

**DEVELOPING ENGLISH SPEAKING LEARNING MATERIALS
FOR SPA THERAPISTS IN YOGYAKARTA**

A THESIS

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



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

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**DEVELOPING ENGLISH SPEAKING LEARNING MATERIALS FOR SPA
THERAPISTS IN YOGYAKARTA**

A THESIS



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A THESIS

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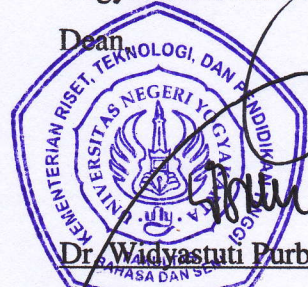
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Yogyakarta, 19 Januari 2016

Penulis,



Nurul Marlisa

MOTTOS

Say, "Indeed, my prayer, my rites of sacrifice, my living and my dying are for Allah, Lord of the worlds.

(Al-An'am: 162)

O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.

(Al-Mujadila: 11)

For indeed, with hardship will be ease.

(Al-Insyirah: 5)

"Time waits for nobody

Time waits for no-one

We've got to trust in one another

Or there'll be no more future at all"

(Queen)

DEDICATIONS

*I tenderly dedicate this thesis to
my beloved parents **Indarsih & Sujiyo**,
my dearest sisters and brother **Inawati, Tri, & Muklas**,
and my best partner **Nahar**
for their endless love, support, and prayers.*

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In the name of Allah, The Most Gracious and The Most Merciful, I praise Allah SWT, the Lord of everything, who always gives me great loving kindness, blessings, strength and helps in guiding me through the process of finishing this thesis. Blessings are also sent upon The Prophet Muhammad SAW, his family, friends and companions.

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I hope that this thesis would be useful for the readers. I realize, however, that this thesis is far as the perfect one. Thus, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly accepted.

Yogyakarta, January 2016



Nurul Marlisa

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DEVELOPING ENGLISH SPEAKING LEARNING MATERIALS FOR SPA THERAPISTS IN YOGYAKARTA

**By Nurul Marlisa
11202244007**

ABSTRACT

The objectives of this research were: (1) to find out the target and learning needs of spa therapists in Yogyakarta in learning English speaking skills, and (2) to develop the appropriate English speaking learning materials for spa therapists in Yogyakarta.

This research was a Research and Development (R & D) study. The procedure of this research followed Dick and Carey model in Gall and Borg (2003) with some modifications. The steps of the research procedure were: (1) conducting needs analysis, (2) planning (writing the course grid), (3) writing the first draft of the materials, (4) conducting materials evaluation, and (5) writing the final draft of the materials. This research involved 40 spa therapists in Yogyakarta as the subject of the research. The data collection instruments used in this research were needs analysis questionnaire and materials evaluation questionnaire. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the data obtained from the materials evaluation were analyzed through descriptive statistics.

The findings showed that: (1) the spa therapists learn English mainly to improve their speaking skills; (2) they needed to master language functions that are useful for them in doing their job; (3) they considered themselves as beginner speakers lacking in speaking, vocabulary, grammar, and pronunciation; (4) they wanted English learning materials that can help them to improve their speaking skills, pronunciation, grammar use, vocabulary, and language functions related to their job; (5) they wanted the materials to provide topics related to their job and to have clear instructions, explanations, examples, pronunciation transcripts, colorful illustrations, tips, exercises, glossary, self-check, and summary; (6) the needed inputs for the materials are dialogues, vocabulary, and languages functions; (7) the materials should cover varied activities of listening, speaking, vocabulary, grammar, and pronunciation; (8) the materials should facilitate them to work individually and in pairs; and (9) they were expecting to have teachers who correct every mistake they make and to involve in discussions while doing the tasks. Furthermore, after writing the course grid, the materials were then developed to have three units. Each unit has different number of tasks, but has the same unit design whose components are: (1) introduction (Unit Title, Learning Objectives), (2) main lesson (Getting Started, Start Talking, Listen to This, Say It Right, Focus on Grammar, Talk Some More, Work in Pairs), (3) reinforcement (Self-Check, Summary), and (4) fun part (Fun Corner). The materials were then being evaluated by experts in terms of content, language, presentation, and layout appropriateness. The results of the materials evaluation showed that the materials fell into the “very good” category as the mean value of all aspects of the developed materials is 3.44 which is in range of “very good” category that is 3.25 x 4.

CHAPTER I INTRODUCTION

This chapter is divided into six parts. The first part discusses the background of the research. The second part is about the identification of the problems. The third part discusses the delimitation of the problems. Then, the fourth part is the formulation of the problems. The next part is about the objectives of the research. Finally, the last part is the significance of the research.

A. Background of the Research

Yogyakarta, one of the largest tourism cities in Indonesia, offers some famous tourist attractions for both domestic and international tourists. Thus, approximately 2.7 million of international tourists visited Yogyakarta in 2015 as stated by the head of Division of Tourist Attractions and Destinations Development of Tourism and Culture Office of Yogyakarta City and this number is expected to increase (Antara, 2015). The increased number of international tourists visiting Yogyakarta bring impact to the hospitality industry in Yogyakarta.

The hospitality industry, according to Kusluvan (2003: 3), refers broadly to firms, organizations, and facilities providing goods and services wholly or mainly for specific needs and wants of visitors (i.e. tourists and excursionists) who are away from their usual home and work environment. In Yogyakarta, the hospitality industry consists of a number of separated sectors and variety of products. Businesses that are commonly associated with the hospitality industry include travel agencies, tour operators, transport companies, food firms, beverage firms,

souvenir shops, attractions including entertainment and recreational facilities (i.e. spa centers and theatres), and other retailers that are supplying tourists. Among those businesses, spa centers in Yogyakarta start to get more attention from many parties, such as the government, spa associations, stake holders, and society, than others to be developed after Indonesia elected as the best spa destination in the world in 2009 by International Wellness Awards (Antara, 2009). Indonesia is also ranked first on the types of spa destination and spacious indoor spa as stated by Yuswanti (2011: 3). As a result, the number of spa centers in Yogyakarta and tourists visiting spa centers, both domestic and international tourists, increase.

Along with the increased number of spa centers and their customers in Yogyakarta, the phenomenon also results in the high demand of professional spa therapists. Hayes and Ninemeier (2009: 4) describe professional spa therapists as staff members with a variety of knowledge on spa, skills, and experiences to produce the products and services in spa field that are needed or desired by customers.

The skills which spa therapists must have include both hard and soft skills. The hard skills deal with some abilities such as typing, writing, reading, and the ability to use software programs. Meanwhile, the soft skills, also referred to interpersonal or communicative skills, deal with many important components of communication such as tone of voice, rate of speech, vocabulary, eye contact, facial expressions, hand gesture, body language, and personality-driven skills like etiquette, getting along with others, listening and engaging in small talk (D'Angelo, 2009: 317). Because of the importance of soft skills or communicative skills of spa

therapists, in 2011 the Ministry of Education issued *Standar Kompetensi Lulusan/ SKL* for spa therapists that includes the communicative skills such as handling customers (i.e. greeting and explaining facilities), communicating with customers during the spa treatment, and handling customers' complaint. Since customers of spa centers in Yogyakarta are not only domestic customers but also international or foreign customers, spa therapists in Yogyakarta must be able to communicate not only in Indonesian but also in English to best serve and satisfy customers.

However, based on the researcher's personal observations, most of spa therapists in Yogyakarta had inadequate English language skills. With the position that every time they meet foreign customers, they did not equip themselves with communicative skills, particularly speaking skills. As a result, foreign customers could feel uncomfortable because the communication between them did not run smoothly and the intent of each party could not meet each other. When foreign customers asked something, they could not answer precisely because they did not understand the questions, or conversely, when they answered questions or described something, foreign customers could not catch what was intended by them.

Spa therapists in Yogyakarta believed that English was important in their job yet most of them could not communicate in English fluently and accurately. They found that English was very difficult to master especially speaking skills. In fact, speaking was a way to communicate in spa centers to get a good relationship with customers. Therefore, they were expected to have the ability to communicate using English as their medium language. If they have good English proficiency, it will help the growth of spa business in Yogyakarta because they can create comfortable

environment and good relationship with customers especially foreign customers and impress them to have spa treatments next time. In addition, the mastery of English language skills can boost their confidence while facing customers and their motivation in doing their daily duties.

With regard to those phenomena, the researcher found that the materials to facilitate the independent study of spa therapists in Yogyakarta were urgently needed. Specifically, the researcher considered that it was necessary to develop English speaking learning materials for spa therapists. The materials were aimed to provide English speaking learning materials that fit spa therapists' target and learning needs. It was expected that their speaking skills improved after learning the materials.

B. Identification of the Problems

Hospitality industry in Yogyakarta covers some businesses such as tourism lodging, transportation services, food and beverages operations, retail stores, and recreational facilities such as spa centers. Recently, the growth of those businesses especially spa centers increases. This phenomenon results in the high demand of professional spa therapists who are able to handle and fluently communicate using both Indonesian and English to gain customers' satisfaction. However, English language skills especially speaking skills of spa therapists in Yogyakarta are limited. In the other words, spa therapists in Yogyakarta are considered to have inadequate English speaking ability. Thus, it can cause misunderstanding in communication.

There were some factors which influence the spa therapists' English speaking ability. The first factor was the educational background. Spa therapists in Yogyakarta came from different levels of education like senior high schools and vocational schools or courses so that they had acquired different levels of communicative skills. Somehow, they did not learn English speaking skills in the particular way before since all senior high schools teach English in general way. Meanwhile, vocational schools or courses also taught English in general way but it was little bit different with senior high schools. As a result, they did not acquire adequate English speaking skills.

The second factor was the less exposure of English usage in spa therapists' environment. Some of them were able to communicate fluently and accurately yet most of them were not. Hence, they lacked confidence to face foreign customers and it made them less contact with English usage. In the other words, they got less English exposure and could not practice or train their speaking ability. Consequently, their speaking abilities were not developed well.

The third factor was the difficulty to find sufficient and appropriate English materials. Based on the researcher's observations, there was no book store in Yogyakarta that supplies English books which emphasize on speaking skills for spa therapists. The researcher, then, tried to find English handbooks that were specifically for spa therapists on the internet and got one. There was a book entitled *"The Complete Spa Book for Massage Therapists"* that was commonly used as the spa course handbook in Australia, Brazil, Japan, Korea, Mexico, Singapore, Spain, United Kingdom, United States, and other countries. Nevertheless, based on the

researcher's personal review, the researcher found that the book did not fulfill some characteristics of good materials.

According to Wallace (1998: 185), there are twelve characteristics for evaluating materials. They are cost, rationale, context, level, relevance to needs, facility and practicality, layout and organization, coverage, range of tasks/activities, learner support materials, interest/ motivation, and teacher support material. As stated previously, the book did not fulfil some of the characteristics mentioned before.

First, the researcher evaluated the cost of the book. Since the book was not free to download, it meant that spa therapists who needed the book should purchase it. However, the price of the book, which was nearly \$49 in amazon.com, was too expensive and might not be affordable for most of them. Secondly, the researcher evaluated the context of the book. The book, actually, was intended to be used for every spa therapist around the world, but still, the context provided in the book did not all meet with Indonesian culture. In fact, spa in Indonesia had been a part of Indonesian culture and tradition. Therefore, the suitable English materials should involve Indonesian culture.

The researcher, furthermore, evaluated the book's relevance to spa therapists' needs. Based on the researcher's personal observations, most of them needed English expressions and vocabulary which were useful in doing their job but the book did not provide them. Next, the researcher evaluated the coverage of the book. The book served four general topics on spa such as spa history and development, water-based spa treatments, body warps, esthetic treatments, advanced modalities

and spa massage, and spa carrier. Those topics were divided into 18 chapters which discuss more specific topics under the umbrella of the four general topics. Nevertheless, none of the chapters contains English speaking learning materials for spa therapists. Most of the chapters served materials focused on developing spa therapists' hard skills that were the skills for doing spa treatments correctly. Therefore, the researcher considers that the book's coverage is too general.

In addition, the researcher also evaluated the book's range of tasks/ activities. Actually, the book did not provide any task/ activity aimed to develop speaking skills because the activities provided in the book were only self-reflection and role-play of how to perform spa treatments correctly. Then, it was clear that the book was not suitable as English speaking learning materials for spa therapists. Lastly, the researcher evaluated learner support materials of the book. Learner support materials could be extra back-up materials in the form of cassettes, workbooks, authentic materials, and posters. However, the book did not provide any of them. For all those reasons, the researcher concluded that English materials which were specifically aimed to improve spa therapists' speaking skills were not available yet. It was hard for them to autonomously learn speaking skills by themselves without sufficient and easy-to-get materials.

The last factor was that spa therapists in Yogyakarta had low motivation for learning and speaking English. They were not motivated to learn English because of the lack of encouragement from their workplaces such as not providing English training for the spa therapists to develop their English skills. In addition, the

unavailable of sufficient English materials for them also contributes to their low motivation for learning and speaking English.

Moreover, sufficient and affordable courses specified for spa therapists were hard to find in Yogyakarta. The available courses commonly offered general English only and their tuition was quite expensive that the spa therapists could not afford to pay it. Indeed, appropriate and affordable English materials or courses for spa therapists which enable them to communicate using English fluently and appropriately were needed. By this way, they were expected to have high motivation for learning English because they could get English materials related to their job that could help them to do their daily duties.

C. Delimitation of the Problems

Conducting research that covers all the problems stated in the previous section will be very hard and long work. It is not feasible to conduct research on all identified problems. Therefore, this research focuses on developing appropriate English speaking learning materials for spa therapists based on their target and learning needs to assist them in learning English better and help them to be able to communicate using English fluently and accurately.

D. Formulation of the Problems

Based on the identification and delimitation of the problems served in the previous sections, the problems of this research can be formulated as follows.

1. What are the target and learning needs of spa therapists in Yogyakarta in learning

English speaking skills?

2. What are the appropriate English speaking learning materials for spa therapists in Yogyakarta?

E. Objectives of the Research

Related to the formulation of the problems in the previous section, the objectives of this research are as follows.

1. To find out the target and learning needs of spa therapists in Yogyakarta in learning English speaking skills.
2. To develop the appropriate English speaking learning materials for spa therapists in Yogyakarta.

F. Significance of the Research

The results of this research are expected to give benefits to the following parties.

1. Spa Therapists in Yogyakarta

It is expected that spa therapists in Yogyakarta can use the product of this research that is English speaking learning materials to enhance their English speaking skills to help them with the daily duties in their workplace.

2. Spa Centers in Yogyakarta

It is expected that spa centers in Yogyakarta provide their therapists with English training in which they can learn the English skills. The product of this research can be used as one of the learning materials for English training.

3. Spa Associations in Indonesia

It is expected that the spa associations in Indonesia can use the results of this research as a consideration to be more focused on helping and facilitating spa therapists to develop their communicative skills.

4. Vocational Schools

It is expected that vocational schools in Indonesia that provide English classes for hospitality students can use the product of this research as one of the learning sources.

5. Other researchers

It is expected that other researchers can use the results of this research as references in designing other materials related to English for specific purposes.

6. Materials developers

It is expected that materials developers can use the results of this research as the useful knowledge in designing the English learning materials.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents the literature review and conceptual framework of the research. In the literature review, the researcher examines some theories which were underlying this research. The theories presented in the literature review are related to speaking, spa therapists, English for specific purposes, materials development, task-based language teaching and unit design. Meanwhile, in the conceptual framework, the researcher relates the literature review to the research.

A. Literature Review

1. Speaking

a. The Nature of Speaking

Speaking is generally thought to be the most important of the four skills as it is accepted by everyone as an essential language-communication skills. Similarly, Bailey in Comings et al. (2006: 121) notes that speaking is perhaps the most fundamental of human skills. It implies that actually speaking is the essential tool of communicating.

Speaking can be categorized as one of the productive or active skills in communication process. As defined by Spratt et al. (2005: 4), speaking is a productive skill which involves using speech to express meaning to other people. Meanwhile, Brown (2001: 267) explains that when someone can speak a language, it means that he or she can carry on a conversation reasonably and competently. Furthermore, Richards and Renandya (2002: 204) add that effective oral

communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. In addition, Nunan (2003:48) simply proposes that speaking refers to the production of systematic verbal utterances to convey meaning.

However, according to Harmer (2007: 46), speaking is a complex process. People need communication when they want to say something, transmit information or simply need to speak. They use language according to their purposes and it is necessary for them to be a listener and a speaker for effective communication. As explained by Lazarson (2001), speaking is almost always accomplished via interaction with at least one other speaker. It means that various demands are in place at once: monitoring and understanding the speaker(s), thinking about one's own contribution, producing its effect and so on.

Based on the theories mentioned before, it can be concluded that speaking skills are essential to communication process. To put it another way, speaking is the ability to use the language for communication or to convey meanings in order to transfer knowledge and information or carry out a conversation in a certain situation.

b. Micro- and Macro-skills of Speaking

Speakers' speaking proficiency can be seen through their mastery of micro and macro-skills of speaking. According to Brown (2004: 142-143), there are 16

micro and macro-skills of speaking as follows.

Micro-skills of speaking

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stresses and unstressed positions, rhythmic structure and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices (pauses, filter, self-corrections, backtracking) to enhance the clarity of the message.
- 8) Use grammatical word classes (noun, verb, etc) systems (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

Macro-skills of speaking

- 12) Appropriately accomplish communicative functions according to situations, participants and goals.
- 13) Use appropriate styles, registers, implicature, redundancies, pragmatic, conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- 14) Convey link and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 15) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 16) Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for the help, and accurately assessing how well your interlocutor is understanding you.

In brief, the micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Meanwhile, the macro-skills imply the speakers' focus on the larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic

options. Those skills, then, can act as a checklist of objectives in designing tasks for assessing spoken language.

c. Principles of Designing Speaking Techniques

According to Nunan (2003: 275), there are some principles of designing speaking techniques. They are:

- 1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.
- 2) Provide intrinsically motivating techniques

Techniques used should encourage learners to their ultimate goal and interests, to their need for knowledge, for status, for achieving competence and autonomy.

- 3) Encourage the use of authentic language in meaningful contexts

Technique used should employ authentic contexts in order to create meaningful interaction. It helps learners to be competent speakers of English.

- 4) Provide appropriate feedback and correction

It is important to provide learners with corrective feedback that is appropriate because learners need useful linguistic feedback in order to enhance their speaking skills. It is because outside of their environment will not give them feedback since English is not spoken in their community.

- 5) Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also include listening. These skills must be integrated since they can reinforce each other.

6) Give learners opportunities to initiate oral communication.

Learners must be given opportunities to initiate language since parts of oral communication competences are the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.

7) Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language learners are aware of, and have a chance to practice, such strategies as: asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, getting someone's attention, and etc.,

In conclusion, there are seven principles of designing speaking techniques that should be taken into account while developing speaking learning materials which are aimed to help learners become competent speakers of English.

d. Types of Speaking Performance

Brown (2004: 141) divides speaking performances into five types as follows.

1) Imitative

Learners simply imitate a word or phrase or possibly a sentence. This type of speaking performance is used to enhance learners' pronunciation. It also can help to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

2) Intensive

Intensive performances include any speaking performance designed to practice some phonological or grammatical aspects of language. Intensive speaking

performances can be in form of directed response task, reading aloud, sentence and dialogue completion, and limited picture cued task.

3) Responsive

Learners have interaction through limited level of very short conversations, standard greeting and small talk, and simple requests and comments.

4) Interactive

This type is nearly the same as responsive speaking performance. The difference is on the length and complexity of the interaction which sometimes includes multiple participants. The interaction under this type is classified into two forms which are transactional language and interpersonal exchanges. Transactional language concerns with the purpose of exchanging specific information. Meanwhile, interpersonal exchanges have the purpose of maintaining social relationship.

5) Extensive

This type includes extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

In brief, according to Brown, there are five types of classroom speaking performances i.e. imitative, intensive, responsive, interactive and extensive. Learners need to know at least pronunciation, vocabulary, and language functions that they are going to use in order to carry on those speaking performance effectively.

e. Activities to Promote Speaking

Speaking practice is usually emphasized on transactional act which is question and answer. Similarly, Febriyanti (2011: 136) states that traditional speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion (Pashaie and Khalaji, 2014: 47). In real communication, speakers must manage uncertainty about what other speakers will say. Therefore, attractive and communicative activities are needed in learning speaking.

Related to activities of speaking, Harmer (2001: 271-274) proposes six types of speaking activities as follows.

1) Acting from a script

Learners perform speaking activity which is based on the scenario or script that has been practiced before. Through this activity, learners are expected to have better intonation, speed, and stress.

2) Communication games

Communication games frequently depend on an information gap that provoke learners to talk to their pairs or partners to solve the games, for example solving the puzzle, arranging things into a good order, and find similarities or differences between pictures.

3) Discussion

Discussion is classified as productive activity since it demands learners to speak and give their opinion in front of others. This activity usually focuses on certain or familiar topic. By this way, learners are trained to respond fluently and immediately.

4) Prepared talk

This activity allows learners to prepare a script of presentation on a topic of their own preference. However, when the learners perform the presentation, they better speak from notes instead of the script.

5) Questionnaires

Learners can derive questionnaires in any appropriate topic. This activity encourages learners to be creative in selecting sources and developing questionnaires. The results of questionnaires then can be developed into prepared talks or discussions.

6) Simulation and role-play

In this activity, learners simulate a real-life encounter such as a business meeting, a presentation or an interview. Learners pretend to be in a certain situation, whether being themselves or playing the role to be someone else. Then, learners use the language to participate in the situation. This activity can be used to encourage general oral fluency, or to train learners for specific situation especially.

Meanwhile, Kayi (2006) proposes more varied speaking activities as follows.

1) Discussion

This activity encourages learners to arrive at a conclusion, share ideas about

an event, or find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and learners learn how to express and justify themselves in polite ways while disagreeing with the others. Lastly, in group discussions, whatever the aim is, learners should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2) Role play

One other way of getting learners to speak is role-playing. Learners pretend that they are in various social contexts and have a variety of social roles. Learners do role-play based on the certain information such as who they are and what they think or feel.

3) Simulation

Simulations are alike to role-plays but in simulations, learners can bring items to create a realistic environment.

4) Information gap

In this activity, learners are supposed to be working in pairs. Each learner will have different information so they should exchange for information in order to finish the activity. Information gap activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5) Brainstorming

Individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that learners are not criticized for their ideas so they will be open to share new ideas.

6) Story telling

Learners can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell others. Story telling fosters creative thinking. It also helps learners to express their ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

7) Interviews

Learners can conduct interviews on selected topics with various people. It is good to provide them with guiding rubric that employs what type of questions they can ask or what path to follow, but they should prepare their own interview questions. Conducting interviews with people gives learners a chance to practice their speaking ability outside and helps them become socialized.

8) Story completion

It is a free-speaking activity where each learner is expected to be able to continue a story from the point where the previous one stopped. This activity encourages learners to be creative and trains them to be fluent.

9) Reporting

This activity is based on the interesting news they read, heard, or their own experience in their daily life which worth telling others.

10) Playing cards

This activity is based on the use of cards with certain command on them. Learners should follow what is asked on the cards. This activity can help learners to handle certain situation and speak spontaneously.

11) Picture narrating

This activity is based on several sequential pictures. Learners are asked to tell the story taking place in the sequential pictures by paying attention to the criteria on provided rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12) Picture describing

Another way to make use of pictures in a speaking activity is to give learners just one picture and having them describe what is in the picture.

13) Find the difference

For this activity, learners can work in pairs and each couple is given two different pictures. They should discuss the similarities and/or differences in the pictures then presenting the result in front of others.

In brief, there are several speaking activities proposed by experts that can be used to teach speaking. Each activity has its own communicative purpose and requires learners to do different activity which matches to the communicative purpose that needs to encounter. Those activities should be developed by considering learners' needs of the target language.

f. Assessing Speaking

In assessing speaking skills, different test items can be used according the relevant purposes or target information to be tested. Luoma (2004) provides three frameworks about general purposes of testing oral skills as follows.

1) Linguistic-oriented framework

Linguistic-oriented framework focuses on the assessment of vocabulary, grammar and pronunciation in form of structured speaking tasks. Structured speaking tasks are typically used to evaluate linguistic features, particularly pronunciation and grammar. In addition, the task also tests the examinees' knowledge of conventional politeness exchanges such as greetings, thanks, apologies, expressions of agreement and polite disagreement, and so on.

2) Communication-oriented framework

This framework focuses the assessment through communicative task such as telling a narrative or expressing and defending an opinion, discussing factors that support the chosen opinion and argue against others, and comparing and contracting things.

3) Situation-based framework

This framework is typically used in specific-purpose testing and in vocational and professional education.

Meanwhile, Brown (2004: 144-182) offers various speaking tasks which can be used to assess speaking skills. Those tasks are word repetition, directed response, dialogue completion, oral questionnaire, picture-cued task, question and answer, giving instruction and direction, interview, role playing, presentation, games, and story-telling.

The previous explanation shows that both Brown and Louma actually share similar ideas on tasks to assess speaking skills. Some of those tasks, then, are employed in the product of this research which is English speaking learning materials in order to monitor the improvement of learners' speaking proficiency.

2. Spa Therapists

a. Spa Professions

The spa therapist profession values its relationship with the health care, spa, and sport communities (Thompson, 2005: 38). Spa therapists are one of the important elements of spa fields in directly communicating and serving customers to gain their satisfaction. Capellini (2009: 58) describes spa therapist as a person who practices therapeutic massage. Spa therapists can be licensed after completing a specified training program. Licensed therapists may practice independently or in medical settings.

Some associations had been built in Indonesia to facilitate, serve, and develop this profession, for instance APSI (*Asosiasi Pengusaha Spa Indonesia*) and ASTI (*Asosiasi Spa Terapis Indonesia*). Those associations are aimed to develop professional spa therapists to acquire the international standard competencies and to be able to perform health care and build good relationship with customers. This profession nowadays becomes a promising career because of the high demand of the professional spa therapists.

The professional spa therapists, according to Capellini (2009: 119), needs to have the responsibilities and requirements as follows.

Responsibilities:

- 1) Deliver a variety of spa services (body treatments, massages, facials, waxing, manicure/pedicure) in a safe and comfortable manner
- 2) Maintain equipment and sample inventory of products
- 3) Keep a clean and stocked room
- 4) Acknowledge and respond to relevant customer queries, needs and expectations
- 5) Suggest and promote retail products or additional services
- 6) Uphold hygiene standards and follow health and safety regulations
- 7) Cooperate with and report on administration on any arising issues

- 8) Apply best practices and be up to date with market trends

Requirements:

- 1) Proven relevant working experience
- 2) Hands on experience in massage techniques, manicures, pedicures, waxing and face/body therapies
- 3) Experience in sales will be considered an asset
- 4) Excellent knowledge of English language
- 5) Communication and customer service skills
- 6) Positive attitude
- 7) User level computer skills

Therefore, it can be concluded that spa profession refers to a job that is tightly related with spa, health care, and sport field. The list of responsibilities and requirements mentioned before shows that communicative skills using English are needed in this profession.

b. Speaking Skills for Spa Therapists

Nowadays, English, both spoken and written form, has become the global language of business (Hartley & Bruckmann, 2008: 58). English, then, becomes the common corporate language in an attempt to facilitate communication and performances in business. In such a situation, the role of language in professional life of people is particularly significant. In this respect, it is worth mentioning the fact that many occupations imply the use of a very specific language. Therefore, it is possible to refer to spa as one of the fields where the role of language - mostly used by spa therapists to communicate with foreign customers - is particularly significant.

The role of spoken English in spa field is important since spa therapists are in the enviable position of being able to interact with customers on a one to one

basis every day. It provides spa therapists with an excellent opportunity to find out directly from customers what they want and expect from spa services. Furthermore, it is also an ideal situation for building a trusting partnership. Clearly, the most important thing to remember is that it is all based on good speaking skills.

There are several components of speaking skills that must be acquired by spa therapists. According to D'Angelo (2009: 317), spa therapists must have good fluency and accuracy and also they have to take into account tone of voice, rate of speech, vocabulary, eye contact, facial expressions, hand gestures, and body language. Besides, they also need to master some useful phrases to deal with customers.

Therefore, the relationship of spa and speaking skills of English is actually tangible. Good spoken skills is the primary function of language which is important for spa therapists since they have to deal with customers. Consequently, they need the language proficiency especially oral proficiency, which is an essential condition of an effective communication. Thus, it is possible to conclude that spa fields and English spoken language are interdependent and spoken English language is essential in spa field.

c. Teaching English to Spa Therapists

English for spa therapists is actually under the discussion of English for specific purposes. It appears as the result of the increasing demand of professional spa therapists who are able to communicate well in English. Spa therapists, then, need to acquire good oral proficiency. This becomes the base of the development

of teaching English to spa therapists through ESP course. In English teaching and learning process, the goal of learning must be set clearly so that spa therapists as learners have a clear learning target to reach and know what still needs to be done. In addition, the activities within the English learning should engage and spark spa therapists' interest in the more subtle distinctions of language use.

Furthermore, in developing ESP course for spa therapists as in this research, the characteristics of spa therapists and their language level are taken into account. Based on researcher's personal observation, spa therapists in Yogyakarta have low English proficiency. The researcher found that they lacked speaking, listening, grammar, vocabulary, and pronunciation skills. Therefore, varied activities for those skills were given in the developed materials such as role play, listening comprehension, pronunciation practice, arranging words into good sentences, and matching words with their correct pictures.

Moreover, spa therapists are classified as adult learners. According to Harmer (2001), there are several characteristics of adult learners as follows.

- 1) they can engage with abstract thought;
- 2) they possess a whole life experience;
- 3) they have expectations about the learning process;
- 4) they are more disciplined than other age groups;
- 5) they have a clear understanding of why they are learning and what they want to get out of it; and
- 6) they are able to sustain a high level of motivation.

Those characteristics are closely illustrated the characteristics of the spa therapists in Yogyakarta. Moreover, there are some other considerations that also influence the teaching English to spa therapists. Based on the researcher's personal observation, the researcher found that the spa therapists in Yogyakarta are having

not enough time to have English course since they have tight work schedule. Thus, English materials that can facilitate the independent English learning is needed to be developed. In addition, the researcher also found that it is difficult for the spa therapists to afford the tuition of the available English course. Therefore, the English materials as one of the key components of English learning need to be distributed freely or with low price so that the teaching and learning English process for the spa therapists can run smoothly.

3. English for Specific Purposes

a. English for Specific Purposes in General

The term of English for specific purposes or ESP emerged based on three reasons: the demands of a Brave New World, a revolution in linguistics, and the need to focus on learners (Hutchinson & Waters, 1987: 6). ESP has several characteristics. Strevens (1988) proposes that ESP has two characteristics. Firstly, ESP employs absolute characteristics which cover language teaching that is designed to meet specified needs of the learner, related in content to particular disciplines, occupation and activities, centred on the language appropriate to those activities in syntax, text, discourse, semantics, etc., and analysis of the discourse, and designed in contrast with General English. Secondly, ESP employs two variable characteristics. ESP may be restricted to the language skills to be learned, e.g. reading; and not taught according to any pre-ordained methodology.

Meanwhile, Robinson (1991: 3) states that ESP is based on two criteria. Firstly, ESP is normally goal-directed. Then, ESP courses develop from a needs

analysis which aims to specify what exactly students have to do through the medium of English, and a number of characteristics which explains that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in.

Furthermore, according to Hutchinson and Waters (1987: 16), ESP is traditionally divided into two main areas according to when they take place. They are English for Academic Purposes (EAP) which is involving pre-experience, simultaneous/in service and post-experience courses, and English for Occupational Purposes (EOP) which is aimed for study in a specific discipline (pre-study, in-study, and post-study) or as a school subject (independent or integrated).

In summary, ESP is first emerged because of the demands of a Brave New World, a revolution in linguistics, and the need to focus on learners. The characteristics of ESP have been defined by some experts but those characteristics are nearly same in common that is developed based on learners' need and aimed for specific purposes. In addition, ESP is also classified into two divisions which are EAP (aimed for academic field) and EOP (aimed for study in a specific discipline). Based on the theories above, English for spa therapists is classified as EOP.

b. Course Design

According to Graves (2000: 3), there are several steps in developing an ESP course as illustrated in the following figure.

