini mudah dipahami?* (Is the input in Task 10 easy to comprehend?)

S: *Ya.Mudah Miss.* (Yes, it is.)

T: *Menurut kalian aktivitas di Task 10 ini menyenangkan nggak?* (Is the activity in Task 10 interesting?)

S: *Ya menyenangkan.* (Yes, it is interesting.)

T: *Tadi kalian mengerjainya sendiri kan?* (Did you do the task individually?)

S: *Ya. Tasknya mudah jadi bisa saya kerjakan sendiri* (Yes, I did the task individually. The task is easy so I can handle it by myself)

T: *Kalian tadi bisa berperan aktif nggak pas ngerjain Task 10?* (Can you participate actively in doing Task 10?)

S: *Ya bisa.* (Yes, I can.)

T: *Kalo Arip?* (How about Arip?)

S: *Sama.* (I have the same idea.)

T: *Tadi peran guru sebagai orang yang membantu kalian dalam memahami Task 10 udah tepat belum?* (Does the teacher act as a facilitator well?)

S: *Sudah.* (Yes, she does.)

Task 11

T: *Apakah kemampuan grammar kalian bertambah setelah mengerjakan Task ini?* (Did your grammar improve after doing this task?)

S: *Ya meningkat.* (Yes, it does)

T: *Apakah penjelasan di Task 11 ini mudah dipahami?* (Is the explanation in Task 11 comprehensible?)

S: *Ya.* (Yes, it is.)

T: *Apa pendapat kalian tentang aktivitas di Task 11?* (What do you think of the activity in Task 8?)

S: *kata yang harus disusun banyak bange, trus banyak kata-kata yang sama...jadi bingung letaknya dimana.* (There are too many words that should be arranged, then many repeated words...so, it makes me confuse to arrange the words.)

T: *Tadi kalian ngerjain Task 11 ini sendiri apa kerjasama sama teman?* (Do you do the task individually or together with your friends?)

S: *Sendiri Miss.* (I do it individually Miss)

T: *Apakah kalian tadi bisa berperan aktif pas ngerjain Task 11 ini?* (Can you participate actively in doing Task 11?)

S: *Bisa.* (Yes, I can.)

T: *Apa pendapat kamu tentang peran guru di Task 11?* (What do you think of the teacher role in Task 8?)

S: *Guru membantu kita saat kita mendapat kesulitan dalam mengerjakan.* (The teacher helps us when we have problems in doing the task.)

Task 12

T: *Kemampuan writing kalian meningkat nggak setelah mengerjakan Task 12 ini?* (Is your writing skill improved after doing Task 11?)

S: *Ya Miss.* (Yes, it is.)

T: *Apakah situasinya mudah dipahami?* (Is the situation comprehensible?)

S: *Iya bisa. Ini mudah dipahami* (Yes, it is. It is easy to comprehend.)

T: *Trus...aktivitas di Task 12 ini menarik nggak? Sekarang Fika* (Is the activity in Task 12 interesting? Now is Fika turn)

S: *Menarik.* (Yes, it is interesting.)

T: *Truss...tadi ngerjain task ini sendiri-sendiri kan?* (Do you do the task individually?)

S: *Iya.* (Yes, I do.)

T: *Apakah Task 12 memberi kesempatan pada kalian untuk berpartisipasi aktif?* (Is Task 12 giving you opportunities to be active?)

S: *Ya.* (Yes, it is.)

T: *Menurut kalian peran guru dah tepat belum?* (What do you think of the teacher role in Task 12?)

S: *Udah tepat Miss.* (Yes, you take the role well.)

Task 13

T: *Ok sekarang, Apakah kalian bisa membuat surat undangan dengan hanya dibantu oleh situai?* (Ok now, Can you make a good invitation letter helping by situation.)

S: Bisa Miss. (Yes, I can Miss.)

T: *Menurut kalian situasi di Task 13 ini membantu kalian dalam menulis nggak?* (Is the situation helping you in doing the task?)

S: Ya membantu karena jadi punya acuan. (Yes, it guides us in writing.)

T: *Trus... kalo activitynya itu menyenangkan nggak?* (Then...Is the activity interesting?)

S: *Ya menyenangkan.* (Yes, it is interesting)

T: *Yakin Reza..kalo activitynya menyenangkan?* (Are you sure Reza?)

S: Yakin. (Yes, I am sure.)

T: *OK, ya dah.* (OK it's good.)

T: *Kalian tadi beneran ngerjain Task 13 sendiri-sendiri?* (Do you do the task individually?)

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

T: *Yang lain juga sendiri-sendiri ya?* (Are the others do the task individually?)

Ss: *Ya.* (Yes, I do.)

T: *Apakah kalian bisa berperan aktif ketika mengerjakan Task 13 tadi?* (Can you participate actively in doing Task 13?)

S: *Iya Miss.* (Yes, I can Miss.)

T: *Yang lain gimana?* (How about the others?)

Ss: *Bisa..* (Yes, I can.)

T: *Peran guru di Task ini udah tepat belum?* (Does the teacher take the appropriate role?)

S: *Ya, udah tepat Miss.* (Yes, the teacher take the appropriate role.)

UNIT 1

WHICH ORNAMENTS DO YOU PREFER?

Life is full of choices. What will you do when you have many choices? How do you express your preferences? In this unit you will learn how to express preferences as well as capabilities.



LEAD-IN

Task 1

Study the pictures below and then answer the questions.



Picture. 1.1



Picture. 1.2

Source: [www.canadiandesignresource.ca]

Questions

1. What do you see in picture 1.1 and 1.2?
2. Which one do you prefer?
3. How do you express your preference?
4. Can you make a ceramics flower vase?
5. What do you say if you are capable of making a ceramics flower vase?



LESSON PROPER

FOCUS ON LISTENING AND SPEAKING



Task 2

Listen to the dialogue between a shopkeeper and a woman and then answer the questions. The listening script is in the Appendix.

Questions

- Where does the dialogue probably take place?
 - Ceramics gallery
 - Ceramics exhibition
 - Ceramics workshop
 - Ceramics museum
- What does the woman want to buy?
 - A plate
 - A jar
 - A flower vase
 - A modern ornaments
- How does the shopkeeper ask the woman's preference?
 - What would you like to buy?
 - Can you make a ceramics plate?
 - Would you prefer a flower vase or a jar?
 - How long do I have to wait for the plate?
- Who is capable of making a ceramics plate?
 - The shopkeeper
 - Mr. Kawasaki
 - The woman
 - The artist
- How long does the woman have to wait for the plate?
 - Next week
 - This week
 - Two weeks
 - A week



Task 3

Listen to the dialogues carefully and then complete the dialogues. The listening script is in the Appendix.

- Fatimah : _____ modern ceramics ornaments?
Zahra : Because they're wonderful. They make ceramics more beautiful.
Fatimah : _____ traditional ceramics ornaments?
Zahra : Nice, they're _____.
Fatimah : I need a ceramics plate with modern ornaments. _____?
Zahra : Ok Fatimah. _____ make it for you.
- Teacher : What do you do in your _____, Lusi?
Lusi : I like _____, Sir.
Teacher : _____ reading a novel or painting?
Lusi : I'd prefer painting, Sir.
Teacher : Are you able to _____ painting with any art?
Lusi : Yes, Sir. I can make _____.



EXPRESSIONS OF PREFERENCES

EXPRESSIONS OF CAPABILITIES

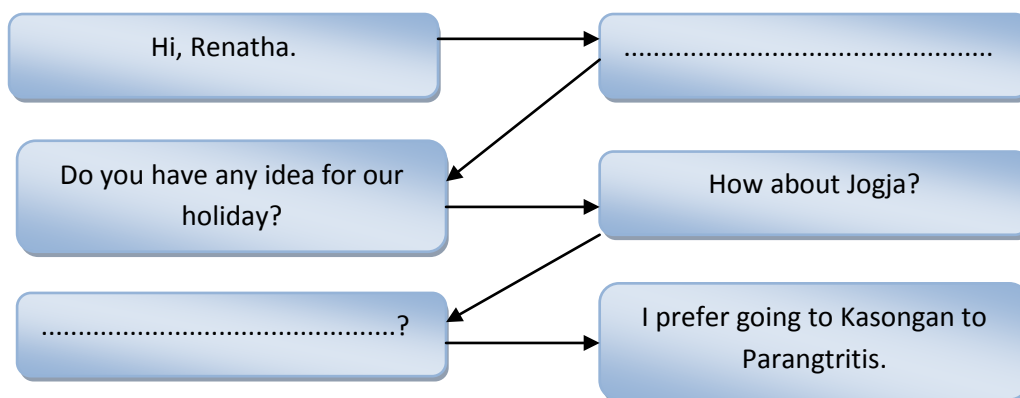
I can make ceramics very well.
I can't decorate ceramics at all.
I managed to make 100 flower vases yesterday.
I couldn't make ceramics when I was a child.
I'm able to make a ceramics plate in minutes.
I was able to make ceramics when I was 3 years.

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3.

Maria

Renatha



HOW DO YOU PRONOUNCE IT?



Task 5

In pairs, study the explanation below and then read aloud the sentences that follow.

In expressing capabilities you find the word *can* and *can't*. How do you pronounce it?

can	can't
/kæn/	/kɑ :nt/

A

B

I can decorate ceramics very well.

I can't make ceramics at all.

Can you slab the clay?

No, I can't.

Anisa can make a beautiful ceramics.

She can't paint well.



Task 6

Study the dialogue below and then answer the questions.

- Kayla : There's an art competition on Saturday. Let's enter.
 Philip : Can you tell me what kind of competition it is?
 Kayla : It is a competition to find talented people in art.
 In this competition there are painting, ceramics art, wooden craft, and batik art.
 Philip : I can't enter the art competition.
 Kayla : You can make ceramics very well and painting also.
 Would you prefer painting or making ceramics?
 Philip : I'd prefer making ceramics to painting. Well, you can enter the competition, too.
 Kayla : Oh, no. I can't make ceramics or painting but I can design Batik.
 Philip : So maybe we can enter the competition.
 Kayla : Sure. Why not?
 Philip : Ok. Let's practise tomorrow!

Questions

1. What are Philip's capabilities?
2. What is Philip's preference?
3. How does Philip express his preference?
4. How does Kayla express her ability?
5. When will they do practise?



Task 7

In pairs, study the pictures below and then make a short dialogue. Study the example.

1. Yogyakarta ornaments/can

Yogyakarta ornament



Picture 1.3

Sumatra ornament



Picture 1.4

Source:[Kriya Keramik Jilid 1]

A: Would you prefer Yogyakarta ornament or Sumatra ornament?

B: I'd prefer Yogyakarta ornament to Sumatra ornament.

A: Can you make Yogyakarta ornaments?

B: Of course, I can make it very well.

2. Modern ornament/can

Modern ornament



Picture 1.5

Source:[Kriya Keramik Jilid 1]

Traditional ornament



Picture 1.6

3. blue mug/can

blue mug



Picture 1.7

Source:[<http://blog.washingtonpost.com>]

white mug



Picture 1.8

Source:[<http://abbysimon.com>]

4. jigger jelly/can't

open-bowl with ornament



Picture 1.9

Source:[www.nicolarichardceramics.co.uk]

jigger jelly open-bowl



Picture 1.10

Source:[www.charlottejonesceramics.co.uk]



Task 8

In pairs, make a short dialogue based on the situation below and then act out the dialogue.

You want to decorate your new house with ceramics products, but you are confused of choosing modern ceramics or traditional ceramics. Call your friend who is a ceramics artist. He/She prefers to use modern ceramics to traditional ceramics, because he/she is able to make it. Ask him to make the modern one for you.

The one of the earliest form of jar is made by clay using coiling technique in ancient Egypt called canopic jars



Source: [www.isgoodstuff.com]

Do you know?



FOCUS ON READING AND WRITING



Task 9

Read the text carefully and then answer the questions.

TRADITIONAL CERAMICS ORNAMENTS IN INDONESIA



Traditional ornament from Bali



Traditional ornament from Jepara

Ornaments in ceramics are a decoration element to make ceramics more interesting and beautiful. Traditional ornaments are usually in the form of symbols. Each symbol has different meanings and values depending on the culture in which the ornaments are developed.

There have been many traditional ornaments since a pre-historic era. The general characteristics of traditional ornaments are: the line is spontaneous, without perspective, and have limited colours for examples brown, red, black and white.

In Indonesia, traditional ceramics ornaments still exist. The traditional ceramics ornaments in today's society have specific characteristics. They are homogenous and collective. They are the combination of some motifs from different culture, and simple.

Adapted from: Kriya Keramik Jilid 1

Questions

1. What is the main idea of the first paragraph?
2. When the traditional ceramics ornaments discover?
3. How many colours do the traditional ornaments have? Mention the colours?
4. Which one do you prefer ornament from Bali or Jepara?
5. Mention the specific characteristics of traditional ceramics ornaments in Indonesia?



Task 10




Match the verb in column A with the definition in column B. Look at the example.



A	B
coiling /kɔɪlɪŋ/ verb	Proses penyiapan tanah liat yang berbeda kondisi atau warna secara manual dengan cara pengulian dan pengirisan.
coning /kəʊnɪŋ/ verb	Tahap pembentukan tanah liat plastis menjadi bentuk seperti kerucut pada teknik putar.
wedging /wedʒɪŋ/ verb	Proses pembentukan benda keramik di atas alat putar yang berputar dengan kecepatan konstan.
throwing /θrəʊɪŋ/ verb	Tahap pemusatan tanah liat plastis di atas putaran dengan cara menekan tanah liat.
centering /ˈsen.tərɪŋ/ verb	Teknik pembentukan keramik dengan tangan yang menggunakan tanah liat yang dibuat pilinan.



Task 11

The following tools is used to make ceramics. Describe the tools by using the clues given. Look at the example.

Tools	Descriptions
<p>1.</p>  <p>wooden</p> <p>wire cutter long: 40 cm wedge the clay stainless steel and</p> <p>Picture 1.11 Source: [Kriya Keramik Jilid 2]</p>	<p>It is a wire cutter. It has 40 cm in length. The function of this tool is to wedge the clay body plastis. It's made from stainless steel wire and wooden as the handle.</p>
<p>2.</p>  <p>slab roller slab the clay long: 50 cm diameter: 5,5 cm sawo wooden</p> <p>Picture 1.12 Source: [Kriya Keramik Jilid 2]</p>	
<p>3.</p>  <p>hand</p> <p>hand wheel form ceramics manually control by</p> <p>diameter: 25-40 cm aluminium</p> <p>Picture 1.13 Source: [Kriya Keramik Jilid 2]</p>	

4.	 <p>turning lathe form and make details total long: 24,5 cm iron and wooden</p> <p><i>Picture 1.14 Source:[Kriya Keramik Jilid 2]</i></p>	
5.	 <p>diameter</p> <p>caliper count ceramics' long: 20-30 cm alumunium or plastic</p> <p><i>Picture 1.15 Source:[Kriya Keramik Jilid 2]</i></p>	



Task 12

Study the explanation below and then answer the questions. Look at the example.

CONDITIONAL SENTENCE TYPE 1

A conditional sentence typically consists of an if-clause (which presents a condition) and result clause. Example: If it rains, the street gets wet.

CONDITIONAL SENTENCE TYPE 1			
Situation	If-clause	Result clause	Examples
True in the present/future	Simple present	Simple present	If I have enough time, I make ceramics every day.
		Will + simple form	If I have gallery, I will sell my ceramics

The result clause has various possible verb forms. A result clause can be:

1. The simple present, to express a habitual activity.
Example: If I don't practice everyday, I can't make ceramics very well.
2. Either the simple present or the simple future, to express an established, predictable fact or general truth.
Examples: If the clay body is not mixture, the ceramics gets worst.
If the clay body is not mixture, the ceramics will get worst.
3. the simple future, to express a particular activity or situation in the future.
Example: If I don't submit the ceramics tomorrow morning,
I will get bad mark in ceramics class.

Questions

1. If you have time tomorrow, what will you do?
If I have time tomorrow, I will make ceramics.
2. If the gallery closes tomorrow, what are you going to do?
3. If you take clay into high temperature, what happens?
4. If you carry a huge ceramics, what does your heart do?
5. If I visit your town to look for ceramics, tell me where to go?



Task 13

Study the pictures below and then describe them. Don't forget to choose one of the tools using the expressions of preferences and the reason to choose the tool.



Picture 1.16 Source:[Kriya Keramik Jilid 2]



Picture 1.17 Source:[Kriya Keramik Jilid 2]

Your preferences:

The reason:

EVALUATION 1

Listening section for number 1 – 5. Listen to the dialogue carefully and then answer the question by crossing the correct answer A, B, C or D. The listening script is in the Appendix.