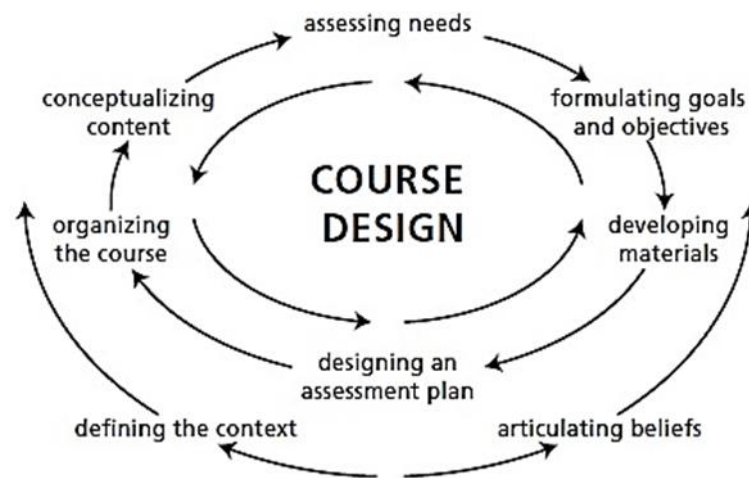


Figure 1: **Graves' Model of Curriculum Development (Graves, 2000: 4)**

Among those steps, there are three steps which play important role in ESP materials design. Those steps are assessing needs/ needs analysis, formulating goals and objectives, and developing course grid and materials. Since this research focuses on the materials development in ESP context, the researcher only explains further about those steps as follows.

1) Needs Analysis

ESP is differentiated from general English from its awareness of the need. In ESP, the learning materials are based on learners' needs. This means that needs analysis should be conducted in order to identify learners' needs. Graves (2000: 98) defines needs analysis as a systematic and ongoing process of gathering information about the needs and preferences of learners. In the same way, Richards and Schmidt (2002: 352) propose that a needs analysis is the process of determining the needs for which learners require a language and make priority scale of needs.

Meanwhile, Basturkmen (2010:19) proposes that needs analysis in ESP refers to a course process in which the language and skills that the learners will use in the

vocational workplace are identified by considering the existing knowledge of the learners, their perception of their needs and the teaching context. The information gathered from the needs analysis is used in determining and refining the content and method of the ESP course. In ESP, learners' needs are described in terms of what the learners will be able to do with the language at the end of the study (Richards, 2001:33).

Hutchinson and Waters (1987: 55-63) classify the needs into target needs and learning needs. The target needs concern with what learners need to do in the target situation. Furthermore, the types of target needs are elaborated as follows.

a) Necessities

Necessities refer to what the learners have to know in order to function effectively in the target situation.

b) Lacks

Learners' lacks are the gap between the target proficiency and the existing proficiency of the learners.

c) Wants

Wants refer to the learners' desires. Learners need to have a view of what they want because it influences learners' motivation in learning process. Therefore, learners' perceived wants cannot be ignored.

Meanwhile, the learning needs concern with what learners need to do in order to learn. Learning needs indicates the route: how the learners are going to get from their starting point (lacks) to the destination (necessities). To have useful analysis

of learners needs, the constraints such as the conditions of the learning situations, their knowledge, skills and strategies, and learners' motivation must be considered.

In summary, needs analysis plays important role in ESP. Needs analysis is done in order to find out the target needs and learning needs of learners. Needs analysis is an important pre-course design process in which information is gathered to help course developers decide what the course should focus on, what content in terms of language or skills to include, what teaching/learning methods to employ, and what kinds of learning materials that suit learners' needs. Therefore, this research will use needs analysis as the preliminary step in developing materials.

2) Formulating Goals and Objectives

Goals and objectives are vital components of educational planning that described what learners will learn or be able to do after instructions. According to Williams (2004: 4), once goals are selected, more objectives are developed to assess progress towards each goal. In simply, goals can be defined as statements about general purposes of a course while objectives are brief and clear statements that describe the desired learning outcomes of instructions. Goals and objectives will determine what kind of materials that will be developed and what kind of activities applied along with the materials.

In this research, the goals and objectives are served under the terms of standard competency and basic competency. The process of formulating standard competency and basic competency of the materials is taking the *SKL* or *Standar Kompetensi Lulusan* for spa therapists into consideration. The *SKL* for spa therapists issued by the Ministry of Education (2011: 4) is as follows.

Table 1: **The SKL of spa therapists (Ministry of Education, 2011: 4)**

Standard Competency	Basic Competency
4. Carrying out communication with customers PAR.SP01.004.01	3.1 Welcoming customers (customer service) in workplace. 3.2 Carrying out communication before the treatment. 3.3 Carrying out communication during the treatment. 3.4 Carrying out communication after the treatment. 3.5 Handling customers' complaint.

Besides, the researcher also considered the standard competency proposed by D'Angelo (2009: 317) in which spa therapists must have good fluency and accuracy and also they have to take into account tone of voice, rate of speech, vocabulary, eye contact, facial expressions, hand gestures, and body language. They also need to master some useful phrases to deal with customers. Besides, the results of needs analysis which are elaborated in Chapter 4 are also considered.

3) The Course Grid

One of major considerations in developing materials is the course grid design. According to Widdowson (1981: 26), a course grid is simply a framework within which activities can be carried. In the other words, it is a teaching device to facilitate learning. Nunan (1988: 5) later adds that course grid design is seen as being concerned essentially with the selection and grading content.

A course grid is generally organized in units. The units include the areas of grammar and/or vocabulary, genres, language functions (speech acts), notions, skills or strategies. Van Ek (1975: 8-9) notes the necessary components of a course grid as follows.

- a) the situations in which the foreign language will be used, including the topics which will be dealt with;
- b) the language activities in which the learner will engage;
- c) the language functions which the learner will fulfil;

- d) what the learner will be able to do with respect to each topic;
- e) the general notions which the learner will be able to handle;
- f) the specific (topic-related) notions which the learner will be able to handle;
- g) the language forms which the learner will be able to use; and
- h) the degree of skill with which the learner will be able to perform.

Meanwhile, Basturkmen (2010: 61) proposes the components of a course grid under these following terms.

- a) types of units such as: skills, vocabulary, genres, functions, notions and disciplinary, professional or cultural content;
- b) items in the units such as: which genres, semantic sets and functions; and
- c) sequencing (what should come first, second and so forth and decisions made according to considerations) such as: immediate and less immediate need, level of difficulty with easier items before more difficult items and logical flow.

Furthermore, according to Jordan (1997: 60-63), course grid design in ESP is classified into six major types as follows.

a) A Structural (Formal) Course Grid

A structural course grid is a collection of forms and grammatical structures of the language being taught such as part of speech, statements, and questions.

b) A Notional/Functional Course Grid

A notional/functional course grid is a collection of the functions or of the notions such as informing, agreeing, apologizing, requesting, and so on.

c) A Situational Course Grid

A situational course grid is a collection of real or imaginary situations in which language occurs or is used. The primary purpose of a situational language teaching course grid is to teach the language that occurs in the situations such as seeing the dentist, complaining to the landlord, buying a book at the book store, meeting new people, and so on.

d) A Skill-Based Course Grid

A skill-based course grid is a collection of specific abilities that may play a part in using language. The primary purpose of skill-based instruction is to learn the specific language skills and to develop more general competence in the language.

e) A Task-Based Course Grid

A task-based course grid is a series of complex and purposeful tasks that learners want or need to perform with the language they are learning such as applying for a job, talking with a social worker, getting housing information over the telephone, and so on.

f) A Content-Based Course grid

The primary purpose of this course grid is to teach some content or information using the language that learners are also learning.

Among those syllabi, task-based course grid is taken as the course grid design for the English speaking learning materials as the result of this research. The development of task-based course grid in this research takes into account the course grid components elaborated before in order to create a good course grid.

4. Materials Development

a. The Nature of Materials

One of the components of effective language learning is the availability of learning materials. Tomlinson (1998: 2) describes materials as anything which is deliberately used to increase learners' knowledge and/or experience of the

language. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned. Meanwhile, Richards (2001: 251) simply proposes that materials generally serve as the basis of the language input that learners receive and practice.

Tomlinson (2008: 15) later adds that materials are effective to help learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition. Therefore, materials should provide exposure to authentic use of English through both spoken texts and written texts with the potential to engage the learners cognitively and affectively.

From the elaborated explanation before, it can be concluded that materials are anything that can be used by instructors even learners to support language learning process. Effective learning materials should meet learners' needs, help them to develop their confidence, equip them to use the language effectively, facilitate them in learning process and give them opportunities to use the language. In developing effective learning materials, there are many aspects that should be considered, such as criteria and characteristics of effective learning materials.

b. The Characteristics of Good Materials

Providing good materials is an important aspect to reach success in teaching and learning process. However, it is difficult to figure out whether materials are good or not. Therefore, Hutchinson and Waters (1987: 107) propose some characteristics of good materials. First, good materials should provide stimulus to

learning. Good materials is not only a teaching tool but also it should encourage learners to learn. Good materials, therefore, contains interesting texts, enjoyable activities which engage the learners' thinking capacities, and opportunities for learners to use their existing knowledge and skills. Secondly, good materials help to organize the teaching-learning process by providing a clear and coherent unit structure which will guide the teachers and learners through various activities in such a way as to maximize the chance of learning. Next, good materials embody a view of the nature of language and learning. Then, good materials reflect the nature of the learning task. Further, good materials can have a useful function in broadening the basics of teacher training, by introducing teachers to new techniques. Finally, good materials provide models of correct and appropriate language use.

Meanwhile, Tomlinson (1998:7-21) proposes sixteen criteria of good English materials as follows.

1. materials should achieve impact;
2. materials should help learners to feel at ease;
3. materials should help learners to develop confidence;
4. what being taught should be perceived by learners as relevant and useful;
5. materials should require and facilitate learner self-investment;
6. learners must be ready to acquire the points being taught;
7. materials should expose the learners to language in authentic use;
8. the learners' attention should be drawn to linguistic features of the input;
9. materials should provide the learners with opportunities to use target language to achieve communicative purposes;
10. materials should take into account that the positive effect of instruction are usually delayed;
11. materials should take into account that learners differs in learning styles;
12. materials should take into account that learners differs in affective attitude;
13. materials should permit a silent period at the beginning of instruction;
14. materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities;

15. materials should not rely too much on controlled practice; and
16. materials should provide opportunities for outcome feedback.

In conclusion, there are some criteria of good materials proposed by experts that show clear illustration on how good materials should be. Those criteria have function as guidance for materials' developers, so they can maintain the quality of the materials that will be created. Therefore, this research considered those characteristics in order to create good-quality materials.

c. Principles of Materials Development

According to Tomlinson (1998: 122-125), there are eleven principles of materials development as follows.

1. Flexibility

Flexibility concerns with activities within materials that worked pedagogically. The activities can be moved around, cut off or supplemented according to need.

2. From text to language

The materials should provide authentic texts that contain examples of the focus language.

3. Engaging content

The content of the materials should be interesting and fun and stimulate cultural and personal comparisons.

4. Natural language

The spoken language should be authentic, motivated, and help get learners off the learning plateau.

5. Analytic approaches

Analytical approaches concern with the importance of the way learners working things out by themselves.

6. Emphasis on review

The materials should emphasize on review of the whole topic rather than too much focus on grammatical aspect.

7. Personalized practice

The materials should provide activities where the oral practice is mechanical.

8. Integrated skills

The four skills must be integrated. Language use is combined skills where everything depends on everything else. Learning integrated skills will be useful in real-life communicative situation.

9. Balance of approaches

The materials should provide opportunities for both controlled practice and creative expressions.

10. Learners' development

The activities should be arranged by considering learners' development.

11. Professional respect

The materials, at least, should give professional satisfaction and academically credible.

Those principles, therefore, should be taken in consideration in order to develop qualified materials.

d. Materials Design Model

Dick and Carey in Gall and Borg (2003:570) propose the most widely-known model of product development. The model consists of ten steps which elaborated as follows.

- Step 1 : Defining the goals for the instructional program or product.
- Step 2 : Undertaking instructional analysis to identify the specific skills, procedures and learning tasks that are involved in reaching the goal of instruction.
- Step 3 : Identifying the learners' entry skills and attitudes, the characteristics of the instructional setting and the characteristics of the settings in which the new knowledge and skills will be used.
- Step 4 : Translating the needs and goals of instruction into specific performance objectives.
- Step 5 : Developing assessment instruments.
- Step 6 : Developing a specific instructional strategy for assisting learners with their efforts to achieve each performance objective.
- Step 7 : The development of instructional materials which may include print materials such as textbooks and teacher training manuals or other media such as audiocassettes or interactive video systems.
- Step 8 : Designing conductive and formative evaluation of instruction.
- Step 9 : Revising instruction.
- Step 10 : Designing and conducting summative evaluation.

In the other hand, Hutchinson and Waters (1987: 108-109) give simpler model designed to provide a coherent framework for the integration of the various aspects of learning and allow creativity and variety. The model includes four elements as follows.

1. Input

Materials' input can be a text, dialogue, or any piece of communication data depending on the needs. The input, moreover, should provide stimulus materials for activities, new language items, correct models of language use, a topic for communication, and opportunities for learners to use their information processing skills and their existing knowledge both of the language and the subject matter.

2. Content focus

Language is not just a language, but a means of conveying information and feeling about something. Non-linguistic content should be exploited to generate meaningful communication.

3. Language focus

In language focus, learners have the chance to take the language to pieces, study how it works, and practice putting it back together.

4. Task

Materials should be designed to lead towards communicative tasks in which learners use the knowledge they have built up through the unit.

The four elements, then, are combined in the model as follows.

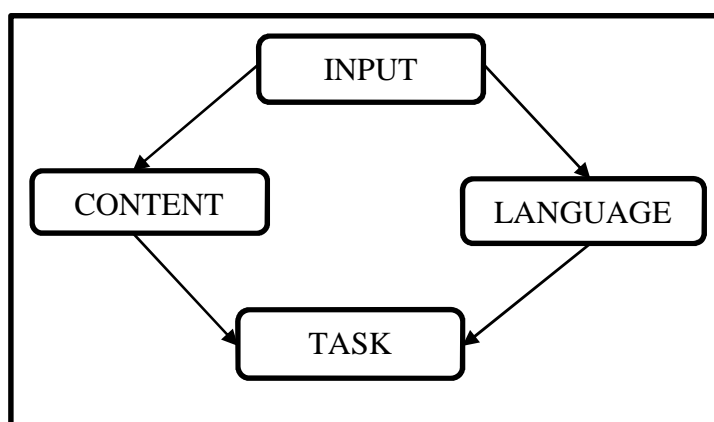


Figure 2: A Materials Design Model (Hutchinson and Waters, 1987)

The focus of materials design model above is on the task. The model above acts as a vehicle that leads learners to be able to reach the task. The language and content are derived from the input obtained based on what learners' needs in order to do the task.

Thus, the product of this research is created based on the steps of materials design proposed by Dick and Carey in Gall and Borg (2003:570). The steps, then, are simplified by the researcher to be more practical to conduct and explained more in Chapter 3. Besides, the researcher also considered the materials design proposed by Hutchinson and Waters (1987: 108-109) in deciding the appropriate input, content focus, language focus, and task of the materials.

e. Materials Evaluation

Tomlinson (1998: 3) defines materials evaluation as the systematic process of examining the potential value of a set of learning materials by making judgments about the effect of the materials on learners using them. The materials evaluation is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty.

Furthermore, Richards (2001) proposes several factors to consider in materials evaluation as follows.

Table 2: Factors to Consider in Materials Evaluation (Richards, 2001)

Factors	Questions
Program factors	Questions relating to concerns of the program
Teacher factors	Questions relating to teacher concerns
Learner factors	Questions relating to learner concerns

Content factors	Questions relating to the content and organization of the materials in the book
Pedagogical factors	Questions relating to the principles underlying the materials and pedagogical design of the materials, including choice of activities and exercise types

In addition, on purpose of materials evaluation for English language materials in Indonesian context, BSNP (2006) has designed a set of instrument of materials evaluation. The instrument includes two components as illustrated in the following table.

Table 3: Components of Materials Evaluation (BSNP, 2006)

Aspects	Components	Subcomponents
Content	a. The relevance of the materials with the core competences and basic competences	1) Completeness 2) Deepness
	b. The accuracy of the materials	3) Social function 4) Meaning and structure 5) Linguistic feature
	c. The supporting enabling skills	6) Development of science and technology 7) Development of life-skills 8) Development of nationalism
Language	a. The relevance of the language with learners' linguistic level	9) The relevance of the language with learners cognitive development 10) The relevance of the language with learners current social and emotional development
	b. Communicative language criteria	11) Comprehensible
	c. Cohesive and coherence	12) Cohesive 13) Coherence
Presentation	a. Presentation technique	14) Organization 15) Composition of each unit
	b. Instructional presentation	16) Student-centered 17) Development of critical thinking 18) Autonomous learning

Layout		19) Self-reflection and assessment
	c. Completeness of the presentation	20) Opening section
		21) Main section
		22) Closing section
	a. Layout	23) Consistency
		24) Harmony
		25) Completeness
	b. Typography	26) Font types
		27) Font size
		28) Mistyping
	c. Illustration	29) Interesting
		30) Adding clarity

Those criteria of materials evaluation especially materials evaluation proposed by BSNP employed in the expert judgment questionnaire in order to evaluate the product of this research.

5. Task-Based Language Teaching

a. Task

1) The Nature of Task and Task-Based Language Teaching

Tasks hold a central place both in language materials. Breen (1987) explains that task refers to a range of work plans which have particular objective, appropriate content, a special working procedure, and facilitate language learning from the simple and brief exercise type to more complex activities. Nunan (2004: 4) later adds that task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is convey meaning rather than to manipulate form. For simply, task is an activity which is designed to achieve a particular learning goal.

In the point of view of language teaching, task has been classified into target task and pedagogical task. Target task refers to tasks that reflect the real-world uses of language and which might be considered as a rehearsal for real-world tasks (Richards, 2006). Meanwhile, the pedagogical task refers to the target task which is transformed from real-world to the classroom (Nunan, 2004: 4).

Task, then, becomes the core of task-based language teaching. According to Tomlinson (1998: xiii), task-based language teaching concerns with materials which are designed around a series of authentic task which give the learners experience of using the language in ways in which it is used in the real world. The aim of this approach is for learners to learn from the tasks the language that they need to participate successfully in them.

2) Task Components

Candlin in Nunan (2004: 40) proposes the early conceptualization of task components which includes input, roles, settings, actions, monitoring, outcomes, and feedbacks. Input refers to the data presented for learners to work on. Roles specify the relationship between learners in a task. Setting refers to where the task takes place – either in the class or in an out-of-class arrangement. Actions are the procedures and sub-tasks to be performed by learners. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of tasks, and feedback refers to the evaluation of tasks.

Meanwhile, Nunan (2004: 41-71) explains that there are six components of tasks as follows.

1. Goals

Goals are what to reach behind the learning tasks. Goals are not always explicitly stated, but they are the good starting points to be designed in the course grid.

2. Input

Input refers to data that learners work within the course of completing task. Input can be found out of any sources, such as texts books, voices, pictures etc.

3. Procedure

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

4. Teacher and Learner Role

Role can be defined as a part that teachers or learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants.

5. Setting

Setting refers to the classroom arrangements, specified or implied in the tasks. Different setting of research can propose different kind of tasks that is produced.

The components can be related as follows.

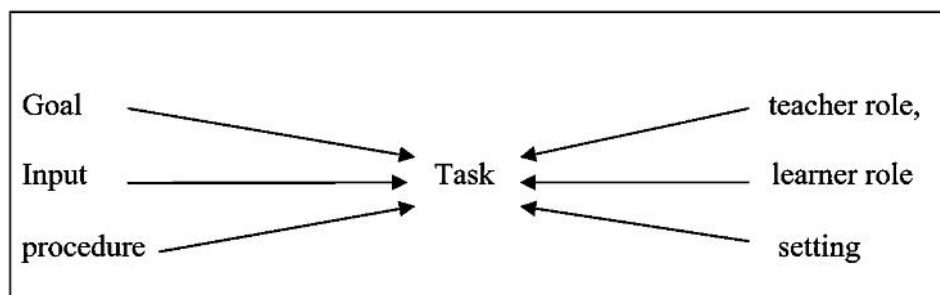


Figure 3: Nunan's components of tasks (Nunan, 2004)

3) Task Continuity

Task continuity refers to the interdependence of task components and supporting enabling skills within a sequence. Task continuity has important role to create a structured sequence of tasks that lead towards a learning outcome. In the other words, to meet the requirement of task continuity, tasks must be sequenced based on the logic themes and learning pathways. Thus, the psycholinguistics processing approach proposed by Nunan (2004) should be taken into account.

The psycholinguistics processing approach sequences tasks according to the cognitive and performance demands made upon learners (Nunan, 2004: 125). The following ten-step sequence provides an illustration of task-chaining or continuity based on the psycholinguistics processing approach (Nunan. 2004: 126).

Table 4: Psycholinguistics Processing Approach for Task Sequencing (Nunan, 2004: 126)

Phases	Steps within Phases
a) Processing	(1) Read or study a text – no other (comprehension) response required. (2) Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). (3) Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard). (4) Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
b) Productive	(5) Listen to cue utterances or dialogue fragments and repeat them, or repeat a complete version of the cue. (6) Listen to a cue and complete a substitution or transformation drill. (7) Listen to cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).
c) Interactive	(8) Role play (9) Simulation/ discussion (10) Problem-solving/ information gap

b. Principles of Task-Based Language Teaching

Nunan (2004: 35-38) derives several principles of task-based language teaching as follows.

1. Scaffolding

Materials should provide a supporting framework within which the learning takes place. Therefore, learners should not be expected to produce the language which has not been introduced.

2. Task dependency

Task dependency concerns with how each task exploits and builds the ones that have gone before. This will lead the sense of sequenced as learners are led step by step to the point where they are able to carry out the final pedagogical task in the sequence

3. Recycling

Recycling language maximizes opportunities for learning and activates the organic learning principle.

4. Active learning

This principle believes that learners learn best by actively using the language they are learning.

5. Integration

Learners should be taught in ways that make clear the relationship between linguistic forms, communicative functions and semantic meanings.

6. Reproduction to creation

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

7. Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing. Adding a reflective element to teaching can help learners see the rationale for the new approach

Finally, the process of developing task cannot be separated from those principles. A task should provide framework to learners which will help them build up their mind about what they will learn and carry out from more controlled activities to freer ones, and finished by doing reflection of what they have learned and how well they do.

c. A Framework of Task-Based Language Teaching

The point of departure for task-based language teaching is real-world or target tasks. However, putting the real – world tasks into the teaching and learning process is somehow not easy. Therefore, Nunan (2004) proposes the framework of task-based language teaching that focuses on enabling skills and emphasizes on transforming real-world tasks into pedagogical tasks which will create the learning opportunities for the learners. The pedagogical task, furthermore, includes the rehearsal task which bears a clear and obvious relationship to its corresponding real-world counterpart and activation task which encourage learners to activate a range of language functions and structures.

The framework of task-based language teaching is illustrated as follows.

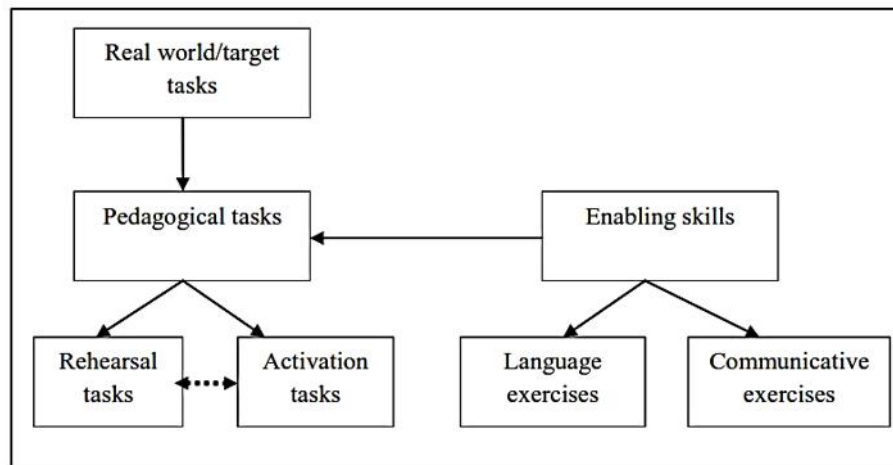


Figure 4: A Framework for TBLT (Nunan, 2004)

6. Unit Design

a. Component of a Unit

A language textbook usually builds up by several units which talk about or focus on different topics or skills. According to Richards and Schmidt (2002), each unit in a textbook attempts to provide a structured sequence of task that lead towards learning outcome.

Richards (2001), moreover, proposes a set of standard to identify the quality of a unit. He argued that a unit of materials should:

1. give learners something they can take away from the lesson;
2. teaching something learners feel they can use;
3. give learners a sense of achievement;
4. practice learning items in an interesting and novel way;
5. provide a pleasurable learning experience;
6. provide opportunities for success;
7. provide opportunities for personalization;
8. provide opportunities for self-assessment of learning.

From the list above, a conclusion of components which a unit of materials should employ can be drawn. Therefore, a unit of materials should have at least: (1) warming up activities; (2) main activities; (3) evaluation; (4) summary; (5) reflection; (6) vocabulary list; and (7) fun part that provides quote, short information about particular things relevant with the materials, riddles, or any other things that support the materials.

b. Framework of Unit Design

In order to develop effective and efficient unit of materials, a clear framework that underlying the process of materials writing is needed. Nunan (2004: 31) notes six steps of unit design that can be used as a guideline in unit design. Following is the procedure proposed by Nunan.

Table 5: Framework of Unit Design (Nunan, 2004)

Step 1 Schema Building	The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need to complete the task.
Step 2 Controlled Practice	The next step is to provide learners with controlled practice in using the target language vocabulary, structures and functions. This type of controlled practice extends the scaffold learning that was initiated in step 1.
Step 3 Authentic Listening Practice	The next step involves learners in intensive listening practice. This step would expose learners to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.
Step 4 Focus on Linguistic Elements	The learners get to take part in a sequence of exercises in which the focus is on one or more linguistic elements. Focus on linguistic elements is presented after the learners are given the example of the texts

	with the hope this will make it easier for the learners to see the relationship between communicative meaning and linguistics form than when linguistic elements are isolated and presented out of context as is often the case in more traditional approaches.
Step 5	
Providing Freer Practice	Providing freer practice means provide learners the opportunity to move beyond simple manipulation. They should be encouraged to extemporize, using whatever language they have at their disposal to complete the task.
Step 6	
Introduce the Pedagogical Task	The final step in the instruction sequence is the introduction of the pedagogical task itself.

B. Relevant Research Studies

There are some previous research studies related to this research. Saputri (2014) developed materials for the hospitality workers who were the tour guides in Lava Tour. The materials emphasized on the speaking skills since the needs of the tour guides was to improve their speaking skills so that they could communicate with their customers fluently and accurately. Furthermore, the materials accommodated the tour guides with language functions and vocabulary which were needed by the tour guides to carry out their job.

In addition, Irmayanti (2012) also developed English speaking learning materials that was specifically for craft sellers in order to improve the speaking skills of the sellers since they needed English to face the foreign buyers. The developed materials provided them with language functions they mostly need such as greeting, introduction oneself, offering help and describing product.

Furthermore, other research conducted by Dwihantari (2014) and Damara (2014) also presented the same results. Both of them designed speaking materials

for hospitality workers who were the hotel staff since the hotel staff needed to improve their speaking skills so that they could communicate well with their foreign customers. Both researchers found out that the main difficulties faced by the hotel staff were related to fluency and vocabulary. They also found out that the appropriate speaking materials should provide speaking skills (such as pronunciation, fluency, and accuracy), inputs (such as dialogue, language functions, and pictures), and individual or in pairs activities (such as roleplay, completing text, and matching pictures with their names).

C. Conceptual Framework

This research aimed to identify the target and learning needs of spa therapists in Yogyakarta in learning English speaking skills using the need analysis framework proposed by Hutchinson and Waters (1987). In addition, this research also aimed to develop suitable English speaking learning materials for spa therapists in Yogyakarta by taking into account the theories of speaking mentioned by some experts such as Brown (2001), Richards and Renandya (2002), Nunan (2003), and Harmer (2007), and materials development explained by Tomlinson (1998). In developing the tasks within the speaking learning materials, the ideas of task-based language teaching offered by Nunan (2004) applied. The English speaking learning materials, then, are expected to help spa therapists in Yogyakarta enhancing their speaking skills so that they can carry their job well.

This research conducted through several steps proposed by Dick & Carey in Gall and Borg (2003). However, some of the steps were simplified with regard to

the researcher's feasibility. The initial step was conducting needs analysis by distributing questionnaires to 40 spa therapists in Yogyakarta. The questionnaires were made by considering the theories of needs analysis proposed by Graves (2000), Hutchinson and Waters (1987), and Nunan (2004). Besides, the needs analysis questionnaire was also created by considering the skills that must be acquired by spa therapists. The skills were listed based on the explanation from Hayes and Ninemeier (2009), D'Angelo (2009), and Ministry of Education (2011). Then, the results of the need analysis were used to develop the course grid. The course grid was developed as the framework of the materials. The course grid consisted of unit titles, standard and basic competences, indicators, input text, materials, tasks, assessment, and resources. After that, the researcher developed the first draft of English speaking learning materials based on the course grid. Moreover, the activities within the English speaking learning materials were arranged by following the unit design framework which is the framework of task-based language teaching suggested by Nunan (2004). Next, the English speaking learning materials were judged by an expert in order to assess its' quality. The expert judgment was done by distributing a questionnaire made based on the framework of materials evaluation by BSNP (2006). Finally, the results of the materials evaluation were used to develop the final draft of the materials.

CHAPTER III RESEARCH METHODS

This chapter describes the method of the research. The description is organized into six parts: type of the research; setting of the research; subjects of the research; procedure of the research; instruments and data collection technique; and data analysis techniques.

A. Type of the Research

The main goal of this research is to develop an appropriate English speaking learning materials for spa therapists in Yogyakarta. Therefore, this research falls into the category of research and development (R & D) since its purpose is to develop a finished product that can be used appropriately in an educational program (Gall and Borg, 2003: 772).

B. Setting of the Research

This research was conducted in June 2015 until January 2016. This research involved eight spa centers in Yogyakarta as follows.

Table 6: **Setting of the research**

Region	Spa Centers	Location
Bantul	She Spa	Jl. Ringinharjo, Bantul
	Puspita Spa	Jl. Bantul
Sleman	WW Spa	Jl. Ringroad Utara Pugeran, No.9, Sleman
	Putri Kedaton Spa	Jl. Nusa Indah No. 33, Condong Catur, Sleman
Yogyakarta City	Tirta Spa	Jl. Prawirotaman, Mergangsan, Yogyakarta
	Sayana Spa	Jl. Prawirotaman, Mergangsan, Yogyakarta
	Jari Menari Spa	Jl. Prawirotaman, Mergangsan, Yogyakarta
	Screw You Spa	Jl. Prawirotaman, Mergangsan, Yogyakarta

C. Subjects of the Research

The subject of this research are 40 spa therapists in Yogyakarta. Their age range is around 17 – 41 years old.

D. Procedure of the Research

The procedure of this research followed Dick and Carey model in Gall and Borg (2003: 570). However, some adaptations were made in order to make the research feasible within the setting of the research. Following are the steps and the diagram of the research procedure.

1. Collecting data and information (needs analysis)

Needs analysis was conducted to gather information about the target and learning needs of spa therapists in Yogyakarta in learning English speaking skills by distributing needs analysis questionnaires. Then, the data of the questionnaires were analyzed by calculating the percentage of each answer. The results of the needs analysis became the basis of the English speaking learning materials developed.

2. Planning

In this stage, the course grid was developed based on learners' needs and preferences which were assessed through a set of needs analysis questionnaires.

3. Production of materials (First draft)

After writing the course grid, the first draft of English speaking learning materials was developed. The process of materials writing involved the consideration of layout, type size, visuals, reproduction, tape length, etc.

Furthermore, the developed materials consisted of some units. Each unit consisted of tasks which focus on improving learners' speaking skills.

4. Evaluation (Experts Judgment)

The materials appropriateness was evaluated by an expert using expert judgment questionnaire which was adapted from the set of materials evaluation by BSNP (2006). The expert was also provided with some spaces to write down his/her opinion and suggestion.

5. Writing the final draft

The result of the materials evaluation became the basis to revise the first draft of the materials. The suggestions and feedbacks from the experts will be combined to revise the first draft to be the final draft.

Those steps are combined and illustrated in the following figure.

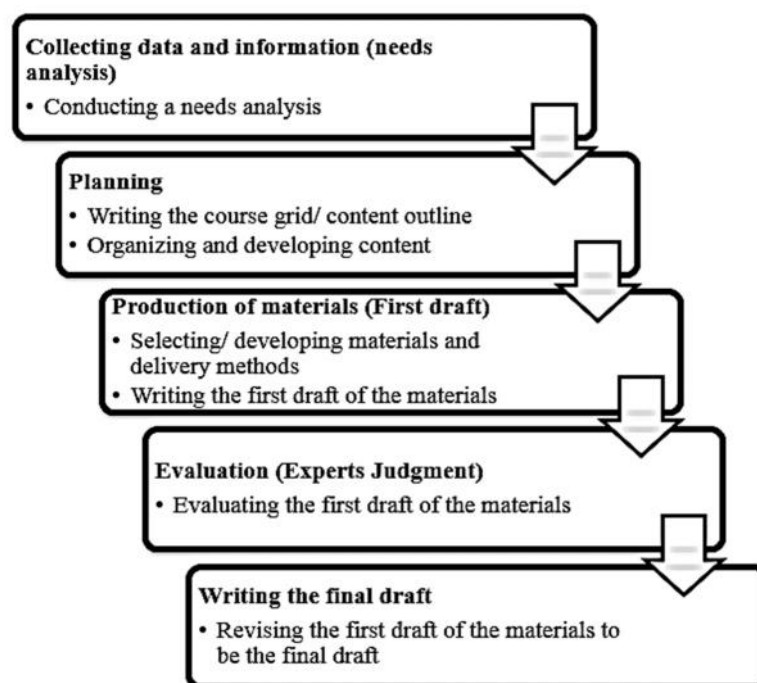


Figure 5: **Materials Development Process (Dick and Carey in Gall and Borg, 2003: 570)**

E. Instruments and Data Collection Techniques

There were two types of data collected in this research. They were the data of learners' target and learning needs and data from the materials evaluation. To collect the data of needs analysis, a questionnaire was used as the instrument of data collection technique which is survey. Below are the organizations of needs analysis questionnaire.

Table 7: Organization of Questionnaire for Needs Analysis

Aspect	Item Number	The Purpose of the questions	References
Learners' identity	Section A 1, 2	To find out who the learners are	<ul style="list-style-type: none"> • Graves (2000: 103) • Hutchinson and Waters (1987: 63)
Learners' goal	3	To find out the learners' goal of learning English	<ul style="list-style-type: none"> • Graves (2000: 104)
Target Needs			
Lacks	4, 5,	To find out the gap between what the learners have already known and what they should know	<ul style="list-style-type: none"> • Hutchinson and Waters (1987: 55-56)
Necessities	7, 8	To find out what the learners' needs in the target situation	<ul style="list-style-type: none"> • Hutchinson and Waters (1987: 55) • Hayes and Ninemeier (2009: 4) • D'Angelo (2009: 317) • Ministry of Education (2011: 4)
Wants	6, 9, 11, 23	To find out what the learners wish to be included in the materials	<ul style="list-style-type: none"> • Hutchinson and Waters (1987: 56)
Learning Needs			
Input	12, 13, 15, 16	To find out the spoken, written, and visual data that should be included in the materials	<ul style="list-style-type: none"> • Nunan (2004: 47) • Hutchinson and Waters (1987: 107)

			<ul style="list-style-type: none"> • Tomlinson (1998:7-21)
Procedures	14, 17, 18, 19, 20	To find out what learners should do with the input within the tasks	<ul style="list-style-type: none"> • Nunan (2004: 52)
Setting	10	To find out in what situations the learning process can take place	<ul style="list-style-type: none"> • Nunan (2004: 70)
Learners' role	22	To find out what part the students expect to take in carrying out the tasks	<ul style="list-style-type: none"> • Nunan (2004: 64-69)
Teachers' role	21	To find out what part the teacher should take in the learning process	<ul style="list-style-type: none"> • Nunan (2004: 64-69)

Meanwhile, for the materials evaluation, a questionnaire adapted from guideline of materials evaluation published by BSNP (2006) was also used. For each unit, there were 34 close-ended questions, a general comment page and a recommendation page within the questionnaire. The close-ended questions were divided into four main points of evaluation such as the content, language, presentation, and layout appropriateness.

F. Data Analysis Techniques

1. Needs Analysis Questionnaire

Data obtained from needs analysis questionnaire were analyzed by calculating the percentage of each answer in the questionnaires using the following formula:

$$P \% = \frac{f}{n} (100)$$

Where: P : Percentage n : Total number of respondents
 f : Frequency 100 : Fixed number

The highest percentage of answers on each question is considered as the tendency of the learners related to the condition.

2. Expert Judgment Questionnaire

The second questionnaire used Likert-Scale as the measurement. The range for the interval mean of the Likert-Scale in the data conversion was calculated using the formula proposed by Suharto (2006: 52-53) as follows.

$$R = \frac{Xh - XI}{4}$$

Where:

- R : range
 Xh : the highest score
 XI : the lowest score
 4 : range of the *Likert-Scale*

Then, the calculation of the total score was converted into descriptive analysis that the indicator to measure is the Mean (\bar{x}). The means were calculated using the following formula (Suharto, 2006: 52-53).

$$M(\bar{x}) = \frac{\sum fx}{n}$$

Where: $M(\bar{x})$: Mean n : Total number of respondents
 f : Frequency 100 : Fixed number

As the mean of each unit evaluation score was found out, the quality of each unit was determined by deciding in which interval of mean and category each unit belongs to.

Table 8: **Data Conversion (Suharto, 2006: 52-53)**

Scales	Interval of Mean			Category
4	3.25	\bar{x}	4	Very Good
3	2.5	\bar{x}	3.24	Good
2	1.75	\bar{x}	2.49	Fair
1	1	\bar{x}	1.74	Poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. The first part of this chapter embodies the results of the needs analysis, the course grid of the materials, the unit design, the first draft of the materials, and the results of materials evaluation. The second part of this chapter embodies the discussion of the research.

A. Research Findings

1. The Results of Needs Analysis

The needs analysis was conducted on September 2015 by distributing needs analysis questionnaires to 40 spa therapists in Yogyakarta. It was conducted in order to find out the learners' target and learning needs in relation to English speaking learning materials. The results of the needs analysis questionnaires are elaborated as follows.

a. Learners' Identity and Educational Background

The needs analysis questionnaires were distributed to 40 spa therapists in Yogyakarta who are both female and male and have different educational background and age. The following table presents the descriptions of the respondents and their educational background.

Table 9: Learners' Identity and Educational Background

Learners' Identity					
Male : 6					
Female : 34					
Age Range : 17 – 41 years old					
No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
1	My latest education is	a. elementary school	40	0	0

2		b. junior high school	40	1	2.5%
		c. senior high school	40	24	60%
		d. diploma	40	12	30%
		e. bachelor	40	3	7.5%
		f. others	40	0	0
	I have learnt English in/by	a. school	40	35	87.5%
		b. course	40	5	12.5%
		c. myself	40	15	37.5%
		d. others	40	0	0

Table 9 shows that all respondents had graduated from different level of education which are junior high school, senior high school, diploma, and bachelor and they had studied English in schools and courses. It means that they already have experiences dealing with English. Besides, they had learnt and were willing to learn English by themselves.

b. Target Needs

1) Goals

Goal can be described as the intentions behind a learning process. The following table presents the spa therapists' view about their goal in learning English.

Table 10: Learners' Goal of Learning English

No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
3	My goals in learning English are	a. to improve my listening skill	40	11	27.5%
		b. to improve my speaking skill	40	35	87.5%
		c. to improve my reading skill	40	11	27.5%
		d. to improve my writing skill	40	6	15%
		e. to enrich my vocabulary	40	15	37.5%
		f. to improve my grammar	40	5	12.5%
		g. to improve my pronunciation	40	10	25%
		h. others	40	0	0

As seen in Table 10, 87.5% of the respondents stated that their goal in learning English is to improve their speaking skills and 37.5% of them set their goal in

learning English as the way to enrich their vocabulary mastery. However, other goals were also chosen by having percentage less than 30%. Therefore, in developing the materials, most activities were provided to enhance spa therapists' speaking skills.

2) Necessities

Necessities are described as what the learners need to know in order to perform effectively in the target language. There were two questions which are given to the respondents to find out their necessities. First question was addressed to see spa therapists' intensity in using English and the second question was to find out what English materials needed by spa therapists. The following table presents the respondents' necessities in relation to English speaking learning materials.

Table 11: Learners' Necessities in Learning English

No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
7	I use English	a. everyday	40	18	45%
		b. many times a week	40	18	45%
		c. many times a month	40	4	10%
		d. never	40	0	0
8	Relating to my job, I use English to	a. greet customers	40	34	85%
		b. introduce oneself	40	30	75%
		c. introduce other people	40	10	25%
		d. give information	40	23	57.5%
		e. offer help	40	27	67.5%
		f. describe products	40	14	35%
		g. give recommendation	40	28	70%
		h. give instruction	40	21	52.5%
		i. express and respond to gratitude	40	24	60%
		j. apologize	40	10	25%
		k. respond to complains	40	12	30%
		l. express and respond to satisfaction	40	20	50%
		m. others	40	0	0

As presented in Table 11, 45% of the respondents claimed that they use English every day and 45% of them use English many times a week. Only 10% of the respondents use English many times a month. The intensity of the respondents' English usage in their workplace implies that they actually really need English to carry out their job.

Furthermore, Table 11 shows that the respondents required English for various purposes in their workplace. Firstly, 85% of total respondent said that they used English to greet customers in their workplace. Secondly, 75% of total respondents stated that they used English to introduce oneself in their workplace. Thirdly, 70% of total respondents required English to give recommendations to the customers. Fourth, 67.5% of total respondents mentioned that they used English to offer help in their workplace. Next, 60% of total respondents stated that they used English to express and respond to gratitude. Then, 57.5% of total respondents required English to give information in their workplace. Furthermore, 52.5% of total respondents said that they used English to give instruction and 50% of total respondents stated that they used English to express and respond to satisfaction in their workplace. Lastly, 30% of them used English to handle customers' complaint.

The results related to spa therapists' necessities imply that the English materials required by the respondents are mostly expressions which they often use in doing their job. The expressions are greeting customers, introducing oneself, offering help, giving information, giving recommendation, giving instruction, expressing and responding to gratitude, and expressing and responding to satisfaction. Therefore, the developed materials provided various language

functions as needed by the spa therapists to carry out the daily duties in their workplace.

3) Lacks

Lacks are considered as the gap between what learners already know and what they need to know. There were two questions addressed to find out spa therapists' lacks. The first question was intended to gain information in which English proficiency level the spa therapists belong to. The second question was purposed to find out the spa therapists' difficulties in learning English. The table below shows the results of respondents' lacks in learning English.

Table 12: Learners' Current Proficiency Level and Lack

No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
4	My current English proficiency level is	a. beginner	40	26	65%
		b. intermediate	40	14	35%
		c. advance	40	0	0
5	My difficulties in learning English are	a. grammar	40	14	35%
		b. vocabulary	40	20	50%
		c. fluency	40	25	62.5%
		d. pronunciation	40	12	30%
		e. reading comprehension	40	2	5%
		f. others	40	0	0

Table 12 above shows that most of the respondents which are 65% considered themselves as beginner and 35% of them considered as intermediate learners. Furthermore, related to respondents' difficulties in learning English, 62.5% of the total respondents stated that they lacked fluency. Next, 50% of the total respondents claimed that they lacked vocabulary. Then, 35% of the total respondents said that they lacked grammar. Lastly, 30% of the total respondents were found that they lacked pronunciation.

To sum up, all of the spa therapists had to be involved in minimal communication and most of them still lacked fluency, vocabulary, grammar, and pronunciation that means their English proficiency can be categorized as low level.

4) Wants

Wants can be related to what the learners want to learn. This aspect was also considered in the needs analysis. There were several questions addressed to the respondents to see their wants in relation to the developed materials. The following table shows the results of the respondents' wants.

Table 13: Learners' Wants in Learning English

No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
6	The English skill that I want to improve the most relating to my job is	a. listening	40	7	17.5%
		b. speaking	40	33	82.5%
		c. reading	40	0	0
		d. writing	40	0	0
9	In general, I want English learning process that will help me	a. to be able to use grammar correctly	40	10	25%
		b. to enrich my vocabulary relating to my job	40	27	67.5%
		c. to master many kinds of expression in English that sustain communication in my job	40	19	47.5%
		d. to improve my pronunciation	40	13	32.5%
		e. to be able to speak more fluent	40	30	75%
		f. others	40	0	0
11	I want learning materials that	a. provide topics related to my job and daily activities	40	33	82.5%
		b. provide clear and understandable instruction	40	27	67.5%
		c. provide examples which are easy to understand	40	28	70%
		d. provide many illustration	40	20	50%

		e. provide black and white pictures	40	0	0
		f. provide colorful pictures	40	20	50%
		g. provide activities to practice	40	17	42.5%
		h. provide glossary	40	13	32.5%
		i. provide tips related to my job	40	19	47.5%
		j. provide pronunciation transcript	40	25	62.5%
		k. provide self-reflection column	40	9	22.5%
		l. provide summary in each end of chapter	40	8	20%
		m. others	40	0	0
23	In my opinion, the language that is suitable to give instruction and explanation in the learning materials is	a. English	40	6	15%
		b. Indonesian	40	1	2.5%
		c. Bilingual (English and Indonesian)	40	33	82.5%

As seen in Table 13, most of the respondents which are 82.5% required to improve their speaking skills. Meanwhile, the rest which are 17.5% of the total respondents wanted to improve their listening skills.

Furthermore, they preferred English materials that help them to be able to speak more fluently (75%), enrich their vocabulary mastery (67.5%), enrich them with expressions related to their job (47.5%), and improve their pronunciation (32.5%) and grammar use (25%). Besides, they also chose the characteristics of the English materials. They desired English materials that provide topics related to their job and daily activities (82.5%), clear and understandable examples (70%) and instruction (67.5%), pronunciation transcript (62.5%), colorful illustration (50%) , tips (47.5%), practice activity (42.5%), glossary (32.5%), self-reflection column (22.5%), and summary in each end of chapter (20%).

In addition, 82.5% of the total respondents liked to have bilingual English materials. In fact, the developed materials were not bilingual. Bilingual materials somehow do not encourage learners to use dictionary to find out difficult words by their selves or to guess meaning from the context. Thus, the researcher decided to use English only for the developed materials.

b. Learning Needs

1) Input

Input can be in form of spoken and written text. Input is needed for completing tasks. Most of the total respondents which are 65% preferred the listening input to be recordings of dialogues. 40% of them desired to have list of vocabulary taken form recordings while 37.5% liked to have expressions related to the topic in the recording. Only few of them chose to have monologue for the listening input. Related to the preferred length of listening input, 50% of the respondents liked to have the recording to be fewer than 100 words while 35% of them wanted to have 100 – 150 word for listening input. Only few of them chose the input to have more than 150 words.

Furthermore, related to the preferred speaking input, 77.5% of the total respondents liked to have vocabulary and pronunciation (77.5%), dialogue (70%), and expressions (37.5%) as the input. Meanwhile, the length of the speaking input which is between 100-500 words was mostly chosen by 50% of the total respondents. 40% of them preferred to have speaking input which is fewer than 100

words. The results related to respondents' preferred input are shown in the following table.

Table 14: Learners' Preferred Input for Listening and Speaking Learning

No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
12	To learn English independently by module, the effective listening input is	a. recording of dialogue	40	26	65%
		b. recording of monologue	40	1	2.5%
		c. list of vocabulary taken from the recording listened	40	16	40%
		d. the expressions related to topic in recording	40	15	37.5%
		e. others	40	0	0
13	The length of texts that I want to be involved in the materials for learning listening is	a. < 100 words	40	20	50%
		b. 100 – 150 words	40	14	35%
		c. 150 – 200 words	40	3	7.5%
		d. > 200 words	40	3	7.5%
15	To learn English independently by module, the effective speaking input is	a. monologue and dialogue	40	28	70%
		b. list of vocabulary and pronunciation transcript	40	31	77.5%
		c. expressions related to topics	40	15	37.5%
		d. pictures with key word	40	6	15%
		e. pictures as role-play guidance	40	5	12.5%
		f. others	40	0	0
16	The length of texts that I want to be involved in the materials for learning speaking is	a. < 100 words	40	16	40%
		b. 100 – 150 words	40	20	50%
		c. 150 – 200 words	40	1	2.5%
		d. > 200 words	40	3	7.5%

Considered the results elaborated before, the researcher varied the input for listening and speaking learning and the length of the input in every unit in the developed materials.

2) Procedure

Procedure refers to the activity that the learners do with the input from the point of departure for the learning task. The procedures involved in the needs analysis questionnaire were used to obtain some information related to what kind of activities that are suitable with the spa therapists' preference. The following table presents the learning procedures for listening, speaking, vocabulary, grammar and pronunciation learning that meet the interest of the spa therapists in Yogyakarta.

Table 15: Learners' Preferred Procedure in Listening, Speaking, Vocabulary, Grammar, and Pronunciation in Learning English

No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
14	In order to learn listening independently, the effective activity is	a. listening to complete a text	40	20	50%
		b. listening to choose represented picture	40	10	25%
		c. listening to a recording and answering questions related to it	40	18	45%
		d. listening to a recording and writing the specific information form it	40	7	17.5%
		e. listening to a recording and finding the main ideas	40	7	17.5%
		f. identifying some expressions used in a recording	40	27	67.5%
		g. others	40	0	0
17	In order to learn speaking independently, the effective activity is	a. Creating dialogue based on certain situation	40	17	42.5%
		b. Practicing dialogue containing certain expressions	40	26	65%
		c. role playing	40	28	70%
		d. practicing pronunciation	40	27	67.5%
		e. practicing speaking independently based on certain situation	40	15	37.5%
		f. explaining pictures orally	40	8	20%
		g. discussing on certain topic	40	6	15%
		h. presentation	40	6	15%
		i. others	40	0	0

18	In order to enrich my vocabulary, the effective activity is	a. listening to vocabulary with certain topic	40	14	35%
		b. completing a text	40	13	32.5%
		c. identifying difficult vocabulary in a text	40	6	15%
		d. matching words with their meaning	40	15	37.5%
		e. matching words with represented picture	40	25	62.5%
		f. others	40	0	0
19	In order to improve my grammar, the effective activity is	a. doing grammar exercises	40	9	22.5%
		b. identifying sentence structure	40	7	17.5%
		c. identifying and correcting sentence structure	40	18	40%
		d. arranging sentence based on example	40	20	50%
		e. arranging words into a good order	40	17	42.5%
		f. others	40	0	0
20	In order to improve my pronunciation skill, the effective activity is	a. practicing pronunciation as in recording	40	22	62.5%
		b. practicing pronunciation transcript	40	25	55%
		c. reading aloud	40	5	12.5%
		d. others	40	0	0

As presented in Table 15, 67.5% of the total respondents chose to identify some expressions used in a recording. 50% of them liked to have completing text activity. Meanwhile, listening to a recording and answer questions related to the recording was chosen by 45% of the respondents. Rest of them preferred to match pictures by listening, find main ideas, and write specific information they get from a recording.

In order to learn speaking skills, role play was chosen by 70% of the total respondents. 67.5% of them expected to have pronunciation practice, and 65% of them preferred to practice dialogue containing certain expressions. Other activities were also chosen with the range of percentage around 15% up to 40%.

Next, in order to enrich vocabulary, 62.5% of the total respondents desired to match words with their correct pictures. Matching words was also chosen by 37.5% of them, listening to vocabulary under certain topic was chosen by 35% of them, and completing a text was chosen by 32.5% of them. The rest of them liked to identify difficult vocabulary.

Furthermore, in order to learn grammar, 50% of the respondents chose to arrange words based on the examples while 45% of them chose to identify and correct the sentence structure and grammatical mistakes. 42.5% of them preferred to arrange words into good sentences. Doing grammar exercises and identify sentence structure were chosen by less than 25% of the respondents.

Lastly, for the pronunciation learning, practicing the pronunciation as in the recording was chosen by 62.5% of the total respondents while practicing the pronunciation transcript was desired by 55% of them. The rest of them liked to have reading aloud activity.

3) Setting

The following table shows the result of needs analysis related to respondents' desired setting of the developed materials.

Table 16: **Learners' Preferred Setting**

No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
10	I prefer doing the activities of learning English	a. as individual	40	19	47.5%
		b. in pairs	40	20	50%
		c. in group	40	7	17.5%
		d. others	40	0	0

Table 16 presents the respondents' preferences while working on particular tasks. Most of the total respondents which are 50% chose to work in pairs while 47.5% of them chose to learn individually. Meanwhile, working in group was desired by 17.5% of them.

4) Teachers' Role

Teachers' role can be defined as the parts that teachers are expected to play in carrying out the learning task. In the needs analysis results, 62.5% of the total respondents stated that their desired teacher's role was to correct every mistake they made. 37.5% of them were expecting teachers who can provide examples before giving tasks while 35% of them liked to have teachers who were helpful and guiding them to have discussion for the given tasks. The data in term of teachers' role are shown in the following table.

Table 17: Teachers' Role

No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
22	If I have tutor, I want my tutor to	a. explain all the materials	40	7	17.5%
		b. give example before giving task	40	15	37.5%
		c. correct every mistake I made	40	25	62.5%
		d. discuss the given task	40	14	35%
		e. help when needed	40	14	35%
		f. others	40	0	0

5) Learners' Role

Learners' role are the role of learners when the teaching and learning process is running. The results of the question related to the learners' role are presented as follows.

Table 18: **Learners' Role**

No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
21	I prefer learning English by	a. doing the activities individually	40	16	40%
		b. discussing the activities in module	40	21	52.5%
		c. getting guidance from my tutor while doing the activities in module	40	8	20%
		d. given a freedom to do the activities in module	40	13	32.5%
		e. others	40	0	0

Table 18 shows that 52.5% of the respondents mostly preferred discussing the activities in the module. The other respondents preferred doing the activities individually (40%). However, 32.5% of the respondents were expecting to have freedom to do the activities in the developed materials and the rest of them which are 20% required guidance from the tutor while doing the activities in the developed materials.

2. The Course Grid

As the needs analysis had been conducted and the results had been analyzed, the next step of materials development was developing the course grid of the materials based on the needs analysis results. The course grid was developed as the framework of the materials. The course grid consisted of unit titles, standard and basic competences, indicators, input text, materials, tasks, assessment, and resources. The explanations of the course grid for each unit are elaborated as follows.

a. The Course Grid for Unit 1

The course grid for Unit 1 was derived from basic competences number 1 and 2 in which learners are expected to understand and use the expressions of greeting, introducing oneself, and offering help. The title of the unit is “Welcome to Royal Garden Spa!”. The grammar items presented in Unit 1 were simple present tense, short form, and subject pronouns. In addition, the pronunciation skills in Unit 1 were linked sound, falling pronunciation, and rising intonation. The complete version of the course grid for unit one is available in the Appendices.

b. The Course Grid for Unit 2

The course grid for Unit 2 was derived from basic competences number 3, 4, and 5 in which learners are expected to understand and use the expressions of asking for and giving information, recommendation, and instruction. The title of the unit is “What is an oil massage like?”. The grammar items provided in Unit 2 were rules of using *should* and *had better*. In addition, the pronunciation skills accommodated in Unit 2 were stress pattern and rise-fall intonation. The complete version of the course grid for unit two is available in the Appendices.

c. The Course Grid for Unit 3

The course grid for Unit 3 was derived from basic competences number 6 in which learners are expected to be able to express and respond to complaint, satisfaction, and gratitude. The title of the unit is “I have a complaint to make”. The grammar rule given in Unit 3 was the comparative form/ comparative degree. In

addition, the pronunciation skills accommodated in Unit 3 was the pronunciation of prefix *more* and suffix *-er*. The complete version of the course grid for unit three is available in the Appendices.

3. The Unit Design

The next step after developing the course grid was developing the materials.

The following diagram presents a brief design of each unit of the materials.

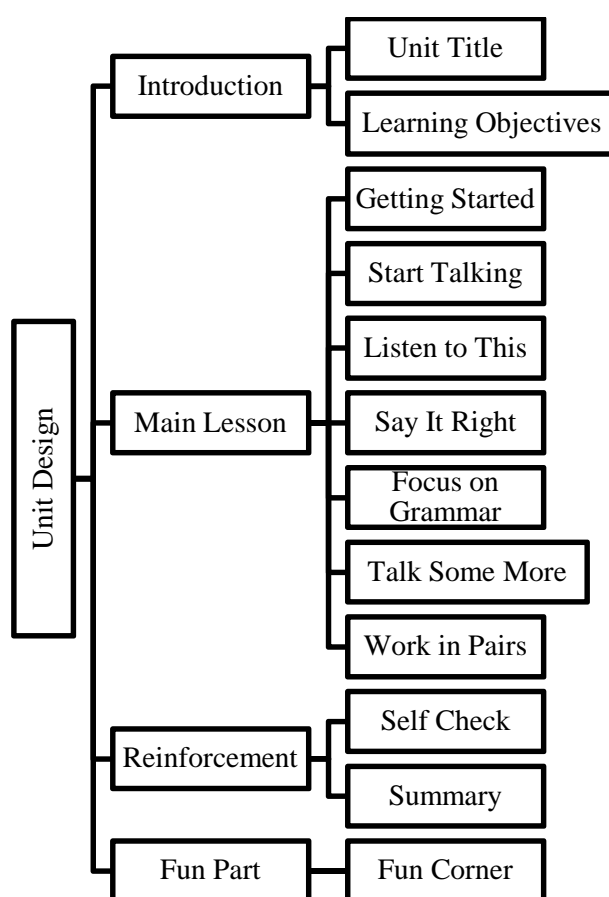


Figure 6: **Diagram of the Unit**

As presented in the Figure 6, each unit of the materials has four main parts which are introduction, main lesson, reinforcement, and fun part. The introduction section presents the context of the topic visually, the objectives of the unit, and a

brief information of what learners are going to learn related to the language function, grammar, pronunciation, vocabulary, pronunciation, and real-world task.

Following the introduction section is main lesson. The main lesson is arranged based on the framework of task-based language teaching. The first stage of the main lesson is *Getting Started*. It builds schema related to the unit's functional language. Key vocabulary and language are introduced visually and in context. The second stage is *Start Talking* which provides learners with an early chance to hear, reproduce, and practice the target language. The third stage is *Listen to This*. It covers the strategy-based listening tasks that grow out of and build on each preceding activity. The fourth stage is *Say It Right* in which learners focus on pronunciation patterns, not just discrete sounds, but intonation, stress and rhythm, to improve their listening and speaking skills. The fifth stage is *Focus on Grammar*. It provides learners with straightforward grammar summary in clear charts with immediate practice activities that build skills gradually in preparation for further speaking activities. Explanation and examples in this stage are directly linked to the context of the unit. The sixth stage is *Talk Some More* which provides a longer second model conversation directly linked to the first one presented in start talking. Together, those conversations exemplify and contextualize the elements featured in Focus on grammar. *Talk Some More* also provides activity that takes learners a step further by asking them to personalize the conversation using their own information. The last stage in the main lesson is *Work in Pairs*. It provides a series of real-world tasks for learners so that they can bring what they have learnt into action within the real-world context.

After the main lesson section, the reinforcement is given. This section consists of two sections which are self-reflection and summary of the lesson in the unit. The purposes of those parts are to give learners the opportunity to recall what they have learnt before through the unit, to reflect on how they have done it, and to strengthen their response in their learning process so that they can do their own self-check.

The last part of the unit design is the fun part. In the developed materials, this part is named *Fun Corner* and placed right after the self-check. This part consists of games and funny story which are relevant with the context of the materials.

4. The First Draft of the Materials

The developed materials consist of three units. The design of each unit follows the unit design elaborated in Figure 6. The descriptions of the materials are elaborated as follows.

a. Unit One

The unit one was derived from the basic competences number 1 and 2. The title of the unit is “Welcome to Royal Garden Spa!” which takes from one of the language functions provided in unit 1 in order to give learners clue of what they will learn. Through this unit, learners are expected to be able to (1) identify the expression of greeting, introducing one self and offering help; (2) introduce her/himself appropriately, fluently, and accurately; (3) address the customers using the appropriate title; (4) greet customers appropriately, fluently, and accurately; (5) express accurate expressions on offering help and the responses to it; (6) pronounce

constructed form correctly; (7) identify and use the correct pronoun while speaking; and (8) produce utterances with appropriate intonation.

In this unit, learners are accommodated with tasks to develop their listening, speaking, pronunciation, and grammar skills. Furthermore, some recordings, relevant pictures, expressions, vocabulary, and examples of language use provided in this unit.

The unit one consists of 22 tasks. Three tasks belong to *Getting Started*, 3 tasks belong to *Start Talking*, 3 tasks belong to *Listen to This*, 3 tasks belong to *Say It Right*, 4 tasks belong to *Focus on Grammar*, 3 tasks belong to *Talk Some More*, 2 tasks belong to *Work in Pairs*, and 1 task belongs to *Self-Check*. The description of each task in the unit one is presented in the following table.

Table 19: The Description of Tasks in Unit 1

Unit 1 – Welcome to Royal Garden Spa!	
Getting Started	
Task 1 Instruction: Look at the following picture and answer the questions.	Description: This task is designed as a schema builder to activate learners' schemata related to the topic of the unit. By answering the questions based on their very own experience, it is expected that the learners will have general view about what they are going to learn in the unit.
Task 2 Instruction: Look at the following expressions. What are the purposes of them? Write the number of purpose on the left side before the correct expression.	Description: This task is purposed to prepare learners to do the next tasks by introduce the expressions and their purposes that learners need to understand. By knowing the purpose of each expression, it is expected that learners will be able to use the expressions correctly.
Task 3 Instruction: Compare your answers in Task 2 with a partner. Add some more expressions.	Description: This task leads learners to find other expressions to add the expressions in the previous task and discuss those expressions with others. It is expected that learners'

	expressions mastery will improve and also they are able to interact with others.
Start Talking	
Task 4 Instruction: Read the conversation below and listen to it in Track 1. Pay attention to the pronunciation.	Description: This task is the beginning of controlled practice step. It aims to provide learners with a chance to hear a dialogue containing the topics of the unit that are about greeting, introducing oneself, and offering help in order to give them a clear concept about the topic. This task also aims to make learners aware with the correct pronunciation.
Task 5 Instruction: Practice the conversation in Task 4 with a partner. Then practice again using the other expressions in Task 2.	Description: This task aims to make learners are able to perform or produce short conversation related to the topic. Learners are expected to be able to carry a conversation in good order, practice correct pronunciation, and also accustom to using various expressions.
Task 6 Instruction: Practice the conversation again and change the customer's name with the following names. Use the correct titles for each customer.	Description: This task is arranged to give learners more practice on using the expressions. This task also train learners to be able to use correct titles for different customers.
Listen to This	
Task 7 Instruction: You will hear spa therapist welcoming the customers. Circle True (T) or False (F) of each statement below based on the conversation you have listened to.	Description: This task is the beginning of authentic listening practice. It aims to train learners' listening comprehension in order to make them able to catch important information from a conversation. The task is given in form of True False statements.
Task 8 Instruction: Listen again and write in order the titles and contractions you can find in the conversation.	Description: This task intends to make learners recognizing the spoken titles and how to pronounce them.
Task 9 Instruction: Practice to pronounce the titles and contractions you have got in Task 8.	Description: This task aims to make learners able to pronounce the titles correctly as in the previous recording.

Say It Right	
Task 10 Instruction: The intonation patterns in English have several types. Study the following explanation of falling and rising intonation. Then, listen to the examples in Track 3 and repeat after the recording.	Description: This task accommodates learners with a brief explanation of intonation patterns in English which are rising and falling intonation. Besides, an audio file containing the examples is given in order to make them recognizing how to use the correct intonation. It is expected that learners are aware the importance of intonation in speaking.
Task 11 Instruction: Listen to statements in Track 4 and decide whether the statements use falling or rising intonation. Compare your answers with other's.	Description: This task provides learners with a chance to practice what they have learnt in the previous task. They are trained to differentiate the falling and rising intonation by listening to some statements.
Task 12 Instruction: Listen again and write down what you hear. Then, practice them using the correct intonation.	Description: This task is a follow up of the previous task. Through this task, learners are expected to write down what they hear and practice to say what they hear using the correct intonation. This task provides them chance to practice their intonation.
Focus on Grammar	
Task 13 Instruction: Look at the chart. Study the explanation of subject pronouns and the verb <i>be</i> .	Description: The new grammar is introduced in this task. This task provides learners with a brief explanation of grammar covering the subject pronouns and the verb <i>be</i> .
Task 14 Instruction: Circle the correct subject pronoun and verb <i>be</i> in the following dialogue.	Description: This task aims to give learners chance to practice what they have learnt in the previous task. It is provided in a dialogue form to give learners context of when they need to use the grammar. A sample is given in this task as a guidance for them to do the task.
Task 15 Instruction: Practice the dialogue in Task 14 with a partner. Pay attention to your pronunciation.	Description: This task aims to make learners able to pronounce the subject pronouns and verb <i>be</i> correctly by practicing the dialogue in the previous task.