1. What do they want to do on holiday?
 - A. Shopping
 - B. Hunting ceramics
 - C. Visiting ceramics instructor
 - D. Visiting Kasongan
2. Which one does Miranda like better?
 - A. Go to Pagerjuran
 - B. Go to Kasongan
 - C. Go to ceramics museum
 - D. Go to art market
3. Here are the activities that they can do in Pagerjuran. **Except.**
 - A. Visiting ceramics museum
 - B. Making ceramics
 - C. Selling ceramics
 - D. Buying ceramics
4. Who are disable of making ceramics?
 - A. Miranda
 - B. Marisa
 - C. Both Miranda and Marisa
 - D. Instructor
5. In what occasion do they want to go to Pagerjuran?
 - A. After shopping
 - B. Before going to Kasongan
 - C. After visiting ceramics museum
 - D. During holiday

Choose the correct answer A, B, C or D

6. I _____ ceramics when I was in Elementary school.
 - A. Couldn't make
 - B. Can't make
 - C. Couldn't able to
 - D. Couldn't be made

7. Mrs. Nikita : Class, _____ your ceramics products today instead of tomorrow?
I'm afraid I won't be available tomorrow.
- A. Could you submit
 - B. Are you able to submit
 - C. Can you submit
 - D. Were you able to submit
8. Frendy: What would you like to do first, Maria?
Slab the clay or coil the clay?
Maria: _____
- A. I prefer to coil the clay then to slab the clay.
 - B. I'd rather coil the clay first than slab the clay.
 - C. I like coiling the clay.
 - D. I don't like doing them, either.
9. Do you want to visit this ceramics gallery or that one?
- A. I prefer to visit the other one.
 - B. I think I'd rather visit no ceramics gallery
 - C. I haven't visited it yet.
 - D. I think I like this one better than that one.

Read the text below and then choose the correct answer A, B, C or D.

TECHNIQUES IN MAKING CERAMICS

There are three basic techniques in making ceramics. The first technique is coiling technique. Coiling technique is a technique used in hand building of clay ceramics. As compared to make cylindrical and roundish shape using wheel throwing, this technique is more suitable to make objects with unique shapes, figurines and even sculpture.

Secondly is pinching technique. Pinching technique is the most ancient hand building technique to create a simple pot from soft clay. This is also a technique learned by pottery students in their very beginning of pottery class. In this technique, having a shape in mind before start to work on the clay is important, because the clay is very easy to take its own direction

The last is slab building technique. Hand building pottery using slab building technique is an exciting way to create shape that could never be produced using a potter's wheel. Ceramics works which create using this technique would be difficult to achieve even with coiling technique. Slab-building techniques were used extensively by Mesoamerican Pre-Columbian potters, with some very beautiful results. Today, slab-building technique becomes popular.

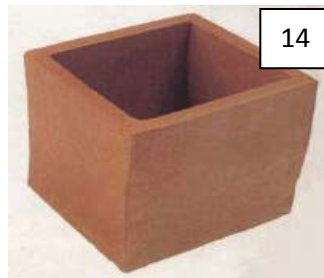
Adapted from: www.goodstuff.com

10. Which one is the most difficult technique in making ceramics?
- A. Coiling
 - B. Pinching
 - C. Slabing
 - D. Centering
11. What is the main idea of paragraph 2?
- A. Pinching technique is the most ancient hand building technique.
 - B. Pinching technique is the first technique which is learns in pottery class.
 - C. Pinching technique is the easiest technique in making ceramics.
 - D. Making ceramics using pinching technique is fun.
12. This technique are mention in the text, except.
- A. Coiling
 - B. Centring
 - C. Pinching
 - D. Slabing

Decide the techniques used in creating the objects below and then describe the techniques briefly.



Picture 1.18



Picture 1.19



Picture 1.20

Source:[Kriya Keramik Jilid 2]

REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Expressing capabilities and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

In this unit you learn:

Expressing capabilities, for examples:

Examples
I can make ceramics very well.
I can't decorate ceramics at all.
I managed to make 100 flower vases yesterday.
I couldn't make ceramics when I was a child.
I'm able to make a ceramics plate in minutes.
I was able to make ceramics when I was 3 years.

Expressing preferences, for examples:

Preferences	Responses
Would you prefer drawing a scenery or ornaments?	I'd prefer drawing ceramics ornaments.
Do you prefer modern ornaments or traditional ornaments?	I prefer modern ornaments to traditional ornaments.
Would you like to visit Pagerjurang or	I like design ceramics than painting.
	I like both.

<p>Kasongan?</p> <p>Would you rather design ceramics or batik?</p> <p>What would you rather do: painting or singing?</p> <p>Do you like ceramics better than batik?</p> <p>Which one do you prefer a ceramics jar or a vase?</p>	<p>I don't like either of them.</p> <p>Neither. I prefer design ceramics.</p> <p>I would rather watch ceramics art show than music concert.</p>
--	---

Sentence pattern

CONDITIONAL SENTENCE TYPE 1			
Situation	If-clause	Result clause	Examples
True in the present/future	Simple present	Simple present	If I have enough time, I make ceramics every day.
		Will + simple form	If I have gallery, I will sell my ceramics

UNIT 2

HOW DO I GET TO THE CERAMICS MUSEUM?



Picture 2.01[source: www.cahlorrel.blogspot.com]

You want to go somewhere, but you don't know how to get there. Then, sometimes you may also meet someone who gets lost. What will you do? Do you know how to ask for and give directions? In this unit, you will learn how to ask for and give directions.



Lead-in

Task 1

Answer the following questions based on your experiences.

1. Have you ever been in a place that you never knew before?
2. Have you ever got lost?
3. What will you do when you get lost?
4. Have you ever met someone getting lost?
5. What will you do when someone asks you how to get to a place?



Picture 2.02[source: www.bogglesworldesl.com]



Lesson Proper

FOCUS ON LISTENING AND SPEAKING



Task 2

Listen to the dialogue carefully and then answer the questions. Do it individually. The listening script is in the Appendix.

Questions

1. Where does Endita want to go?
2. Whom does she ask the directions to?
3. How does Endita ask the directions?
4. How does Endita go to the ceramics gallery?
5. How long does it take to go there?



Task 3

Listen to the expressions carefully and then write down the expressions under the correct pictures. The listening script is in the Appendix.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



Task 4

Study the expressions below. After that, listen to the expressions carefully and then identify the expressions by putting check (✓) on the following options. The listening script is in the Appendix.

In your future job as businessman, you may go to a place that you don't know before. How do you ask for the directions when you get lost? Let's take a look at the expressions of asking for and giving directions.

Asking for direction	Giving direction
<ul style="list-style-type: none"> • Could you tell me how to get to the Ceramics Museum? • Do you know where the ceramics gallery is? • I'm looking for this address. • Can I ask you how to get to the nearest art store please? • Is there any ceramics store around here? • Would/Could you direct me to the Pandanaran Ceramics? • Which way do I go to get to Ceramics School? • What is the best way o get to the ceramics gallery? 	<ul style="list-style-type: none"> • Take this road, go down there. • Take the first on the left. • Take the second on the right. • Turn right at the cross roads. • It's just round the corner. • It's next to the Graha Hotel. • Follow this road. • Cross the street.

- ☐ Asking for directions
☐ Giving directions
- ☐ Asking for directions
☐ Giving directions
- ☐ Asking for directions
☐ Giving directions
- ☐ Asking for directions
☐ Giving directions
- ☐ Asking for directions
☐ Giving directions

HOW DO YOU PRONOUNCE IT?



Task 5

Study the explanation below and then read aloud the following sentences.

In asking for and giving directions you find the word *way*. How is it different from *why*?

Way
/weɪ/

why
/waɪ/

- Can you show me the way to the ceramics museum?
- Why does the gallery close?
- Follow this way.
- Why don't you tell me the way how to get there?



Task 6

In pairs, study the the dialogue below and then answer the following questions.

Mr. Ervano is a ceramics collector. He wants to visit the ceramics exhibition, but he doesn't know how to get there.

Mr. Ervano : Excuse me. Can you help me? Do you know where the Ceramics Exhibition is?

Woman : Well, there's a Ceramics Exhibition at Seraton Hotel

Mr. Ervano : Where is Seraton Hotel?

Woman : Just go straight the main street, turn right at the T-junction; the Seraton Hotel is next to the City Bank. You can't miss it.

Mr. Ervano : Thanks a lot.

Questions

1. What is Mr. Ervano?
2. Where does he want to go?
3. Whom does he ask the directions to?
4. Where does the ceramics exhibition take place?
5. Woman said "Just go straight the main street, turn right at the T-junction; the Seraton Hotel is next to the City Bank. You can't miss it." What expression is it?



Task 7

In pairs, complete the dialogues with the appropriate words in the box and then act out the dialogues.

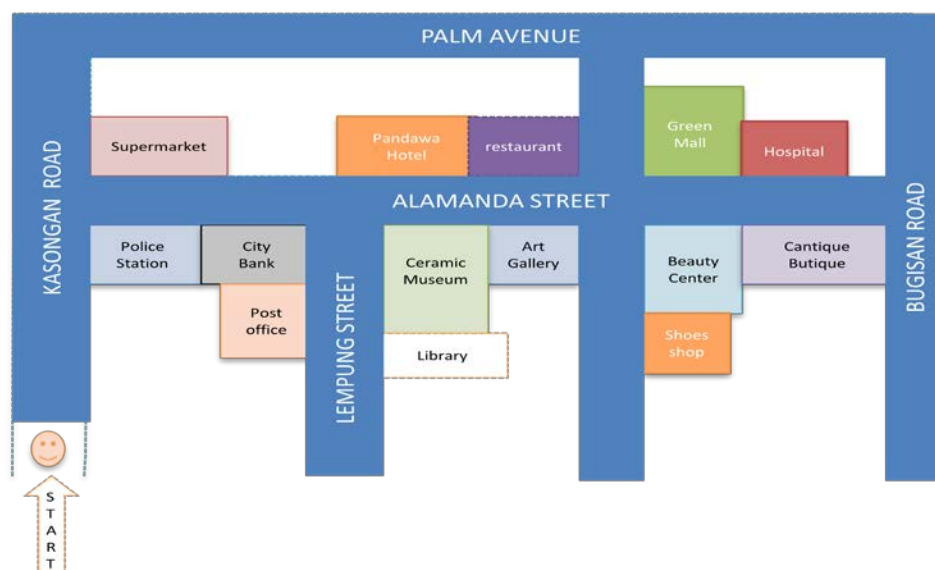
from	straight	where's	looking	help	beside
where	go	left	foot	corner	miss
		next	can	buy	

- A: You look lost. Can I _____ you?
B: Yeah. I'm _____ for the Ceramics Museum. Do you know _____ is it?
A: It's on the _____ of Clay Street and 22nd Avenue. It's _____ to the Art Gallery.
You can't _____ it.
- A: Do you know where I can _____ art souvenir.
B: Sure. You _____ try the Kendi Gallery.
A: _____ that?
B: It's on 2nd Avenue _____ the World Theatre.
A: Thanks.
B: No problem
- A: Can I _____ to the Harlton Hotel _____ here on _____?
B: Sure. It's not that far. Just go _____ 4th Avenue to Main Street.
Turn _____ on Main. It should be on your right.



Task 8

In pairs, study the map carefully and then make a short dialogue based on the clues given. Act out the dialogue in front of the class. Look at the example.



1. Pandawa Hotel

A: Can you tell me how to get to the Pandawa Hotel?

B: Just go down to the Kasongan road, take the first turning on Alamanda Street, stop before the crossroads. Pandawa Hotel is on your right, beside the restaurant.

2. Ceramics gallery
3. Green mall
4. Library
5. Hospital

FOCUS ON READING AND WRITING



Task 9

The following words will help you to do the next activities. Find the meaning of the words in your dictionary.

WORDS	MEANINGS
establish /ɪ'stæb.lɪʃ/ <i>verb</i>
founder /'faʊn.də/ <i>noun</i>
research /rɪ 'sɜːtʃ/ <i>noun</i>
component /kəm'pəʊ.nənt/ <i>noun</i>
famous /'feɪ.məs/ <i>adjective</i>
exhibition /,ek.sɪ 'bɪʃ .ən/ <i>noun</i>
teapot /'tiː.pɒt/ <i>noun</i>
space /speɪs/ <i>noun</i>
surface /'sɜːfɪs/ <i>noun</i>
exact /ɪg 'zækt/ <i>adjective</i>
clay /kleɪ/ <i>noun</i>

Fun Space

Tongue twister

Peter Piper picked a peck of pickled peppers,
if Peter Piper picked a peck of pickled peppers,
where's the peck of pickled peppers Peter Piper picked?



Task 10

Read the text below and then answer the questions based on the text.

The Schein-Joseph International Museum of Ceramic Art



Picture 2.03



picture 2.04

Source: www.google.co.id

The Schein-Joseph International museum of Ceramics Art was formally established in 1991. Charles Fergus Binns is the founder. The museum is located in a Temporary Gallery in Binns-Meril building on the Alfred University Campus.

The collection is around 8.000 ceramics and glass objects. The museum is a teaching and research facility which act as one of the educational components of the New York State College of Ceramics at Alfred University.

The museum is very famous in the world. There are many ceramics collection produce by professional ceramics artist. Maija Grotell, Arthur Eugene Baggs and R. Guy Cowan are professional ceramics artists whose works are in the museum.

Questions

1. Where does the Schein-Joseph International museum of Ceramics Art take place?
2. How many object does the museum have?
3. What is the function of the museum for Alfred University?
4. When the museum establish?
5. Who is the founder of the Schein-Joseph International museum of Ceramics Art?



Task 11

If you are a ceramics artist, How do you describe your ceramics? In group of three, describe the things below. Look at the example.

PICTURES	DESCRIPTION
 <p>Picture 2.05[source: steve@steveirvine.c]</p>	<ul style="list-style-type: none"> • It is a teapot. • Its colour is blue. • It shaped using slab-building technique.
 <p>Picture 2.06[source: chemistryland.com]</p>	
 <p>Picture 2.07[source: ceramics studio's collections]</p>	



Task 12

Choose one of the pictures in task 11 and then make a short paragraph to describe the picture.

GRAMMAR FOCUS



Task 13

Study the explanation below and then complete the sentences with at, in, or on.

PREPOSITION

at, in and on (place)

use:

in

for 3 dimensional spaces like boxes, rooms, town or garden

example: Susan is in the workshop.

on

for 2 dimensional surfaces like floors, tables or walls

example: The clay is on the floor.

at

for a place when the exact position is not very important

example: I saw Rina at the art market.

1. They made the ceramics ____ Clay Gallery.
2. I saw them ____ the Ceramics Museum.
3. The flower vase is ____ the floor.
4. There was a painting ____ the wall.
5. I put the clay ____ the table.
6. Mary is not ____ work today, she is ____ home.
7. The key of the art store is ____ my pocket.
8. He was waiting for me ____ Kasongan.
9. I meet him ____ Pagerjurang.

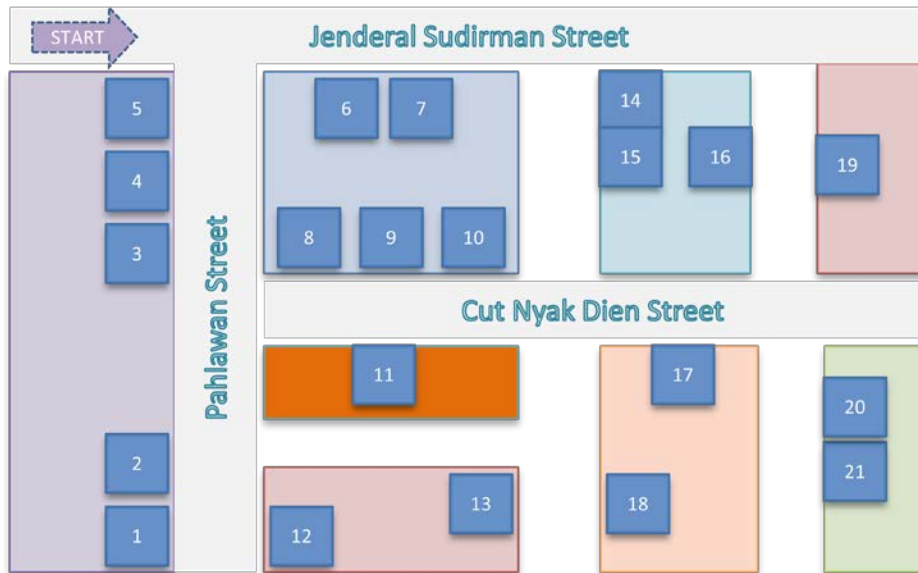
FUN SPACE: WISE WORD

The pessimist sees difficulty in every opportunity.

The optimist sees the opportunity in every difficulty

EVALUATION 2

Listening section for number 1-5. Study the map before listening. After that listen to the speaker giving directions to different places on the map and then choose the right number of the building. The listening script is in the Appendix.