Task 16 Instruction: Write the correct sentences based on the given words. Compare your answers with other's.	Description: This task asks learners to produce correct sentences by applying grammar rule of subject pronouns and verb <i>be</i> they have learnt before. This task can be an evaluation task of the grammar section.
Talk Some More	
Task 17 Instruction: Fill in the missing expressions using the provided expressions on the right side. Then, correct the wrong subject pronoun and verb <i>be</i> you can find.	Description: This task is the beginning of freer practice steps. It embodies the practice of using various expressions learners have learnt before and the grammar items which is subject pronouns and verb <i>be</i> . It helps learners to put what they have learnt before in one context.
Task 18 Instruction: Compare your answers in Task 17 with other's. Then, listen to Track 5 to check your answer.	Description: This task aims to encourage learners to interact with others. Besides, it also aims to train more their listening comprehension by asking them to catch the correct answers for the previous task.
Task 19 Instruction: Practice the conversation with a partner. Change the customers' name using the names of three other therapists in your class. Address them correctly.	Description: This task encourages learners to personalize the conversation using their own information. This task prepares learners for the next task which is a real-world task.
Work in Pairs	
For Student A	
Task 20 Instruction: You have four customers today. Listen to the information related to your customers passed on by student B. Welcome each customer appropriately based on the information you get.	Description: This task is a real-world task. In this task, learners will work in pairs and they have an information gap. This task asks learners to perform a role play with their partner using the information they get from their partner. The role play encourages learners to make use what they have learnt in the previous tasks.
Task 21 Instruction: Pass on the following information to student B. Then, pretend to be the customers. Listen carefully to how student B welcomes the customers.	Description: In this task, learners are asked to give their partner information that is used for the role play and to pretend to be the customers. Through this task, learners also encourages to give comment, feedback, or suggestion by referring to the given scoring rubric.

Give feedback by referring to the scoring rubric in the Appendices.	
For Student B	
Task 20 Instruction: Pass on the following information to student A. Then, pretend to be the customers. Listen carefully to how student A welcomes the customers. Give feedback by referring to the scoring rubric in the Appendices.	Description: This task is a real-world task. In this task, learners will work in pairs and they have an information gap. Learners are asked to give their partner information that is used for the role play and to pretend to be the customers. Through this task, learners also encourages to give comment, feedback, or suggestion by referring to the given scoring rubric.
Task 21 Instruction: You have four customers today. Listen to the information related to your customers passed on by student A. Welcome each customer appropriately based on the information you get.	Description: This task asks learners to perform a role play with their partner using the information they get from their partner. The role play encourages learners to make use what they have learnt in the previous tasks.
Self-Check	
Task 22 Instruction: How well can you do these things? Put the tick (✓) in the box that reflects yourself.	Description: This task provides learners with the indicators to check their own achievement.

b. Unit Two

The unit two was derived from basic competences number 3, 4, and 5. The title of the unit is “What is an oil massage like?” which represents one of the topics in Unit 2 which is asking for and giving information. This unit accommodates learners with various expressions used to asking for and giving information, recommendation, and instruction. Through unit two, learners are trained to be able to: (1) identify the expressions of asking for and giving information,

recommendation, and instruction; (2) use appropriate expressions to give information, recommendation spa treatments, and instruction; (3) produce simple utterances accurately and fluently in order to provide adequate information of spa treatments; (4) use should and had better while giving recommendation; (5) produce correct sentences to give instructions clearly; and (6) produce utterances with appropriate stress and intonation (rise-fall intonation). Furthermore, some recordings, relevant pictures, expressions, vocabulary, and examples of language use provided in this unit.

The unit two consists of 24 tasks. Four tasks belong to *Getting Started*, 4 tasks belong to *Start Talking*, 3 tasks belong to *Listen to This*, 2 tasks belong to *Say It Right*, 4 tasks belong to *Focus on Grammar*, 3 tasks belong to *Talk Some More*, 2 tasks belong to *Work in Pairs*, and 1 task belongs to *Self-Check*. The description of each task in the unit two is elaborated in the following table.

Table 20: **The Descriptions of Tasks in Unit 2**

Unit 2 – What is an oil massage like?	
Getting Started	
Task 1 Instruction: Look at the pictures and read the words. Write the number of the words in the correct place in the pictures.	Description: This task is designed as a schema builder to activate learners' schemata related to the topic of the unit. This task prepares learners to do the next task by introducing the key vocabulary that they need to understand. In this task, they are asked to match the vocabulary with the correct pictures.
Task 2 Instruction: Listen to words in Track 1. Pay attention to how the words in Task 1 are pronounced and where the stress is. Repeat after the recording.	Description: This task aims to make learners understand the use of stress pattern on a noun and practice the words they get in the previous task using the correct stress pattern. A recording is given as a model to help them to pronounce the word correctly.

<p>Task 3 Instruction: Put the words in Task 1 under the correct heading by continuing the list. Can you think of any other words related to spa treatments, ingredients, and facilities?</p>	<p>Description: In this task, learners are asked to classify the words they got into the correct classification. This task aims to make learners understand when to use the words.</p>
<p>Task 4 Instruction: Compare your answers in Task 3 with other's.</p>	<p>Description: This task leads learners to discuss and interact with others to find out the correct classification in the previous task.</p>
<p>Start Talking</p>	
<p>Task 5 Instruction: Read the conversation below and listen to it in Track 2. Pay attention to the pronunciation.</p>	<p>Description: This task is the beginning of controlled practice step. It aims to provide learners with a chance to hear a dialogue containing the words they have learnt in the previous task and related to the topic in order to give them a clear concept about the topic. This task also aims to make learners aware with the correct pronunciation.</p>
<p>Task 6 Instruction: Practice the conversation in Task 5 with a partner. Then practice again using the other words in Task 1.</p>	<p>Description: This task aims to make learners are able to perform or produce short conversation related to the topic. Learners are expected to be able to carry a conversation in good order, practice correct pronunciation, and also accustom to using various words related to the topic.</p>
<p>Task 7 Instruction: Underline the expressions of giving information, recommendation, and instruction in Task 5. Then study the following chart for more expressions. Practice them.</p>	<p>Description: This task asks learners to identify the expressions used in the previous task. As the follow up, learners then are provided with a list of useful expressions related to the topic to enrich their expression mastery.</p>
<p>Task 8 Instruction: Practice the conversation in Task 5 with a partner using the other expressions in Task 7.</p>	<p>Description: This task intends to give learners more practice on using various expressions they have learnt in the previous task.</p>

Listen to This	
Task 9 Instruction: You will hear spa therapist explaining spa treatments and facilities to the customers. Correct the following statements based on the conversation you have heard.	Description: This task is the beginning of authentic listening practice. It aims to train learners' listening comprehension in order to make them able to catch important information from a conversation. As the follow up of listening section, they are asked to correct statements based on the information they catch from the recording.
Task 10 Instruction: Listen again and write down the benefits of the following treatments based on the conversation in Track 3.	Description: This task asks learners to listen to specific information and write the information down. This task aims to make learners able to catch specific information from a conversation.
Task 11 Instruction: Compare your answers in Task 10 with other's.	Description: This task leads learners to discuss and interact with others to find out the correct answers of the previous task.
Say It Right	
Task 12 Instruction: Study the following explanation of rise-fall intonation. Then, listen to the examples in Track 4 and repeat after the recording.	Description: This task provides learners with a brief explanation of another intonation pattern in English which is rise-fall intonation. Besides, an audio file containing the examples is given in order to make them recognizing how to use the correct intonation. It is expected that learners are aware the importance of intonation in speaking.
Task 13 Instruction: Listen to statements 1 - 6 in Track 5 and write down what you hear. Compare your answers with other's. Then, practice them using the correct intonation.	Description: This task provides learners with a chance to practice what they have learnt in the previous task. They are trained to recognize the rise-fall intonation by listening to some statements and write them down. This task also leads learners to discuss with others to find out the correct answers.
Focus on Grammar	
Task 14 Instruction: Look at the chart. Study the explanation of should and had better.	Description: The new grammar is introduced in this task. This task provides learners with a brief explanation of grammar covering the use of <i>should</i> and <i>had better</i> . Examples are given to help them understand the explanation.

Task 15 Instruction: Fill in the blank using <i>should</i> or <i>had better</i> .	Description: This task aims to give learners chance to practice what they have learnt in the previous task. It is provided in a dialogue form to give learners context of when they need to use the grammar.
Task 16 Instruction: Practice the dialogue in Task 15 with a partner. Pay attention to your pronunciation.	Description: This task aims to train learners' pronunciation by practicing the dialogues in the previous task.
Task 17 Instruction: Read the following problems. Give the recommendation for each problem using <i>should</i> or <i>had better</i> . Share your recommendation with others.	Description: This task aims to develop learners' critical thinking. Learners are asked to give their own recommendation to some cases using <i>should</i> or <i>had better</i> .
Talk Some More	
Task 18 Instruction: Fill in the missing expressions using the provided expressions on the right side. Then, circle should and had better to make the recommendation correct.	Description: This task is the beginning of freer practice steps. It embodies the practice of using various expressions learners have learnt before and the grammar rule which is the use of <i>should</i> and <i>had better</i> . It helps learners to put what they have learnt before in one context.
Task 19 Instruction: Compare your answers in Task 18 with other's. Then, listen to Track 6 to check your answer.	Description: This task aims to encourage learners to interact with others. Besides, it also aims to train more their listening comprehension by asking them to catch the correct answers for the previous task.
Task 20 Instruction: Practice the conversation in Task 18 with a partner. Then, change the recommendation using the information of treatments you have written down in Task 10.	Description: This task encourages learners to personalize the conversation using their own information. This task prepares learners for the next task which is a real-world task.
Work in Pairs	
For Student A	
Task 21 Instruction:	Description: This task is a real-world task. In this task, learners will work in pairs and they have an

<p>You have four customers today. Listen to the information related to your customers passed on by student B. Handle the customers based on the information you get.</p>	<p>information gap. This task asks learners to perform a role play with their partner using the information they get from their partner. The role play encourages learners to make use what they have learnt in the previous tasks.</p>
<p>Task 22 Instruction: Pass on the following information to student B. Then, pretend to be the customers and do a role play with student B. Listen carefully to how student B handles you as the customers. Give feedback by referring to the scoring rubric in the Appendices.</p>	<p>Description: In this task, learners are asked to give their partner information that is used for the role play and to pretend to be the customers. Through this task, learners also encourages to give comment, feedback, or suggestion by referring to the given scoring rubric.</p>
<p>For Student B</p>	
<p>Task 21 Instruction: Pass on the following information to student B. Then, pretend to be the customers and do a role play with student B. Listen carefully to how student B handles you as the customers. Give feedback by referring to the scoring rubric in the Appendices.</p>	<p>Description: This task is a real-world task. In this task, learners will work in pairs and they have an information gap. Learners are asked to give their partner information that is used for the role play and to pretend to be the customers. Through this task, learners also encourages to give comment, feedback, or suggestion by referring to the given scoring rubric.</p>
<p>Task 22 Instruction: You have four customers today. Listen to the information related to your customers passed on by student A. Handle the customers based on the information you get.</p>	<p>Description: This task asks learners to perform a role play with their partner using the information they get from their partner. The role play encourages learners to make use what they have learnt in the previous tasks.</p>
<p>Self-Check</p>	
<p>Task 23 Instruction: How well can you do these things? Put the tick (✓) in the box that reflects yourself.</p>	<p>Description: This task provides learners with the indicators to check their own achievement.</p>

c. Unit Three

The unit three was derived from basic competences number 6. The title of the unit is “I have a complaint to make” which is taken from one of the language functions accommodated in unit 3. Through unit 3, learners are expected to be able to: (1) identify the expressions of complaints, satisfaction, and gratitude; (2) handle customers’ complaints using the appropriate expressions; (3) respond to customers’ satisfaction using the appropriate expressions; (4) express and respond to thank using the appropriate expressions; (5) produce simple utterances using comparative degree; and (6) pronounce the prefix more and suffix –er correctly.

In this unit, learners are accommodated with tasks to develop their listening, speaking, pronunciation, and grammar skills. Furthermore, some recordings, relevant pictures, expressions, vocabulary, and examples of language use provided in this unit.

The unit three consists of 21 tasks. Three tasks belong to *Getting Started*, 3 tasks belong to *Start Talking*, 3 tasks belong to *Listen to This*, 3 tasks belong to *Say It Right*, 3 tasks belong to *Focus on Grammar*, 3 tasks belong to *Talk Some More*, 2 tasks belong to *Work in Pairs*, and 1 task belongs to *Self-Check*. The description of each task is shown in the following table.

Table 21: The Description of Tasks in Unit 3

Unit 3 – I have a complaint to make	
Getting Started	
Task 1 Instruction: Look at the following expressions. What are the purposes of them? Write the	Description: This task is designed as a schema builder to activate learners’ schemata related to the topic of the unit. This task prepares learners to do the next task by introducing the useful expressions that they need to understand. In this task, they

numbers before to the correct expressions.	are asked to match the expressions with the correct purposes.
Task 2 Instruction: Add some more expressions. You may discuss with the others.	Description: This task lead learners to have discussion with others to find out the other useful expressions. It helps them to enrich their expression mastery.
Task 3 Instruction: What things do make you get customers' complaints and satisfactions? List down the reasons by continuing the list. Compare your ideas with other's.	Description: This task encourages learners to gain their own information related to the things that make them receive complaints or satisfactions.
Start Talking	
Task 4 Instruction: Read the conversation below and listen to it in Track 1. Pay attention to the pronunciation.	Description: This task is the beginning of controlled practice step. It aims to provide learners with a chance to hear a dialogue containing the topics of the unit that are about expressing and responding to complaint, satisfaction, and gratitude in order to give them a clear concept about the topic. This task also aims to make learners aware with the correct pronunciation.
Task 5 Instruction: Practice the conversation with a partner. Then practice again using the other expressions in Task 1 and Task 2.	Description: This task aims to make learners are able to perform or produce short conversation related to the topic. Learners are expected to be able to carry a conversation in good order, practice correct pronunciation, and also accustom to using various expressions.
Task 6 Instruction: Practice the conversation again and change the reason of complaining or satisfaction using the information you listed down in Task 3.	Description: This task intends to give learners more practice on using the expressions. This task also train learners to be able to carry a conversation in different situations.
Listen to This	
Task 7 Instruction: You will hear some spa therapists talk with their	Description: This task is the beginning of authentic listening practice. It aims to train learners' listening comprehension in order to make them able to

customers. Circle True (T) or False (F) of each statement below based on the conversation you have listened to.	catch important information from a conversation. The task is given in form of True False statements.
Task 8 Instruction: Listen again and write the reasons why the customers are complaining or showing satisfaction and also the responses given by the spa therapists.	Description: This task asks learners to listen to specific information and write the information down. This task aims to make learners able to identify specific information from a conversation.
Task 9 Instruction: Compare your answers in Task 8 with other's.	Description: This task leads learners to discuss and interact with others to find out more various reasons of complaining and expressing satisfaction and gratitude.
Say It Right	
Task 10 Instruction: Listen again to Track 2 and tick the following words you can find in the recording. Pay attention to how the words are pronounced.	Description: This task aims to make learners aware the use of comparative form in a conversation. Besides, learners are also asked to identify the comparative form in the conversation they listen to.
Task 11 Instruction: Study the following explanation of prefix <i>more</i> and suffix <i>-er</i> .	Description: This task provides learners with a brief explanation of comparative form in English. It is expected that learners are able to give information using the comparative forms and pronounce them correctly.
Task 12 Instruction: Practice to pronounce the prefix <i>more</i> and suffix <i>-er</i> in the following statements.	Description: This task provides learners a chance to practice to pronounce the prefix <i>more</i> and suffix <i>-er</i> .
Focus on Grammar	
Task 13 Instruction: Look at the chart. Study the explanation of comparative degree.	Description: The new grammar is introduced in this task. This task provides learners with a brief explanation of grammar rule which is comparative form.

<p>Task 14 Instruction: Change the adjectives in the following dialogue into the correct form of comparison.</p>	<p>Description: This task aims to give learners chance to practice what they have learnt in the previous task by correcting the wrong comparative forms. It is provided in a dialogue form to give learners context of when they need to use the grammar.</p>
<p>Task 15 Instruction: Practice the dialogue in Task 14 with a partner. Pay attention to your pronunciation.</p>	<p>Description: This task aims to make learners able to pronounce the prefix <i>more</i> and suffix <i>-er</i> correctly by practicing the dialogue in the previous task.</p>
<p>Talk Some More</p>	
<p>Task 16 Instruction: Fill in the missing expressions using the provided expressions on the right side. Then, change the bold adjective into comparative form.</p>	<p>Description: This task is the beginning of freer practice steps. It embodies the practice of using various expressions learners have learnt before and the grammar item which is comparative form. It helps learners to put what they have learnt before in one context.</p>
<p>Task 17 Instruction: Compare your answers in Task 16 with other's. Then, listen to Track 3 to check your answer.</p>	<p>Description: This task aims to encourage learners to interact with others. Besides, it also aims to train more their listening comprehension by asking them to catch the correct answers for the previous task.</p>
<p>Task 18 Instruction: Practice the conversation with a partner. Change the customer's complaint using the information you wrote down in Task 8.</p>	<p>Description: This task encourages learners to personalize the conversation using their own information. This task prepares learners for the next task which is a real-world task.</p>
<p>Work in Pairs</p>	
<p>For Student A</p>	
<p>Task 19 Instruction: You have six customers today. Listen to the information related to your customers passed on by student B. Handle each customer appropriately based on the information you get.</p>	<p>Description: This task is a real-world task. In this task, learners will work in pairs and they have an information gap. This task asks learners to perform a role play with their partner using the information they get from their partner. The role play encourages learners to make use what they have learnt in the previous tasks.</p>

<p>Task 20 Instruction: Pass on the following information to student B. Then, pretend to be the customers. Listen carefully to how student B handles your problems and responds to your satisfaction. Give feedback by referring to the scoring rubric in the Appendices.</p>	<p>Description: In this task, learners are asked to give their partner information that is used for the role play and to pretend to be the customers. Through this task, learners also encourages to give comment, feedback, or suggestion by referring to the given scoring rubric.</p>
<p>For Student B</p>	
<p>Task 19 Instruction: Pass on the following information to student A. Then, pretend to be the customers. Listen carefully to how student A handles your problem and responds to your satisfaction. Give feedback by referring to the scoring rubric in the Appendices.</p>	<p>Description: This task is a real-world task. In this task, learners will work in pairs and they have an information gap. Learners are asked to give their partner information that is used for the role play and to pretend to be the customers. Through this task, learners also encourages to give comment, feedback, or suggestion by referring to the given scoring rubric.</p>
<p>Task 20 Instruction: You have six customers today. Listen to the information related to your customers passed on by student A. Handle your each customer appropriately based on the information you get.</p>	<p>Description: This task asks learners to perform a role play with their partner using the information they get from their partner. The role play encourages learners to make use what they have learnt in the previous tasks.</p>
<p>Self-Check</p>	
<p>Task 21 Instruction: How well can you do these things? Put the tick (✓) in the box that reflects yourself.</p>	<p>Description: This task provides learners with the indicators to check their own achievement.</p>

5. The Results of Materials Evaluation

As the first draft of materials had been developed, the materials then were evaluated. The materials evaluation was conducted by distributing the expert

judgment questionnaires to an expert. The expert was an M.Hum. holder with 14 years of working experience in the field of TEFL and currently is a permanent lecturer in English Education Department at Yogyakarta State University. The results of the questionnaires were then evaluated and became the bases to revise the materials. In the following section is the elaboration of the results of the expert judgment questionnaires, validations, and reviews of the materials, and revisions of the materials.

a. The Results of the Expert Judgment and Revisions of Unit One

1) The Results of the Expert Judgment

There were four aspects that were being evaluated by the expert. The aspects were the content, language, presentation, and layout appropriateness. The following are the results of the analysis of the questionnaire for expert judgment of the unit one.

a) The Appropriateness of the Content

The following table provides the results of the analysis of the content appropriateness of the unit one.

Table 22: The Appropriateness of the Content of Unit One

No	Items	Score
1	The developed materials are in accordance with the competences and objectives of the speaking learning aimed by spa therapists in Yogyakarta.	4
2	The developed materials meet the course grid.	4
3	The topics of the units of the developed materials is relevant with spa therapists' workplace.	4

4	Materials (text, figures and tables) are relevant to the discussed topic.	4
5	The developed materials are in accordance with spa therapists' workplace.	4
6	The developed materials involve learning activities which guide the spa therapists to develop their communicative competence in spoken language.	4
7	The developed materials involve expression learning tasks which are relevant with spa therapists' needs.	4
8	The developed materials involve vocabulary learning tasks which are relevant with spa therapists' needs.	3
9	The developed materials involve pronunciation learning tasks which are relevant with spa therapists' needs.	3
10	The developed materials lead the spa therapists to understand the linguistic features of the discussed spoken text.	4
Mean (x)		3.8

Table 22 shows that the mean value of the appropriateness of the content of the unit one of the developed materials is 3.8. This value is in the range of 3.25 x 4 which falls into the category of "Very Good".

b) The Appropriateness of the Language

The following table reveals the results of the analysis of the language appropriateness of the unit one.

Table 23: The Appropriateness of the Language of Unit One

No	Items	Score
11	The language used is relevant to the spa therapists' cognitive development.	4
12	The language used in the explanations and instructions are clear and understandable.	3
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is cohesive and coherent.	3

15	The developed materials consistently use one variation of English.	3
Mean (x)		3.25

As seen in Table 23, the mean value of the appropriateness of the language of the unit one of the developed materials is 3.25. This value is in the range of 3.25 x 4 which falls into the category of “Very Good”.

c) The Appropriateness of the Presentation

The following table shows the results of the analysis of the presentation appropriateness of the unit one.

Table 24: The Appropriateness of the Presentation of Unit One

No	Items	Score
16	The materials are presented coherently and well-organized based on the task-based language teaching framework such as schema building, controlled practice, authentic listening practice, language focus, freer practice, and real-world task.	4
17	The tasks are arranged systematically from the easiest to the most difficult.	3
18	The tasks support the students to learn individually, in pairs and in group.	3
19	The arrangement of the tasks in the learning materials is begun with guided task and gradually moves to the free tasks.	4
20	The developed materials are balance in terms of audio files, texts, illustrations and symbols.	3
21	The arrangement of the learning activities in the developed materials include activities that focus on the linguistics features and the one that focus on communicative tasks.	4
22	The learning activities in the developed materials encourage spa therapists to actively interacting in English within a wider environment.	3
23	The developed materials encourage spa therapists to understand the content of the provided conversations.	3
24	The developed materials is completed with the vocabulary, grammar, and pronunciation that are relevant with the topic of each unit.	3

25	The learning objectives are stated in every unit of the developed materials.	4
26	The developed materials encourage the spa therapists to have self-reflection to identify their achievements and lacks during their learning.	3
27	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
Mean (x)		3.42

Table 24 presents that the mean value of the appropriateness of the presentation of the unit one of the developed materials is 3.42. This value is in the range of 3.25 x 4 which falls into the category of “Very Good”.

d) The Appropriateness of the Layout

The following table presents the results of the analysis of the layout appropriateness of the unit one.

Table 25: The Appropriateness of the Layout of Unit One

No	Items	Score
28	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
29	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	3
30	The developed materials use the appropriate variation of fonts.	3
31	The fonts used are not too big or too small.	3
32	The color usage of the developed materials is not disturbing the readers.	3
33	The illustration and graphic design in the developed materials are aesthetic and functional.	3
34	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.14

Table 25 reveals that the mean value of the appropriateness of the layout of the unit one of the developed materials is 3.14. This value is in the range of 2.5 x 3.24 which falls into the category of “Good”.

2) Revisions of Unit One

In general, the expert suggested that the unit one of the materials needed to be revised in terms of language by recommending some suggestions, grammatical revisions and word choice revisions. Then, as the needed revision had been made, the materials were considered as the final draft. The following table describes the revisions of unit one of the developed materials.

Table 26: The Revisions of Unit One

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	Lacking the word choice in the instruction “Write the number before the correct expression.”	Revising the instruction into “Write the number of purpose on the left side before the correct expression.”
	Lacking the word “Purposes:” in the options	Putting “Purposes:” before the options in the task
Task 3	No revision	No revision
Task 4	Lacking the word choice in the instruction “Look at the conversation below and listen.”	Revising the instruction into “Read the conversation below and listen to it in Track 1.”
	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with the real names
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	Lacking audio file for the examples	Adding the audio file for the examples

	Lacking the word choice in the instruction “Then, practice the examples with a partner.”	Revising the instruction into “Then, listen to the examples in Track 3 and repeat after the recording.”
	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with the real names
Task 11	Lacking the word choice in the instruction “Listen to Track 3...”	Revising the instruction into “Listen to the statements in Track 4...”
Task 12	No revision	No revision
Task 13	A grammatical mistake in the instruction “Study the explanation of subject pronoun...”	Revising the instruction into “Study the explanation of subject pronouns...”
Task 14	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with the real names
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	Lacking the word choice in the instruction “Fill in the missing expressions.”	Revising the instruction into “Fill in the missing expressions using the provided expressions on the right side.”
	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with the real names
Task 18	Lacking the word choice in the instruction “Listen to Track 4...”	Revising the instruction into “Listen to Track 5...”
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	Lacking the word choice in the self-check list “...greet customers fluently and accurately...”	Revising the sentence into “...greet customers fluently and correctly...”

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

1) The Results of the Expert Judgment

As in the previous sections, there were four aspects that were being evaluated by the expert in Unit 2. The aspects were the content, language, presentation, and

layout appropriateness. The following are the results of the analysis of the questionnaire for expert judgment of the unit two.

a) The Appropriateness of the Content

The following table presents the results of the analysis of the content appropriateness of the unit two.

Table 27: The Appropriateness of the Content of Unit Two

No	Items	Score
1	The developed materials are in accordance with the competences and objectives of the speaking learning aimed by spa therapists in Yogyakarta.	4
2	The developed materials meet the course grid.	4
3	The topics of the units of the developed materials is relevant with spa therapists' workplace.	4
4	Materials (text, figures and tables) are relevant to the discussed topic.	4
5	The developed materials are in accordance with spa therapists' workplace.	4
6	The developed materials involve learning activities which guide the spa therapists to develop their communicative competence in spoken language.	3
7	The developed materials involve expression learning tasks which are relevant with spa therapists' needs.	4
8	The developed materials involve vocabulary learning tasks which are relevant with spa therapists' needs.	4
9	The developed materials involve pronunciation learning tasks which are relevant with spa therapists' needs.	3
10	The developed materials lead the spa therapists to understand the linguistic features of the discussed spoken text.	4
Mean (x)		3.8

Table 27 reveals that the mean value of the appropriateness of the content of the unit two of the developed materials is 3.8. This value is in the range of 3.25 x 4 which falls into the category of "Very Good".

b) The Appropriateness of the Language

The following table shows the results of the analysis of the language appropriateness of the unit two.

Table 28: The Appropriateness of the Language of Unit Two

No	Items	Score
11	The language used is relevant to the spa therapists' cognitive development.	3
12	The language used in the explanations and instructions are clear and understandable.	3
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is cohesive and coherent.	3
15	The developed materials consistently use one variation of English.	3
Mean (x)		3

As seen in Table 28, the mean value of the appropriateness of the language of the unit two of the developed materials is 3. This value is in the range of 2.5 x 3.24 which falls into the category of "Good".

c) The Appropriateness of the Presentation

The following table provides the results of the analysis of the presentation appropriateness of the unit two.

Table 29: The Appropriateness of the Presentation of Unit Two

No	Items	Score
16	The materials are presented coherently and well-organized based on the task-based language teaching framework such as schema building, controlled practice, authentic listening practice, language focus, freer practice, and real-world task.	4
17	The tasks are arranged systematically from the easiest to the most difficult.	4
18	The tasks support the students to learn individually, in pairs and in group.	3

19	The arrangement of the tasks in the learning materials is begun with guided task and gradually moves to the free tasks.	4
20	The developed materials are balance in terms of audio files, texts, illustrations and symbols.	3
21	The arrangement of the learning activities in the developed materials include activities that focus on the linguistics features and the one that focus on communicative tasks.	4
22	The learning activities in the developed materials encourage spa therapists to actively interacting in English within a wider environment.	3
23	The developed materials encourage spa therapists to understand the content of the provided conversations.	3
24	The developed materials is completed with the vocabulary, grammar, and pronunciation that are relevant with the topic of each unit.	3
25	The learning objectives are stated in every unit of the developed materials.	4
26	The developed materials encourage the spa therapists to have self-reflection to identify their achievements and lacks during their learning.	3
27	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
Mean (x)		3.5

Table 29 presents that the mean value of the appropriateness of the presentation of the unit two of the developed materials is 3.5. This value is in the range of 3.25 x 4 which falls into the category of “Very Good”.

d) The Appropriateness of the Layout

The following table shows the result of the analysis of the layout appropriateness of the unit two.

Table 30: The Appropriateness of the Layout of Unit Two

No	Items	Score
28	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4

29	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	3
30	The developed materials use the appropriate variation of fonts.	3
31	The fonts used are not too big or too small.	3
32	The color usage of the developed materials is not disturbing the readers.	3
33	The illustration and graphic design in the developed materials are aesthetic and functional.	3
34	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.14

As seen in Table 30, the mean value of the appropriateness of the layout of the unit two of the developed materials is 3.14. This value is in the range of 2.5 x 3.24 which falls into the category of “Good”.

2) Revisions of Unit Two

In general, the expert suggested that the unit two of the materials needed to be revised in terms of language by recommending some suggestions, grammatical revisions and word choice revisions. Then, as the needed revision had been made, the materials were considered as the final draft. The following table describes the revisions of unit two of the developed materials.

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

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	Lacking the word choice in the instruction “Listen to Track 1.”	Revising the instruction into “Listen to words in Track 1.”
	A grammatical mistake in the instruction “... the	Revising the instruction into “... the words I Task 1 are pronounced...”

	words in Task 1 pronounced...”	
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	Lacking the word choice in the instruction “Look at the conversation below and listen.” Unclear name (ST & C) of the speakers in the dialogue	Revising the instruction into “Read the conversation below and listen to it in Track 2.” Replacing the name (ST & C) with the real names
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	Lacking examples	Add an example how to correct the sentences
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	Lacking audio file for the examples Lacking the word choice in the instruction “Then, practice the examples with a partner.”	Adding the audio file for the examples Revising the instruction into “Then, listen to the examples in Track 4 and repeat after the recording.”
Task 13	Lacking the word choice in the instruction “Listen to Track 5...”	Revising the instruction into “Listen to statements 1 - 6 in Track 5...”
Task 14	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with the real names
Task 15	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with the <i>therapist</i> and <i>customer</i>
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	Lacking the word choice in the instruction “Fill in the missing expressions.” Unclear name (ST & C) of the speakers in the dialogue	Revising the instruction into “Fill in the missing expressions using the provided expressions on the right side.” Replacing the name (ST & C) with the real names

Task 19	Lacking the word choice in the instruction “Listen to Track 5...”	Revising the instruction into “Listen to Track 6...”
Task 20	A grammatical mistake in the instruction “...you have wrote down...”	Revising the instruction into “...you have written down...”
Task 21	No revision	No revision
Task 22	A grammatical mistake in the instruction “...do a role playing...”	Revising the instruction into “...do a role play...”
Task 23	No revision	No revision

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

1) The Results of the Expert Judgment

As in the previous sections, there were four aspects that were being evaluated by the expert which are the content, language, presentation, and layout appropriateness. The following are the results of the analysis of the questionnaire for expert judgment of the unit three.

a) The Appropriateness of the Content

The following table shows the result of the analysis of the content appropriateness of the unit three.

Table 32: The Appropriateness of the Content of Unit Three

No	Items	Score
1	The developed materials are in accordance with the competences and objectives of the speaking learning aimed by spa therapists in Yogyakarta.	4
2	The developed materials meet the course grid.	4
3	The topics of the units of the developed materials is relevant with spa therapists' workplace.	4
4	Materials (text, figures and tables) are relevant to the discussed topic.	4
5	The developed materials are in accordance with spa therapists' workplace.	4

6	The developed materials involve learning activities which guide the spa therapists to develop their communicative competence in spoken language.	3
7	The developed materials involve expression learning tasks which are relevant with spa therapists' needs.	4
8	The developed materials involve vocabulary learning tasks which are relevant with spa therapists' needs.	4
9	The developed materials involve pronunciation learning tasks which are relevant with spa therapists' needs.	3
10	The developed materials lead the spa therapists to understand the linguistic features of the discussed spoken text.	4
Mean (x)		3.8

Table 32 reveals that the mean value of the appropriateness of the content of the unit three of the developed materials is 3.8. This value is in the range of 3.25 x 4 which falls into the category of “Very Good”.

b) The Appropriateness of the Language

The following table describes the result of the analysis of the language appropriateness of the unit three.

Table 33: The Appropriateness of the Language of Unit Three

No	Items	Score
11	The language used is relevant to the spa therapists' cognitive development.	3
12	The language used in the explanations and instructions are clear and understandable.	3
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is cohesive and coherent.	3
15	The developed materials consistently use one variation of English.	3
Mean (x)		3

As seen in Table 33, the mean value of the appropriateness of the language of the unit three of the developed materials is 3. This value is in the range of 2.5 x 3.24 which falls into the category of “Good”.

c) The Appropriateness of the Presentation

The following table elaborates the result of the analysis of the presentation appropriateness of the unit three.

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

No	Items	Score
16	The materials are presented coherently and well-organized based on the task-based language teaching framework such as schema building, controlled practice, authentic listening practice, language focus, freer practice, and real-world task.	4
17	The tasks are arranged systematically from the easiest to the most difficult.	4
18	The tasks support the students to learn individually, in pairs and in group.	3
19	The arrangement of the tasks in the learning materials is begun with guided task and gradually moves to the free tasks.	4
20	The developed materials are balance in terms of audio files, texts, illustrations and symbols.	3
21	The arrangement of the learning activities in the developed materials include activities that focus on the linguistics features and the one that focus on communicative tasks.	4
22	The learning activities in the developed materials encourage spa therapists to actively interacting in English within a wider environment.	3
23	The developed materials encourage spa therapists to understand the content of the provided conversations.	3
24	The developed materials is completed with the vocabulary, grammar, and pronunciation that are relevant with the topic of each unit.	3
25	The learning objectives are stated in every unit of the developed materials.	4

26	The developed materials encourage the spa therapists to have self-reflection to identify their achievements and lacks during their learning.	3
27	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
Mean (x)		3.5

Table 34 reveals that the mean value of the appropriateness of the presentation of the unit three of the developed materials is 3.5. This value is in the range of 3.25 x 4 which falls into the category of “Very Good”.

d) The Appropriateness of the Layout

The following table presents the result of the analysis of the layout appropriateness of the unit three.

Table 35: The Appropriateness of the Layout of Unit Three

No	Items	Score
28	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
29	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	3
30	The developed materials use the appropriate variation of fonts.	3
31	The fonts used are not too big or too small.	3
32	The color usage of the developed materials is not disturbing the readers.	3
33	The illustration and graphic design in the developed materials are aesthetic and functional.	3
34	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.14

Table 35 shows that the mean value of the appropriateness of the layout of the unit three of the developed materials is 3.14. This value is in the range of 2.5 x 3.24 which falls into the category of “Good”.

2) Revisions of Unit Three

In general, the expert suggested that the unit three of the materials needed to be revised in terms of language by recommending some suggestions, grammatical revisions and word choice revisions. Then, as the needed revision had been made, the materials were considered as the final draft. The following table elaborates the revisions of unit three of the developed materials.

Table 36: The Revisions of Unit Three

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	Grammatical mistakes in the instruction “What things make” “...your ideas with others.”	Revising the instruction into “What things do make” “...your ideas with other’s.”
Task 4	Lacking the word choice in the instruction “Look at the conversation below and listen.”	Revising the instruction into “Read the conversation below and listen to it in Track 1.”
	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with <i>customer</i> and <i>therapist</i>
	A punctuation mistake in the dialogue	Putting comma before <i>Madam</i>
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	Lacking the word choice in the instruction “Listen to Track 2...”	Revising the instruction into “Listen again to Track 2...”
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	A grammatical mistake in the explanation “A one-syllable adjective are...”	Revising the instruction into “A one-syllable adjective is ...”

	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with <i>customer</i> and <i>therapist</i>
Task 14	A punctuation mistake in the dialogue	Putting comma before <i>Miss</i>
	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with <i>customer</i> and <i>therapist</i>
Task 15	No revision	No revision
Task 16	Lacking the word choice in the instruction “Fill in the missing expressions.”	Revising the instruction into “Fill in the missing expressions using the provided expressions on the right side.”
	Unclear name (ST & C) of the speakers in the dialogue	Replacing the name (ST & C) with real names
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision

B. Discussion

As the findings have been discussed in the previous sections, the next section is discussion. In this section, the findings were correlated with the developed materials. As explained in the steps of materials development process, the developed materials was needs-based materials that used the results of the needs analysis as the bases to develop the materials. The results of the needs analysis covered the target and learning needs.

In term of target analysis, firstly, the spa therapists set their goal in learning English to improve their speaking skills. Consequently, the developed materials were emphasized on developing the speaking skills. The developed materials provided speaking skills and materials such as pronunciation (as in Unit 1 Task 8

and 10, Unit 2 Task 12, and Unit 3 Task 11), and language functions (as in Unit 1 Task 2, Unit 2 Task 7, and Unit 3 Task 1). In addition, to train their fluency, they asked to practice dialogues (as in Unit 1 Task 18, Unit 3 Task 19, and Unit 3 Task 17).

Secondly, the developed materials were made within the spa context as the spa therapists needed English to carry out the daily duties in their workplace in relation to communicating with and serving customers. The spa context was provided through several components of the developed materials which are: (1) pictures (the pictures in each unit present the situation in spa centers as picture in each unit cover), (2) did you know? and tips (did you know? and tips provided in each unit always relate to spa fields as in Unit 1 page 6), (3) vocabulary (the vocabulary provided were words used in spa fields as in Unit 2 Task 1), and (4) spoken and written dialogue (each spoken and written dialogue was considered as conversations that usually occur in spa centers).

Thirdly, the developed materials provided the spa therapists with various expressions such as greeting customers, introducing oneself, offering help, giving information, giving recommendation, giving instruction, expressing and responding to gratitude, and expressing and responding to satisfaction. Those expressions were divided among the three units. First unit focused on the language functions such as greeting customers, introducing oneself, and offering help. Second unit focused on the language functions such as giving information, giving recommendation, and giving instruction. The last unit focused on the language functions such as expressing and responding to complaint, gratitude, and satisfaction.

Next, the developed materials were designed for beginner who lacked fluency, vocabulary, grammar, and pronunciation. To overcome the lacks, several activities related to fluency, vocabulary, grammar, and pronunciation were given as in Unit 1 (Task 10, 11, 12 and 13), Unit 2 (Task 1, 2, 12, and 14), Unit 3 (Task 11 and 13). The provided activities were designed in form of several activities like drilling, correcting grammatical mistakes, and matching pictures with their words.

Furthermore, the developed materials accommodated the learners with topics related to their job and daily activities as illustrated through the titles of the units. For example, the first unit of the developed materials was entitled “Welcome to Royal Garden Spa!” which belongs to one of the language functions needed by the spa therapist. It is a common greeting which usually uses in spa centers to greet customers.

Moreover, the developed materials were equipped with clear and understandable examples of English usage related to their job. The examples of the language usage were given in form of dialogue as presented contextually in Start Talking section of each unit. The developed materials also equipped with clear instruction, pronunciation transcript (in summary), colorful illustration, tips, practice activity, glossary (in summary), self-reflection column (placed before the summary section), and summary in each end of chapter.

In term of learning needs, the considered aspects were input, procedure, setting, teachers’ role, and learners’ role. In term of input, the desired listening inputs are recordings, vocabulary, and expressions and the length of the input was fewer than 100 words. Meanwhile, the preferred speaking inputs were vocabulary,

pronunciation, dialogue, and expressions and the length of the input was between 100-150 words. As a result, the developed materials provided audio recordings and dialogues for listening and speaking learning with varied length between 50-150 words as in Unit 1 (Task 4, 7, 10, 11, 18), Unit 2 (Task 2, 5, 9, 12, 13, 19), and Unit 3 (Task 4, 7, 17).

In term of procedure, the spa therapists preferred to have activities related to listening, speaking, vocabulary, grammar, and pronunciation learning such as identifying expressions used in a recording (as in Unit 1 Task 18, Unit 2 Task 19, Unit 3 Task 17), answering questions based on a recording (as in Unit 1 Task 7, Unit 2 Task 9, Unit 3 Task 7), writing specific information from a recording (as in Unit 1 Task 12, Unit 2 Task 10, Unit 3 Task 8), pronunciation practice (as in Unit 1 Task 11 & 12, Unit 2 Task 13, Unit 3 Task 12), practicing dialogue containing certain expressions (as in Start Talking section in each unit), matching words with their correct pictures (as in Unit 2 Task 1), completing texts (as in Talk Some More section in each unit) , and correcting grammatical mistake (as in Unit 1 Task 14, Unit 2 Task 15, Unit 3 Task 14).

Furthermore, in term of learning setting, the spa therapists were expecting to work in pairs and individually. Thus, the developed materials provided pairs activities and individual activities. The clear instructions also provided to give them signal when they have to work individually and work in pairs. In term of teachers' role, they preferred teachers who correct every mistake they made, provide examples before giving tasks, are helpful, and guide them to have discussions for the given tasks. Therefore, the developed materials gave sufficient examples in

doing the tasks and chance to have discussions where teachers can guide them in having discussions. The chance to have discussions was signaled by the instructions which asked the learners to compare or share their works with others.

The discussions about the developed materials elaborated before were pointed to the first draft of the materials. The first draft of the materials were still need to be evaluated in order to measure the appropriateness. The materials evaluation was done by distributing the expert judgment questionnaires to an expert. The expert judgment questionnaires were adapted from guideline of materials evaluation published by BSNP (2006). The evaluated aspects were the content appropriateness, the language appropriateness, the presentation appropriateness and the layout appropriateness.

The results of the materials evaluation showed that the materials were good enough. The mean score for all units of the developed materials was 3.44. The value was in the range of 3.25 x 4 which fell into the category of “Very Good”. However, there were some parts of the developed materials that needed to be revised in terms of grammatical mistake, punctuation mistake, and word choice. The revisions of the materials were available in Table 26, Table 31, and Table 36. As the revision had been made, the developed materials were considered as the final draft of materials. The final draft of the materials is available in the Appendices.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. The first section of this chapter presents conclusions drawn from the findings and discussion of the research. Meanwhile, the second section of this chapter presents suggestions proposed by the researcher for spa therapists in Yogyakarta, spa centers in Yogyakarta, spa associations in Indonesia, vocational schools, other researchers, and materials developers.

A. Conclusions

The conclusions in this research were drawn from the findings and discussions presented in previous chapter aiming to answer the research questions. The first conclusion is related to the results of needs analysis covering the learners' target and learning needs. The second conclusions are related to the appropriateness of the developed materials.

1. Target and Learning Needs of Spa Therapists in Yogyakarta

a. Target Needs

From the results of the needs analysis conducted in September 2015, it can be concluded that there were several target needs of spa therapists in Yogyakarta. Firstly, the spa therapists claimed that their goal in learning English was mostly to improve their speaking skills. Secondly, they needed English to carry out the daily duties in their workplace in relation to communicating and serving customers.

Thirdly, they needed English materials that provides language functions for several purposes related to their jobs. Fourth, they considered themselves as beginner who lacked fluency, vocabulary, grammar, and pronunciation. Fifth, the English skills that they wanted to improve the most is the speaking skills. Then, they preferred English materials that help them to be able to speak more fluently, enrich their vocabulary mastery, enrich them with expressions related to their job, and improve their pronunciation and grammar use. Lastly, they liked to have English materials that provide topics related to their job and daily activities and have clear and understandable examples, instruction, pronunciation transcript, colorful illustration, tips, practice activity, glossary, self-reflection column, and summary in each end of chapter.

b. Learning Needs

Based on the results of the needs analysis, there were several learning needs of spa therapists in Yogyakarta revealed. In term of input, the desired listening inputs are recordings, vocabulary, and expressions and the length of the input is fewer than 100 words. Meanwhile, the preferred speaking inputs are vocabulary, pronunciation, dialogue, and expressions and the length of the input is between 100-150 words.

Furthermore, in term of procedure, the spa therapists preferred to have activities related to listening, speaking, vocabulary, grammar, and pronunciation learning such as identifying expressions used in a recording, answering questions based on a recording, writing specific information from a recording, pronunciation

practice, practicing dialogue containing certain expressions, matching words with their correct pictures, completing texts, and correcting grammatical mistakes. Then, in term of learning setting, the spa therapists were expecting to work in pairs and individually. In addition, in term of teachers' role, they preferred teachers who correct every mistake they made, provide examples before giving tasks, are helpful, and guide them to have discussions for the given tasks. Lastly, in term of learners' role, they preferred to involve in discussions while doing the tasks and also were given chance to work individually.

2. The Appropriate English Speaking Learning Materials for Spa Therapists in Yogyakarta

Based on the discussions in previous chapter, the conclusion of the appropriate English speaking learning materials for spa therapists in Yogyakarta can be drawn as follows.

- a. The developed materials were developed based on the spa therapists' target and learning needs.
- b. The developed materials emphasized on developing spa therapists' speaking skills as their mainly purpose was to improve their speaking skills.
- c. The developed materials provided topics and English materials related to spa therapists' jobs.
- d. The developed materials provided with activities to overcome spa therapists' lacks which are fluency, vocabulary, grammar, and pronunciation.

- e. The developed materials led the spa therapists to develop their speaking skills, vocabulary mastery, expressions mastery, pronunciation, and grammar use.
- f. The developed materials provided topics related to their job and daily activities and had clear and understandable examples, instruction, pronunciation transcript, colorful illustration, tips, practice activity, glossary, self-reflection column, and summary in each end of chapter.
- g. The developed materials accompanied with their desired input which are recording, dialogue, expressions, vocabulary, and pronunciation.
- h. The activities within the developed materials were varied.
- i. The developed materials gave them chance to work in pairs and individually.
- j. The developed materials gave sufficient examples in doing the tasks and chance to have discussions where teachers can guide them in having discussions.

B. Suggestions

In this part, the researcher proposes suggestions to spa therapists in Yogyakarta, spa centers in Yogyakarta, spa associations in Indonesia, vocational schools, other researchers, and materials developers.

1. To Spa Therapists in Yogyakarta

For the spa therapists who are going to use the developed materials for their learning, the researcher suggests that in order to be able to meet the targeted competences, they need to give more time for themselves to improve their English skills, actively participate in the learning process, do the tasks seriously, be willing to practice the English language as it has been instructed in the developed materials,

and be willing to have extensive speaking activities like role play as instructed in the developed materials. The spa therapists should be serious and hard-working in improving their levels of English skills especially speaking skills.

2. To Spa Centers in Yogyakarta

For the spa centers in Yogyakarta, it is expected that they provide their therapists with English training in which the therapists can learn the English skills. The English skills especially speaking skills are important for the spa therapists to carry out their daily duties which are mostly dealing with the customers, both local and foreign customers. Furthermore, the product of this research can be used as one of the learning materials in the English training.

3. To Spa Associations in Indonesia

For spa associations in Indonesia, they should encourage, facilitate, and guide the spa centers in Indonesia to provide their spa therapists with English training. Besides, they also need to hold socializations about the importance of English communicative skills in spa fields. They can build some English trainings for spa therapists so that the spa centers have examples of what English training for spa therapists is like and they are motivated to equip their therapists with adequate English communicative skills.

4. To Vocational Schools

For vocational schools which provide hospitality classes, they need to provide their students with English communicative skills that specified for hospitality field. They also need to select the suitable and appropriate materials carefully to be used during the learning process.

5. To Other Researchers

For other researchers who are going to conduct research on the same roof which is ESP (English for Specific Purposes), they need to pay attention to the needs analysis questionnaires. The needs analysis questionnaires should covers complete and detail questions related to the target and learning needs in order to get more relevant and varied data that meet learners' needs. Besides, the number of research subject is better to be large so that the data will be more varied.

6. To Materials Developers

For materials developers, they need to develop more materials for specific purpose. The materials should have more varied task types and also task input. Since the input of English materials for specific purposes, both written and spoken input, are still limited, the materials developers should be able to create the input creatively but still suit the learners' needs. In addition, the materials developers should be able to design the materials with appropriate layout, color, font, and picture that can effectively engage the learners.

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APPENDICES

Appendix A

The Needs Analysis Questionnaire

**ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS
BAGI SPA TERAPIS DI YOGYAKARTA**

Kepada:

Yth. Responden

di tempat

Assalamualaikum, Wr. Wb.

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris untuk spa terapis di Yogyakarta, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi angket berikut ini.

Kuesioner ini dibagi menjadi tiga bagian. Pada bagian pertama angket bertujuan untuk mengetahui identitas responden. Bagian kedua bertujuan untuk mengetahui latar belakang pendidikan responden, dan bagian ketiga bertujuan untuk mengetahui tingkat kemampuan berbahasa Inggris, serta berbagai hal yang bersangkutan dengan belajar bahasa Inggris bagi responden sebagai spa terapis.

Saya menjamin bahwa identitas dan data yang Anda berikan akan saya jaga kerahasiaannya. Atas bantuan dan kerja sama Anda dalam mengisi angket ini, saya ucapkan banyak terima kasih.

Nurul Marlisa

NIM 11202244007

Universitas Negeri Yogyakarta

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS BAGI SPA TERAPIS DI YOGYAKARTA

A. Identitas Responden

Nama :
Umur :
Jenis Kelamin : Perempuan / Laki-laki (*coret yang tidak perlu*)

B. Angket

Berikut adalah pertanyaan-pertanyaan untuk mendiskripsikan kondisi Anda berkaitan dengan kemampuan bahasa Inggris Anda saat ini. Lingkari pilihan jawaban yang telah disediakan sesuai dengan kondisi Anda. Anda boleh melingkari jawaban lebih dari satu **kecuali** untuk pertanyaan-pertanyaan dengan tanda “*Pilih satu jawaban*”. Apabila jawaban Anda tidak tersedia dalam alternatif pilihan jawaban, silahkan menuliskan jawaban Anda di bagian “Lain-lain”.

1. Pendidikan terakhir saya
 - a. Sekolah dasar
 - b. SMP
 - c. SMA / SMK
 - d. Diploma
 - e. Sarjana
 - f. Lain-lain (*sebutkan*)
.....
2. Saya pernah mempelajari bahasa Inggris melalui
 - a. Sekolah
 - b. Kursus
 - c. Belajar sendiri
 - d. Lain-lain (*sebutkan*)
.....
3. Tujuan saya belajar bahasa inggris adalah untuk
 - a. Meningkatkan kemampuan mendengarkan/ *listening*
 - b. Meningkatkan kemampuan berbicara/ *speaking*
 - c. Meningkatkan kemampuan membaca/ *reading*
 - d. Meningkatkan kemampuan menulis/ *writing*
 - e. Meningkatkan pengetahuan kosa kata/ *vocabulary*
 - f. Meningkatkan kemampuan ketata bahasaan/ *grammar*
 - g. Meningkatkan kemampuan mengucapkan kata-kata/
pronunciation

h. Lain-lain (*sebutkan*)

.....

4. Kemampuan berbahasa Inggris saya saat ini berada pada level

(*Pilih satu jawaban*)

a. Pemula/ *Beginner*

Tahu sedikit kata dan ekspresi misal memperkenalkan diri (introduction), salam (greeting), dapat menjawab pertanyaan-pertanyaan sederhana pada beberapa topik yang umum, tahu sedikit grammar dan memiliki /melakukan kesalahan ucapan.

b. Menengah/ *Intermediate*

Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal masih terkendala oleh batasnya kosakata, tata bahasa dan pengucapan.

c. Mahir/ *Advanced*

Mampu berbahasa Inggris dengan lancar dan alami pada sebagian besar topik, sedikit kesulitan pada pengucapan kata, grammar dan kosakata.

5. Kesulitan – kesulitan pembelajaran bahasa Inggris yang sering saya hadapi

a. Tata bahasa (Grammar)

b. Perbendaharaan kata (Vocabulary)

c. Kelancaran berbicara (Fluency)

d. Pengucapan kata / kalimat (Pronunciation)

e. Pemahaman dalam membaca (Reading comprehension)

f. Lain-lain (*sebutkan*)

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6. Kemampuan dalam bahasa Inggris yang ingin saya tingkatkan berkaitan dengan pekerjaan saya adalah

(*Pilih satu jawaban*)

a. Kemampuan menyimak (*listening*)

b. Kemampuan berbicara (*speaking*)

c. Kemampuan membaca (*reading*)

d. Kemampuan menulis (*writing*)

7. Saya menggunakan bahasa Inggris

a. Tiap hari

b. Beberapa kali dalam satu minggu

c. Beberapa kali dalam satu bulan

d. Tidak pernah

8. Berkaitan dengan pekerjaan saya, saya menggunakan bahasa Inggris untuk ...

- a. Menyapa/salam
- b. Memperkenalkan diri sendiri
- c. Memperkenalkan orang lain
- d. Memberi informasi
- e. Menawarkan bantuan
- f. Mendiskripsikan barang/ produk
- g. Memberikan rekomendasi
- h. Memberi petunjuk
- i. Mengucapkan dan merespon ucapan terima kasih
- j. Meminta maaf
- k. Merespon pengaduan
- l. Menyatakan dan merespon rasa puas
- m. Lain-lain (*sebutkan*)

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9. Secara umum, saya menginginkan pembelajaran bahasa Inggris yang menjadikan saya....

- a. Mampu menguasai tata bahasa (*grammar*) dengan baik.
- b. Mampu menguasai lebih banyak kosata kata (*vocabulary*) yang berhubungan dengan pekerjaan saya.
- c. Mampu menguasai ungkapan – ungkapan (*expressions*) yang mendukung proses komunikasi dalam pekerjaan saya.
- d. Mampu mengucapkan kata-kata dalam bahasa Inggris dengan benar
- e. Mampu berbicara dalam bahasa Inggris dengan lancar.
- f. Lain-lain (*sebutkan*)

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10. Dalam mempelajari Bahasa Inggris, saya lebih suka melakukan kegiatan secara

- a. Individu
- b. Berpasangan
- c. Kelompok
- d. Lain-lain (*sebutkan*)

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11. Apabila saya belajar bahasa Inggris melalui modul, saya menginginkan modul bahasa Inggris yang

- a. Topik yang dibahas berkaitan dengan pekerjaan saya dan kehidupan sehari-hari
- b. Instruksi yang diberikan pada modul jelas dan mudah dimengerti
- c. Contoh yang ditampilkan mudah dipahami
- d. Banyak menampilkan ilustrasi/ gambar
- e. Gambar hitam putih
- f. Gambar berwarna
- g. Banyak aktivitas secara langsung (praktik)
- h. Memiliki kolom daftar kata-kata (glossarium)
- i. Memuat tips yang berkaitan dengan pekerjaan saya
- j. Memiliki tabel pengucapan kata/ *pronunciation transcript*
- k. Memuat kolom penilaian diri sendiri/ *self-reflection*
- l. Memiliki rangkuman isi materi pada setiap bab
- m. Lain-lain (*sebutkan*)

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12. Untuk belajar bahasa Inggris secara mandiri melalui modul, input *listening* yang paling efektif untuk saya adalah

- a. Rekaman dialog
- b. Rekaman monolog
- c. Daftar kosa kata yang berkaitan dengan isi rekaman yang didengarkan
- d. Ungkapan – ungkapan khusus yang berhubungan dengan topik dalam rekaman
- e. Lain-lain (*sebutkan*)

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13. Panjang teks yang saya inginkan dalam pembelajaran menyimak/ *listening* adalah

(*Pilih satu jawaban*)

- a. < 100 kata
- b. 100 - 150 kata
- c. 150 – 200 kata
- d. > 200 kata

14. Agar saya dapat belajar *listening* dengan mandiri melalui modul, aktivitas belajar yang menurut saya efektif adalah

- a. Mendengarkan rekaman dan melengkapi teks rumpang
- b. Mendengarkan rekaman dan memilih gambar yang mewakili isi rekaman
- c. Mendengarkan rekaman dan menjawab soal-soal pemahaman.
- d. Mendengarkan rekaman dan mentranskrip isi rekaman
- e. Mendengarkan rekaman dan menuliskan pokok-pokok isi rekaman
- f. Mengidentifikasi ungkapan – ungkapan yang digunakan
- g. Lain-lain(sebutkan)

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15. Untuk belajar bahasa Inggris secara mandiri melalui modul, input *speaking* yang paling efektif untuk saya adalah

- a. Monolog / dialog singkat percakapan transaksional / interpersonal
- b. Daftar kosakata (*vocabulary*) dan cara pengucapan (*pronunciation*)
- c. Ungkapan – ungkapan khusus yang berkaitan dengan topik
- d. Gambar yang disertai kata kunci
- e. Gambaran situasi untuk kemudian di perankan
- f. Lain-lain (*sebutkan*)

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16. Panjang teks yang saya inginkan dalam pembelajaran *speaking* adalah
 (*Pilih satu jawaban*)

- a. < 100 kata
- b. 100 - 150 kata
- c. 150 – 200 kata
- d. > 200 kata

17. Agar saya dapat belajar *speaking* dengan mandiri melalui modul, aktivitas belajar yang menurut saya efektif adalah

- a. Memahami model dialog dan menjawab pertanyaan pemahaman dialog
- b. Memahami model dialog dan mengikuti penjelasan ungkapan-ungkapan yang digunakan
- c. Bermain peran sesuai situasi tertentu
- d. Berlatih mengucapkan kosa kata dengan benar
- e. Berlatih berbicara secara mandiri sesuai dengan situasi
- f. Menjelaskan gambar secara lisan
- g. Berdiskusi tentang topik tertentu
- h. Presentasi

i. Lain-lain (*sebutkan*)

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18. Dalam pembelajaran kosakata (*vocabulary*), kegiatan yang saya inginkan adalah

- a. Mendengarkan kosakata yang dibacakan yang berhubungan dengan konteks
- b. Melengkapi paragraf rumpang
- c. Mengidentifikasi kelompok kata yang susah dalam teks
- d. Memasangkan kata dengan arti
- e. Memasangkan kata dengan gambar
- f. Lain-lain (*sebutkan*)

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19. Dalam pembelajaran tata bahasa (*grammar*), kegiatan yang saya inginkan adalah

- a. Mengerjakan soal *grammar*
- b. Mengidentifikasi struktur kalimat
- c. Mengidentifikasi dan membenarkan kesalahan struktur kalimat
- d. Menyusun kalimat sesuai pola yang dicontohkan
- e. Menyusun kosakata menjadi kalimat dengan struktur yang benar
- f. Lain-lain (*sebutkan*)

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20. Dalam pembelajaran pengucapan kata / kalimat (*pronunciation*), kegiatan yang saya inginkan adalah

- a. Menirukan pengucapan yang dicontohkan dalam rekaman
- b. Melihat cara pengucapan suatu kata/ *pronunciation transcript* dan mempraktikannya
- c. Membaca nyaring
- d. Lain-lain (*sebutkan*)

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21. Ketika belajar bahasa Inggris, saya lebih suka jika

- a. Mengerjakan soal secara individu
- b. Berdiskusi untuk menyelesaikan aktivitas dalam modul
- c. Dibimbing tutor untuk mengerjakan setiap aktivitas

d. Diberikan kebebasan berkreasi dalam mengerjakan tugas dalam modul

e. Lain-lain (*sebutkan*)

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22. Apabila saya memiliki tutor dalam belajar bahasa Inggris, saya lebih suka jika tutor

a. Menjelaskan materi dari awal sampai akhir modul

b. Memberikan contoh sebelum memberikan tugas

c. Membuat koreksi setiap saya membuat kesalahan

d. Membahas tugas-tugas yang diberikan

e. Memberikan batuan apabila diminta

f. Lain-lain (*sebutkan*)

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23. Bahasa yang menurut saya cocok untuk memberikan intruksi/perintah dan penjelasan dalam modul bahasa Inggris adalah

(*Pilih satu jawaban*)

a. Bahasa Inggris

b. Bahasa Indonesia

c. Bahasa Inggris & Indonesia

Appendix B

The Needs Analysis Data

The Result of the Need Analysis Questionnaire

Learners' Identity						
Male : 6						
Female : 34						
Age Range : 17 – 41 years old						
Aspect	No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
Learners' Educational Background						
	1	My latest education is	a. elementary school	40	0	0
			a. junior high school	40	1	2.5%
			b. senior high school	40	24	60%
			c. diploma	40	12	30%
			d. bachelor	40	3	7.5%
			e. others	40	0	0
	2	I have learnt English in/by	a. school	40	35	87.5%
			b. course	40	5	12.5%
			c. myself	40	15	37.5%
			d. others	40	0	0
Goals						
	3	My goals in learning English are	a. to improve my listening skill	40	11	27.5%
			b. to improve my speaking skill	40	35	87.5%
			c. to improve my reading skill	40	11	27.5%
			d. to improve my writing skill	40	6	15%
			e. to enrich my vocabulary	40	15	37.5%
			f. to improve my grammar	40	5	12.5%
			g. to improve my pronunciation	40	10	25%
			h. others	40	0	0
Target Needs						
Necessities	7	I use English	a. everyday	40	18	45%
			b. many times a week	40	18	45%
			c. many times a month	40	4	10%
			d. never	40	0	0
	8	Relating to my job, I use English to	a. greet customers	40	34	85%
			b. introduce oneself	40	30	75%
			c. introduce other people	40	10	25%
			d. give information of treatments	40	23	57.5%
			e. offer help	40	27	67.5%
			f. describe products	40	14	35%
			g. give recommendation	40	28	70%
			h. give instruction	40	21	52.5%

			i. express and respond to thank	40	24	60%
			j. apologize	40	10	25%
			k. respond to complains	40	12	30%
			l. express and respond to satisfaction	40	20	50%
			m. others	40	0	0
Lacks	4	My current English proficiency level is	a. beginner	40	26	65%
			b. intermediate	40	14	35%
			c. advance	40	0	0
	5	My difficulties in learning English are	a. grammar	40	14	35%
			b. vocabulary	40	20	50%
			c. fluency	40	25	62.5%
			d. pronunciation	40	12	30%
			e. reading comprehension	40	2	5%
			f. others	40	0	0
Wants	6	The English skill that I want to improve the most relating to my job is	a. listening	40	7	17.5%
			b. speaking	40	33	82.5%
			c. reading	40	0	0
			d. writing	40	0	0
	9	In general, I want English learning process that will help me	a. to be able to use grammar correctly	40	10	25%
			b. to enrich my vocabulary relating to my job	40	27	67.5%
			c. to master many kinds of expression in English that sustain communication in my job	40	19	47.5%
			d. to improve my pronunciation	40	13	32.5%
			e. to be able to speak more fluent	40	30	75%
			f. others	40	0	0
	11	I want learning materials that	a. provide topics related to my job and daily activities	40	33	82.5%
			b. provide clear and understandable instruction	40	27	67.5%
			c. provide examples which are easy to understand	40	28	70%
			d. provide many illustration	40	20	50%
			e. provide black and white pictures	40	0	0
			f. provide colorful pictures	40	20	50%

			g. provide activities to practice	40	17	42.5%
			h. provide glossary	40	13	32.5%
			i. provide tips related to my job	40	19	47.5%
			j. provide pronunciation transcript	40	25	62.5%
			k. provide self-reflection column	40	9	22.5%
			l. provide summary in each end of chapter	40	8	20%
			m. others	40	0	0
	23	In my opinion, the language that is suitable to give instruction and explanation in the learning materials is	a. English	40	6	15%
			b. Indonesian	40	1	2.5%
			c. Bilingual (English and Indonesian)	40	33	82.5%
Learning Needs						
Inputs	12	To learn English independently by module, the effective listening input is	a. recording of dialogue	40	26	65%
			b. recording of monologue	40	1	2.5%
			c. list of vocabulary taken from the recording listened	40	16	40%
			d. the expressions related to topic in recording	40	15	37.5%
			e. others	40	0	0
	13	The length of texts that I want to be involved in the materials for learning listening is	a. < 100 words	40	20	50%
			b. 100 – 150 words	40	14	35%
			c. 150 – 200 words	40	3	7.5%
			d. > 200 words	40	3	7.5%
	15	To learn English independently by module, the effective speaking input is	a. monologue and dialogue	40	28	70%
			b. list of vocabulary and pronunciation transcript	40	31	77.5%
			c. expressions related to topics	40	15	37.5%
			d. pictures with key word	40	6	15%
			e. pictures as role-play guidance	40	5	12.5%
			f. others	40	0	0
	16	The length of texts that I want to be involved in the materials for learning speaking is	a. < 100 words	40	16	40%
			b. 100 – 150 words	40	20	50%
			c. 150 – 200 words	40	1	2.5%
			d. > 200 words	40	3	7.5%

Procedures	14	In order to learn listening independently, the effective activity is	a. listening to complete a text	40	20	50%
			b. listening to choose represented picture	40	10	25%
			c. listening to a recording and answering questions related to it	40	18	45%
			d. listening to a recording and writing the specific information from it	40	7	17.5%
			e. listening to a recording and finding the main ideas	40	7	17.5%
			f. identifying some expressions used in a recording	40	27	67.5%
			g. others	40	0	0
	17	In order to learn speaking independently, the effective activity is	a. Creating dialogue based on certain situation	40	17	42.5%
			b. Practicing dialogue containing certain expressions	40	26	65%
			c. role playing	40	28	70%
			d. practicing pronunciation	40	27	67.5%
			e. practicing speaking independently based on certain situation	40	15	37.5%
			f. explaining pictures orally	40	8	20%
			g. discussing on certain topic	40	6	15%
			h. presentation	40	6	15%
			i. others	40	0	0
	18	In order to enrich my vocabulary, the effective activity is	a. listening to vocabulary with certain topic	40	14	35%
			b. completing a text	40	13	32.5%
			c. identifying difficult vocabulary in a text	40	6	15%
			d. matching words with their meaning	40	15	37.5%
			e. matching words with represented picture	40	25	62.5%
			f. others	40	0	0
	19	In order to improve my grammar, the effective activity is	a. doing grammar exercises	40	9	22.5%
			b. identifying sentence structure	40	7	17.5%

			c. identifying and correcting sentence structure	40	18	45%
			d. arranging sentence based on example	40	20	50%
			e. arranging words into a good order	40	17	42.5%
			f. others	40	0	0
	20	In order to improve my pronunciation skill, the effective activity is	a. practicing pronunciation as in recording	40	22	62.5%
			b. practicing pronunciation transcript	40	25	55%
			c. reading aloud	40	5	12.5%
			d. others	40	0	0
Setting	10	I prefer doing the activities of learning English	e. as individual	40	19	47.5%
			f. in pairs	40	20	50%
			g. in group	40	7	17.5%
			h. others	40	0	0
Teacher's Role	22	If I have tutor, I want my tutor to	g. explain all the materials	40	7	17.5%
			h. give example before giving task	40	15	37.5%
			i. correct every mistake I made	40	25	62.5%
			j. discuss the given task	40	14	35%
			k. help when needed	40	14	35%
			l. others	40	0	0
Learner's Role	21	I prefer learning English by	f. doing the activities individually	40	16	40%
			g. discussing the activities in module	40	21	52.5%
			h. getting guidance from my tutor while doing the activities in module	40	8	20%
			i. given a freedom to do the activities in module	40	13	32.5%
			j. others	40	0	0

Appendix C

Course Grid

COURSE GRID

Occupation	: Spa Therapist
Subject	: English
Standard Competence	: Understanding and expressing meanings in interpersonal and transactional communicative events in spa contexts.
Basic Competence	: <ol style="list-style-type: none"> 1. Understanding and using the basic expressions of greeting/ welcoming and introducing oneself for daily needs. 2. Understanding and using accurate expressions on offering help to others and the responses to it. 3. Understanding and using accurate expressions on giving recommendation. 4. Producing simple utterances to explain spa treatments. 5. Producing accurate sentences to give information and instructions. 6. Expressing and responding to complain, satisfaction, and gratitude.