1. A. 18
B. 19
C. 20
D. 21
2. A. 1
B. 2
C. 3
D. 4
3. A. 11
B. 12
- C. 13
D. 14
4. A. 12
B. 13
C. 14
D. 15
5. A. 11
B. 12
C. 13
D. 14

Complete the dialogues by crossing the correct answer A, B, C or D for number 6 – 13.

6. Amara: Do you know where the nearest ceramics gallery is?
Rama:
A. Go straight along this way. The gallery is on the left corner of the intersection.
B. Go down this way. You will find the crossroad.
C. Go along the street I'll meet you there.
D. Go to the shop and buy all you need.

7. Ardita:

Dino: Just follow this way. The ceramics museum is the second building on your right.

- A. How should I know something like that?
- B. How far is it from here?
- C. How do you know?
- D. How do I get to the Ceramics museum?

Dialogue for number 8-10

Abraham : Excuse me, Sir. Can you help me?

Policeman : Yes, Sir. (8) ____?

Abraham : I'm lost. (9) ____?

Policeman : Just go (10) ____ this way, turn right at the T-junction.

The ceramics museum is the second building on your right.

- 8. A. What are you doing?
- B. What can I do for you?
- C. What's wrong with you?
- D. What's your name?
- 9. A. Can you show me your house?
- B. Can you help me to find the art store?
- C. Can you show me the way to the ceramics museum?
- D. Can you show me the way to the bank?
- 10. A. straight
- B. home
- C. away
- D. stand

Dialogue for number 11 – 13.

Woman: Do you know where the nearest art store is?

Policeman: There is an art store (1) ____ Java Mall.

Woman: Does it open (2) ____ Sunday?

Policeman: Yes, it opens (3) ____ 09:00 o'clock.

- 11. A. at
- B. in
- C. on
- D. beside
- 12. A. at
- B. in
- C. on
- D. beside
- 13. A. at
- B. in
- C. on
- D. beside

Reading section for number 14-14.

Read the text below and then answer the following questions.

MY UNCLE'S GALLERY

There are four rooms in my uncle's Gallery. They are a living room, a bath room, a workshop, and a store. There is a sofa and armchair in the living room. There is a desk here with the computer on it. A television is opposite the computer. In the bath room, there is no bath here, but there is a big shower. There is a toilet and a washbasin, too. There is a big mirror on the wall. There are a lot of selves full of ceramics in the store. We sell ceramics here, so there is a small cashier desk with the chair. The most crowded room is workshop. There is a big cupboard with many kinds of ceramics tools in it, an electronic ceramics burner in the corner, a huge of clay on the floor and a clock hanging on the wall.

14. How many rooms are there in the gallery?
 - A. two
 - B. three
 - C. four
 - D. five
15. Where is the computer?
 - A. In the living room
 - B. In the workshop
 - C. In the store
 - D. In the bathroom
16. Is there any shower in the bathroom?
 - A. Yes, there are two showers in the bathroom.
 - B. No, there is no shower in the bathroom.
 - C. Yes, there is a big shower in the bathroom.
 - D. No, it is not.
17. Things that you can find in the workshop. **Except.**
 - A. clock
 - B. cupboard
 - C. computer
 - D. clay

Describe the picture below in three sentences.



Pic. 2.08 [Source:www.ceramic_jewellery.com]

18. _____

19. _____

20. _____

REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Asking for and giving directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

In this unit you learn

Asking for and giving directions, for examples:

Asking for direction	Giving direction
<ul style="list-style-type: none">• Could you tell me how to get to the Ceramics Museum?• Do you know where the ceramics gallery is?• I'm looking for this address.• Can I ask you how to get to the nearest art store please?• Is there any ceramics store around here?• Would/Could you direct me to the Pandanaran Ceramics?• Which way do I go to get to Ceramics School?• What is the best way to get to the ceramics gallery?	<ul style="list-style-type: none">• Take this road, go down there.• Take the first on the left.• Take the second on the right.• Turn right at the cross roads.• It's just round the corner.• It's next to the Graha Hotel.• Follow this road.• Cross the street.

Preposition of place, for examples:

PREPOSITION
at, in and on (place)
use:
in for 3 dimensional spaces like boxes, rooms, town or garden example: Susan is in the workshop.
on for 2 dimensional surfaces like floors, tables or walls example: The clay is on the floor.
at for a place when the exact position is not very important example: I saw Rina at the art market.

UNIT 3

I WANT TO INVITE YOU TO MY GALLERY

In your daily life you often get invitation or invite someone. How do you invite someone? How do you accept or decline when someone invite you? In this unit you will learn how to invite someone and decline or accept invitation.

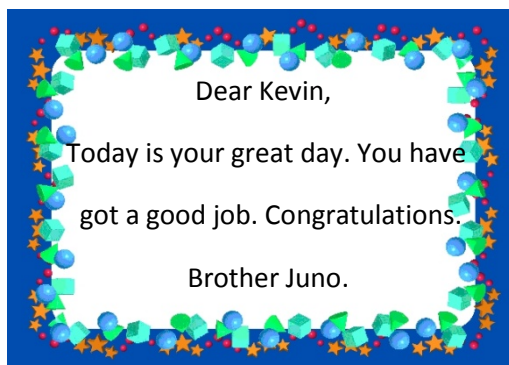


LEAD-IN

Task 1

In pairs, study the following cards and then decide which one is the invitations card.

1.



2.



3.





LESSON PROPER

FOCUS ON LISTENING AND SPEAKING



Task 2

Listen to the dialogue carefully and then tick the correct statements. The listening script is in the Appendix.

Statements	tick (✓)
1. The teacher's name is Antonius.	
2. Ahmad comes to his teacher's office because he wants to invite his teacher to come to the charity art show.	
3. The event is about global warming.	
4. The event will be held in the school auditorium.	
5. "I'd really love to come" is the expression of inviting someone.	
6. The teacher will come to the event with his wife.	
7. The name of the teacher's wife is Sally	
8. "We would like to invite you to our charity art show" is the expression of accepting an invitation.	
9. The event will be held on Saturday morning.	



Task 3

Listen to the dialogues carefully and then complete the dialogues by choosing the expressions in the box. Try to act out the dialogue in pairs. The listening script is in the Appendix.

I'd like to, but I have to finish my homework first.
Would you like to go?
I'd love to. When will we go?
I'd like to, but I've already planned to visit my grandma.
Would you like to come with me?
I'd like to invite you to my ceramics gallery this evening.

1. John : There is ceramics exhibition in Malioboro Mall. It is from Friday to Sunday.
(A).....
Diana : (B)
John : Oh, that's OK. Let's just meet at the entrance door around 7:30
Diana : That's sounds fine.

2. Damar : I have two tickets to the Ceramics Museum on Saturday afternoon.
 (C).....
 Alexa : (D).....
 Damar : I'll pick you up at 3:00 p.m. Is it OK?
 Alexa : That's fine.
3. Farhan : (E).....
 Franda : (F)..... Thanks anyway.
 Farhan : Actually, I'll have a dinner party. I'll celebrate my new ceramics gallery.
 Franda : Oh, congratulations to you. Hopefully you have a lot of customer.
 Farhan : Thank you very much.

Task 4

Study the expressions below and then identify the expressions of declining, accepting and inviting someone by underlying the expressions. Look at the example.

Here are some other expressions of making, accepting and declining an invitation.

FORMAL SITUATION

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Would you like to • I'd very much like you to • We should be pleased/delighted if you could • Would you care to • You will ... won't you? 	<ul style="list-style-type: none"> • That's very kind of you. • We'd very much like to • What a delightful idea. • With the greatest pleasure. • Thank you very much for inviting me. 	<ul style="list-style-type: none"> • I'm very sorry, I don't think I can. • I'd like to, but • I'm afraid I've already promised • Thank you for asking me, but • Unfortunately, I can't

INFORMAL SITUATION

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Why don't you come to • Like to come to • Come and • Shall we come to • You must come to 	<ul style="list-style-type: none"> • I would/will • That would be very nice. • OK! • I'd like to love to come. • All right (then). 	<ul style="list-style-type: none"> • Sorry, I can't. • I'd love to, but • I don't think I can. • I wish I could, but

Dialogue 1

- Tania : Hello, Sony?
 Sony : Hi, Tania! Would you like to go out in the Saturday night? → **Inviting someone**
 Tania : Sorry, I can't. I have to take care of my grandma in the hospital.
 Sony : I am sorry to hear that. Well, how about tomorrow night? Are you still busy?
 Tania : I guess not.
 Sony : Well, would you like to go to art festival with me?
 Tania : Sure, I'd love to!

Dialogue 2

Robi : Hi, Sandra. There will be a great seminar on Sunday.
It's about how to run business in ceramics craft.
Would you like to go the seminar with me?
Sandra : Of course. I'd love to. When will you pick me up?
Robi : I'll pick you up at 7.30. Be ready.
Sandra : OK

HOW DO YOU PRONOUNCE IT?



Task 5

Study the explanation below and then read aloud the sentences that follow.

In inviting someone you find the words *would*, *could*, *should*. How do you pronounce it?

Would
/wʊd/

should
/ʃʊd/

could
/kʊd/

- Would you like to come to my gallery?
- Could you come with me?
- Should I come with you?
- Could you tell me what I should do?



Task 6

In group of 4, study the dialogue below and then answer the following questions.

Donita and her classmates are talking about their plan for holiday.

Donita : Have you got any plan for our holiday?
Dimas : I have no idea. What about you Galih?
Galih : I want to explore ceramic decoration.
Donita : I have an idea. My grandpa lives near Kasongan.
Shall we spend our holiday there?
Dimas : I'd love to.
Galih : That would be great. What about you Lyla?
Lyla : I'd love to, but my family and I are going to visit my uncle in Surabaya
Donita : That's OK.



Questions

1. How does Donita invite her classmates to go to Kasongan?
2. What is Dimas' answer to Donita invitation?
3. How does Galih respond to Donita's invitation?
4. Why does Lyla refuse to join Donita and her classmates?
5. What does Lyla say to refuse Donita's invitation?



Task 7

In pairs, make short dialogues based on the following clues. Look at the example.

1. Invite/ decorating ceramics competition/ accept
Tamara: Would you like to come to the Decorating Ceramics Competition tomorrow?
Gerald: I'd love to come. Thanks.
2. Invite/Pagerjurang village/decline
3. Invite/art festival/accept
4. Invite/ ceramics exhibition/ accept
5. Invite/ ceramic gallery/ decline



Task 8

In groups of three, make a short conversation based on the following cues and then act out the dialogue.

Greets B.

Ask about B's planning on Sunday.

Invite B to come to art exhibition with you at 9 o'clock.

Suggest an alternate time.

Says to B and C that you will pick them out an hour before at B's house.

A

Greets A.

Says that you don't have any plan on Sunday.

Says that you don't agree with the time.

You are agree with the time and you want C come with you.

Greet C.

Invite C to come to art exhibition with you and A at 9 o'clock.

Says to A and C that you'll wait them on Sunday.

B

Greets B.

Says you wants to come to the art exhibition on Sunday with A and B at 9 o'clock.

Says that you will see A at B's house.

C

FOCUS ON READING AND WRITING



Task 9

Find the meaning of words in column A by consulting to your dictionary. These words will help you to do the next activity.

A	B
join /dʒɔɪn/ (verb)	
store /stɔːr/ (noun)	
clerk /klɑːk/ (noun)	
letter /'let.ə r / (noun)	
invite /ɪn'vaɪt/ (verb)	
reason /'riː.z ə n/ (noun)	
vacation/veɪ'keɪ.ʃ ə n/ (noun)	
regard /rɪ'gɑːd/ (noun)	
sincerely /sɪn'siə.li/ (adverb)	
expression /ɪk'spreʃ. ə n/ (noun)	
accept /ək'sept/ (verb)	
refuse /rɪ'fjuːz/ (verb)	
polite /pə'laɪt/ (adjective)	
charity /'tʃær.ɪ.ti/ (noun)	
include /ɪn'kluːd/ (verb)	
necessary /'nes.ə.ser.i/ (adjective)	
contain /kən'teɪn/ (verb)	
greet /gri:t/ (verb)	

FUN SPACE

PROVERB

It's no use crying over spilt milk.

Tidak ada gunanya menangisi apa yang sudah terjadi.



Task 10

Read the letters below and then answer the following questions.

A

Jl. Gucci no.20
Yogyakarta
April 14th, 2012



Hi, Friends,
Please come and join the decorating ceramics competition, on:
Date: April 24th, 2012
Time: 08:00 a.m
Place: Jl. Lempung no.8 Yogyakarta
See you and have fun with the competition

Best regard

Hilman

B

Jl. Gamping Raya no.88
Yogyakarta
April 15th, 2012

Dear Hilman,
Thank you for inviting me to the decorating ceramics competition.
I'd like to come, but I'm afraid I can't. My father needs me to help
him at the store because all of his clerks are on vacation.
I hope you will have fun with the competition.

Sincerely

Herlina

Jl. Mangkok Bundar no.22
Yogyakarta
April 17th, 2012

Dear Hilman,
Thank you for inviting me to the
decorating ceramics competition.
I'd like to come.

Sincerely

Diana

C

Questions:

1. Which one is the invitation letter?
 - A. A
 - B. B
 - C. C
 - D. B and C
2. What is the event of the invitation?
 - A. Vacation
 - B. Have fun competition
 - C. Lempung competition
 - D. Decorating ceramics competition

3. When will the event be held?
 - A. April, 14th 2012
 - B. April, 15th 2012
 - C. April, 17th 2012
 - D. April, 24th 2012
4. Where does the event take place?
 - A. Jl. Lempung no.8 Yogyakarta
 - B. Jl. Guci no.20 Yogyakarta
 - C. Jl. Gamping Raya no.88 Yogyakarta
 - D. Jl. Mangkok Bundar no.22 Yogyakarta
5. Who is inviting?
 - A. Friends
 - B. Herlina
 - C. Diana
 - D. Hilman
6. Which one is the expression of inviting someone?
 - A. I hope you will have fun with the competition.
 - B. I'd like to come, but I'm afraid I can't.
 - C. Thank you for inviting me to the decorating ceramics competition.
 - D. Please come and join the decorating ceramics competition.
7. Who are on vacation?
 - A. Friends
 - B. The clerk
 - C. Herlina
 - D. Hilman
8. Who is accepting the invitation?
 - A. Hilman
 - B. Herlina
 - C. Diana
 - D. Father
9. How does Herlina refuse the invitation?
 - A. I hope you will have fun with the competition.
 - B. I'd like to come, but I'm afraid I can't.
 - C. Thank you for inviting me to the decorating ceramics competition.
 - D. Please come and join the decorating ceramics competition.
10. Why does Herlina decline the invitation?
 - A. Because her father is on vacation.
 - B. Because all of her father's clerk are on vacation.
 - C. Because she is on vacation.
 - D. Because she wants to go on vacation with her father.

GRAMMAR FOCUS



Task 11

Study the explanation below and then arrange the jumbled words into good sentences.

MODAL VERB *will, would and could*

1. would

Would used as a more polite form of *will*.

- [+ to infinitive]
I'd like to invite you to my ceramics art show.
- [+ object + to infinitive]
I'd love you to come to my gallery.
Would you like me to come with you?

2. Will and could

Could and *will* are followed by an infinitive verb without 'to'. Don't say "*will did something*", say "*will do something*" and don't say "*can to do something*", say "*can do something*".

- Examples
~~We're glad you could to come to our party.~~
We're glad you could come to our charity art show.
~~Will you to join the competition.~~
Will you join the ceramics competition?

1. accompany – Lisa's – you – to – could – me – go – gallery – to?
2. should – we – pleased- be –you – if – come – could – art – show – my – to.
3. art – to – my – come – you – could – store?
4. come – workshop – to – invite – ceramics – like – I – to – would – like – my – to – you.
5. would – come – to – love – I.
6. you – my – like – gallery – to – come – to – would – I.



Task 12

Study the explanation below and then complete the invitation letter with the sentences in the box. Do it individually.

INVITATION LETTER

When spoken invitation is not effective because someone that you have invited may easily forget to come, written invitation will help you. In making a written invitation, you should be careful to include the following information:

1. Your full address;
2. The date, time and place;
3. Any necessary explanation regarding the kind of event or program.

The format of invitation letter is illustrated below:

Heading
Salutation
Body
Closing
Sender

1. The heading : it contains your address or where and when you write the letter.
2. The salutation : it greets the reader.
3. The body : the reason for inviting someone, time and location of the event.
4. The closing : word or phrase to close the letter, usually best regard or sincerely.
5. Sender : your name (someone who sends the letter)

- a. Yogyakarta, May 20, 2012
- b. Mia
- c. Your Sincerely,
- d. It would be very happy for us to take you with us. Are you interested?
- e. Dear Eva
- f. My family and I are getting ready for a trip to go to ceramics museum in Pagerjuran, Central Java. We plan to get there on June 2.
- g. If you can go, please be ready with your suitcase. We will pick you up in the morning on June 2.