Units/ Titles	Basic Competence	Indicators	Input text	Materials	Tasks	Assessment	Resource
Unit 1 Welcome to Royal Garden Spa!	<ol style="list-style-type: none"> 1. Understanding and using the basic expressions of greeting/ welcoming and introducing oneself for daily needs. 2. Understanding and using accurate expressions on offering help to others and the responses to it. 	By the end of the lesson, learners are able to: <ol style="list-style-type: none"> 1. identify the expression of greeting, introducing one self and offering help; 2. introduce her/himself appropriately, fluently, and accurately; 3. address the customers using the appropriate title; 	Listening <i>Task 4 (dialogue)</i> <i>Task 7 (dialogue)</i> <i>Task 10 (dialogue)</i> <i>Task 11 (sentences)</i> <i>Task 18 (dialogue)</i> Speaking <i>Task 2 (language functions)</i> <i>Task 10 (pronunciation)</i>	<u>Language Functions</u> 1. Greeting and Addressing a. Good morning. b. Good afternoon. c. Good evening. d. Good night. e. Welcome to f. Hello! g. How are you? h. Hi! Response: a. Good morning. b. Good afternoon. c. Good evening. d. Good night. e. Thank you.	<i>Getting Started</i> <i>Task 1. Look at the following picture and answer the questions.</i> <i>Task 2. Look at the following expressions. What are the purposes of them? Write the number of purpose on the left side before the correct expression.</i> <i>Task 3. Compare your answers in Task 2 with a partner. Add some more expressions.</i>	<i>Work in Pairs</i> <i>For student A</i> <i>Task 20. You have four customers today. Listen to the information related to your customers passed on by student B. Welcome each customer appropriately based on the</i>	Brown, H. Douglas. 2000. <i>Voyage 2: Teacher Resource Manual</i> . NY: Pearson Education. Hadfield, Jill & Hadfield, Charles. 1999. <i>Oxford Basics: Simple Speaking Activities</i> . Oxford: Oxford University Press.

		<p>4. greet customers appropriately, fluently, and accurately;</p> <p>5. express accurate expressions on offering help and the responses to it;</p> <p>6. pronounce constructed form correctly;</p> <p>7. identify and use the correct pronoun while speaking; and</p> <p>8. produce utterances with appropriate intonation.</p>	<p><i>Task 14 (dialogue)</i></p> <p><i>Task 17 (dialogue)</i></p>	<p>f. How do you do? g. I'm fine, thank you. h. Nice to meet you too. i. Hello! / Hi!</p> <p>A title/ form of address:</p> <p>a. Miss b. Ms. c. Mrs. d. Mr. e. Sir.</p> <p>2. Introducing oneself</p> <p>a. I'm/ I am b. My name is</p> <p>3. Offering help</p> <p>a. May I help you? b. Can I help you? c. May I offer my assistance? d. How can I help you today?</p> <p><u>Grammar</u></p> <p>1. Simple present tense using to be 2. Contractions/ short form <i>I'm / She's / He's / It's / You're / We're / They're</i></p>	<p>Start Talking</p> <p><i>Task 4. Read the conversation below and listen to it in Track 1. Pay attention to the pronunciation.</i></p> <p><i>Task 5. Practice the conversation in Task 4 with a partner. Then practice again using the other expressions in Task 2.</i></p> <p><i>Task 6. Practice the conversation again and change the customer's name with the following names. Use the correct titles for each customer.</i></p> <p>Listen to This</p> <p><i>Task 7. You will hear spa therapist welcoming the customers. Circle True (T) or False (F) of each statement below based on the conversation you have listened to.</i></p> <p><i>Task 8. Listen again and write in order the titles and contractions you can find in the conversation.</i></p> <p><i>Task 9. Practice to pronounce the titles and contractions you have got in Task 8.</i></p>	<p><i>information you get.</i></p> <p><i>Task 21. Pass on the following information to student B. Then, pretend to be the customers. Listen carefully to how student B welcomes the customers. Give feedback by referring to the scoring rubric in the Appendices.</i></p> <p>For student B</p> <p><i>Task 20. Pass on the following information to student A. Then, pretend to be the customers. Listen carefully to how student A welcomes the customers. Give feedback by referring to</i></p>	<p>Richards, Jack C. 1997. <i>Interchange Student Book 1</i>. Cambridge: Cambridge University Press.</p> <p>Tillit, Bruce & Bruder, Mary Newton. 1985. <i>Speaking Naturally</i>. New York: Cambridge University Press.</p>
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			<p>3. Subject pronoun I, you, they, we, he, she, it</p> <p><u>Pronunciations</u></p> <p>1. Practicing falling and rising intonation. 2. Pronouncing words related to greeting, introducing, and offering help. 3. Pronouncing contractions/ short forms.</p> <p><u>Vocabulary</u></p> <p>Words related to greeting, introducing, and offering help such as <i>morning, afternoon, evening, night, welcome, meet, need, help, assistance, assist, etc.</i></p>	<p><i>Say It Right</i></p> <p><i>Task 10. The intonation patterns in English have several types. Study the following explanation of falling and rising intonation. Then, listen to the examples in Track 3 and repeat after the recording.</i></p> <p><i>Task 11. Listen to statements in Track 4 and decide whether the statements use falling or rising intonation. Compare your answers with other's.</i></p> <p><i>12. Listen again and write down what you hear. Then, practice them using the correct intonation.</i></p> <p><i>Focus on Grammar</i></p> <p><i>Task 13. Look at the chart. Study the explanation of subject pronouns and the verb be.</i></p> <p><i>Task 14. Circle the correct subject pronoun and verb be in the following dialogue.</i></p> <p><i>Task 15. Practice the dialogue in Task 14 with a partner. Pay attention to your pronunciation.</i></p> <p><i>Task 16. Write the correct sentences based on the given</i></p>	<p><i>the scoring rubric in the Appendices. Task 21. You have four customers today. Listen to the information related to your customers passed on by student A. Welcome each customer appropriately based on the information you get.</i></p> <p><i>Self-check</i> <i>Task 22. How well can you do these things? Put the tick (✓) in the box that reflects yourself.</i></p>	
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					<p>words. Compare your answers with other's.</p> <p>Talk Some More</p> <p>Task 17. Fill in the missing expressions using the provided expressions on the right side. Then, correct the wrong subject pronoun and verb be you can find.</p> <p>Task 18. Compare your answers in Task 17 with other's. Then, listen to Track 5 to check your answer.</p> <p>Task 19. Practice the conversation with a partner. Change the customers' name using the names of three other therapists in your class. Address them correctly.</p>		
<p>Unit 2</p> <p>What is an oil massage like?</p>	<p>3. Understanding and using accurate expressions on giving recommendation.</p> <p>4. Producing simple utterances to explain spa treatments.</p>	<p>By the end of the lesson, learners are able to:</p> <ol style="list-style-type: none"> identify the expressions of asking for and giving information, recommendation, and instruction; use appropriate expressions to 	<p>Listening</p> <p>Task 2 (vocabulary)</p> <p>Task 5 (dialogue)</p> <p>Task 9 (dialogue)</p> <p>Task 12 (sentences)</p> <p>Task 13 (sentences)</p> <p>Task 19 (dialogue)</p>	<p><u>Language Function</u></p> <p>1. Asking for and Giving information</p> <ul style="list-style-type: none"> - What kind of service/ facilities do you have? We have ... - What does *a body package include? It includes - What is *an oil massage like? It is ... 	<p>Getting Started</p> <p>Task 1. Look at the pictures and read the words in the note. Write the number of the words in the correct place in the pictures.</p> <p>Task 2. Listen to words in Track 1. Pay attention to how the words in Task 1 are pronounced and where the stress is. Repeat after the recording.</p>	<p>Work in Pairs</p> <p>For Student A</p> <p>Task 21. You have four customers today. Listen to the information related to your customers passed on by student B.</p>	<p>Baker, A. 1999. <i>Pronunciation Pairs</i>. Cambridge: Cambridge University Press.</p> <p>Capellini, Steve. 2009. <i>The Complete Spa Book for Massage</i></p>

	<p>5. Producing accurate sentences to give instructions.</p>	<p>give information, recommendation spa treatments, and instruction;</p> <p>3. produce simple utterances accurately and fluently in order to provide adequate information of spa treatments;</p> <p>4. use <i>should</i> and <i>had better</i> while giving recommendation ;</p> <p>5. produce correct sentences to give instructions clearly; and</p> <p>6. produce utterances with appropriate stress and intonation (rise-fall intonation).</p>	<p>Speaking <i>Task 1 (vocabulary)</i> <i>Task 7 (language functions)</i> <i>Task 12 (pronunciation)</i> <i>Task 15 (dialogue)</i> <i>Task 18 (dialogue)</i></p>	<p>- Would you like to try/ Do you want to have *one-hour or two-hour massage? One hour please. - How long it will take? It takes about ...</p> <p>2. Asking for and giving recommendation - What do you recommend? I highly recommend... - What treatment do you recommend? I would recommend - What do you suggest? I would suggest - Do you have any recommendations? You had better take.... - What treatment should I take? You should take/ have</p> <p>3. Asking for instruction - Where is (sauna room/ shower/ locker/etc.)? - What should I do next?</p> <p>Giving instruction - Right this way to - Go straight</p>	<p><i>Task 3. Put the words in Task 1 under the correct heading by continuing the list. Can you think of any other words related to spa treatments, ingredients, and facilities?</i></p> <p><i>Task 4. Compare your answers in Task 3 with other's.</i></p> <p>Start Talking</p> <p><i>Task 5. Read the conversation below and listen to it in Track 2. Pay attention to the pronunciation.</i></p> <p><i>Task 6. Practice the conversation in Task 5 with a partner. Then practice again using the other words in Task 1.</i></p> <p><i>Task7. Underline the expressions of giving information, recommendation, and instruction in Task 5. Then study the following chart for more expressions. Practice them.</i></p> <p><i>Task 8. Practice the conversation in Task 5 with a partner using the other expressions in Task 7.</i></p>	<p><i>Handle the customers based on the information you get.</i></p> <p><i>Task 22. Pass on the following information to student B. Then, pretend to be the customers and do a role play with student B. Listen carefully to how student B handles you as the customers. Give feedback by referring to the scoring rubric in the Appendices.</i></p> <p>For Student B <i>Task 21. Pass on the following information to student A. Then, pretend to be the customers and do a role play</i></p>	<p><i>Therapist.</i> New York: Milady.</p> <p>Keller, Eric & Sylvia T. 1988. <i>Conversation Gambits: Real English Conversation Practices.</i> England: Language Teaching Publications</p> <p>Richards, Jack C. 1997. <i>New Interchange 1.</i>Cambridge: Cambridge University Press.</p>
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			<ul style="list-style-type: none"> - Turn left/ right - On the left/ right side. - Follow me! - Please, put your bag in the locker. - Please, feel free to take the robe and towel. - Please take off your jewelry. <p style="text-align: center;"><u>Grammar</u></p> <p>1. Statements use <i>should</i> and <i>had better</i></p> <p style="text-align: center;"><u>Pronunciation</u></p> <p>1. Stress on the first syllable (noun). 2. Rise-fall intonation 3. Pronouncing words related to giving information, recommendation, and instruction.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Words related to spa treatments, ingredients, and facilities such as <i>massage, footbath, herb, aromatherapy,</i></p>	<p><i>Listen to This</i></p> <p><i>Task 9. You will hear spa therapist explaining spa treatments and facilities to the customers. Correct the following statements based on the conversation you have heard.</i></p> <p><i>Task 10. Listen again and write down the benefits of the following treatments based on the conversation in Track 3.</i></p> <p><i>Task 11. Compare your answers in Task 10 with other's.</i></p> <p><i>Say It Right</i></p> <p><i>Task 12. Study the following explanation of rise-fall intonation. Then, listen to the examples in Track 4 and repeat after the recording.</i></p> <p><i>Task 13. Listen to statements 1 - 6 in Track 5 and write down what you hear. Compare your answers with other's. Then, practice them using the correct intonation.</i></p> <p><i>Focus on Grammar</i></p> <p><i>Task 14. Study the following explanation of should and had better.</i></p>	<p><i>with student A. Listen carefully to how student A handles you as the customers. Give feedback by referring to the scoring rubric in the Appendices.</i></p> <p><i>Task 22. You have four customers today. Listen to the information related to your customers passed on by student A. Handle the customers based on the information you get.</i></p> <p><i>Self-check</i> <i>Task 23. How well can you do these things? Put the tick (✓) in the box that</i></p>	
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				<p>towel, acupressure, mask, etc.</p>	<p><i>Task 15. Fill in the blank using should or had better.</i></p> <p><i>Task 16. Practice the dialogue in Task 15 with a partner. Pay attention to your pronunciation.</i></p> <p><i>Task 17. Read the following problems. Give the recommendation for each problem using should or had better. Share your recommendation with others.</i></p> <p><i>Talk Some More</i></p> <p><i>Task 18. Fill in the missing expressions using the provided expressions on the right side. Then, circle should and had better to make the recommendation correct.</i></p> <p><i>Task 19. Compare your answers in Task 18 with other's. Then, listen to Track 6 to check your answer.</i></p> <p><i>Task 20. Practice the conversation in Task 18 with a partner. Then, change the recommendation using the information of treatments you have written down in Task 10.</i></p>	<p><i>reflects yourself.</i></p>	
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<p>Unit 3</p> <p>I have a complaint to make.</p>	<p>6. Expressing and responding to complaints, satisfaction, and gratitude.</p>	<p>By the end of the lesson, learners are able to:</p> <ol style="list-style-type: none"> 1. identify the expressions of complaints, satisfaction, and gratitude; 2. handle customers' complaints using the appropriate expressions; 3. respond to customers' satisfaction using the appropriate expressions; 4. express and respond to thank using the appropriate expressions; 5. produce simple utterances using comparative degree; and 6. pronounce the prefix <i>more</i> and suffix <i>-er</i> correctly. 	<p>Listening <i>Task 4 (dialogue)</i> <i>Task 7 (dialogue)</i> <i>Task 17 (dialogue)</i></p> <p>Speaking <i>Task 1 (language functions)</i> <i>Task 11 (pronunciation)</i> <i>Task 14 (dialogue)</i> <i>Task 16 (dialogue)</i></p>	<p><u>Language Function</u></p> <p>1. Expressing complaints</p> <ul style="list-style-type: none"> - I'm afraid I have to make a complaint. - Excuse me, there seems to be something wrong with - I'm sorry to have say this, but <p>2. Responding to complaints</p> <ul style="list-style-type: none"> - Please accept my sincere apologies. - I apologize for the inconvenience - I am glad that you have brought this to my/ our notice. - Please tell me exactly what the problem is. <p>3. Expressing satisfaction and gratitude</p> <ul style="list-style-type: none"> - You did well. - I am satisfied. - Thank you. 	<p><i>Getting Started</i></p> <p><i>Task 1. Look at the following expressions. What are the purposes of them? Write the numbers of purposes in the round note before the correct expressions.</i></p> <p><i>Task 2. Add some more expressions. You may discuss with the others.</i></p> <p><i>Task 3. What things do make you get customers' complaints and satisfactions? List down the reasons by continuing the list. Compare your ideas with other's.</i></p> <p><i>Start Talking</i></p> <p><i>Task 4. Read the conversation below and listen to it in Track 1. Pay attention to the pronunciation.</i></p> <p><i>Task 5. Practice the conversation with a partner. Then practice again using the other expressions in Task 1 and Task 2.</i></p> <p><i>Task 6. Practice the conversation again and change the reason of complaining or satisfaction using the</i></p>	<p><i>Work In Pairs</i></p> <p><i>For Student A</i></p> <p><i>Task 19. You have six customers today. Listen to the information related to your customers passed on by student B. Handle each customer appropriately based on the information you get.</i></p> <p><i>Task 20. Pass on the following information to student B. Then, pretend to be the customers. Listen carefully to how student B handles your problems and responds to your satisfaction. Give feedback</i></p>	<p>Baker, A. 1999. <i>Pronunciation Pairs</i>. Cambridge: Cambridge University Press.</p> <p>Cambridge. 2006. <i>Cambridge Advanced Learner's Dictionary 3rd Edition</i>. Cambridge: Cambridge University Press.</p> <p>Kannarik, Phunsuk. 2010. <i>English for Hotel Business</i>. Bangkok: South-East Asia University Press.</p>
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				<p>4. Responding to satisfaction and gratitude</p> <ul style="list-style-type: none"> - I am glad to hear that. - Thank you. <p><u>Grammar</u></p> <p>1. Statement using comparative degree</p> <p><u>Pronunciation</u></p> <p>1. Pronouncing prefix <i>more</i> and suffix <i>-er</i></p> <p>2. Pronouncing words related to handling complaint, responding to satisfaction and thank.</p> <p><u>Vocabulary</u></p> <p>Words related to handling complaint, responding to satisfaction and thank such as <i>satisfied, relax, complaint, sorry, mistake, happy, well, etc.</i></p>	<p>information you listed down in Task 3.</p> <p><i>Listen to This</i></p> <p><i>Task 7. You will hear some spa therapists talk with their customers. Circle True (T) or False (F) of each statement below based on the conversations you have heard.</i></p> <p><i>Task 8. Listen again and write the reasons why the customers are complaining or showing satisfaction and also the responses given by the spa therapists.</i></p> <p><i>Task 9. Compare your answers in Task 8 with other's.</i></p> <p><i>Say It Right</i></p> <p><i>Task 10. Listen again to Track 2 and tick the following words you can find in the recording. Pay attention to how the words are pronounced.</i></p> <p><i>Task 11. Study the following explanation of prefix <i>more</i> and suffix <i>-er</i>.</i></p> <p><i>Task 12. Practice to pronounce the prefix <i>more</i> and suffix <i>-er</i> in the following statements.</i></p>	<p>by referring to the scoring rubric in the Appendices.</p> <p><i>For Student B</i></p> <p><i>Task 19. Pass on the following information to student A. Then, pretend to be the customers. Listen carefully to how student A handles your problem and responds to your satisfaction. Give feedback by referring to the scoring rubric in the Appendices.</i></p> <p><i>Task 20. You have six customers today. Listen to the information related to your customers passed on by</i></p>	
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					<p>Focus on Grammar</p> <p><i>Task 13. Study the following explanation of comparative degree.</i></p> <p><i>Task 14. Change the adjectives in the following dialogue into the correct form of comparison.</i></p> <p><i>Task 15. Practice the dialogue in Task 14 with a partner. Pay attention to your pronunciation.</i></p> <p>Talk Some More</p> <p><i>Task 16. Fill in the missing expressions using the provided expressions on the right side. Then, change the bold adjective into comparative form.</i></p> <p><i>Task 17. Compare your answers in Task 16 with other's. Then, listen to Track 3 to check your answer.</i></p> <p><i>Task 18. Practice the conversation with a partner. Change the customer's complaint using the information you wrote down in Task 8.</i></p>	<p><i>student A. Handle your customer appropriately based on the information you get.</i></p> <p>Self-check <i>Task 21. How well can you do these things? Put the tick (✓) in the box that reflects yourself.</i></p>	
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Appendix D

The First Draft of the Material

STARTER

NATURAL

With Answers

Listening and Speaking Skills for Spa Therapists



CD INCLUDED

Nurul Marlisa

STARTER

NATURAL

With Answers

Listening and Speaking Skills for Spa Therapists

Nurul Marlisa



Yogyakarta State University

Preface

NATURAL is a starter-level English course book specifically for spa therapists. It is designed to help spa therapists with listening and speaking tasks they will need to do when communicating in English at their workplace. Using a task-based approach, its integrated skills (listening and speaking) syllabus provides learners of English with sufficient opportunities for communication and meaningful language practice. The book can be used alone without a teacher or in a classroom with a teacher.

The book consists of 3 units and every unit has:

Getting Started: It builds schema related to the unit's functional language. Key vocabulary and language are introduced visually and in context.

Start talking: It provides learners with an early chance to hear, reproduce, and practice the target language.

Listen In: Strategy-based listening task grow out of, and build on, each preceding activity.

Say It Right: Learners focus on pronunciation patterns, not just discreet sounds, but intonation, stress and rhythm, to improve both their listening and speaking skills.

Focus In: Straightforward grammar summary in clear charts with immediate practice activities that build skills gradually in preparation for further speaking activities. Explanation and examples are directly linked to the context of the unit.

Talk Some More: It provides a longer second model conversation directly linked to the first one presented in start talking. Together, these conversations exemplify and contextualize the elements featured in Focus In. It also provides activity that takes learners a step further by asking them to personalize the conversation using their own information.

Work in Pairs: It provides a series of real-world tasks for learners so that they can bring what they have learnt into action within the real-world context.

Try this: Each unit contains 2-3 of these optional follow-on tasks. Teachers and learners have numerous opportunities to actively expand learning and challenge themselves further.

Did you know? It provides learners with some interesting information.

Tips for You: It provides learners with some tips related to their job.

Self-Check: It provides learners with indicators to check their own achievement.

Summary: It contains all materials given in the unit and is placed in each end of a unit.

NATURAL is equipped with Audio CD containing the recordings from every unit for listening practice. The Audio CD can be used in a lab or at home. The recordings are also copyable and can be played on personal computers, mobile phones, and other media for autonomous usage.

It believes that learners will enjoy using this book and become better and more confident English learners.

Good Luck!

Author

Map of the Book

Unit/ Title	Basic Competence	Indicators	Materials
Unit 1 Welcome to Royal Garden Spa! Page 1-11	<ol style="list-style-type: none"> Understanding and using the basic expressions of greeting/ welcoming and introducing oneself for daily needs. Understanding and using accurate expressions on offering help to others and the responses to it. 	<p>By the end of the lesson, learners are able to:</p> <ol style="list-style-type: none"> identify the expression of greeting, introducing one self and offering help; introduce her/himself appropriately, fluently, and accurately; address the customers using the appropriate title; greet customers appropriately, fluently, and accurately; express accurate expressions on offering help and the responses to it; pronounce short form correctly; identify and use the correct pronoun while speaking; and produce utterances with appropriate intonation (falling and rising intonation). 	<p>Language Function</p> <ol style="list-style-type: none"> Greeting Introducing oneself Offering help <p>Grammar</p> <ol style="list-style-type: none"> Simple present tense using <i>to be</i> Contractions/ short form Subject pronoun <p>Pronunciation</p> <ol style="list-style-type: none"> Falling and rising intonation Pronouncing linked sound (contractions) Pronouncing words related to greeting, introducing oneself, and offering help. <p>Vocabulary</p> <p>Words related to greeting, introducing, and offering help such as <i>morning, afternoon, evening, night, welcome, meet, need, help, assistance, assist, etc.</i></p>
Unit 2 What is an oil massage like? Page 12-24	<ol style="list-style-type: none"> Understanding and using accurate expressions on giving recommendation. Producing simple utterances to explain spa treatments. 	<p>By the end of the lesson, learners are able to:</p> <ol style="list-style-type: none"> identify the expressions of asking information, recommendation, and instruction; use appropriate expressions to give information, recommendation on spa treatments, and instruction; 	<p>Language Function</p> <ol style="list-style-type: none"> Giving information Giving recommendation Giving instruction <p>Grammar</p> <ol style="list-style-type: none"> Statements use <i>should</i> and <i>had better</i> <p>Pronunciation</p> <ol style="list-style-type: none"> Word stress for noun. Rise-fall intonation

	5. Producing accurate sentences to give instructions.	3. produce simple utterances accurately and fluently in order to provide adequate information of spa treatments; 4. use <i>should</i> and <i>had better</i> while giving recommendation; 5. produce correct sentences to give instructions clearly; and 6. produce utterances with appropriate stress and intonation (rise-fall intonation).	3. Pronouncing words related to giving information, recommendation, and instruction. Vocabulary Words related to spa treatments, ingredients, and facilities such as <i>massage, footbath, herb, aromatherapy, towel, acupuncture, mask, etc.</i>
Unit 3 <i>I have a complaint to make</i> Page 25-34	6. Expressing and responding to complain, satisfaction, and thank.	By the end of the lesson, learners are able to: 1. identify the expressions of complaining, showing satisfaction, and gratitude and the responses to them; 2. handle customers' complaint using the appropriate expressions; 3. respond to customers' satisfaction using the appropriate expressions; 4. express and respond to gratitude using the appropriate expressions; 5. produce simple utterances using comparative degree; and 6. pronounce the prefix <i>more</i> and suffix <i>-er</i> correctly.	Language Function 1. Handling complaint 2. Responding to satisfaction 3. Responding to thank Grammar 1. Statement using comparative degree Pronunciation 1. Pronouncing prefix <i>more</i> and suffix <i>-er</i> 2. Pronouncing words related to handling complaint, responding to satisfaction and thank. Vocabulary Words related to handling complaint, responding to satisfaction and thank such as <i>satisfied, relax, complaint, sorry, mistake, happy, well, etc.</i>

Key to Pronunciation

Vowels

Symbols	Example	Pronunciation
i:	tea	[ti:]
ɪ	sit	[sɪt]
e	pen	[pen]
æ	sad	[sæd]
ɑ:	art	[ɑ:t]
ɒ	not	[nɒt]
ɔ:	saw	[sɔ:]
ʊ	foot	[fʊt]
u:	food	[fu:d]
ʌ	up	[ʌp]

Symbols	Example	Pronunciation
ɜ:	bird	[bɜ:d]
ə	ago	[ə.'gəʊ]
eɪ	day	[deɪ]
aɪ	like	['laɪk]
əʊ	show	[ʃəʊ]
aʊ	down	[daʊn]
ɔɪ	boy	[, bɔɪ]
ɪə	hear	[hɪə]
eə	hair	[heə]
ʊə	pure	[pjʊə]

Consonant

Symbols	Example	Pronunciation
p	pick	[pɪk]
b	book	[bʊk]
t	time	['taɪm]
d	did	[dɪd]
k	key	[ki:]
g	go	[gəʊ]
tʃ	chair	[tʃeə]
dʒ	joke	[dʒəʊk]
f	fine	[faɪn]
v	view	[vju:]
θ	thin	[θɪn]
ð	they	['ðeɪ]

Symbols	Example	Pronunciation
s	seat	[si:t]
z	zero	['ziə.rəʊ]
ʃ	she	[ʃi]
ʒ	measure	['me.ʒə]
h	here	[hɪə]
m	milk	[mɪlk]
n	nose	[nəʊz]
ŋ	sing	[sɪŋ]
l	long	['lɒŋ]
r	run	[rʌn]
j	young	[jʌŋ]
w	way	['weɪ]

List of Abbreviation

v	(intransitive verbs)	: kata kerja intransitif (tidak memerlukan objek)
vn	(transitive verbs)	: kata kerja transitif (memerlukan objek)
n	(noun)	: kata benda
adj	(adjective)	: kata sifat
adv	(adverb)	: kata keterangan

UNIT 1

Welcome to Royal Garden Spa!



In this unit, you will learn about:

- ▶ **Speaking:** Greeting, introducing oneself, and offering help
- ▶ **Pronunciation:** Falling and rising intonation
- ▶ **Grammar:** Simple present tense using *to be*, contractions, and subject pronoun
- ▶ **Vocabulary:** words related to greeting, introducing oneself, and offering help
- ▶ **Real World Task:** Project on welcoming customers

GETTING STARTED

Task 1. Look at the following picture and answer the questions.



1. What is the picture about?
2. Do you do what the spa therapist in the picture does in your workplace?
3. What expressions are probably used in the situation as in the picture?

Task 2. Look at the following expressions. What are the purposes of them? Write the number before the correct expression.

1. Greeting

2. Introducing oneself

3. Offering help

☐ May I help you?

☐ Nice to meet you.

☐ Hello, ... / Hi, ...

☐ How can I help/ assist you today?

☐ Good morning/ afternoon/ evening/ night

☐ My name is ...

☐ Welcome to...

☐ I am ...

☐ Can I help you?

☐ How are you?

Source: Oxford Basics: Simple Speaking Activities

Say:

- Good morning between getting up & noon (12 pm).
- Good afternoon between noon & 5pm
- Good evening between 5pm & 9pm
- Good night after 9pm & going to bed.

Note: a.m. /am is used before noon and p.m. /pm is used after noon.

Tips for You

While welcoming customers, you can do a slight bow with the palms pressed together or you can shake their hands which is actually a way friendlier. Then, you should greet them, introduce yourself, and offer them a help. Don't forget to smile at them!

Task 3. Compare your answers in Task 2 with a partner.
Add some more expressions.

1.	
2.	
3.	
4.	
5.	
6.	

START TALKING

Task 4. Look at the conversation below and listen. Pay attention to the pronunciation.

▶
Track 1

- ST** : Hi, good morning. Welcome to Royal Garden Spa. May I help you?
- C** : Good morning. I booked a reflexology massage yesterday. My name is Jane.
- ST** : Nice to meet you Miss Jane. I am Talia. Let me check first. Is it Mary Jane?
- C** : Yes it is.
- ST** : Okay, please follow me.
- C** : Thank you.



*ST: Spa therapist *C: Customer

Picture source: <http://www.lokerindonesia.com/>

Did You Know?



Bali Heritage Spa in Jakarta offers reflexology treatment using snakes. The snakes are slithering on customers' body during the massage. It believes that snakes have a sixth sense for seeking out where a human is feeling pain, and after a few minutes, the snakes go toward the injured area. Do you have this treatment at your workplace?

Source: <http://jakartaglobe.beritasatu.com/archive/jakarta-spa-offers-snake-massage/>

Task 5. Practice the conversation in Task 4 with a partner. Then practice again using the other expressions in Task 2.

Task 6. Practice the conversation again and change the customer's name with the following names. Use the correct titles for each customer.

Name: Deina Shances
Sex: female
Status: married



Name: Sonia White
Sex: female
Status: single



Name: Jack Denise
Sex: male
Status: unknown



Name: Alex Martin
Sex: male
Status: married



Name: Anastasia Steel
Sex: female
Status: unknown



Titles

Title is a word which is used before someone's name, stating their status, sex, etc. Here are the titles for addressing people.

- *Miss* is for single woman.
- *Ms.* is for both single and married woman (unknown status).
- *Mrs.* is for married woman.
- *Mr.* is for single or married man.
- *Madam* is used for woman whose name is unknown.
- *Sir* is used for man whose name is unknown.

Source: *Speaking Naturally*

LISTEN IN

► **Task 7.** You will hear spa therapist welcoming the customers. Circle True (T) or False (F) of each statement below based on the conversation you have listened to.

Track 2

1. The customers come to Honey Spa in the morning. (T) F
2. Richard and Elizabeth are friends. (T / F)
3. Honey Spa website provides the information of the treatment they offer. (T / F)
4. Oil massage is a treatment for face. (T / F)
5. The aromatic oil is used to help customers relax and reduce their stress. (T / F)
6. Talia are interested to have hot stone massage. (T / F)
7. Alex are interested to have Thai massage. (T / F)
8. There is only one therapist who will serve Parker's family. (T / F)

Task 8. Listen again and write in order the titles and contractions you can find in the conversation.