2. _____ 3. _____ 4. _____ 5. _____	1. _____ 6. _____ 7. _____
--	--------------------------------------



Task 13

Write an invitation letter based on the situation below.

You have a long holiday; write an invitation letter to your friend. Ask (him/her) to go with you to your grandpa's house on Saturday, April 4th 2012 at 10 a.m. He is a ceramics collector who lives in Jl. Meranti 23 Semarang.

EVALUATION 3

Listening section for number 1 – 5. Listen to the conversation between Diana, Tanti and Tony. They are talking about a party tonight. After that, answer the following questions. Cross the correct answer A, B, C or D. the listening script is in the Appendix.

1. Where does the party take place?
 - A. Tony's house
 - B. Tanti's house
 - C. Hospital
 - D. Diana's house
2. What is the purpose of the party?
 - A. Celebrating Diana's new house
 - B. Celebrating the art competition anniversary
 - C. Celebrating Diana's winning
 - D. Celebrating the new hospital
3. Who is the winner of the art competition?
 - A. Tanti
 - B. Diana
 - C. Tony
 - D. Tony's father
4. How does Tony respond to the Diana's invitation?
 - A. I'd love to, but I'm sorry I can't.
 - B. I'd love to, but my father doesn't permit me.
 - C. I'd love to, but you have to pick me up.
 - D. I'd love to, but I have to go with my father.
5. Why Tony refuse Diana's invitation?
 - A. Because he has to work in the hospital.
 - B. Because he has a party in the hospital.
 - C. Because he has to take care of his father in the hospital.
 - D. Because his father has to take care of him in the hospital.

Complete the dialogues below by crossing the correct answer A, B, C or D for number 6 – 13.

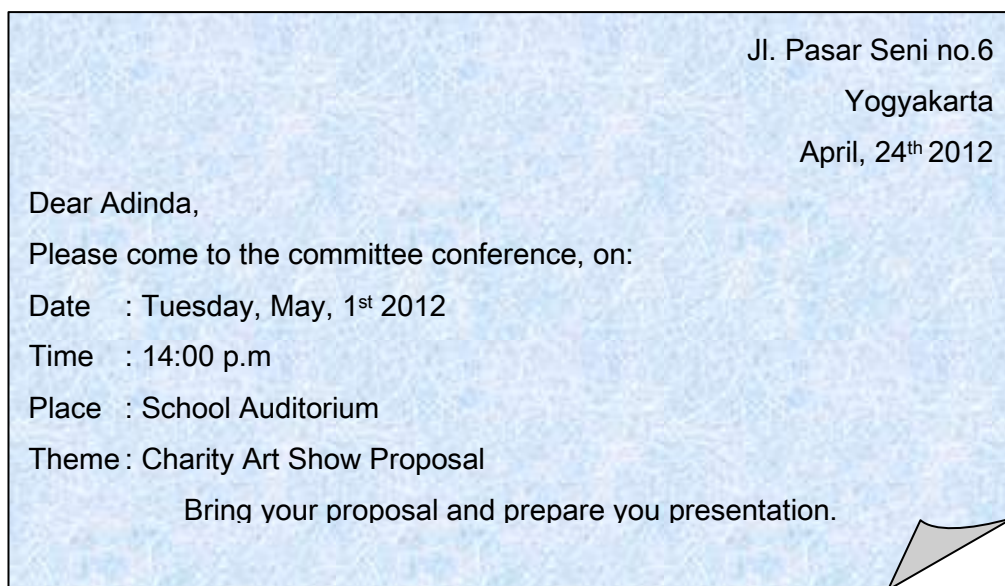
6. Antony : I have two tickets to the art exhibition on Sunday.
_____?
Anastasya : I'm sorry I can't I promise to help Dicky to decorate his ceramics.
A. Would you lend me some money?
B. Would you like to come with me?
C. Would you tell me the way to go there?
D. Would you like to come to my house?
7. Desta : I'm having a charity art show at my gallery on Saturday. Can you come?
Hesty : _____, what time is it?
A. I see
B. No, I can't
C. Thank you
D. Yes, I'd love to.
8. Amanda: Would you like to go with me to my uncle's gallery this afternoon?
Fany : _____.
Amanda: How about tomorrow morning?
Fany : I'd love to come. See you tomorrow morning.
Amanda: Bye.
A. I am sorry I can't. I have to finish my homework today.
B. It's a good idea.
C. What time is it?
D. See you tomorrow morning.

Dialogue for number 9 – 13.

- Rima : Hi, Faizal. (9) _____?
Faizal : Not bad. (10) _____ on Saturday night.
Rima : No, nothing special. Why?
Faizal : Well, (11) _____ my new ceramics gallery?
Rima : Oh, that's sound fun. (12) _____?
Faizal : OK, I'll pick you up at your house. By the way, (13) _____?
Rima : Is seven o'clock OK?
Faizal : Sure! See you then.
9. A. How old are you?
B. How are you doing?
C. How do you do?
D. How about you?
10. A. Do you have anything to do
B. Do you have some money
C. Do you know
D. Do you agree

11. A. Would you like to buy
B. Would you like to drink
C. Would you like to come to
D. Would you like to eat
12. A. Would you like to come?
B. Would you tell me the way?
C. Would you like to pick me up?
D. Would you like to call me?
13. A. How many times?
B. How about the time?
C. How long?
D. How much?

Reading section for number 14 – 17. Read the invitation letter below and then answer the questions by crossing the correct answer A, B, C or D for each number.



14. Which part of the letter is salutation?
- A. Dear, Adinda.
B. Jl. Pasar Seni no. 6
C. Please come to the committee conference.
D. Best regard
15. Based on the invitation letter above. Which statement is true?
- A. Adinda and Amanda are in the charity art show.
B. The charity art show will be held on Tuesday, May, 1st 2012.
C. The conference will discuss the charity art show proposal.
D. The charity art show will be held in the school auditorium.

16. What is the event of the invitation?
- A. Pasar Seni at School Auditorium
 - B. Charity art Show Proposal
 - C. Committee Conference
 - D. Proposal Presentation

17. Who sent the invitation?
- A. Amanda
 - B. Adinda
 - C. Committee
 - D. The principle

Choose the underlined word or phrase that is incorrect.

18. Harry: Terry, do you have any plans on Sunday?

A

Terry: I don't think so. Why?

B

Harry: Do you want to come to my ceramics gallery?

C

Terry: Sure, I'd love to. I'll coming to your ceramics gallery on Sunday.

D

19. Rio : Riska, I wanted to go to Yogyakarta Art Festival. Would you come with me?

A

B

Riska : That's a good idea. I'm planning to go there too.

C

D

Write an invitation letter based on the situation below.

20. Write an invitation letter about ceramics products that will be held at your school on Saturday, 5th May 2012. The invitation is for all member of Junior High School in your Regency.

REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Making invitation, declining and accepting an invitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing invitation letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

In this unit you learn

Making, accepting, and declining an invitation, for examples:

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Would you like to • I'd very much like you to • We should be pleased/delighted if you could • Would you care to • You will ... won't you? 	<ul style="list-style-type: none"> • That's very kind of you. • We'd very much like to • What a delightful idea. • With the greatest pleasure. • Thank you very much for inviting me. 	<ul style="list-style-type: none"> • I'm very sorry, I don't think I can. • I'd like to, but • I'm afraid I've already promised • Thank you for asking me, but • Unfortunately, I can't

Part of an invitation letter

_____	_Heading_
Salutation	
Body	

	Closing
	Sender

Sentence pattern

MODAL VERB *will, would and could*

3. would

Would used as a more polite form of *will*.

- [+ to infinitive]
I'd like to invite you to my ceramics art show.
- [+ object + to infinitive]
I'd love you to come to my gallery.
Would you like me to come with you?

4. Will and could

Could and will are followed by an infinitive verb without 'to'. Don't say "*will did something*", say "*will do something*" and don't say "*can to do something*", say "*can do something*".

- Examples
~~We're glad you could to come to our party.~~
We're glad you could come to our charity art show.
~~Will you to join the competition.~~
Will you join the ceramics competition?

WORD BANK

Words	Phonetic Transcript	Part of Speech	Meaning
accept	/ək'sept/	verb	menerima
around	/ə'raʊnd/	adverb	sekitar
bow harp	/baʊ - hɑ :rp/	noun	pemotong tanah liat
capability	/ˌkeɪ.pə 'bɪl.ɪ .ti/	noun	kemampuan
charity	/ˈtʃæ.ɪ .ti/	noun	amal
choice	/tʃɔɪ s/	noun	pilihan
clay	/kleɪ/	noun	tanah liat
clerk	/kla:k/	noun	pegawai toko
coil	/kɔɪ l/	noun	pilinan/gulungan
colleague	/ˈkɒl.i :g/	noun	rekan kerja
combine	/kəm'baɪn/	verb	menggabungkan
competition	/ˌkɒm.pə'tɪʃ . ə n/	noun	pertandingan
component	/kəm'pəʊ .nənt/	noun	bagian
crossroads	/ˈkrɒs.rəʊ dz/	noun	persimpangan jalan
crowded	/ˈkraʊ.dɪd/	adjective	ramai
decline	/di'klaɪn/	verb	menolak
direction	/dɪrɪk'tʃən/	noun	petunjuk
establish	/ɪ'stæb.lɪʃ /	verb	mendirikan
exhibition	/ˌek.sɪ 'bɪʃ . ə n/	noun	pameran
exist	/ɪg 'zɪst/	verb	ada
express	/ɪk'spres/	verb	mengungkapkan
forget	/fə'get/	verb	lupa
founder	/ˈfaʊn.də r /	noun	pendiri
general	/ˈdʒen. ə r. ə l/	adjective	umum
guidance	/ˈgaɪ.d ə n t s/	noun	petunjuk
hand extruder	/hænd-ɪk 'stru:də r /	noun	alt pemilin tanah
hill	/hɪl/	noun	bukit
huge	/hju:dʒ/	adjective	sangat besar
invite	/ɪn 'vaɪt/	verb	mengundang
jar	/dʒɑ : r /	noun	guci
list	/lɪst/	noun	daftar
lost	/lɒst/	adjective	tersesat
minister	/ˈmɪn.ɪ .stə r /	noun	menteri
mirror	/ˈmɪr.ə r /	noun	cermin
miss	/mɪs/	verb	terlewat
opposite	/ˈɒp.ə.zɪ t/	adjective	berhadapan dengan

ornament	/ˈɔːnə.mənt/	noun	hiasan
particular	/pəˈtɪk.jʊ.lə r /	adjective	khusus
plan	/plæn/	noun	rencana
plate	/pleɪt/	noun	piring
polite	/pəˈlaɪt/	adjective	sopan santun
preference	/ˈpref. ə r. ə n t s/	noun	pilihan
proud	/praʊd/	adjective	bangga
reason	/ˈriːz ə n/	noun	alasan
scenery	/ˈsiː.n ə r.i/	noun	pemandangan alam
script	/skript/	noun	naskah
shelf	/ʃelf/	noun	rak
shopkeeper	/ˈʃɒp ˌkiː.pə r /	noun	penjaga
toko			
since	/sɪn t s/	adverb	sejak
slab	/slæb/	noun	lempeng
slab roller	/slæb-ˈrəʊ .lə r /	noun	pembuat
lempeng			
space	/speɪs/	noun	ruang
straight	/streɪt/	adjective	lurus
surface	/ˈsɜː .fɪs/	noun	permukaan
talent	/ˈtæl. ə nt/	noun	bakat
tourism	/ˈtʊə.rɪ .z ə m/	noun	kepariwisataan
value	/ˈvæl.juː/	noun	nilai
visit	/ˈvɪzɪ t/	verb	
mengunjungi			
watch	/wɒtʃ /	verb	melihat
wire modelling tool	/waɪə r -ˈmɒd. ə l.ɪŋ -tuːl/	noun	penghias dari kawat
wood modelling tool	/wʊd-ˈmɒd. ə l.ɪŋ -tuːl/	noun	penghias
dari kayu			
wooden	/ˈwʊd. ə n/	adjective	kayu
workshop	/ˈwɜː .k.ʃɒp/	noun	bengkel/ruang kerja

APPENDIX

LISTENING SCRIPT

UNIT 1

TASK 2

- Shop keeper : What would you like to buy, madam?
Woman : I'd like to buy ceramics, please.
Shop keeper : Would you prefer a flower vase or a jar?
Woman : I prefer a flower vase, please.
Can you make a ceramics plate with modern ornaments?
Because I like modern ornaments better than traditional ornaments.
Shop keeper : I'm sorry madam I can't, but Mr. Kawasaki does.
Woman : Who is Mr. Kawasaki?
Shopkeeper : He is a ceramics artist in this gallery.
Woman : OK. How long I have to wait for the plate?
Shopkeeper : You have to wait for about a week.
Woman : No problem. I'll come back next week.

TASK 3

1. Fatimah : Why do you like modern ceramics ornaments?
Zahra : Because they're wonderful. They make ceramics more beautiful.
Fatimah : What do you think of traditional ceramics ornaments?
Zahra : Nice, they're unique.
Fatimah : I need a ceramics plate with modern ornaments. Can you make it for me?
Zahra : Ok Fatimah. I can make it for you.
2. Teacher : What do you do in your spare time, Lusi?
Lusi : I like reading a novel and painting, Sir.
Teacher : Would you prefer reading a novel or painting?
Lusi : I'd prefer painting, Sir.
Teacher : Do you able to combine painting with any art?
Lusi : Yes, Sir. I can make an art ceramics painting.

Evaluation 1

Maria and Miranda are talking about a party in Maria's house tonight. In the middle of their talk comes Tony.

- Maria : Good morning, Miranda. Do you have any plan on holyday?
Miranda : I don't think so. Do you have any idea?
Maria : How about shopping?
Miranda : I prefer hunting ceramics to shopping.
Maria : OK, we will get some ceramics. What you Prefer to go, Pagerjurang or Kasongan?
Miranda : I like both.
Maria : Which one do you like better?
Miranda : I prefer go to Pagerjurang to Kasongan.
Maria : What can we do in Pagerjurang?

- Miranda : You can buy ceramics, visit ceramics museum and you can also make ceramics by yourself.
- Maria : Great, but I can't make ceramics.
- Miranda : Don't worry! There is an instructor who will help you to do it.
- Maria : By the way, can you make ceramics by yourself?
- Miranda : Of course! I have once to Pagerjuran, so I have an experience in making ceramics.
- Maria : Alright. We will go to Pagerjuran on our holiday.

UNIT 2

TASK 2

Endita is out of his town. She doesn't know how to get to the Ceramics Gallery, so she asks a policeman how to get there.

- Endita : Excuse me, can you tell me where the nearest ceramics gallery is?
- Policeman : Go down this street. Then, turn left at the T-junction, the ceramics gallery is on the left corner.
- Endita : How far is it from here?
- Policeman : It will take about 8 minutes if you go there on foot.
- Endita : Thank you very much. I'm sure I'll find it easily, if I walk there.
- Policeman : Sure, but there's one thing you have to know.
- Endita : What is that?
- Policeman : The minister of tourism will come and see the ceramics production in this district. The gallery is not opened for public, but not for the souvenir store.
- Endita : I just want to get some flower vases. Thanks anyway.

TASK 3

1. Roundabout
2. Go straight
3. Turn left
4. Take the first turning
5. Cross the street
6. Go down the hill
7. Go up the hill
8. Turn right
9. Crossroads

TASK 4

1. Would you tell me the way to the Bank?
2. Do you know where the Ceramics museum is?
3. It's on the corner of Main Street and 2nd avenue.
4. It's next to the Graha Hotel. You can't miss it.
5. Can you tell me where the nearest Ceramics gallery is?

Evaluation 2

1. Go down Jenderal Sudirman Street. Walk until three blocks, and then turn right. The art store is on your left.
2. First, follow Jenderal Sudirman Street, turn right to the Pahlawan Street. The ceramics museum is the third building on your right.
3. Go down Jenderal Sudirman Street, turn right to the Pahlawan Street. Then, take the first turning to the left. The ceramics market is on your right.
4. Follow Jenderal Sudirman Street, take the second turning to the right. Pandanaran Hotel is the second building on your left.

5. Walk down Jenderal Sudirman Street; turn right to the Pahlawan Street. Walk around two blocks, and then turn left until the T-junction. The art school is on the right corner of the block.

UNIT 3

TASK 2

Lidya is talking to her teacher in her teacher office.

- Lidya : Good morning Mr. Antony. We would like to invite you to our charity art show.
Mr. Antony : I'd really love to come. Where is the art show?
Lidya : It's in our school hall on Sunday morning.
Would you like to invite your colleagues to come with you?
Mr. Antony : Ok, I'll come with my wife, Emily. I'm proud of you, Lidya. You really do a good job.
Lidya : Thank you, Sir.

TASK 3

1. John : There is a ceramics exhibition in Malioboro Mall. It is from Friday to Sunday.
Would you like to come with me?
Diana : I'd like to, but I have to finish my homework first.
John : Oh, that's OK. Let's just meet at the entrance door around 7:30
Diana : That's sounds fine.
2. Damar : I have two tickets to the Ceramics Museum on Saturday afternoon.
Would you like to go?
Alexa : I'd love to. When will we go?
Damar : I'll pick you up at 3:00 p.m. Is it OK?
Alexa : That's fine.
3. Farhan : I'd like to invite you to my ceramics gallery this evening.
Franda : I'd like to, but I've already planned to visit my grandma. Thanks anyway.
Farhan : Actually, I'll have a dinner party. I'll celebrate my new ceramic gallery.
Franda : Congratulations. Hopefully you have a lot of costumers.
Farhan : Thank you very much.

Evaluation 3

- Diana : Hi, Tanti. Would you like to come to my house tonight?
Tanti : I'd love to. By the way, is there any party in your house tonight?
Diana : Yes, that's why you have to come.
Tanti : What do you celebrate?
Diana : I won the art competition last week.
Tanti : Congratulation. You are a great ceramics artist.
Diana : Thank you.
Tanti : Look. He is Tony, invite him to your party.
Diana : Hi, Tony. Would you like to come to my party tonight?
Tony : Hmmm...I'd love to, but I'm sorry I can't. My father is in the hospital now.
I have to take care of him.
Diana : I'm sorry to hear that. I hope your father will get better soon.
Tony : Thank you guys. See you.
Diana and Tanti: Bye Tony.

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UNIT 1

WHICH ORNAMENTS DO YOU PREFER?

Life is full of choices. What will you do when you have many choices? How do you express your preferences? In this unit you will learn how to express preferences as well as capabilities.



LEAD-IN

Task 1

Study the pictures below and then answer the questions.



Picture. 1.1



Picture. 1.2

Source: [www.canadiandesignresource.ca]

Questions

1. What do you see in picture 1.1 and 1.2?
2. Which one do you prefer?
3. How do you express your preference?
4. Can you make a ceramics flower vase?
5. What do you say if you are capable of making a ceramics flower vase?



LESSON PROPER

FOCUS ON LISTENING AND SPEAKING



Task 2

Listen to the dialogue between a shopkeeper and a woman and then answer the questions. The listening script is in the Appendix.

Questions

- Where does the dialogue probably take place?
 - Ceramics gallery
 - Ceramics exhibition
 - Ceramics workshop
 - Ceramics museum
- What does the woman want to buy?
 - A plate
 - A jar
 - A flower vase
 - A modern ornaments
- How does the shopkeeper ask the woman's preference?
 - What would you like to buy?
 - Can you make a ceramics plate?
 - Would you prefer a flower vase or a jar?
 - How long do I have to wait for the plate?
- Who is capable of making a ceramics plate?
 - The shopkeeper
 - Mr. Kawasaki
 - The woman
 - The artist
- How long does the woman have to wait for the plate?
 - Next week
 - This week
 - Two weeks
 - A week



Task 3

Listen to the dialogues carefully and then complete the dialogues. The listening script is in the Appendix.

- Fatimah : _____ modern ceramics ornaments?

Zahra : Because they're wonderful. They make ceramics more beautiful.

Fatimah : _____ traditional ceramics ornaments?

Zahra : Nice, they're _____.

Fatimah : I need a ceramics plate with modern ornaments. _____?

Zahra : Ok Fatimah. _____ make it for you.
- Teacher : What do you do in your _____, Lusi?

Lusi : I like _____, Sir.

Teacher : _____ reading a novel or painting?

Lusi : I'd prefer painting, Sir.

Teacher : Are you able to _____ painting with any art?

Lusi : Yes, Sir. I can make _____.



EXPRESSIONS OF PREFERENCES

EXPRESSIONS OF CAPABILITIES

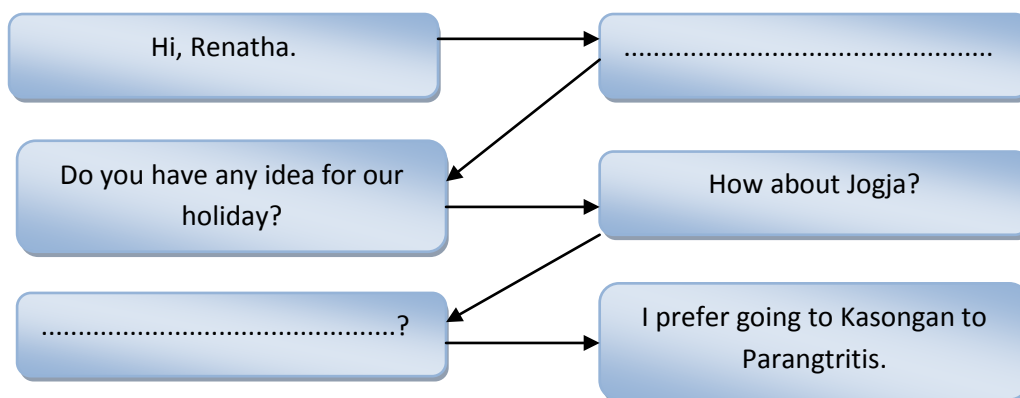
I can make ceramics very well.
I can't decorate ceramics at all.
I managed to make 100 flower vases yesterday.
I couldn't make ceramics when I was a child.
I'm able to make a ceramics plate in minutes.
I was able to make ceramics when I was 3 years.

- ENGLISH FOR CERAMICS STUDENTS GRADE X
VOCATIONAL SCHOOL**

3.

Maria

Renatha



HOW DO YOU PRONOUNCE IT?



Task 5

In pairs, study the explanation below and then read aloud the sentences that follow.

In expressing capabilities you find the word *can* and *can't*. How do you pronounce it?

can

can't

/kæn/

/kɑ :nt/

A

B

I can decorate ceramics very well.

I can't make ceramics at all.

Can you slab the clay?

No, I can't.

Anisa can make a beautiful ceramics.

She can't paint well.



Task 6

Study the dialogue below and then answer the questions.

- Kayla : There's an art competition on Saturday. Let's enter.
 Philip : Can you tell me what kind of competition it is?
 Kayla : It is a competition to find talented people in art.
 In this competition there are painting, ceramics art, wooden craft, and batik art.
 Philip : I can't enter the art competition.
 Kayla : You can make ceramics very well and painting also.
 Would you prefer painting or making ceramics?
 Philip : I'd prefer making ceramics to painting. Well, you can enter the competition, too.
 Kayla : Oh, no. I can't make ceramics or painting but I can design Batik.
 Philip : So maybe we can enter the competition.
 Kayla : Sure. Why not?
 Philip : Ok. Let's practise tomorrow!

Questions

1. What are Philip's capabilities?
2. What is Philip's preference?
3. How does Philip express his preference?
4. How does Kayla express her ability?
5. When will they do practise?



Task 7

In pairs, study the pictures below and then make a short dialogue. Study the example.

1. Yogyakarta ornaments/can

Yogyakarta ornament



Picture 1.3

Sumatra ornament



Picture 1.4

Source:[Kriya Keramik Jilid 1]

A: Would you prefer Yogyakarta ornament or Sumatra ornament?

B: I'd prefer Yogyakarta ornament to Sumatra ornament.

A: Can you make Yogyakarta ornaments?

B: Of course, I can make them very well.

2. Modern ornament/can

Modern ornament



Picture 1.5

Source:[Kriya Keramik Jilid 1]

Traditional ornament



Picture 1.6

3. blue mug/can

blue mug



Picture 1.7

Source:[<http://blog.washingtonpost.com>]

white mug



Picture 1.8

Source:[<http://abbysimon.com>]

4. jigger jelly/can't

open-bowl with ornament



Picture 1.9

Source:[www.nicolarichardceramics.co.uk]

jigger jelly open-bowl



Picture 1.10

Source:[www.charlottejonesceramics.co.uk]



Task 8

In pairs, make a short dialogue based on the situation below and then act out the dialogue.

You want to decorate your new house with ceramics products, but you are confused of choosing modern ceramics or traditional ceramics. Call your friend who is a ceramics artist. He/She prefers to use modern ceramics to traditional ceramics, because he/she is able to make it. Ask him to make the modern one for you.

The one of the earliest form of jar is made by clay using coiling technique in ancient Egypt called canopic jars



Source: [www.isgoodstuff.com]

Do you know?



FOCUS ON READING AND WRITING



Task 9

Read the text carefully and then answer the questions.

TRADITIONAL CERAMICS ORNAMENTS IN INDONESIA



Traditional ornament from Bali



Traditional ornament from Jepara

Ornaments in ceramics are a decoration element to make ceramics more interesting and beautiful. Traditional ornaments are usually in the form of symbols. Each symbol has different meanings and values depending on the culture in which the ornaments are developed.

There have been many traditional ornaments since the pre-historic era. The general characteristics of traditional ornaments are: the line is spontaneous, without perspective, and have limited colours for examples brown, red, black and white.

In Indonesia, traditional ceramics ornaments still exist. The traditional ceramics ornaments in today's society have specific characteristics. They are homogenous and collectives. They are the combinations of some motifs from different cultures, and simple.

Adapted from: Kriya Keramik Jilid 1

Questions

1. What is the main idea of the first paragraph?
2. When the traditional ceramics ornaments discover?
3. How many colours do the traditional ornaments have? Mention the colours?
4. Which one do you prefer ornament from Bali or Jepara?
5. Mention the specific characteristics of traditional ceramics ornaments in Indonesia?



Task 10




Match the verb in column A with the definition in column B. Look at the example.



A	B
coiling /kɔɪlɪŋ/ verb	Proses penyiapan tanah liat yang berbeda kondisi atau warna secara manual dengan cara pengulian dan pengirisan.
coning /kəʊnɪŋ/ verb	Tahap pembentukan tanah liat plastis menjadi bentuk seperti kerucut pada teknik putar.
wedging /wedʒɪŋ/ verb	Proses pembentukan benda keramik di atas alat putar yang berputar dengan kecepatan konstan.
throwing /θrəʊɪŋ/ verb	Tahap pemusatan tanah liat plastis di atas putaran dengan cara menekan tanah liat.
centering /ˈsen.tərɪŋ/ verb	Teknik pembentukan keramik dengan tangan yang menggunakan tanah liat yang dibuat pilinan.



Task 11

The following tools is used to make ceramics. Describe the tools by using the clues given. Look at the example.

Tools	Descriptions
<p>1.</p>  <p>wooden</p> <p>wire cutter long: 40 cm wedge the clay stainless steel and</p> <p>Picture 1.11 Source: [Kriya Keramik Jilid 2]</p>	<p>It is a wire cutter. It has 40 cm in length. The function of this tool is to wedge the clay body plastis. It's made from stainless steel wire and wooden as the handle.</p>
<p>2.</p>  <p>slab roller slab the clay long: 50 cm diameter: 5,5 cm sawo wooden</p> <p>Picture 1.12 Source: [Kriya Keramik Jilid 2]</p>	
<p>3.</p>  <p>hand</p> <p>hand wheel form ceramics manually control by</p> <p>diameter: 25-40 cm aluminium</p> <p>Picture 1.13 Source: [Kriya Keramik Jilid 2]</p>	

4.	 <p>turning lathe form and make details total long: 24,5 cm iron and wooden</p> <p><i>Picture 1.14 Source:[Kriya Keramik Jilid 2]</i></p>	
5.	 <p>diameter</p> <p>caliper count ceramics' long: 20-30 cm alumunium or plastic</p> <p><i>Picture 1.15 Source:[Kriya Keramik Jilid 2]</i></p>	



Task 12

Study the explanation below and then answer the questions. Look at the example.

CONDITIONAL SENTENCE TYPE 1

A conditional sentence typically consists of an if-clause (which presents a condition) and result clause. Example: If it rains, the street gets wet.

CONDITIONAL SENTENCE TYPE 1			
Situation	If-clause	Result clause	Examples
True in the present/future	Simple present	Simple present	If I have enough time, I make ceramics every day.
		Will + simple form	If I have gallery, I will sell my ceramics

The result clause has various possible verb forms. A result clause can be:

1. The simple present, to express a habitual activity.
Example: If I don't practice everyday, I can't make ceramics very well.
2. Either the simple present or the simple future, to express an established, predictable fact or general truth.
Examples: If the clay body is not mixture, the ceramics gets worst.
If the clay body is not mixture, the ceramics will get worst.
3. the simple future, to express a particular activity or situation in the future.
Example: If I don't submit the ceramics tomorrow morning,
I will get bad mark in ceramics class.

Questions

1. If you have time tomorrow, what will you do?
If I have time tomorrow, I will make ceramics.
2. If the gallery closes tomorrow, what are you going to do?
3. If you take clay into high temperature, what happens?
4. If you carry a huge ceramics, what does your heart do?
5. If I visit your town to look for ceramics, tell me where to go?



Task 13

Study the pictures below and then describe them. Don't forget to choose one of the tools using the expressions of preferences and the reason to choose the tool.



Picture 1.16 Source:[Kriya Keramik Jilid 2]



Picture 1.17 Source:[Kriya Keramik Jilid 2]

Your preferences:

The reason:

EVALUATION 1

Listening section for number 1 – 5. Listen to the dialogue carefully and then answer the question by crossing the correct answer A, B, C or D. The listening script is in the Appendix.

1. What do they want to do on holiday?
 - A. Shopping
 - B. Hunting ceramics
 - C. Visiting ceramics instructor
 - D. Visiting Kasongan
2. Which one does Miranda like better?
 - A. Go to Pagerjurang
 - B. Go to Kasongan
 - C. Go to ceramics museum
 - D. Go to art market
3. Here are the activities that they can do in Pagerjurang. **Except.**
 - A. Visiting ceramics museum
 - B. Making ceramics
 - C. Selling ceramics
 - D. Buying ceramics
4. Who are disable of making ceramics?
 - A. Miranda
 - B. Marisa
 - C. Both Miranda and Marisa
 - D. Instructor
5. In What occasion do they want to go to Pagerjurang?
 - A. After shopping
 - B. Before going to Kasongan
 - C. After visiting ceramics museum
 - D. During holiday

Choose the correct answer A, B, C or D

6. I _____ ceramics when I was in Elementary school.
 - A. Couldn't make
 - B. Can't make
 - C. Couldn't able to
 - D. Couldn't be made

7. Mrs. Nikita : Class, _____ your ceramics products today instead of tomorrow?
I'm afraid I won't be available tomorrow.
- A. Could you submit
 - B. Are you able to submit
 - C. Can you submit
 - D. Were you able to submit
8. Frendy: What would you like to do first, Maria?
Slab the clay or coil the clay?
Maria: _____
- A. I prefer to coil the clay then to slab the clay.
 - B. I'd rather coil the clay first than slab the clay.
 - C. I like coiling the clay.
 - D. I don't like doing them, either.
9. Do you want to visit this ceramics gallery or that one?
- A. I prefer to visit the other one.
 - B. I think I'd rather visit no ceramics gallery
 - C. I haven't visited it yet.
 - D. I think I like this one better than that one.

Read the text below and then choose the correct answer A, B, C or D.

TECHNIQUES IN MAKING CERAMICS

There are three basic techniques in making ceramics. The first technique is coiling technique. Coiling technique is a technique used in hand building of clay ceramics. As compared to make cylindrical and roundish shape using wheel throwing, this technique is more suitable to make objects with unique shapes, figurines and even sculpture.

Secondly is pinching technique. Pinching technique is the most ancient hand building technique to create a simple pot from soft clay. This is also a technique learned by pottery students in their very beginning of pottery class. In this technique, having a shape in mind before start to work on the clay is important, because the clay is very easy to take its own direction

The last is slab building technique. Hand building pottery using slab building technique is an exciting way to create shape that could never be produced using a potter's wheel. Ceramics works which create using this technique would be difficult to achieve even with coiling technique. Slab-building techniques were used extensively by Mesoamerican Pre-Columbian potters, with some very beautiful results. Today, slab-building technique becomes popular.

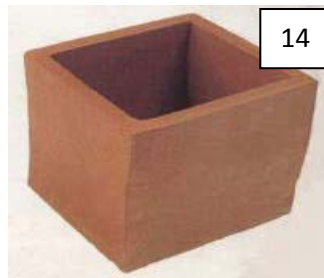
Adapted from: www.goodstuff.com

10. Which one is the most difficult technique in making ceramics?
- A. Coiling
 - B. Pinching
 - C. Slabing
 - D. Centering
11. What is the main idea of paragraph 2?
- A. Pinching technique is the most ancient hand building technique.
 - B. Pinching technique is the first technique which is learns in pottery class.
 - C. Pinching technique is the easiest technique in making ceramics.
 - D. Making ceramics using pinching technique is fun.
12. This technique are mention in the text, except.
- A. Coiling
 - B. Centring
 - C. Pinching
 - D. Slabing

Decide the techniques used in creating the objects below and then describe the techniques briefly.