Titles

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

Contractions

1. I'm
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

A contraction is a word made by shortening and combining two words. In English, there is a fairly small number of contractions such as the contraction between subject pronouns and to be as follows.

He	+	is	=	He's
She	+	is	=	She's
It	+	is	=	It's
I	+	am	=	I'm
You	+	are	=	You're
They	+	are	=	They're
We	+	are	=	We're

Source: Interchange Students Book 1

Task 9. Practice to pronounce the titles and contractions you have got in Task 8.

Try This!

Think of people around your workplace. How would you address them? Greet them and call their names using appropriate titles when you meet them.

SAY IT RIGHT

Task 10. The intonation patterns in English have several types. Study the following explanation of falling and rising intonation. Then, practice the examples with a partner.

Falling and Rising Intonation

A. Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in *wh*-questions. Example:

ST : What treatment does he want?

C : Oh... he said he's interested to have deep tissue massage.

B. Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in *yes-no* questions. Example:

ST : Nice to meet you Mrs. Jane. I am Talia. Let me check first. Is it Mary Jane?

C : Yes it is.

Source: Voyage 2

► **Task 11.** Listen to Track 3 and decide whether the statements use falling or rising intonation. Compare your answers with other's.

- | | |
|--------------------------|----------------------|
| 1. a. Falling intonation | b. Rising intonation |
| 2. a. Falling intonation | b. Rising intonation |
| 3. a. Falling intonation | b. Rising intonation |
| 4. a. Falling intonation | b. Rising intonation |
| 5. a. Falling intonation | b. Rising intonation |

Task 12. Listen again and write down what you hear. Then, practice them using the correct intonation.

1.
2.
3.
4.
5.

Tips for You

Wrong intonation can cause misunderstanding. Thus, you should be able to speak using correct intonation. You can train your intonation through movie watching. Look at the subtitles of a movie and listen how the characters say them. Then practice as much as you can. Good Luck! ☺

FOCUS IN

Task 13. Look at the chart. Study the explanation of subject pronoun and the verb *be*.

Subject Pronoun	Reference	Be	Example
I	Yourself	am	I am Lusi.
You	Another person	are	You are Bella.
They	Other people (more than one)	are	They are Bella and Ben.
We	Yourself and other people	are	We are Lusi, Bella, and Ben.
He	A man	is	He is Ben.
She	A woman	is	She is Bella.
It	A thing	is	It is a spa bed.

Source: *Interchange Students Book 1*

Task 14. Circle the correct subject pronoun and verb *be* in the following dialogue.

- ST : Good morning Madam. Welcome to Sun Spa.
 C : Hello, good morning. (She is/ I am) Catty Smith and (he is/ we are) my husband, Peter.
 ST : Nice to meet you Mr. and Mrs. Smith. My name is Desinta. How can I assist you today?
 C : (They are/ We are) interested to have herbal wrap. Do you do it here?
 ST : Yes, (it is/ we are) available in many herbs. (It is/ They are) jasmine, lavender, and seaweed herbal wrap.
 C : Okay, we will take the seaweed herbal wrap.
 ST : Anything else Mrs. Smith?
 C : No, thank you.
 ST : Well, you will have another therapist for your husband. (He is/ She is) Wita.
 C : Okay. Thank you



Picture source: <http://www.balispaguide.com/>

Task 15. Practice the dialogue in Task 14 with a partner.

Pay attention to your pronunciation.

Did You Know?

Herbal wrap is useful to boost body metabolism and enhances skin health. There are several types of herb used for spa treatments. They are lavender, jasmine, orange, peppermint, chamomile, bergamot, tea tree, eucalyptus, and lemon grass herb. Do your workplace provide herbal wrap?

Source: *The Complete Spa Book for Massage Therapist*

Task 16. Write the correct sentences based on the given words. Compare your answers with other's.

1. Tina works at Paradise Spa. (Tina/a spa therapist)
-> **She is a spa therapist.**
2. Mr. and Mrs. Baker visit Paradise Spa today. (Mr. and Mrs. Baker/from England)
3. My friends and I have a spa training at Putri Kedaton Spa. (My friends and I/ new spa therapists/there)
4. Miss White will come at 1 pm. (Miss White/ interested to have/ oil massage)
5. Sayana Spa has a special room. (A special room/ a sauna room)
6. Who is Mr. Ford? (Mr. Ford/the new manager/of Herbal Spa)

TALK SOME MORE

Task 17. Fill in the missing expressions. Then, correct the wrong subject pronoun and verb be you can find.

- ST : _____
Paradise Spa, Mrs. Weasly.
- C : Hello, good afternoon.
- ST : _____?
- C : We are fine, thank you.
- ST : Well, she is Talita, your spa therapist today. _____?
- C : I want to have face treatment.
- ST : We offer natural mask treatment. He is good for removing all dead skin cells.
- C : I will take it.
- ST : Okay, please follow me

Options

How are you today?

Good afternoon

How can I assist you today?

Welcome to

► Task 18. Compare your answers in Task 17 with other's. Then, listen to Track 4 to check your answer.

Track 4

Task 19. Practice the conversation with a partner. Change the customers' name using the names of three other therapists in your class. Address them correctly.

Who do you choose?


Name	Status	Title

WORK IN PAIRS | Student A

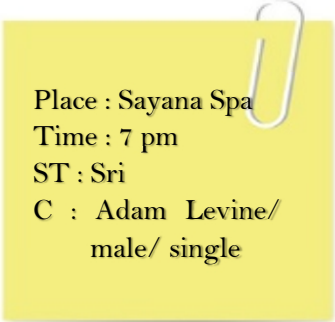
Student B: Use page 9

Task 20. You have four customers today. Listen to the information related to your customers passed on by student B. Welcome each customer appropriately based on the information you get.

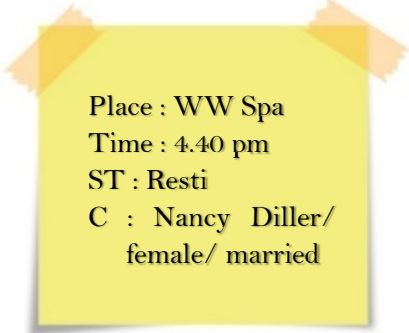
Task 21. Pass on the following information to student B. Then, pretend to be the customers. Listen carefully to how student B welcomes the customers. Give feedback by referring to the scoring rubric in the Appendix.




Place : Puspita Spa
Time : 8 am
ST : Lela
C : Marry White/
female/ single



Place : Sayana Spa
Time : 7 pm
ST : Sri
C : Adam Levine/
male/ single



Place : WW Spa
Time : 4.40 pm
ST : Resti
C : Nancy Diller/
female/ married



Place : Tirta Spa
Time : 11.50 am
ST : Azizah
C : Unknown/
female/ old

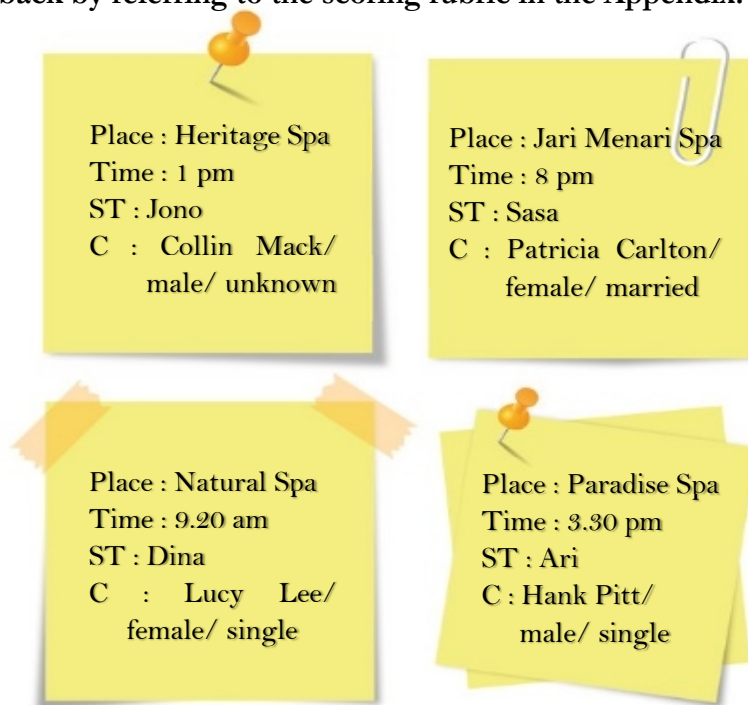
Try This!

Change the details of two information notes above (place, time, spa therapist's name, and customer's identity). Pass on the information to your partner. Do your partner welcome the customers appropriately? Give feedback by referring to the scoring rubric in the Appendix.

WORK IN PAIRS | Student B

Student A: Use page 8

Task 20. Pass on the following information to student A. Then, pretend to be the customers. Listen carefully to how student A welcomes the customers. Give feedback by referring to the scoring rubric in the Appendix.



Place : Heritage Spa Time : 1 pm ST : Jono C : Collin Mack/ male/ unknown	Place : Jari Menari Spa Time : 8 pm ST : Sasa C : Patricia Carlton/ female/ married
Place : Natural Spa Time : 9.20 am ST : Dina C : Lucy Lee/ female/ single	Place : Paradise Spa Time : 3.30 pm ST : Ari C : Hank Pitt/ male/ single

Task 21. You have four customers today. Listen to the information related to your customers passed on by student A. Welcome each customer appropriately based on the information you get.

Try This!

Change the details of two information notes above (place, time, spa therapist's name, and customer's identity). Pass on the information to your partner. Do your partner welcome the customers appropriately? Give feedback by referring to the scoring rubric in the Appendix.

SELF-CHECK

Task 22. How well can you do these things? Put the tick (✓) in the box that reflects yourself.

<i>I can</i>	<i>Very well</i>	<i>Okay</i>	<i>A little</i>
1. identify the expressions of greeting, introducing oneself, and offering help.			
2. greet customers fluently and accurately using the appropriate expressions based on the time of their arrival.			
3. address customers fluently using appropriate titles and pronounce the titles correctly.			
4. introduce myself using various expressions clearly and fluently.			
5. speak appropriate expressions fluently and accurately on offering help and the responses to it.			
6. pronounce the contractions/ short form correctly.			
7. identify and use the correct pronoun while speaking.			
8. make and say simple sentences with the correct subject pronoun and the verb <i>be</i> .			
9. speak using the appropriate intonation and stress while greeting, introducing myself, and offering customer some help.			

Find your customers' names!

FUN CORNER

S	K	W	O	Q	Q	A	N	J	C	K	Y	R	E	X	SHEEN
R	H	V	I	R	Y	C	Q	W	H	N	Y	A	N	E	WILLIAMS
Y	C	E	F	R	E	E	M	A	N	H	G	L	W	G	EPPS
A	D	G	E	L	O	C	C	D	X	V	Q	E	I	F	MYER
N	U	A	I	N	O	J	A	G	X	X	K	F	L	I	STARR
E	L	W	M	B	D	Z	I	C	U	Q	C	S	L	U	HUGHES
R	Q	M	P	Y	S	R	N	N	H	T	H	W	I	Z	CHESTNUT
Y	O	Z	W	B	E	O	E	S	T	C	E	T	A	Q	CUBE
S	S	Q	R	D	X	R	N	E	V	U	S	L	M	I	FREEMAN
T	S	T	A	R	R	I	Y	G	G	B	T	J	S	U	GIBSON
H	Y	F	V	F	G	R	N	J	M	E	N	Z	B	S	RYAN
W	I	L	S	O	N	L	U	L	T	W	U	Y	P	F	FOXX
D	S	Q	U	X	H	Q	X	I	G	A	T	P	A	P	WHITE
C	I	S	X	X	Y	N	H	U	G	H	E	S	K	K	CAINE
X	Y	F	L	F	H	W	R	G	V	X	P	N	H	U	WILSON

SUMMARY | In this unit, you have learnt

1. Expressions

Greeting

- Good morning/ afternoon/ evening/ night
- Hello, .../ Hi, ...
- Welcome to
- How are you?
- Nice to meet you,

Introducing Oneself

- My name is
- I am

Offering Help

- Can I help you?
- May I help you?
- May I offer my assistance?
- How can I help/ assist you today?

3. Pronunciation

a. Practicing the linked sound in contractions/ short form

I'm /aɪm/ You're /jɔːr /
 She's /ʃiːz/ We're /wiə r /
 He's /hiːz/ They're /ðeə r /
 It's /ɪts/

b. Practicing the falling and rising intonation in English

What treatment does he want?

Is it Mary Jane?

c. Practicing to pronounce the titles

Miss /mɪs/ Mr. /'mɪs.tə r/
 Ms. /məz/ Sir /sɜːr/
 Mrs. /'mɪs.ɪz/ Madam /mæd.əm/

2. Grammar

Contractions/ Short Form

I'm / She's / He's / It's / You're / We're / They're

Subject Pronoun

I, you, they, we, he, she, it

Statement using subject pronoun and verb be

- Pattern:
S + to be + Complement
- Example:
 - I am Lusi.
 - You are Bella.
 - They are Bella and Ben.
 - We are Lusi, Bella, and Ben.
 - He is Ben.
 - She is Bella.
 - It is a spa bed.

4. Vocabulary

Words	Say it!	Indonesian Equivalent
Morning	/ˈmɔː.nɪŋ/	Pagi
Afternoon	/ˌɑːf.təˈnuːn/	Siang
Evening	/ˈiː.v.nɪŋ/	Sore
Night	/naɪt/	Malam
Welcome	/ˈwel.kəm/	Selamat datang
Name	/neɪm/	Nama
Fine	/faɪn/	Baik
Thank	/θæŋk/	Terima kasih
May	/meɪ/	Boleh
Can	/kæn/	Dapat
Could	/kʊd/	Dapat
Need	/niːd/	Butuh
Help	/help/	Bantuan
Offer	/ˈɒf.ə r /	Menawarkan
Assistance	/əˈsɪs.tənts/	Bantuan
Assist	/əˈsɪst/	Membantu

UNIT 2

What is an oil massage like?



In this unit, you will learn about:

- ▶ **Speaking:** Asking for and giving recommendation, information, and instruction
- ▶ **Pronunciation:** rise-fall intonation, practicing word stress for noun.
- ▶ **Grammar:** statement using *had better* and *should*.
- ▶ **Vocabulary:** words related to spa treatments, facilities, ingredients, etc.
- ▶ **Real World Task:** Project on asking for and giving customer appropriate recommendation, adequate information, and clear instruction.

GETTING STARTED

Task 1. Look at the pictures and read the words. Write the number of the words in the correct place in the pictures.

- | | |
|-------------------------|---------------------|
| 1. Treatment Room | 15. Slippers |
| 2. Pregnancy Treatment | 16. Aromatherapy |
| 3. Mud | 17. Reflexology |
| 4. Scrub | 18. Essential Oils |
| 5. Massage bed | 19. Locker Area |
| 6. Towel | 20. Sports massage |
| 7. Acupressure | 21. Honey |
| 8. Facial mask | 22. Bath robe |
| 9. Foot bath | 23. Body wrap |
| 10. Lemon Grass | 24. Swedish massage |
| 11. Hot stone massage | 25. Nail care |
| 12. Shiatsu | 26. Shower |
| 13. Sauna | 27. Seaweed |
| 14. Deep tissue massage | 28. Thai massage |



Task 2. Listen to Track 1. Pay attention to how the words in Task 1 pronounced and where the stress is. Repeat after the recording.

Track 1

Word Stress

- ✓ **Word stress** means that one part of a certain word is said louder and longer than other parts of the same word. A word can only have one stress and only vowels are stressed, not consonants. In a very long word you can have a secondary stress but it is always a much smaller stress.
- ✓ In most two syllable nouns, the stress is on the first syllable. Examples:
treatment /ˈtri:t.mənt/ **massage** /ˈmæs.ɑ:dʒ/ **sauna** /ˈso.nə/

Task 3. Put the words in Task 1 under the correct heading by continuing the list.
Can you think of any other words related to spa treatments, ingredients, and facilities?

<p>Spa Treatment</p> <p>1. Pregnancy Treatment</p>	<p>Spa Ingredients</p> <p>1. Mud</p>	<p>Spa Facilities/ Equipment</p> <p>1. Massage bed</p>
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Task 4. Compare your answers in Task 3 with other's.

START TALKING

► Task 5. Look at the conversation and listen. Pay attention to the pronunciation.
Track 2

- ST : Good afternoon. Welcome to Sayana Spa.
C : Good afternoon.
ST : I am Siska. How can I help you today?
C : Nice to meet you Miss Siska. I am Grace Bell. It's my first time in a spa. What kind of service do you have here?
ST : We have Thai massage, body scrub, oil massage, facial massage with aromatic oil, and reflexiology.
C : What do you recommend?
ST : I would suggest body scrub. It is useful to remove all dead skin cells.
C : Okay, I will take it. Anyway, what facilities do you have?
ST : We have shower room and sauna. You should take sauna after the body scrub.
C : It sounds good.
ST : Right this way to the lockers. Feel free to pick up clean towels and a robe on your left. I will be waiting in the treatment room.
C : Thank you.



Picture source: <https://novasans.wordpress.com>

Did You Know?

Massage therapy is the manual techniques to relax the muscles and soften the tissues to reduce the anxiety and muscle tension. The major benefits of it are migraine relief, back pain relief, lower blood pressure control the anxiety and cancer. Have you known the benefits of each type of massage therapy?

Source: The Complete Spa Book for Massage Therapist

Task 6. Practice the conversation in Task 5 with a partner. Then practice again using the other words in Task 1.

Task 7. Underline the expressions of giving information, recommendation, and instruction in Task 5. Then study the following chart for more expressions. Practice them.

Asking for information	Responses (Giving information)
<ul style="list-style-type: none"> • What kind of service do you have? • Do you do *Thai massage here? • What does *a body package include? • Can you tell me about this treatment? • What is *an oil massage like? • What kind of service are you interested in? • Would you like to try/ Do you want to have *one-hour or two-hour massage? • What facilities do you have? • How long it will take? • What does *herbal sauna do? 	<ul style="list-style-type: none"> • We have *a body package and facial massage. • Yes, we have *Thai massage here. • It includes *body scrub, wrap, and massage. • Yes, it is • It is *a kind of aromatherapy that can help you relax and reduce stress. • I am interested in *deep tissue massage. • *One hour please. • We have *3 sauna, a locker room, and 15 treatment room. • It takes about *two hours. • The herbal sauna helps open your pores and release toxin.

Note: You can replace the bold words with the others.

Asking for recommendations	Responses (Giving recommendations)
<ul style="list-style-type: none"> • What do you recommend? • What treatment do you recommend? • What do you suggest? • Do you have any recommendations? • What treatment should I take? 	<ul style="list-style-type: none"> • I highly recommend • I would recommend • I would suggest • You had better take.... • You should take/ have

Asking for instruction	Responses (Giving instruction)
<ul style="list-style-type: none"> • Where is (sauna room/ shower/ locker/etc)? • What should I do next? 	<ul style="list-style-type: none"> • Right this way to • Go straight • Turn left/ right • On the left/ right side. • Follow me! • Please, put your bag in the locker. • Please, feel free to take the robe and towel. • Please take off your jewelry.

Direction

Source: Conversation Gambits

Task 8. Practice the conversation in Task 5 with a partner using the other expressions in Task 7.

Try This!

Do you usually use those expressions at your workplace? Can you add some more expressions?

LISTEN IN

► **Task 9.** You will hear spa therapist explaining spa treatments and facilities to the customers. **Track 3** Correct the following statements based on the conversation you have heard.

1. The customer's name is Sera Parker.
2. Exfoliation mask is one of the body treatments.
3. The therapist recommends a mud wrap and a sliming wrap.
4. Mrs. Parker takes slimming wrap.
5. Mrs. Parker wants to have a sauna between facial mask and body wrap.
6. Mrs. Parker had better take a deep tissue massage.
7. Mrs. Parker's legs are very sore.
8. Mrs. Parker takes an exfoliation mask, hydrating facial, sports massage and a slimming wrap.
9. Mrs. Parker is also interested to have aromatherapy massage.
10. Mrs. Parker's locker number is 18.

Task 10. Listen again and write down the benefits of the following treatments based on the conversation in Track 3.



Task 11. Compare your answers in Task 10 with other's.

SAY IT RIGHT

Task 12. Study the following explanation of rise-fall intonation. Then, practice the examples with a partner.

Rise-fall Intonation

Rise-fall intonation is used for alternative questions. The falling intonation is only used in the last part of the alternative as follows.

- Would you like to try one-hour or two-hour massage?
- Do you want to have Swedish, aromatherapy, hot stone or sport massage?

Practice the following sentences!

1. Would you like to have jasmine, lavender, or orange oil?
2. Do you want to try a deep tissue massage or sport massage?

► Task 13. Listen to Track 4 and write down what you hear. Compare your answers with other's. Then, practice them using the correct intonation.

Track 4

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

Tips for You

What makes you a good spa therapist?

- Greet customers, and introduce yourself by name.
- Be friendly, polite, attentive and professional.
- Be clean, fragrant, well presented and appropriately dressed.
- Ask customers if they have any questions, concerns or worries.
- Tell customers about the treatment beforehand, and ask how they are during it.
- Be sensitive to how much or how little customers want to chat during the treatment.
- Check on customers during the treatment; for example, ask them if the pressure is okay if you're giving them a massage.
- Tell customers what products you are using, or have used.
- Advise customers to drink water after any kind of body treatment.
- Give customers some advice on future personal skin/body care.

Source: <http://goodspaguide.co.uk/features/what-makes-a-good-spa-therapist>

FOCUS IN

Task 14. Look at the chart. Study the explanation of *should* and *had better*.

Giving recommendation using *had better* and *should*

- *Had better (not)* is used only for very strong recommendation. It suggests that something negative will happen if the recommendation is not taken. Example:
 C : I want to have body scrub treatment. What do you suggest?
 ST : I suggest you chemical scrub. It contains fruit acids that help to break down the dying skin cells at the surface in short time.
 C : My skin is very sensitive. Is it okay?
 ST : If your skin is very sensitive, you **had better not** have it. You **had better** take sugar scrub. It is perfect for sensitive skin.
 C : Okay. Sugar scrub please.
- *Should* is used for common or general recommendation. It is okay if the recommendation is not taken. Example:
 C : I have no idea which treatment I should take. What do you recommend?
 ST : You **should** take the body package. It covers complete treatment for a whole body.
 C : It sounds interesting. I want it.

Contractions

had better : 'd better

had better not: 'd better not

Note

In spoken English, *had better* is almost always contracted.

Source: Interchange Students Book 1

Task 15. Fill in the blank using *should* or *had better*.

1. C : I do not know which treatment is suitable for me. What do you recommend?
 ST : You _____ take aromatherapy massage or natural scrub. It is safe and neutral for all skin types.
2. C : My husband got backache last night. Do you have any recommendations?
 ST : He _____ have back massage. The treatment focuses on fixing his back.
3. C : I am looking for recommended spa treatment. What treatment do you recommend?
 ST : You _____ take traditional spa. Most of our customers take that treatment and love it.
4. C : My sister is under a lot of stress recently. What do you suggest?
 ST : She _____ have aromatherapy massage to help her relax and reduce her stress. It is really effective for combating stress.
5. C : How long should I take sauna?
 ST : You _____ take too long sauna. It can make you feel dizzy, nauseated, or faint. Half an hour is enough.

Task 16. Practice the dialogue in Task 15 with a partner. Pay attention to your pronunciation.

Task 17. Read the following problems. Give the recommendation for each problem using *should* or *had better*. Share your recommendation with others.

1. Mrs. Diller has no idea which treatments she should take.

Recommendation: _____

2. Miss Lee has dry skin.

Recommendation: _____

3. Mr. John got sprain at gym yesterday.

Recommendation: _____

4. Mrs. Stacy wants body wrap for the first time.

Recommendation: _____

TALK SOME MORE

Task 18. Fill in the missing expressions. Then, circle *should* and *had better* to make the recommendation correct.

ST : Good afternoon. Welcome to Sunny Spa.

C : Good afternoon.

ST : How can I help you today?

C : I want to have massage. _____?

ST : Well, _____ a body package, facial massage, and reflexology.

C : _____?

ST : _____ a body scrub, body massage, herbal sauna and body wrap. You (*'d better/ should*) try it.

C : _____?

ST : _____ a hot stone massage when warm stones are places on certain points of your body in order to loosen your muscles and balance the energy centers of your body.

C : That sounds interesting, but a bit strange for me. _____?

Options

I highly	we have
recommend	It is on the right
Do you have	side
sauna room?	What does a body
It includes	package include?
Would you like to try a one-hour or a	
two-hour massage?	
What body massage do	this way
you recommend?	
Do you have another suggestion?	
What kind of service do you have here?	
Please change	

ST : Yes, of course. You (**'d better/ should**) take a Swedish massage, which is a classical whole body massage, or Acupressure massage, which is a Chinese traditional pressure-point massage.

C : Actually I feel under pressure recently that makes me hard to sleep. I really need something relaxing and calming.

ST : You (**'d better/ should**) take an oil massage then. The smell of the herbal oil will help you relax and sleep well.

C : I'll try the oil massage.

ST : _____?

C : One hour, please. Anyway, _____?
I want to try it.

ST : Yes, we have. _____ of treatment room. You (**'d better/ should**) have it after the treatment. You can also have the footbath in the sauna room.

C : It sounds great.

ST : It is your locker key number 11. _____ your clothes into robe. The changing room is _____.

C : Thank you.



Picture source: <http://www.massageenvy.com/>

► **Task 19.** Compare your answers in Task 18 with other's. Then, listen to Track 5 to check your answer.

Track 5

Task 20. Practice the conversation in Task 18 with a partner. Then, change the recommendation using the information of treatments you have wrote down in Task 10.

Tips for You

The fun ways to practice speaking skill

1. **Speak! Speak! Speak!** Be confident and speak as often as possible to as many people as you possibly can! Do not be shy to make mistakes! The more you practice the better and more confident you will become in your pronunciation and vocabulary.
2. **Watch movies!** Watch movies in English and pay attention to new vocabulary and pronunciation. Imitate the actors and have fun with it.
3. **Sing English songs!** It will help you to train your pronunciation and learn some new words.

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

WORK IN PAIRS | Student A

Student B: Use page 22

Task 21. You have four customers today. Listen to the information related to your customers passed on by student B. Handle the customers based on the information you get.

Task 22. Pass on the following information to student B. Then, pretend to be the customers and do a role playing with student B. Listen carefully to how student B handles you as the customers. Give feedback by referring to the scoring rubric in the Appendix.

Customer 1

Your first customer is Miss Yuri. She wants to know more about facial treatments and body massages. She has insomnia recently. She wants to have shower right after the treatment but she does not know where the bathroom is.

Customer 2

Your second customer is Mrs. Carlton. She wants to know more about the pregnancy massage and what she should prepare before having the treatment. Besides, she also wants to have another treatment that can help her to relax before she gives birth next month. Do not forget to lead her to the locker room!

Customer 3

Your third customer is Mr. Meyer. He wants to know more about treatments for muscle pain. He likes gym and sometimes has his hand sprained at gym. He wants to have private treatment room but he does not know where the room is.

Customer 4

Your fourth customer is Mr. West. He wants to know more about treatments you have in your workplace. He is interested in three treatments you mentioned but he does not know what the treatments are for. He gets confused.

Try This!

Change the details of two information notes above (what customers want to know and customers' problems). Pass on the information to your partner. Do your partner give adequate information and appropriate recommendation to the customers? Give feedback by referring to the scoring rubric in the Appendix .

WORK IN PAIRS | Student B

Student A: Use page 21

Task 21. Pass on the following information to student A. Then, pretend to be the customers and do a role playing with student A. Listen carefully to how student A handles you as the customers. Give feedback by referring to the scoring rubric in the Appendix.

Customer 1

Your first customer is Mr. Smith. He wants to know more about body wrap since he has just quit smoking so he wants to get the nicotine out from his body. He also needs another treatment that can heal and detoxify.

Customer 2

Your second customer is Mrs. Stacy. She wants to know more about treatments that use herbs. She gets confused which herb she should take. In addition, she wants to take a body massage that can help her to reduce her stress and fatigue. After the treatment, she wants to have shower but she does not know where the bathroom is.

Customer 3

Your third customer is Miss Hana. It is her first time coming at your spa. She wants to know what treatments you have. She is about to marry so she needs treatments that make her relax and make her skin glowing. She also wants to have sauna but she does not know where the room is.

Customer 4

Your fourth customer is Ms. Lancer. She wants to have a whole body package that consists of some treatments. In fact, she is clueless about what a body package includes. She gets confused while picking the treatment. After the treatments, she wants to try the footbath in another room but she does not know where the room is.

Task 22. You have four customers today. Listen to the information related to your customers passed on by student A. Handle the customers based on the information you get.

Try This!

Change the details of two information notes above (what customers want to know and customers' problems). Pass on the information to your partner. Do your partner give adequate information and appropriate recommendation to the customers? Give feedback by referring to the scoring rubric in the Appendix .

SELF-CHECK

Task 24. How well can you do these things? Put the tick (✓) in the box that reflects yourself.

<i>I can</i>	<i>Very well</i>	<i>Okay</i>	<i>A little</i>
1. identify the expressions of asking for and giving information, recommendation, and instruction.			
2. use appropriate expressions to give information, recommendation on spa treatments, and instruction.			
3. provide adequate information of spa treatments accurately and fluently.			
4. explain the benefits of each spa treatment.			
5. use <i>should</i> and <i>had better</i> while giving recommendation.			
6. produce correct sentences to give instructions clearly.			
7. produce utterances with appropriate stress and intonation (rise-fall intonation).			

FUN CORNER

Spa First Day

A woman joined a health spa, and on her first day eagerly joined in an exercise class. However, when it ended she went to the spa therapists near her and requested cancellation of her membership. When asked why, she replied, "Your floors are so low that I cannot touch my toes!"

Source: <http://www.cybersalt.org/clean-jokes/spa-first-day>

SUMMARY | In this unit, you have learnt

1. Expressions

Asking for and Giving Information

- What kind of service/ facilities do you have? We have ...
- What does ***a body package** include? It includes
- What is ***an oil massage** like? It is ...
- Would you like to try/ Do you want to have ***one-hour or two-hour massage**? One hour please.
- How long it will take? It takes about ...

Asking for and Giving Recommendation

- What do you recommend? I highly recommend...
- What treatment do you recommend? I would recommend
- What do you suggest? I would suggest
- Do you have any recommendations? You had better take....
- What treatment should I take? You should take/ have

Asking for and Giving Instruction

- Where is (sauna room/ shower/ locker/etc)?
 - What should I do next?
- Responses:
- Right this way to /Go straight
 - Turn left/ turn right/ on the left/ right side.
 - Follow me!
 - Please, put your bag in the locker.
 - Please, feel free to take the robe and towel.
 - Please take off your jewelry.

3. Pronunciation

Rise-fall intonation

Rise-fall intonation is used for alternative questions. The fall intonation is only used in the last part of the alternative as follows. E.g.

Would you like to try one-hour or two-hour
massage?

2. Grammar

Statement using *had better* and *should*

- *Had better (not)* is used only for very strong recommendation. It suggests that something negative will happen if the recommendation is not taken. E.g. *If your skin is very sensitive, you **had better not** have it. You **had better** take sugar scrub.*
- *Should* is used for common or general recommendation. It is okay if the recommendation is not taken. E.g. *You **should** take the body package. It covers complete treatment for body.*

4. Vocabulary

Words	Say it!	Indonesian Equivalent
Reflexology	/ˌriːflekˈsɒl.ə.dʒi/	Refleksologi
Oil	/ɔɪls/	Minyak
Locker	/ˈlɒk.ər/	Loker
Mud	/mʌd/	Lumpur
Mask	/mɑːsk/	Masker
Room	/ruːm/	Ruangan
Aromatherapy	/əˌrəʊ.məˈθer.ə.pi/	Aromaterapi
Bed	/bed/	Tempat tidur
Towel	/taʊəl/	Handuk
Slippers	/ˈslɪp.əz/	Sandal
Shower	/ʃaʊər/	Mandi
Sauna	/ˈsɔː.nə/	Sauna
Scrub	/skrʌb/	Lulur kasar
Lemon Grass	/ˈlem.ən grɑːs/	Sereh
Acupressure	/ˈæk.jʊ.pres.ər/	Akupresure
Seaweed	/ˈsiː.wiːd/	Rumput laut
Honey	/ˈhʌn.i/	Madu
Bath robe	/bɑːθ rəʊb/	Mantel mandi
Massage	/ˈmæs.ɑːdʒ/	Pijatan
Nail	/neɪl/	Kuku
Care	/keər/	Perawatan

UNIT 3

I have a complaint to make.



In this unit, you will learn about:

- ▶ **Speaking:** Expressing and responding to complaint, satisfaction, and gratitude.
- ▶ **Pronunciation:** Pronouncing prefix *more* and suffix *-er*
- ▶ **Grammar:** Statement using comparative degree
- ▶ **Vocabulary:** words related to expressing and responding to complaint, satisfaction, and gratitude.
- ▶ **Real World Task:** Project on handling customers' complaint, and responding to satisfaction and gratitude.