Picture 1.18



Picture 1.19



Picture 1.20

Source:[Kriya Keramik Jilid 2]

REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Expressing capabilities and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

In this unit you learn:

Expressing capabilities, for examples:

Examples
I can make ceramics very well. I can't decorate ceramics at all. I managed to make 100 flower vases yesterday. I couldn't make ceramics when I was a child. I'm able to make a ceramics plate in minutes. I was able to make ceramics when I was 3 years.

Expressing preferences, for examples:

Preferences	Responses
Would you prefer drawing scenery or ornaments? Do you prefer modern ornaments or traditional	I'd prefer drawing ceramics ornaments. I prefer modern ornaments to traditional ornaments.

(continued)

(continued)

Preferences	Responses
Would you like to visit Pagerjurang or Kasongan?	I like design ceramics than painting. I like both.
Would you rather design ceramics or batik?	I don't like either of them.
What would you rather do: painting or singing?	Neither. I prefer design ceramics.
Do you like ceramics better than batik?	I would rather watch ceramics art show than music concert.
Which one do you prefer a ceramics jar or a vase?	

Sentence pattern

CONDITIONAL SENTENCE TYPE 1			
Situation	If-clause	Result clause	Examples
True in the present/future	Simple present	Simple present	If I have enough time, I make ceramics every day.
		Will + simple form	If I have gallery, I will sell my ceramics

UNIT 2

HOW DO I GET TO THE CERAMICS MUSEUM?



Picture 2.01[source: www.cahlorrel.blogspot.com]

You want to go somewhere, but you don't know how to get there. Then, sometimes you may also meet someone who gets lost. What will you do? Do you know how to ask for and give directions? In this unit, you will learn how to ask for and give directions.



Lead-in

Task 1

Answer the following questions based on your experiences.

1. Have you ever been in a place that you never knew before?
2. Have you ever got lost?
3. What will you do when you get lost?
4. Have you ever met someone getting lost?
5. What will you do when someone asks you how to get to a place?



Picture 2.02[source: www.bogglesworldesl.com]



Lesson Proper

FOCUS ON LISTENING AND SPEAKING



Task 2

Listen to the dialogue carefully and then answer the questions. Do it individually. The listening script is in the Appendix.

Questions

1. Where does Endita want to go?
2. Whom does she ask the directions to?
3. How does Endita ask the directions?
4. How does Endita go to the ceramics gallery?
5. How long does it take to go there?



Task 3

Listen to the expressions carefully and then write down the expressions under the correct pictures. The listening script is in the Appendix.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



Task 4

Study the expressions below. After that, listen to the expressions carefully and then identify the expressions by putting check (✓) on the following options. The listening script is in the Appendix.

In your future job as businessman, you may go to a place that you don't know before. How do you ask for the directions when you get lost? Let's take a look at the expressions of asking for and giving directions.

Asking for direction	Giving direction
<ul style="list-style-type: none"> • Could you tell me how to get to the Ceramics Museum? • Do you know where the ceramics gallery is? • I'm looking for this address. • Can I ask you how to get to the nearest art store please? • Is there any ceramics store around here? • Would/Could you direct me to the Pandanaran Ceramics? • Which way do I go to get to Ceramics School? • What is the best way o get to the ceramics gallery? 	<ul style="list-style-type: none"> • Take this road, go down there. • Take the first on the left. • Take the second on the right. • Turn right at the cross roads. • It's just round the corner. • It's next to the Graha Hotel. • Follow this road. • Cross the street.

- ☐ Asking for directions
☐ Giving directions
- ☐ Asking for directions
☐ Giving directions
- ☐ Asking for directions
☐ Giving directions
- ☐ Asking for directions
☐ Giving directions
- ☐ Asking for directions
☐ Giving directions

HOW DO YOU PRONOUNCE IT?



Task 5

Study the explanation below and then read aloud the following sentences.

In asking for and giving directions you find the word *way*. How is it different from *why*?

Way
/weɪ/

why
/waɪ/

- Can you show me the way to the ceramics museum?
- Why does the gallery close?
- Follow this way.
- Why don't you tell me the way how to get there?



Task 6

In pairs, study the the dialogue below and then answer the following questions.

Mr. Ervano is a ceramics collector. He wants to visit the ceramics exhibition, but he doesn't know how to get there.

Mr. Ervano : Excuse me. Can you help me? Do you know where the Ceramics Exhibition is?

Woman : Well, there's a Ceramics Exhibition at Seraton Hotel

Mr. Ervano : Where is Seraton Hotel?

Woman : Just go straight the main street, turn right at the T-junction; the Seraton Hotel is next to the City Bank. You can't miss it.

Mr. Ervano : Thanks a lot.

Questions

1. What is Mr. Ervano?
2. Where does he want to go?
3. Whom does he ask the directions to?
4. Where does the ceramics exhibition take place?
5. Woman said "Just go straight the main street, turn right at the T-junction; the Seraton Hotel is next to the City Bank. You can't miss it." What expression is it?



Task 7

In pairs, complete the dialogues with the appropriate words in the box and then act out the dialogues.

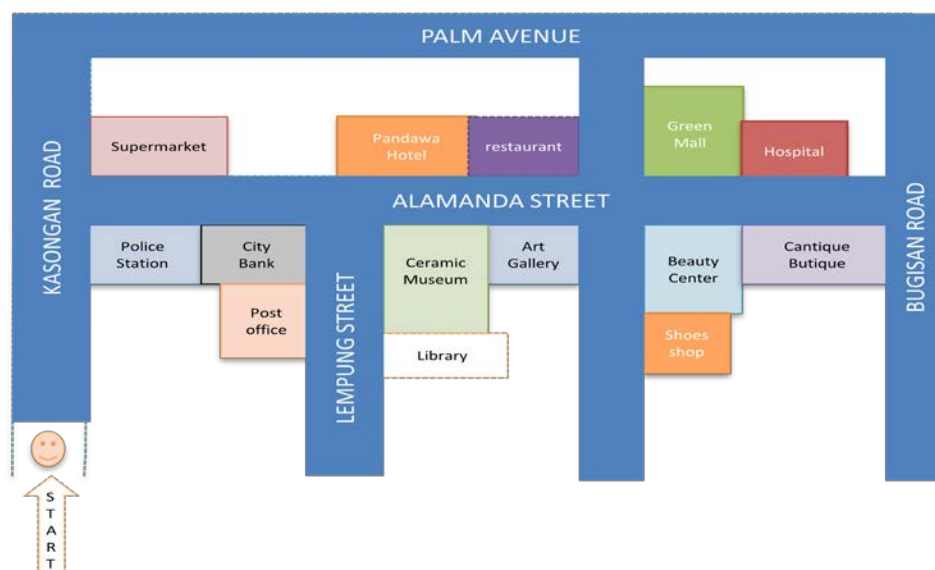
from	straight	where's	looking	help	beside
where	go	left	foot	corner	miss
		next	can	buy	

- A: You look lost. Can I _____ you?
B: Yeah. I'm _____ for the Ceramics Museum. Do you know _____ is it?
A: It's on the _____ of Clay Street and 22nd Avenue. It's _____ to the Art Gallery.
You can't _____ it.
- A: Do you know where I can _____ art souvenir.
B: Sure. You _____ try the Kendi Gallery.
A: _____ that?
B: It's on 2nd Avenue _____ the World Theatre.
A: Thanks.
B: No problem
- A: Can I _____ to the Harlton Hotel _____ here on _____?
B: Sure. It's not that far. Just go _____ 4th Avenue to Main Street.
Turn _____ on Main. It should be on your right.



Task 8

In pairs, study the map carefully and then make a short dialogue based on the clues given. Act out the dialogue in front of the class. Look at the example.



1. Pandawa Hotel

A: Can you tell me how to get to the Pandawa Hotel?

B: Just go down to the Kasongan road, take the first turning on Alamanda Street, stop before the crossroads. Pandawa Hotel is on your right, beside the restaurant.

2. Ceramics gallery
3. Green mall
4. Library
5. Hospital

FOCUS ON READING AND WRITING



Task 9

The following words will help you to do the next activities. Find the meaning of the words in your dictionary.

WORDS	MEANINGS
establish /ɪ'stæb.lɪʃ/ <i>verb</i>
founder /'faʊn.də/ <i>noun</i>
research /rɪ'sɜːtʃ/ <i>noun</i>
component /kəm'pəʊ.nənt/ <i>noun</i>
famous /'feɪ.məs/ <i>adjective</i>
exhibition /ˌek.sɪ'bɪʃ.ən/ <i>noun</i>
teapot /'tiː.pɒt/ <i>noun</i>
space /speɪs/ <i>noun</i>
surface /'sɜːfɪs/ <i>noun</i>
exact /ɪg'zækt/ <i>adjective</i>
clay /kleɪ/ <i>noun</i>

Fun Space

Tongue twister

Peter Piper picked a peck of pickled peppers,
if Peter Piper picked a peck of pickled peppers,
where's the peck of pickled peppers Peter Piper picked?



Task 10

Read the text below and then answer the questions based on the text.

The Schein-Joseph International Museum of Ceramic Art



Picture 2.03



picture 2.04

Source: www.google.co.id

The Schein-Joseph International museum of Ceramics Art was formally established in 1991. Charles Fergus Binns is the founder. The museum is located in a Temporary Gallery in Binns-Meril building on the Alfred University Campus.

The collection is around 8.000 ceramics and glass objects. The museum is a teaching and research facility which act as one of the educational components of the New York State College of Ceramics at Alfred University.

The museum is very famous in the world. There are many ceramics collection produce by professional ceramics artist. Maija Grotell, Arthur Eugene Baggs and R. Guy Cowan are professional ceramics artists whose works are in the museum.

Questions

1. Where does the Schein-Joseph International museum of Ceramics Art take place?
2. How many object does the museum have?
3. What is the function of the museum for Alfred University?
4. When the museum establish?
5. Who is the founder of the Schein-Joseph International museum of Ceramics Art?



Task 11

If you are a ceramics artist, How do you describe your ceramics? In group of four, describe the things below. Look at the example.

PICTURES	DESCRIPTION
 <p>Picture 2.05[source: steve@steveirvine.c]</p>	<ul style="list-style-type: none"> • It is a teapot. • Its colour is blue. • It shaped using slab-building technique.
 <p>Picture 2.06[source: chemistryland.com]</p>	
 <p>Picture 2.07[source: ceramics studio's collections]</p>	



Task 12

Choose one of the pictures in task 11 and then make a short paragraph to describe the picture.

GRAMMAR FOCUS



Task 13

Study the explanation below and then complete the sentences with at, in, or on.

PREPOSITION

at, in and on (place)

use:

in

for 3 dimensional spaces like boxes, rooms, town or garden

example: Susan is in the workshop.

on

for 2 dimensional surfaces like floors, tables or walls

example: The clay is on the floor.

at

for a place when the exact position is not very important

example: I saw Rina at the art market.

1. They made the ceramics ____ Clay Gallery.
2. I saw them ____ the Ceramics Museum.
3. The flower vase is ____ the floor.
4. There was a painting ____ the wall.
5. I put the clay ____ the table.
6. Mary is not ____ work today, she is ____ home.
7. The key of the art store is ____ my pocket.
8. He was waiting for me ____ Kasongan.
9. I meet him ____ Pagerjurang.

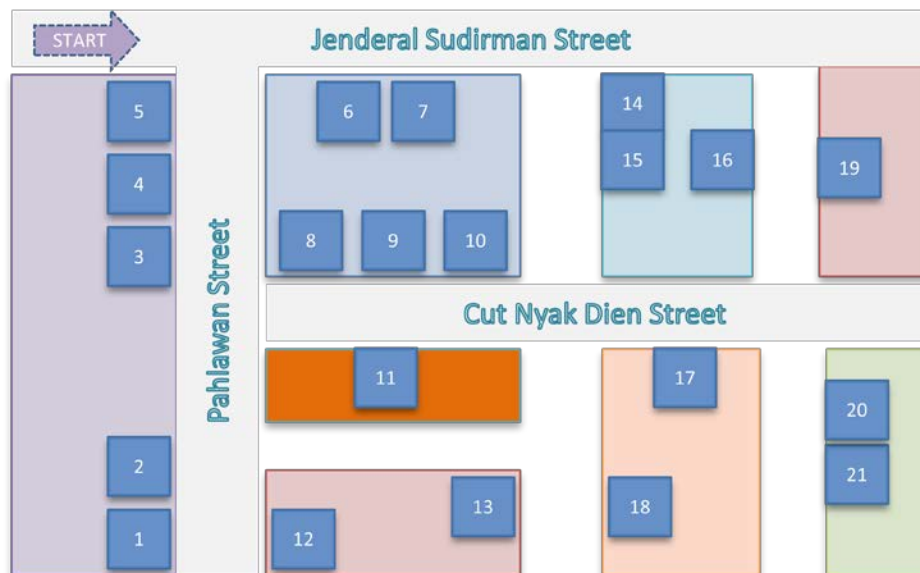
FUN SPACE: WISE WORD

The pessimist sees difficulty in every opportunity.

The optimist sees the opportunity in every difficulty

EVALUATION 2

Listening section for number 1-5. Study the map before listening. After that listen to the speaker giving directions to different places on the map and then choose the right number of the building. The listening script is in the Appendix.



1. A. 18
B. 19
C. 20
D. 21
2. A. 1
B. 2
C. 3
D. 4
3. A. 11
B. 12
- C. 13
D. 14
4. A. 12
B. 13
C. 14
D. 15
5. A. 11
B. 12
C. 13
D. 14

Complete the dialogues by crossing the correct answer A, B, C or D for number 6 – 13.

6. Amara: Do you know where the nearest ceramics gallery is?
Rama:
A. Go straight along this way. The gallery is on the left corner of the intersection.
B. Go down this way. You will find the crossroad.
C. Go along the street I'll meet you there.
D. Go to the shop and buy all you need.

7. Ardita:

Dino: Just follow this way. The ceramics museum is the second building on your right.

- A. How should I know something like that?
- B. How far is it from here?
- C. How do you know?
- D. How do I get to the Ceramics museum?

Dialogue for number 8-10

Abraham : Excuse me, Sir. Can you help me?

Policeman : Yes, Sir. (8) ____?

Abraham : I'm lost. (9) ____?

Policeman : Just go (10) ____ this way, turn right at the T-junction.

The ceramics museum is the second building on your right.

- 8. A. What are you doing?
- B. What can I do for you?
- C. What's wrong with you?
- D. What's your name?
- 9. A. Can you show me your house?
- B. Can you help me to find the art store?
- C. Can you show me the way to the ceramics museum?
- D. Can you show me the way to the bank?
- 10. A. straight
- B. home
- C. away
- D. stand

Dialogue for number 11 – 13.

Woman: Do you know where the nearest art store is?

Policeman: There is an art store (1) ____ Java Mall.

Woman: Does it open (2) ____ Sunday?

Policeman: Yes, it opens (3) ____ 09:00 o'clock.

- 11. A. at
- B. in
- C. on
- D. beside
- 12. A. at
- B. in
- C. on
- D. beside
- 13. A. at
- B. in
- C. on
- D. beside

Reading section for number 14-14.

Read the text below and then answer the following questions.

MY UNCLE'S GALLERY

There are four rooms in my uncle's Gallery. They are a living room, a bath room, a workshop, and a store. There is a sofa and an armchair in the living room. There is a desk here with the computer on it. A television is opposite the computer. In the bath room, there is no bath here, but there is a big shower. There is a toilet and a washbasin, too. There is a big mirror on the wall. There are a lot of selves full of ceramics in the store. We sell ceramics here, so there is a small cashier desk with the chair. The most crowded room is workshop. There is a big cupboard with many kinds of ceramics tools in it, an electronic ceramics burner in the corner, a huge of clay on the floor and a clock hanging on the wall.

14. How many rooms are there in the gallery?
 - A. two
 - B. three
 - C. four
 - D. five
15. Where is the computer?
 - A. In the living room
 - B. In the workshop
 - C. In the store
 - D. In the bathroom
16. Is there any shower in the bathroom?
 - A. Yes, there are two showers in the bathroom.
 - B. No, there is no shower in the bathroom.
 - C. Yes, there is a big shower in the bathroom.
 - D. No, it is not.
17. Things that you can find in the workshop. **Except.**
 - A. clock
 - B. cupboard
 - C. computer
 - D. clay

Describe the picture below in three sentences.



Pic. 2.08 [Source:www.ceramic_jewellery.com]

18. _____

19. _____

20. _____

REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Asking for and giving directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

In this unit you learn

Asking for and giving directions, for examples:

Asking for direction	Giving direction
<ul style="list-style-type: none"> • Could you tell me how to get to the Ceramics Museum? • Do you know where the ceramics gallery is? • I'm looking for this address. • Can I ask you how to get to the nearest art store please? • Is there any ceramics store around here? • Would/Could you direct me to the Pandanaran Ceramics? • Which way do I go to get to Ceramics School? • What is the best way to get to the ceramics gallery? 	<ul style="list-style-type: none"> • Take this road, go down there. • Take the first on the left. • Take the second on the right. • Turn right at the cross roads. • It's just round the corner. • It's next to the Graha Hotel. • Follow this road. • Cross the street.

Preposition of place, for examples:

PREPOSITION
at, in and on (place)
<p>use:</p> <p>in for 3 dimensional spaces like boxes, rooms, town or garden example: Susan is in the workshop.</p> <p>on for 2 dimensional surfaces like floors, tables or walls example: The clay is on the floor.</p> <p>at for a place when the exact position is not very important example: I saw Rina at the art market.</p>

UNIT 3

I WANT TO INVITE YOU TO MY GALLERY

In your daily life you often get invitation or invite someone. How do you invite someone? How do you accept or decline when someone invite you? In this unit you will learn how to invite someone and decline or accept invitation.

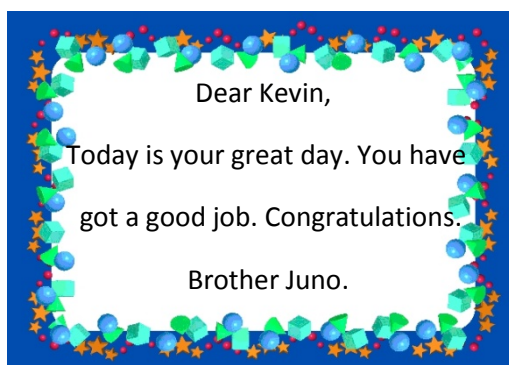


LEAD-IN

Task 1

In pairs, study the following cards and then decide which one is the invitations card.

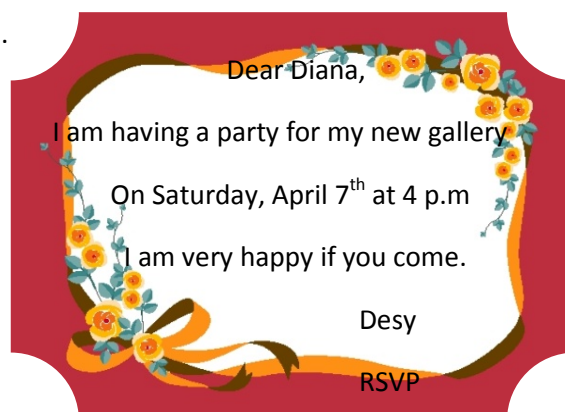
1.



2.



3.





LESSON PROPER

FOCUS ON LISTENING AND SPEAKING



Task 2

Listen to the dialogue carefully and then tick the correct statements. The listening script is in the Appendix.

Statements	tick (✓)
1. The teacher's name is Antonius.	
2. Ahmad comes to his teacher's office because he wants to invite his teacher to come to the charity art show.	
3. The event is about global warming.	
4. The event will be held in the school auditorium.	
5. "I'd really love to come" is the expression of inviting someone.	
6. The teacher will come to the event with his wife.	
7. The name of the teacher's wife is Sally	
8. "We would like to invite you to our charity art show" is the expression of accepting an invitation.	
9. The event will be held on Saturday morning.	



Task 3

Listen to the dialogues carefully and then complete the dialogues by choosing the expressions in the box. Try to act out the dialogue in pairs. The listening script is in the Appendix.

I'd like to, but I have to finish my homework first.
 Would you like to go?
 I'd love to. When will we go?
 I'd like to, but I've already planned to visit my grandma.
 Would you like to come with me?
 I'd like to invite you to my ceramics gallery this evening.

- John : There is ceramics exhibition in Malioboro Mall. It is from Friday to Sunday.
 (A).....
 Diana : (B)
 John : Oh, that's OK. Let's just meet at the entrance door around 7:30
 Diana : That's sounds fine.

2. Damar : I have two tickets to the Ceramics Museum on Saturday afternoon.
 (C).....
 Alexa : (D).....
 Damar : I'll pick you up at 3:00 p.m. Is it OK?
 Alexa : That's fine.
3. Farhan : (E).....
 Franda : (F)..... Thanks anyway.
 Farhan : Actually, I'll have a dinner party. I'll celebrate my new ceramics gallery.
 Franda : Oh, congratulations to you. Hopefully you have a lot of customer.
 Farhan : Thank you very much.

Task 4

Study the expressions below and then identify the expressions of declining, accepting and inviting someone by underlying the expressions. Look at the example.

Here are some other expressions of making, accepting and declining an invitation.

FORMAL SITUATION

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Would you like to • I'd very much like you to • We should be pleased/delighted if you could • Would you care to • You will ... won't you? 	<ul style="list-style-type: none"> • That's very kind of you. • We'd very much like to • What a delightful idea. • With the greatest pleasure. • Thank you very much for inviting me. 	<ul style="list-style-type: none"> • I'm very sorry, I don't think I can. • I'd like to, but • I'm afraid I've already promised • Thank you for asking me, but • Unfortunately, I can't

INFORMAL SITUATION

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Why don't you come to • Like to come to • Come and • Shall we come to • You must come to 	<ul style="list-style-type: none"> • I would/will • That would be very nice. • OK! • I'd like to love to come. • All right (then). 	<ul style="list-style-type: none"> • Sorry, I can't. • I'd love to, but • I don't think I can. • I wish I could, but

Dialogue 1

- Tania : Hello, Sony?
 Sony : Hi, Tania! Would you like to go out in the Saturday night? → **Inviting someone**
 Tania : Sorry, I can't. I have to take care of my grandma in the hospital.
 Sony : I am sorry to hear that. Well, how about tomorrow night? Are you still busy?
 Tania : I guess not.
 Sony : Well, would you like to go to art festival with me?
 Tania : Sure, I'd love to!

Dialogue 2

Robi : Hi, Sandra. There will be a great seminar on Sunday.
It's about how to run business in ceramics craft.
Would you like to go the seminar with me?
Sandra : Of course. I'd love to. When will you pick me up?
Robi : I'll pick you up at 7.30. Be ready.
Sandra : OK

HOW DO YOU PRONOUNCE IT?



Task 5

Study the explanation below and then read aloud the sentences that follow.

In inviting someone you find the words *would*, *could*, *should*. How do you pronounce it?

Would
/wʊd/

should
/ʃʊd/

could
/kʊd/

- Would you like to come to my gallery?
- Could you come with me?
- Should I come with you?
- Could you tell me what I should do?



Task 6

In group of 4, study the dialogue below and then answer the following questions.

Donita and her classmates are talking about their plan for holiday.

Donita : Have you got any plan for our holiday?
Dimas : I have no idea. What about you Galih?
Galih : I want to explore ceramic decoration.
Donita : I have an idea. My grandpa lives near Kasongan.
Shall we spend our holiday there?
Dimas : I'd love to.
Galih : That would be great. What about you Lyla?
Lyla : I'd love to, but my family and I are going to visit my uncle in Surabaya
Donita : That's OK.



Questions

1. How does Donita invite her classmates to go to Kasongan?
2. What is Dimas' answer to Donita invitation?
3. How does Galih respond to Donita's invitation?
4. Why does Lyla refuse to join Donita and her classmates?
5. What does Lyla say to refuse Donita's invitation?



Task 7

In pairs, make short dialogues based on the following clues. Look at the example.

1. Invite/ decorating ceramics competition/ accept
Tamara: Would you like to come to the Decorating Ceramics Competition tomorrow?
Gerald: I'd love to come. Thanks.
2. Invite/Pagerjurang village/decline
3. Invite/art festival/accept
4. Invite/ ceramics exhibition/ accept
5. Invite/ ceramic gallery/ decline



Task 8

In groups of four, make a short conversation based on the following situation and then act out the dialogue.

When school break, you meet Mariana at the cafeteria. She invites you to her father's charity art show this evening. Accept her invitation. In the middle of your talk, Tika comes with Rendy. Mariana also invites them. Tika accepts Mariana's invitation but not Rendy, because her father is in the hospital. Ask Tika to go with you and says to her that you will pick her up.

FOCUS ON READING AND WRITING



Task 9

Find the meaning of words in column A by consulting to your dictionary. These words will help you to do the next activity.

A	B
join /dʒɔɪn/ (verb)	
store /stɔːr/ (noun)	
clerk /klɑːk/ (noun)	
letter /'let.ə r / (noun)	
invite /ɪn'vaɪt/ (verb)	
reason /'riː.z ə n/ (noun)	
vacation/veɪ'keɪ.ʃ ə n/ (noun)	
regard /rɪ'gɑːd/ (noun)	
sincerely /sɪn'siə.li/ (adverb)	
expression /ɪk'spreʃ. ə n/ (noun)	
accept /ək'sept/ (verb)	
refuse /rɪ'fjuːz/ (verb)	
polite /pə'laɪt/ (adjective)	
charity /'tʃær.i.ti/ (noun)	
include /ɪn'kluːd/ (verb)	
necessary /'nes.ə.ser.i/ (adjective)	
contain /kən'teɪn/ (verb)	
greet /gri:t/ (verb)	

FUN SPACE

PROVERB

It's no use crying over spilt milk.

Tidak ada gunanya menangisi apa yang sudah terjadi.



Task 10

Read the letters bellow and then answer the following questions.

A

Jl. Guci no.20
Yogyakarta
April 14nd, 2012



Hi, Friends,
Please come and join the decorating ceramics competition, on:
Date: April 24th, 2012
Time: 08:00 a.m
Place: Jl. Lempung no.8 Yogyakarta
See you and have fun with the competition

Best regard

Hilman

B

Jl. Gamping Raya no.88
Yogyakarta
April 15th, 2012

Dear Hilman,
Thank you for inviting me to the decorating ceramics competition.
I'd like to come, but I'm afraid I can't. My father needs me to help him at the store because all of his clerks are on vacation.
I hope you will have fun with the competition.

Sincerely

Herlina

Jl. Mangkok Bundar no.22
Yogyakarta
April 17th, 2012

Dear Hilman,
Thank you for inviting me to the
decorating ceramics competition.
I'd like to come.

Sincerely

Diana

C

Questions:

1. Which one is the invitation letter?
 - A. A
 - B. B
 - C. C
 - D. B and C
2. What is the event of the invitation?
 - A. Vacation
 - B. Have fun competition
 - C. Lempung competition
 - D. Decorating ceramics competition

3. When will the event be held?
 - A. April, 14th 2012
 - B. April, 15th 2012
 - C. April, 17th 2012
 - D. April, 24th 2012
4. Where does the event take place?
 - A. Jl. Lempung no.8 Yogyakarta
 - B. Jl. Guci no.20 Yogyakarta
 - C. Jl. Gamping Raya no.88 Yogyakarta
 - D. Jl. Mangkok Bundar no.22 Yogyakarta
5. Who is inviting?
 - A. Friends
 - B. Herlina
 - C. Diana
 - D. Hilman
6. Which one is the expression of inviting someone?
 - A. I hope you will have fun with the competition.
 - B. I'd like to come, but I'm afraid I can't.
 - C. Thank you for inviting me to the decorating ceramics competition.
 - D. Please come and join the decorating ceramics competition.
7. Who are on vacation?
 - A. Friends
 - B. The clerk
 - C. Herlina
 - D. Hilman
8. Who is accepting the invitation?
 - A. Hilman
 - B. Herlina
 - C. Diana
 - D. Father
9. How does Herlina refuse the invitation?
 - A. I hope you will have fun with the competition.
 - B. I'd like to come, but I'm afraid I can't.
 - C. Thank you for inviting me to the decorating ceramics competition.
 - D. Please come and join the decorating ceramics competition.
10. Why does Herlina decline the invitation?
 - A. Because her father is on vacation.
 - B. Because all of her father's clerk are on vacation.
 - C. Because she is on vacation.
 - D. Because she wants to go on vacation with her father.

GRAMMAR FOCUS



Task 11

Study the explanation below and then correct the sentences that follow.

MODAL VERB *will, would and could*

1. would

Would used as a more polite form of *will*.

- [+ to infinitive]
I'd like to invite you to my ceramics art show.
- [+ object + to infinitive]
I'd love you to come to my gallery.
Would you like me to come with you?

2. Will and could

Could and *will* are followed by an infinitive verb without 'to'. Don't say "*will did something*", say "*will do something*" and don't say "*can to do something*", say "*can do something*".

- Examples
~~We're glad you could to come to our party.~~
We're glad you could come to our charity art show.
~~Will you to join the competition.~~
Will you join the ceramics competition?

1. Could you to accompany me to go Lisa's gallery?
2. I wish I could to come to your art school.
3. We should please if you could to come to my workshop.
4. I'd love to you come to my house.



Task 12

Study the explanation below and then complete the invitation letter with the sentences in the box. Do it individually.

INVITATION LETTER

When spoken invitation is not effective because someone that you have invited may easily forget to come, written invitation will help you. In making a written invitation, you should be careful to include the following information:

1. Your full address;
2. The date, time and place;
3. Any necessary explanation regarding the kind of event or program.

The format of invitation letter is illustrated below:

Heading
Salutation
Body
Closing
Sender

1. The heading : it contains your address or where and when you write the letter.
2. The salutation : it greets the reader.
3. The body : the reason for inviting someone, time and location of the event.
4. The closing : word or phrase to close the letter, usually best regard or sincerely.
5. Sender : your name (someone who sends the letter)

- a. Yogyakarta, May 20, 2012
- b. Mia
- c. Your Sincerely,
- d. It would be very happy for us to take you with us. Are you interested?
- e. Dear Eva
- f. My family and I are getting ready for a trip to go to ceramics museum in Pagerjuran, Central Java. We plan to get there on June 2.
- g. If you can go, please be ready with your suitcase. We will pick you up in the morning on June 2.

2. _____ 3. _____ 4. _____ 5. _____	1. _____ 6. _____ 7. _____
--	--------------------------------------



Task 13

Write an invitation letter based on the situation below.

You have a long holiday; write an invitation letter to your friend. Ask (him/her) to go with you to your grandpa's house on Saturday, April 4th 2012 at 10 a.m. He is a ceramics collector who lives in Jl. Meranti 23 Semarang.

EVALUATION 3

Listening section for number 1 – 5. Listen to the conversation between Diana, Tanti and Tony. They are talking about a party tonight. After that, answer the following questions. Cross the correct answer A, B, C or D. the listening script is in the Appendix.

1. Where does the party take place?
 - A. Tony's house
 - B. Tanti's house
 - C. Hospital
 - D. Diana's house
2. What is the purpose of the party?
 - A. Celebrating Diana's new house
 - B. Celebrating the art competition anniversary
 - C. Celebrating Diana's winning
 - D. Celebrating the new hospital
3. Who is the winner of the art competition?
 - A. Tanti
 - B. Diana
 - C. Tony
 - D. Tony's father
4. How does Tony respond to the Diana's invitation?
 - A. I'd love to, but I'm sorry I can't.
 - B. I'd love to, but my father doesn't permit me.
 - C. I'd love to, but you have to pick me up.
 - D. I'd love to, but I have to go with my father.
5. Why Tony refuse Diana's invitation?
 - A. Because he has to work in the hospital.
 - B. Because he has a party in the hospital.
 - C. Because he has to take care of his father in the hospital.
 - D. Because his father has to take care of him in the hospital.

Complete the dialogues below by crossing the correct answer A, B, C or D for number 6 – 13.

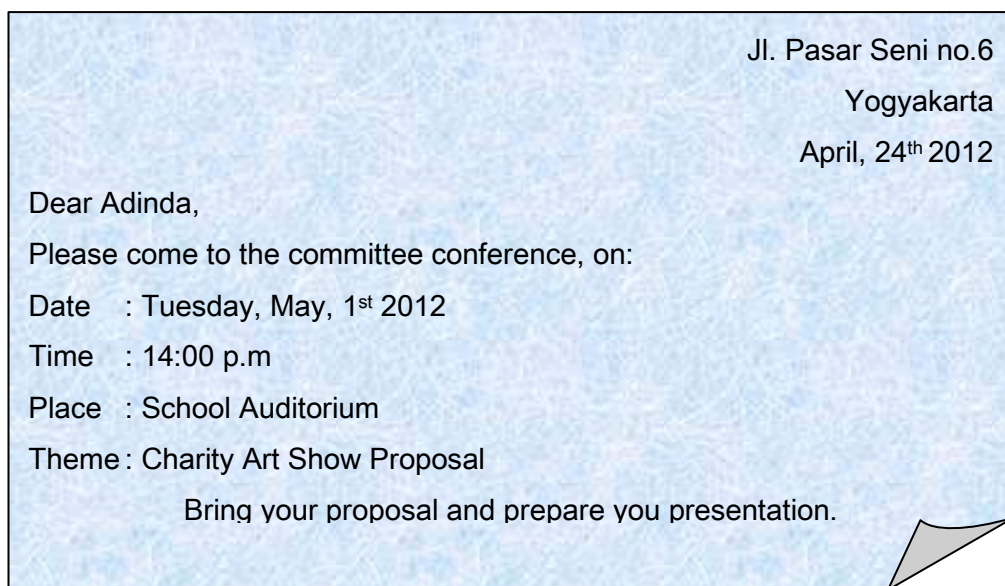
6. Antony : I have two tickets to the art exhibition on Sunday.
_____?
Anastasya : I'm sorry I can't I promise to help Dicky to decorate his ceramics.
A. Would you lend me some money?
B. Would you like to come with me?
C. Would you tell me the way to go there?
D. Would you like to come to my house?
7. Desta : I'm having a charity art show at my gallery on Saturday. Can you come?
Hesty : _____, what time is it?
A. I see
B. No, I can't
C. Thank you
D. Yes, I'd love to.
8. Amanda: Would you like to go with me to my uncle's gallery this afternoon?
Fany : _____.
Amanda: How about tomorrow morning?
Fany : I'd love to come. See you tomorrow morning.
Amanda: Bye.
A. I am sorry I can't. I have to finish my homework today.
B. It's a good idea.
C. What time is it?
D. See you tomorrow morning.

Dialogue for number 9 – 13.

- Rima : Hi, Faizal. (9) _____?
Faizal : Not bad. (10) _____ on Saturday night.
Rima : No, nothing special. Why?
Faizal : Well, (11) _____ my new ceramics gallery?
Rima : Oh, that's sound fun. (12) _____?
Faizal : OK, I'll pick you up at your house. By the way, (13) _____?
Rima : Is seven o'clock OK?
Faizal : Sure! See you then.
9. A. How old are you?
B. How are you doing?
C. How do you do?
D. How about you?
10. A. Do you have anything to do
B. Do you have some money
C. Do you know
D. Do you agree

11. A. Would you like to buy
B. Would you like to drink
C. Would you like to come to
D. Would you like to eat
12. A. Would you like to come?
B. Would you tell me the way?
C. Would you like to pick me up?
D. Would you like to call me?
13. A. How many times?
B. How about the time?
C. How long?
D. How much?

Reading section for number 14 – 17. Read the invitation letter below and then answer the questions by crossing the correct answer A, B, C or D for each number.



14. Which part of the letter is salutation?
- A. Dear, Adinda.
B. Jl. Pasar Seni no. 6
C. Please come to the committee conference.
D. Best regard
15. Based on the invitation letter above. Which statement is true?
- A. Adinda and Amanda are in the charity art show.
B. The charity art show will be held on Tuesday, May, 1st 2012.
C. The conference will discuss the charity art show proposal.
D. The charity art show will be held in the school auditorium.

16. What is the event of the invitation?
- A. Pasar Seni at School Auditorium
 - B. Charity art Show Proposal
 - C. Committee Conference
 - D. Proposal Presentation

17. Who sent the invitation?
- A. Amanda
 - B. Adinda
 - C. Committee
 - D. The principle

Choose the underlined word or phrase that is incorrect.

18. Harry: Terry, do you have any plans on Sunday?

A

Terry: I don't think so. Why?

B

Harry: Do you want to come to my ceramics gallery?

C

Terry: Sure, I'd love to. I'll coming to your ceramics gallery on Sunday.

D

19. Rio : Riska, I wanted to go to Yogyakarta Art Festival. Would you come with me?

A

B

Riska : That's a good idea. I'm planning to go there too.

C

D

Write an invitation letter based on the situation below.

20. Write an invitation letter about ceramics products that will be held at your school on Saturday, 5th May 2012. The invitation is for all member of Junior High School in your Regency.

REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Making invitation, declining and accepting an invitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing invitation letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY

In this unit you learn

Making, accepting, and declining an invitation, for examples:

Inviting	Accepting an Invitation	Declining an Invitation
<ul style="list-style-type: none"> • Would you like to • I'd very much like you to • We should be pleased/delighted if you could • Would you care to • You will ... won't you? 	<ul style="list-style-type: none"> • That's very kind of you. • We'd very much like to • What a delightful idea. • With the greatest pleasure. • Thank you very much for inviting me. 	<ul style="list-style-type: none"> • I'm very sorry, I don't think I can. • I'd like to, but • I'm afraid I've already promised • Thank you for asking me, but • Unfortunately, I can't

Part of an invitation letter

_____	_Heading_
_____	_Salutation_
_____	_Body_

	Closing
	Sender

Sentence pattern

MODAL VERB
will, would and could

3. would

Would used as a more polite form of *will*.

- **[+ to infinitive]**
I'd like to invite you to my ceramics art show.
- **[+ object + to infinitive]**
I'd love you to come to my gallery.
Would you like me to come with you?

4. Will and could

Could and will are followed by an infinitive verb without 'to'. Don't say "*will did something*", say "*will do something*" and don't say "*can to do something*", say "*can do something*".

- *Examples*
~~We're glad you could to come to our party.~~
We're glad you could come to our charity art show.
~~Will you to join the competition.~~
Will you join the ceramics competition?

WORD BANK

Words	Phonetic Transcript	Part of Speech	Meaning
accept	/ək'sept/	verb	menerima
around	/ə'raʊnd/	adverb	sekitar
bow harp	/baʊ - hɑ :rp/	noun	pemotong tanah liat
capability	/ˌkeɪ.pə 'bɪl.ɪ .ti/	noun	kemampuan
charity	/ˈtʃæ.ɪ .ti/	noun	amal
choice	/tʃɔɪ s/	noun	pilihan
clay	/kleɪ/	noun	tanah liat
clerk	/kla:k/	noun	pegawai toko
coil	/kɔɪ l/	noun	pilinan/gulungan
colleague	/ˈkɒl.i :g/	noun	rekan kerja
combine	/kəm'baɪn/	verb	menggabungkan
competition	/ˌkɒm.pə'tɪʃ . ə n/	noun	pertandingan
component	/kəm'pəʊ .nənt/	noun	bagian
crossroads	/ˈkrɒs.rəʊ dz/	noun	persimpangan jalan
crowded	/ˈkraʊ.dɪd/	adjective	ramai
decline	/di'klaɪn/	verb	menolak
direction	/dɪ'rek.ʃ ə n/	noun	petunjuk
establish	/ɪ'stæb.lɪʃ /	verb	mendirikan
exhibition	/ˌek.sɪ 'bɪʃ . ə n/	noun	pameran
exist	/ɪg 'zɪst/	verb	ada
express	/ɪk'spres/	verb	mengungkapkan
forget	/fə'get/	verb	lupa
founder	/ˈfaʊn.də r /	noun	pendiri
general	/ˈdʒen. ə r. ə l/	adjective	umum
guidance	/ˈgaɪ.d ə n t s/	noun	petunjuk
hand extruder	/hænd-ɪk 'stru:də r /	noun	alt pemilin tanah
hill	/hɪl/	noun	bukit
huge	/hju:dʒ/	adjective	sangat besar
invite	/ɪn 'vaɪt/	verb	mengundang
jar	/dʒɑ : r /	noun	guci
list	/lɪst/	noun	daftar
lost	/lɒst/	adjective	tersesat
minister	/ˈmɪn.ɪ .stə r /	noun	menteri
mirror	/ˈmɪr.ə r /	noun	cermin
miss	/mɪs/	verb	terlewat
opposite	/ˈɒp.ə.zɪ t/	adjective	berhadapan dengan

ornament	/ˈɔːnə.mənt/	noun	hiasan
particular	/pəˈtɪk.jʊ.lə r /	adjective	khusus
plan	/plæn/	noun	rencana
plate	/pleɪt/	noun	piring
polite	/pəˈlaɪt/	adjective	sopan santun
preference	/ˈpref. ə r. ə n t s/	noun	pilihan
proud	/praʊd/	adjective	bangga
reason	/ˈriːz ə n/	noun	alasan
scenery	/ˈsiː.n ə r.i/	noun	pemandangan alam
script	/skript/	noun	naskah
shelf	/ʃelf/	noun	rak
shopkeeper	/ˈʃɒp ˌkiː.pə r /	noun	penjaga
toko			
since	/sɪn t s/	adverb	sejak
slab	/slæb/	noun	lempeng
slab roller	/slæb-ˈrəʊ .lə r /	noun	pembuat
lempeng			
space	/speɪs/	noun	ruang
straight	/streɪt/	adjective	lurus
surface	/ˈsɜː .fɪs/	noun	permukaan
talent	/ˈtæl. ə nt/	noun	bakat
tourism	/ˈtʊə.rɪ .z ə m/	noun	kepariwisataan
value	/ˈvæl.juː/	noun	nilai
visit	/ˈvɪzɪ t/	verb	
mengunjungi			
watch	/wɒtʃ /	verb	melihat
wire modelling tool	/waɪə r -ˈmɒd. ə l.ɪŋ -tuːl/	noun	penghias dari kawat
wood modelling tool	/wʊd-ˈmɒd. ə l.ɪŋ -tuːl/	noun	penghias
dari kayu			
wooden	/ˈwʊd. ə n/	adjective	kayu
workshop	/ˈwɜː .k.ʃɒp/	noun	bengkel/ruang kerja

APPENDIX

LISTENING SCRIPT

UNIT 1

TASK 2

- Shop keeper : What would you like to buy, madam?
Woman : I'd like to buy ceramics, please.
Shop keeper : Would you prefer a flower vase or a jar?
Woman : I prefer a flower vase, please.
Can you make a ceramics plate with modern ornaments?
Because I like modern ornaments better than traditional ornaments.
Shop keeper : I'm sorry madam I can't, but Mr. Kawasaki does.
Woman : Who is Mr. Kawasaki?
Shopkeeper : He is a ceramics artist in this gallery.
Woman : OK. How long I have to wait for the plate?
Shopkeeper : You have to wait for about a week.
Woman : No problem. I'll come back next week.

TASK 3

1. Fatimah : Why do you like modern ceramics ornaments?
Zahra : Because they're wonderful. they make ceramics more beautiful.
Fatimah : What do you think of traditional ceramics ornaments?
Zahra : Nice, they're unique.
Fatimah : I need a ceramics plate with modern ornaments. Can you make it for me?
Zahra : Ok Fatimah. I can make it for you.
2. Teacher : What do you do in your spare time, Lusi?
Lusi : I like reading a novel and painting, Sir.
Teacher : Would you prefer reading a novel or painting?
Lusi : I'd prefer painting, Sir.
Teacher : Do you able to combine painting with any art?
Lusi : Yes, Sir. I can make an art ceramics painting.

Evaluation 1

Maria and Miranda are talking about a party in Maria's house tonight. In the middle of their talk comes Tony.

- Maria : Good morning, Miranda. Do you have any plan on holyday?
Miranda : I don't think so. Do you have any idea?
Maria : How about shopping?
Miranda : I prefer hunting ceramics to shopping.
Maria : OK, we will get some ceramics. What you Prefer to go, Pagerjurang or Kasongan?
Miranda : I like both.
Maria : Which one do you like better?
Miranda : I prefer go to Pagerjurang to Kasongan.
Maria : What can we do in Pagerjurang?
- Miranda : You can buy ceramics, visit ceramics museum
and you can also make ceramics by yourself.
Maria : Great, but I can't make ceramics.

Miranda : Don't worry! There is an instructor who will help you to do it.
 Maria : By the way, can you make ceramics by yourself?
 Miranda : Of course! I have once to Pagerjurang, so I have an experience in making ceramics.
 Maria : Alright. We will go to Pagerjurang on our holiday.

UNIT 2

TASK 2

Endita is out of his town. She doesn't know how to get to the Ceramics Gallery, so she asks a policeman how to get there.

Endita : Excuse me, can you tell me where the nearest ceramics gallery is?
 Policeman : Go down this street. Then, turn left at the T-junction, the ceramics gallery is on the left corner.
 Endita : How far is it from here?
 Policeman : It will take about 8 minutes if you go there on foot.
 Endita : Thank you very much. I'm sure I'll find it easily, if I walk there.
 Policeman : Sure, but there's one thing you have to know.
 Endita : What is that?
 Policeman : The minister of tourism will come and see the ceramics production in this district. The gallery is not opened for public, but not for the souvenir store.
 Endita : I just want to get some flower vases. Thanks anyway.

TASK 3

1. Go straight
2. Take the first turning
3. Go up the hill
4. Cross the street
5. Turn right
6. Roundabout
7. Turn left
8. Go down the hill
9. Crossroads

TASK 4

1. Would you tell me the way to the Bank?
2. Do you know where the Ceramics museum is?
3. It's on the corner of Main Street and 2nd avenue.
4. It's next to the Graha Hotel. You can't miss it.
5. Can you tell me where the nearest Ceramics gallery is?

Evaluation 2

1. Go down Jenderal Sudirman Street. Walk until three blocks, and then turn right. The art store is on your left.
2. First, follow Jenderal Sudirman Street, turn right to the Pahlawan Street. The ceramics museum is the third building on your right.
3. Go down Jenderal Sudirman Street, turn right to the Pahlawan Street. Then, take the first turning to the left. The ceramics market is on your right.
4. Follow Jenderal Sudirman Street, take the second turning to the right. Pandanaran Hotel is the second building on your left.
5. Walk down Jenderal Sudirman Street; turn right to the Pahlawan Street. Walk around two blocks, and then turn left until the T-junction. The art school is on the right corner of the block.

UNIT 3

TASK 2

Lidya is talking to her teacher in her teacher office.

- Lidya : Good morning Mr. Antony. We would like to invite you to our charity art show.
Mr. Antony : I'd really love to come. Where is the art show?
Lidya : It's in our school hall on Sunday morning.
Would you like to invite your colleagues to come with you?
Mr. Antony : Ok, I'll come with my wife, Emily. I'm proud of you, Lidya. You really do a good job.
Lidya : Thank you, Sir.

TASK 3

1. John : There is a ceramics exhibition in Malioboro Mall. It is from Friday to Sunday.
Would you like to come with me?
Diana : I'd like to, but I have to finish my homework first.
John : Oh, that's OK. Let's just meet at the entrance door around 7:30
Diana : That's sounds fine.
2. Damar : I have two tickets to the Ceramics Museum on Saturday afternoon.
Would you like to go?
Alexa : I'd love to. When will we go?
Damar : I'll pick you up at 3:00 p.m. Is it OK?
Alexa : That's fine.
3. Farhan : I'd like to invite you to my ceramics gallery this evening.
Franda : I'd like to, but I've already planned to visit my grandma. Thanks anyway.
Farhan : Actually, I'll have a dinner party. I'll celebrate my new ceramic gallery.
Franda : Congratulations. Hopefully you have a lot of costumers.
Farhan : Thank you very much.

Evaluation 3

- Diana : Hi, Tanti. Would you like to come to my house tonight?
Tanti : I'd love to. By the way, is there any party in your house tonight?
Diana : Yes, that's why you have to come.
Tanti : What do you celebrate?
Diana : I won the art competition last week.
Tanti : Congratulation. You are a great ceramics artist.
Diana : Thank you.
Tanti : Look. He is Tony, invite him to your party.
Diana : Hi, Tony. Would you like to come to my party tonight?
Tony : Hmmm...I'd love to, but I'm sorry I can't. My father is in the hospital now.
I have to take care of him.
Diana : I'm sorry to hear that. I hope your father will get better soon.
Tony : Thank you guys. See you.
Diana and Tanti: Bye Tony.

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(BAPPEDA)

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KLATEN 57424

Nomor : 072/440/V/09
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Klaten, 7 Mei 2012
Kepada Yth.
Ka. SMK Negeri 1 Rota Bayat
Di-
KLATEN

Menunjuk Surat dari Ka. Badan Kesbangpollinmas Prov. Jateng No. 070/1158/2012 Tanggal 4 Mei 2012 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan penelitian :

Nama : Aprilia Istanti
Pekerjaan/Mahasiswa : Mahasiswa UNY
Penanggungjawab : Joko Priyana, MA, Ph. D
Judul/ topik : Designing English Learning Materials For Grade X Students Of Ceramic Craft Skill Program (Kriya Keramik) At SMKN 1 Rota Bayat
Jangka Waktu : 3 Bulan (7 Mei s/d 7 Agustus 2012)
Catatan : *Menyerahkan Hasil Penelitian berupa hard copy dan soft copy ke Bidang PEPP/ Litbang BAPPEDA Kabupaten Klaten*

Besar harapan kami, agar Saudara berkenan memberikan bantuan seperlunya.

An. BUPATI KLATEN
Kepala BAPPEDA Kabupaten Klaten
Uj. Sekretaris

Hari Budiono, SH
Pembina Tingkat I
NIP. 19611008 198812 1 001

Tembusan disampaikan Kepada Yth :
1. Ka. Kantor Kesbangpol Kab. Klaten.
2. Ka. Dinas Pendidikan Kab. Klaten
3. Dekan Fak. Bahasa dan Seni UNY
4. Yang Bersangkutan
5. Arsip