GETTING STARTED

Task 1. Look at the following expressions. What are the purposes of them? Write the numbers before to the correct expressions.

- ☐ I'm afraid I have to make a complaint. ☐ Please accept my sincere apologies.
☐ I am satisfied with your massage. ☐ I apologize for the inconvenience. ☐ I am glad to hear that.
☐ Excuse me, there seems to be something wrong with
☐ I am glad that you have brought this to my/ our notice.
☐ You did well. ☐ I'm sorry to have say this, but
☐ Please tell me exactly what the problem is. ☐ Thank you.



Task 2. Add some more expressions. You may discuss with others.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 3. What things make you get customers' complaints and satisfactions? List down the reasons by continuing the list. Compare your ideas with others.

I get complaints because	Customers are satisfied because
I press too hard during the massage.	I do the massage well.

START TALKING

Task 4. Look at the conversation below and listen. Pay attention to the pronunciation.

▶
Track 1

- C : I'm sorry to say this but I don't feel okay with your massage.
 ST : I'm really sorry Madam. Am I pressing too hard?
 C : Yes.
 ST : How is this? Do you want me to be more gentle?
 C : Yes please. It still hurts a little.
 ST : How about now?
 C : Yes, that is much better. Thank you.
 ST : Again, I'm sorry Madam. Please let me know if you have any other problems and I will adjust my technique as you wish.
 C : Okay. Anyway, you did well now.
 ST : Thank you.



Picture Source: <https://media.timeout.com/>

Task 5. Practice the conversation with a partner. Then practice again using the other expressions in Task 1 and Task 2.

Task 6. Practice the conversation again and change the reason of complaining or satisfaction using the information you listed down in Task 3.

Try This!

Do you get complaints over your service recently? What is the worst complaint you ever experienced? Try to use the expressions of handling complaints you have learnt in Task 1 in your daily life. Can you use them correctly?

LISTEN IN

▶ Task 7. You will hear some spa therapists talk with their customers. Circle True (T) or False (F) of each statement below based on the conversation you have listened to.

Track 2

- | | |
|---|--------|
| 1. Mrs. Susan is complaining. | (T/F) |
| 2. The locker room is dirtier than the bathroom. | (T/ F) |
| 3. Mrs. Janet is complaining about the service. | (T/ F) |
| 4. Mrs. Janet usually has spa treatment before. | (T/ F) |
| 5. Mr. John is almost fainted after having sauna. | (T/ F) |
| 6. Mr. John likes the service. | (T/ F) |

Task 8. Listen again and write the reasons why the customers are complaining or showing satisfaction and also the responses given by the spa therapists.



Task 9. Compare your answers in Task 8 with other's.

SAY IT RIGHT

Task 10. Listen to Track 2 and tick the following words you can find in the recording. Pay attention to how the words are pronounced.

- | | |
|-------------------|--------------------------|
| 1. Dirtier | <input type="checkbox"/> |
| 2. Hotter | <input type="checkbox"/> |
| 3. More satisfied | <input type="checkbox"/> |

Task 11. Study the following explanation on prefix *more* and suffix *-er*.

Prefix *more* and Suffix *-er*

Prefix *more* and suffix *-er* are usually added when an adjective is turned into comparative adjective. Here are how to pronounce them.

Cleaner	/kli.nə r /
Harder	/hɑ:rdə r/
More gentle	/mɔ:r dʒen.tl/
More satisfied	/mɔ:r sæt.ɪs.faid/

Source: Pronunciation Pair

Cambridge Advance Learner's Dictionary

Task 12. Practice to pronounce the prefix *more* and suffix *-er* in the following statements.

- 1 Excuse me, do you want the light to be brighter or not?
- 2 Do you want the air bath to be colder or not?
- 3 Do you want more complete treatments sir?
- 4 It will makes your skin more glowing.

FOCUS IN

Task 13. Look at the chart. Study the explanation of comparative degree.

Comparative Degree

One-syllable adjective

A one-syllable adjective are changed into the comparative form of by adding -er at the end of the adjective. E.g.

- C : I am sorry to say but your service is very short.
ST : Do you want a **longer** time Madam?

Two-syllable adjective

Two-syllable adjectives are changed into the comparative form by adding more before the adjective. E.g.

- C : This treatment room is too hot.
ST : We have an outdoor treatment spot that is **more pleasant** than this room. Do you want to move Sir?

Source: English for Hotel and Resort

Task 14. Change the adjectives in the following dialogue into the correct form of comparison.

- ST : You look uncomfortable Miss. Is there anything disturbing you?
C : Actually, I don't like to share the treatment room with others. They are too noisy. I need **peaceful** room than this one.
ST : I am so sorry Miss for the inconvenience. Do you want to move to privat room Miss? The room is **quiet and cool** than this room
C : It sounds interesting.
ST : Unfortunately the room is **expensive** than the sharing room. You will get extra charge.
C : That is fine. Anyway, can I have **relaxing** massgae than this? I don't feel this massage working on me.
ST : Okay Miss.
C : Thank you.



Picture source: www.chocolatespa.com/

Task 15. Practice the dialogue with a partner. Pay attention to your pronunciation.

Tips for you

There are various adjectives you can use in your workplace. They are:

Pleasant	Relaxing	Short	Hard	Bright	Comfortable
Big	Fresh	Cool	Gentle	Slow	Cozy
Small	Interesting	Quiet	Fragrant	Large	Good
Expensive	Peaceful	Clean	Hot	Painful	Well
Cheap	Long	Dirty	Warm	Injured	Calming

You can find out their indonesian equivalent in the dictionary. ☺

TALK SOME MORE

Task 16. Fill in the missing expressions. Then, change the bold adjective into comparative form.

- C : Excuse me, _____.
- ST : _____
- C : Please be **soft and slow**.
- ST : I'll adjust my massage as you wish Miss.
- C : Anyway, I want **large** bed and **relaxing** room.
This bed is small and not comfortable.
- ST : Sure Miss, let me check if we have available one.
- C : Okay. Thank you. _____.
- ST : _____

Options

You are welcome Miss.

You are really patient and kind.

your massage is felt painful,

I'm really sorry Miss but this will not happen again.

► Task 17. Compare your answers in Task 16 with other's. Then, listen to Track 3 to check your answer.

Track 3

Task 18. Practice the conversation in Task 16 with a partner. Change the customer's complaint using the information you wrote down in Task 8.

Did You Know?

INTERESTING FACTS ABOUT MASSAGE THERAPY

- There are approximately 5 million touch receptors in our skin? 3,000 in a finger tip.
- Healthy touch of any kind can reduce the heart rate and lower blood pressure.
- Massaging and gently pulling on your ears – top, middle, and bottom of outer earlobes once per day improves your immune system.
- Specialized massage improves the flow of lymph through the body, relieving aches, pains, and flu-like symptoms.
- Touch and massage stimulates the release of endorphins, the body's natural pain killers.
- A 60 minute massage is about the same as 7-8 hours of sleep to your body.
- Massage may be the oldest form of medical care. Egyptian tomb paintings show people being massaged.
- Massage can be performed on a table, a chair, a couch, a bed, a bench...on the entire body or just some parts, with or without oils or lotions.
- There are about 75 common massage modalities used today.

Source: <http://www.heartprintswellness.org>

WORK IN PAIRS | Student A

Student B: Use page 32

Task 19. You have six customers today. Listen to the information related to your customers passed on by student B. Handle each customer appropriately based on the information you get.

Task 20. Pass on the following information to student B. Then, pretend to be the customers. Listen carefully to how student B handles your problems and responding to your satisfaction. Give feedback by referring to the scoring rubric in the Appendix.

Customer 1

Your first customer is Mr. Storm. He is feeling unwell after having deep tissue massage. He is dizzy and feeling painful at all his joints.

Customer 2

Your second customer is Mrs. Sue. She really likes your treatment and also the facilities provided. She wants to have another treatment with you later.

Customer 3

Your third customer is Miss Diana. It's her first time to have spa. She has chosen a treatment but she does not like it.

Customer 4

Your fourth customer is Mr. Sam. He does not like the room because it is uncomfortable. He wants an outdoor spot for the treatment where he can get fresh air.

Customer 5

Your fifth customer is an old lady named Mrs. Snail. Her skin is so sensitive that she always complains during the massage. But in the end, she is expressing her satisfaction over your service.

Customer 6

Your last customer is Mr. Hopkins. He really enjoys all the treatments he is signing in.

Try This!

Change the details of two information notes above (customers' complaints and satisfaction). Pass on the information to your partner. Do your partner handle the customers appropriately? Give feedback by referring to the scoring rubric in the Appendix.

WORK IN PAIRS | Student B

Student A: Use page 31

Task 19. Pass on the following information to student A. Then, pretend to be the customers. Listen carefully to how student A handles your problem and responding to your satisfaction. Give feedback by referring to the scoring rubric in the Appendix.

Customer 1

Your first customer is Miss Lee. She gets her face swollen after having seaweed facial mask. In fact, she is allergic to it.

Customer 2

Your second customer is Mr. Bell. He takes sport massage and he is satisfied with the massage. He wants to be regular customer since he likes your touch.

Customer 3

Your third customer is an old lady named Mrs. Stanly. She asks for a private room because the current room is small and hot. She tries the body package and she likes it.

Customer 4

Mr. Jay is your fourth customer. He has problem with his back. After having a treatment with you, he finds his back getting worst. He gets angry.

Customer 5

Miss Judy is your fifth customer. She takes sauna after the body wrap. She feels dizzy and gets dehydration after that. There is a problem with the temperature control. She makes a complaint on that.

Customer 6

Your last customer is Mrs. Hilton. She really enjoys the face treatment she is signing in. But, she doesn't like the oil massage because you give her wrong herbal oil.

Task 20. You have six customers today. Listen to the information related to your customers passed on by student A. Handle your each customer appropriately based on the information you get.

Try This!

Change the details of two information notes above (customers' complaints and satisfaction). Pass on the information to your partner. Do your partner handle the customers appropriately? Give feedback by referring to the scoring rubric in the Appendix.

SELF-CHECK

Task 21. How well can you do these things? Put the tick (✓) in the box that reflects yourself.

<i>I can</i>	<i>Very well</i>	<i>Okay</i>	<i>A little</i>
1. identify the expressions of showing and responding to complaint, satisfaction, and gratitude.			
2. handle customers' complaint using the appropriate expressions.			
3. respond to customers' satisfaction using the appropriate expressions.			
4. express and respond to gratitude using the appropriate expressions.			
5. produce simple utterances using comparative degree.			
6. pronounce the prefix <i>more</i> and suffix <i>-er</i> correctly.			

FUN CORNER

Massage Trivia

- Muscles make up 1/2 of the weight of the body.
- Muscles receive 1/4 of the blood from the body except for during a massage or exercise which they then receive 1/2 of the blood.
- Massage is able to increase muscular tone by improving the nutrition that the muscle receives.
- When a muscle is inactive, the blood goes around it instead of through it.
- Massage is able to "feed" a muscle without exhausting it.
- After only 3-4 weeks of massage, muscle size and firmness are improved somewhat. Marked differences in muscle size and firmness takes 2-3 months of massage.
- Four-fifths of all of the food eaten goes to the production of heat. One-fifth is used for work.
- Patients with Chronic Fatigue Syndrome had less pain, depression, anxiety, and improved sleep patterns after receiving massages.
- In a study of 6 breast cancer patients undergoing radiation, they experienced more "vitality and tranquility", less tension and tiredness, and fewer symptoms from the radiation treatments after receiving back massages.

Source: http://shared1.webgator.net/massage_trivia.htm

SUMMARY | In this unit, you have learnt

1. Expressions

Handling complaint

- Please accept my sincere apologies.
- I apologize for the inconvenience
- I am glad that you have brought this to my/ our notice.
- Please tell me exactly what the problem is.

Responding to satisfaction and gratitude

- I am glad to hear that.
- Thank you.

3. Pronunciation

Prefix *more* and Suffix *-er*

Prefix *more* and suffix *-er* are usually added when an adjective is turned into comparative adjective. E.g.

Cleaner	/kli.nə r /
Harder	/hɑ:rdə r /
More gentle	/mɔ:r dʒen.tl/
More satisfied	/mɔ:r sæt.ɪs.faid/

2. Grammar

Comparative Degree

One-syllable adjective

A one-syllable adjective turns into the comparative form of by adding *-er* at the end of the adjective. E.g.

C: I am sorry to say but your service is very short.

ST: Do you want a **longer** time Madam?

Two-syllable adjective

Two-syllable adjectives turn into the comparative form by adding *more* before the adjective. E.g.

C: This treatment room is too hot.

ST: We have an outdoor treatment spot that is **more pleasant** than this room. Do you want to move Sir?

4. Vocabulary

Words	Say it!	Indonesian Equivalent
Pleasant	/plez. ə nt/	Menyenangkan
Big	/bɪg/	Besar
Small	/smɔl/	Kecil
Expensive	/ɪkspen t.sɪv/	Mahal
Cheap	/tʃip/	Murah
Relaxing	/rɪlæks.ɪŋ/	Menenangkan
Fresh	/freʃ/	Segar
Interesting	/ɪn.trəs.tɪŋ/	Menarik
Peaceful	/pis.f ə l/	Damai
Long	/lɒŋ/	Panjang
Short	/ʃɔt/	Pendek
Cool	/kul/	Dingin
Quiet	/kwaɪət/	Sepi
Clean	/klin/	Bersih
Dirty	/dɜ:ti/	Kotor
Painful	/peɪn.f ə l/	Sakit

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Appendix

Scoring Rubric

SCORING RUBRIC FOR SPEAKING

Aspects	Excellent	Good	Need Improvement	Unacceptable
	4	3	2	1
Purpose	Consistently speaks with a purpose in mind.	Speaks with a purpose in mind.	Speaks part of the time with a purpose in mind.	Speaks without a purpose.
Clarity	Speech is clear all the time.	Speech is clear most of the time.	Parts of speech may be unclear.	Speech is unclear and inarticulate.
Tone	Consistently changes voice to engage listeners.	Changes voice to engage listeners.	Limited change in voice to engage listeners.	No change in voice to engage listeners.
Volume	Uses appropriate volume all the time.	Use appropriate volume most of the time.	Limited use of appropriate volume.	Does not use appropriate volume.
Complete Thoughts	Consistent use of sentence structure and words choice.	Sufficient use of sentence structure and words choice.	Limited use of sentence structure and words choice.	Lack of sentence structure and words choice.
Filler	No filler at all.	Use no more than three fillers like <i>yeah, like, and um</i> .	Use no more than six fillers like <i>yeah, like, and um</i> .	Use fillers most of the time.
Eye Contact	Consistent eye contact.	Frequent eye contact.	Limited eye contact.	No eye contact.
Gestures	Consistently poised with appropriate gesture.	Sufficiently poised with appropriate gesture.	Limited poised with limited use of appropriate gesture.	Inappropriate movement and no poised.
Timing	Timing is consistently paced.	Timing is sufficiently paced.	Timing is inconsistent.	No timing.
Total Score				

Listening Transcript

Unit 1

TRACK 1

- ST : Hi, good morning. Welcome to Paradise Spa. May I help you?
- C : Good morning. I booked a reflexology massage yesterday. My name is Jane.
- ST : Nice to meet you Miss Jane. I am Talia. Let me check first. Is it Mary Jane?
- C : Yes it is.
- ST : Okay, please follow me.
- C : Thank you.

TRACK 2

- ST : Good morning Sir, Madam. Welcome to Honey Spa. I'm Atika, your spa therapist today.
- C : Hello, good morning Ms. Atika. I'm Richard Parker and this is my wife, Elizabeth.
- ST : Well Mr. and Mrs. Parker, how can I help you today?
- C : Yes of course. We have checked Honey Spa website and we're interested to have the oil massage. What is an oil massage like?
- ST : It's a kind of aroma therapy for your body. The aromatic oil can help you relax and it reduces stress.
- C : It sounds enjoyable. By the way, my daughter Talia and my son Alex are about to come to have spa too. She's interested to have hot stone massage. They're still on the way.
- ST : What about your son? What treatment does he want?
- C : Oh... he said he's interested to have deep tissue massage.
- ST : Okay, Sir. I will have my friends to serve Miss Talia and Alex later.
- C : Thank you Atika. You're so helpful.

TRACK 3

1. How are you?
2. How can I help you today?
3. Are you Stephanie Lee?
4. What treatment are you interested in?
5. What treatment do you want?

TRACK 4

- ST : Good afternoon. Welcome to Paradise Spa, Mrs. Weasly.
- C : Hello, good afternoon.
- ST : How are you today?
- C : I am fine, thank you.
- ST : Well, I am Talita, your spa therapist today. How can I assist you today?
- C : I want to have face treatment.
- ST : We offer natural mask treatment. It is good for removing all dead skin cells.
- C : I will take it.
- ST : Okay, please follow me

Unit 2

TRACK 1

- | | |
|-------------------------|---------------------|
| 1. Treatment Room | 15. Slippers |
| 2. Pregnancy Treatment | 16. Aromatherapy |
| 3. Mud | 17. Reflexology |
| 4. Scrub | 18. Essential Oils |
| 5. Massage bed | 19. Locker Area |
| 6. Towel | 20. Sports massage |
| 7. Acupressure | 21. Honey |
| 8. Facial mask | 22. Bath robe |
| 9. Foot bath | 23. Body wrap |
| 10. Lemon Grass | 24. Swedish massage |
| 11. Hot stone massage | 25. Nail care |
| 12. Shiatsu | 26. Shower |
| 13. Sauna | 27. Seaweed |
| 14. Deep tissue massage | 28. Thai massage |

TRACK 2

- ST** : Good afternoon. Welcome to Sayana Spa.
- C** : Good afternoon.
- ST** : I am Siska. How can I help you today?
- C** : Nice to meet you Miss Siska. I am Grace Bell. It's my first time in a spa. What kind of service do you have here?
- ST** : We have Thai massage, body scrub, oil massage, facial massage with aromatic oil, and reflexiology.
- C** : What do you recommend?
- ST** : I would suggest body scrub. It is useful to remove all dead skin cells.
- C** : Okay, I will take it. Anyway, what facilities do you have?
- ST** : We have shower room and sauna. You should take sauna after the body scrub.
- C** : It sounds good.
- ST** : Right this way to the lockers. Feel free to pick up clean towels and a robe on your left. I will be waiting in the treatment room.
- C** : Thank you.

TRACK 3

- ST** : Good evening. Welcome to Paradise Spa.
- C** : Good evening.
- ST** : I am Lisa. How can I assist you today madam?
- C** : I am Sarah Parker. I would like to get a whole body treatment. What would you recommend?
- ST** : Let's start with an exfoliation mask, and finish with a hydrating facial.
- C** : What is an exfoliation mask?
- ST** : It's a cleansing mask that helps to remove all dead skin cells.
- C** : Wow! Sounds great. Can I also get a body wrap that tightens my skin?

- ST** : Definitely. I would recommend a herbal wrap or a slimming wrap.
- C** : What's the difference?
- ST** : A herbal wrap heals and detoxifies while in a slimming wrap, excess fluids are released to tighten specific areas of the body.
- C** : Slimming wrap sounds exactly like what I need. Would it be a good idea to get a bath after a body wrap?
- ST** : I will be honest, the effect of the body wrap and a bath are pretty much the same. Just instead of being wrapped in towels or sheets you will be laying in a bath.
- C** : Okay. I see. Then, I'll take the body wrap.
- ST** : Perfect! Would you like to have a massage between your facial and body wrap?
- C** : Yes, please. What massage do you have?
- ST** : We have Swedish massage that helps to enhance the skin health, aromatherapy massage that helps to relax and reduce stress, hot stone massage that makes the body warm, and sport massage to reduce the muscle pains. Do you want to have Swedish, aromatherapy, hot stone or sport massage?
- C** : Well, actually I do a lot of physical activity, and my muscles are very stiff because of that.
- ST** : You'd better take sports massage then. It will not only relax your muscles but also reduce the pain.
- C** : Wonderful! My back is very sore.
- ST** : Okay. So, I'm signing you up for an exfoliation mask, sports massage and a slimming body wrap. Right?
- C** : Right! Could I also get an aromatherapy steam bath? I really like those.
- ST** : Sure. All set. Please, take your key – locker number 28. Here is your bathrobe and clean towels. I will be waiting in the treatment room.
- C** : Thank you.

TRACK 4

1. Would you like to have body scrub or body massage?
2. Do you want to try herbal body wrap or slimming body wrap?
3. Do you want to try one, two, or three hours massage?
4. Are you interested in honey, seaweed, mud, or fruit mask?
5. Would you like to have chamomile, lemon grass, or tea tree oil?
6. Are you interested in deep tissue massage or sport massage?

TRACK 5

- ST : Good afternoon. Welcome to Sunny Spa.
- C : Good afternoon.
- ST : How can I help you today?
- C : I want to have massage. What kind of service do you have here?
- ST : Well, we have a body package, facial massage, and reflexology.
- C : What does a body package include?
- ST : It includes a body scrub, body massage, herbal sauna and body wrap. You should try it.
- C : What body massage do you recommend?
- ST : I highly recommend a hot stone massage when warm stones are placed on certain points of your body in order to loosen your muscles and balance the energy centers of your body.
- C : That sounds interesting, but a bit strange for me. Do you have another suggestion?
- ST : Yes, of course. You should take a Swedish massage, which is a classical whole body massage, or Acupressure massage, which is a Chinese traditional pressure-point massage.
- C : Actually I feel under pressure recently that makes me hard to sleep. I really need something relaxing and calming.

- ST : You'd better take an oil massage then. The smell of the herbal oil will help you relax and sleep well.
- C : I'll try the oil massage.
- ST : Would you like to try a one-hour or a two-hour massage?
- C : One hour, please. Anyway, do you have sauna room? I want to try it.
- ST : Yes, we have. It is on the right side of treatment rooms. You'd better have it after the treatment. You can also have footbath in sauna room.
- C : It sounds great.
- ST : It is your locker key number 11. Please change your clothes into robe. The changing room is this way.
- C : Thank you.

Unit 3

TRACK 1

- C : I'm sorry to say this but I don't feel okay with your massage.
- ST : I'm really sorry Madam. Am I pressing too hard?
- C : Yes.
- ST : How is this? Do you want me to be more gentle?
- C : Yes please. It still hurts a little.
- ST : How about now?
- C : Yes, that is much better. Thank you.
- ST : Again, I'm sorry Madam. Please let me know if you have any other problems and I will adjust my technique as you wish.
- C : Okay. Anyway, you did well now.
- ST : Thank you.

TRACK 2

Dialogue 1

- C : I want to complain about the locker room. It is dirty and the bathroom is dirtier.
- ST : I'm so sorry Mrs. Susan. Our cleaning service is off today. I will have other people to clean it right now.

Dialogue 2

ST : Are you satisfied with my massage today Mrs. Janet?

C : I am satisfied more than usual. Your hands are wonderful dear. Thank you.

ST : You are welcome Ma'am.

Dialogue 3

ST : Are you feeling unwell Mr. John?

C : I am sorry to say this but I am about to faint after having sauna. The temperature inside is hotter than usual. It's terrible service.

ST : I'm really sorry. We will do our utmost not to do the same mistake again.

TRACK 3

C : Excuse me, your massage is felt painful.

ST : I'm really sorry Miss but this will not happen again.

C : Please be softer and slower.

ST : I'll adjust my massage as you wish Miss.

C : Anyway, I want larger bed and more relaxing room. This bed is small and not comfortable.

ST : Sure Miss, let me check if we have available one.

C : Okay. Thank you. You are really patient and kind.

ST : You are welcome Miss.

Answer Keys

Unit 1

Task 2

1. Greeting
 - Nice to meet you.
 - Hello,.../ hi,...
 - Good morning/ afternoon/ evening/ night
 - Welcome to
 - How are you?
2. Introducing oneself
 - My name is
 - I am
3. Offering help
 - May I help you?
 - How can I help/ assist you today?
 - Can I help you?

Task 6

Correct titles:

1. Mrs. Sanches
2. Mr. Denise
3. Ms. Steel
4. Miss White
5. Mr. Martin

Task 7

- | | |
|------|------|
| 1. T | 5. T |
| 2. F | 6. T |
| 3. T | 7. F |
| 4. F | 8. F |

Task 8

- | | |
|----------|------------|
| 1. Sir | 1. I'm |
| 2. Ms. | 2. I'm |
| 3. Madam | 3. We're |
| 4. Mr. | 4. It's |
| 5. Mrs. | 5. She's |
| 6. Sir | 6. They're |
| 7. Miss | 7. He's |
| | 8. You're |

Task 11

1. A
2. B
3. B
4. A
5. A

Task 12

1. How are you?
2. How can I help you today?
3. Are you Stephanie Lee?
4. What treatment are you interested in?
5. What treatment do you want?

Task 14

1. I am
2. He is
3. We are
4. It is
5. They are
6. She is

Task 16

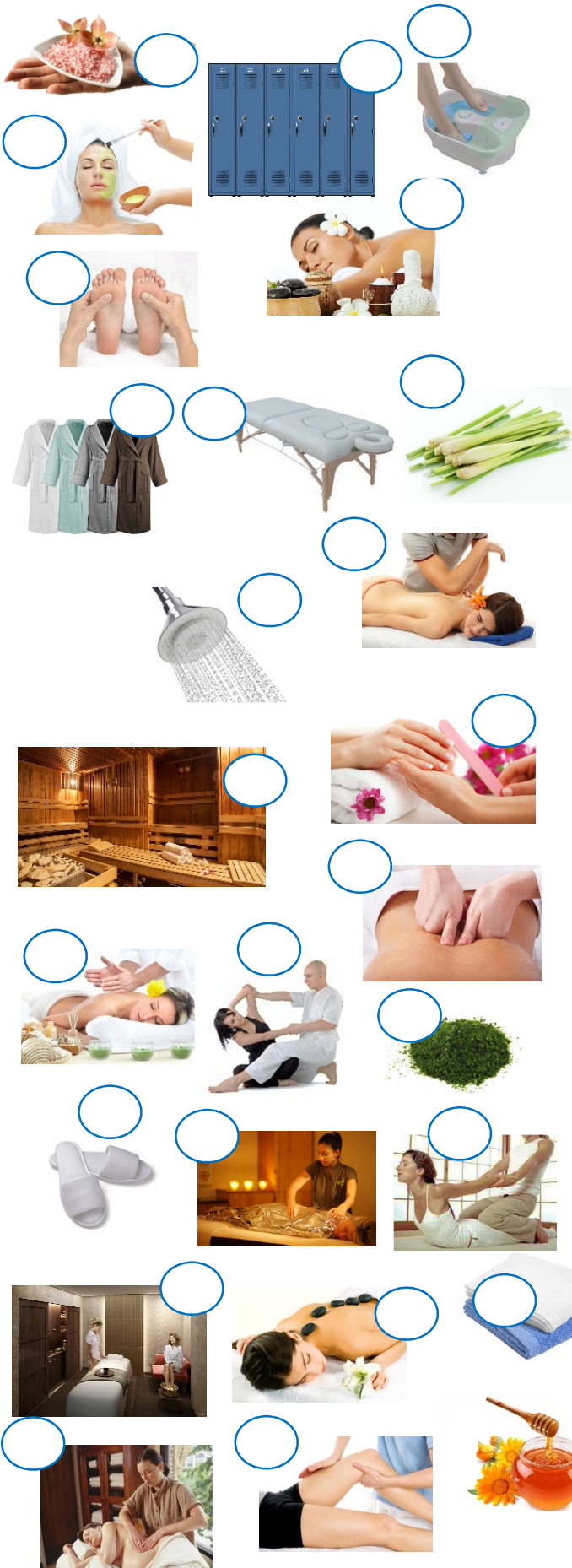
1. She is a spa therapist.
2. They are from England.
3. We are new spa therapists here.
4. She is interested to have an oil massage.
5. It is a sauna room.
6. He is the new manager of Herbal Spa.

Task 17

- ST : Good afternoon. Welcome to Paradise Spa, Mrs. Weasly.
- C : Hello, good afternoon.
- ST : How are you today?
- C : I am fine, thank you.
- ST : Well, I am Talita, your spa therapist today. How can I assist you today?
- C : I want to have face treatment.
- ST : We offer natural mask treatment. It is good for removing all dead skin cells.
- C : I will take it.
- ST : Okay, please follow me

Unit 2

Task 1



Task 2

Spa treatments

- | | |
|------------------------|--------------------|
| 1. Pregnancy treatment | 7. Reflexology |
| 2. Acupressure | 8. Sports massage |
| 3. Facial mask | 9. Swedish massage |
| 4. Hot stone massage | 10. Thai massage |
| 5. Shiatsu | 11. Body wrap |
| 6. Deep tissue massage | 12. Nail care |
| | 13. Aromatherapy |

Spa ingredients

- | | |
|----------------|-------------------|
| 1. Mud | 4. Essentials oil |
| 2. Scrub | 5. Honey |
| 3. Lemon grass | 6. Seaweed |

Spa facilities/ equipment

- | | |
|-------------------|----------------|
| 1. Treatment room | 6. Slippers |
| 2. Massage bed | 7. Locker area |
| 3. Towel | 8. Bath robe |
| 4. Footbath | 9. Shower |
| 5. Sauna | |

Task 9

- The customer's name is Sarah Parker.
- Exfoliation mask is one of the facial treatments.
- The therapist recommends a herbal wrap and a sliming wrap.
- Mrs. Parker takes slimming wrap.
- Mrs. Parker wants to have a massage between facial mask and body wrap.
- Mrs. Parker had better take a sport massage.
- Mrs. Parker's back are very sore.
- Mrs. Parker takes an exfoliation mask, sports massage and a slimming wrap.
- Mrs. Parker is also interested to have aromatherapy steam bath.
- Mrs. Parker's locker number is 28.

Task 10

1. Exfoliation mask
It helps to remove all dead skin cells.
2. Herbal and slimming wrap
A herbal wrap heals and detoxifies while in a sliming wrap, excess fluids are released to tighten specific areas of the body.
3. Swedish massage
It helps to enhance the skin health.
4. Aromatherapy massage
It helps to relax and reduce stress.
5. Hot stone massage
It makes the body warm.
6. Sport massage
It helps to reduce the muscle pains.

Task 15

1. Should
2. Had better
3. Should
4. Had better
5. Had better

Task 18

- ST : Good afternoon. Welcome to Sunny Spa.
- C : Good afternoon.
- ST : How can I help you today?
- C : I want to have massage. What kind of service do you have here?
- ST : Well, we have a body package, facial massage, and reflexology.
- C : What does a body package include?
- ST : It includes a body scrub, body massage, herbal sauna and body wrap. You should try it.
- C : What body massage do you recommend?
- ST : I highly recommend a hot stone massage when warm stones are places on certain points of your body in order to loosen your muscles and balance the energy centers of your body.

- C : That sounds interesting, but a bit strange for me. Do you have another suggestion?
- ST : Yes, of course. You should take a Swedish massage, which is a classical whole body massage, or Acupressure massage, which is a Chinese traditional pressure-point massage.
- C : Actually I feel under pressure recently that makes me hard to sleep. I really need something relaxing and calming.
- ST : You'd better take an oil massage then. The smell of the herbal oil will help you relax and sleep well.
- C : I'll try the oil massage.
- ST : Would you like to try a one-hour or a two-hour massage?
- C : One hour, please. Anyway, do you have sauna room? I want to try it.
- ST : Yes, we have. It is on the right side of treatment rooms. You'd better have it after the treatment. You can also have footbath in sauna room.
- C : It sounds great.
- ST : It is your locker key number 11. Please change your clothes into robe. The changing room is this way.
- C : Thank you.

Unit 3

Task 1

- I'm afraid I have to make a complaint.
- I am satisfied with your massage.
- Please accept my sincere apologies.
- I apologize for the inconvenience.
- Excuse me, there seems to be something wrong with
- I am glad that you have brought this to my/ our notice.
- You did well.
- I'm sorry to have say this, but
- Please tell me exactly what the problem is.
- I am glad to hear that.

Task 7

1. T
2. F
3. F
4. T
5. T
6. F

Task 8**Dialogue 1**

C : I want to complain about the locker room. It is dirty and the bathroom is dirtier.

ST : I'm so sorry Mrs. Susan. Our cleaning service is off today. I will have other people to clean it right now.

Dialogue 2

ST : Are you satisfied with my massage today Mrs. Janet?

C : I am satisfied more than usual. Your hands are wonderful dear. Thank you.

ST : You are welcome Ma'am.

Dialogue 3

ST : Are you feeling unwell Mr. John?

C : I am sorry to say this but I am about to faint after having sauna. The temperature inside is hotter than usual. It's terrible service.

ST : I'm really sorry. We will do our utmost not to do the same mistake again.

Task 10

1. Dirtier
2. Hotter
3. More satisfied

Task 14

1. More peaceful
2. More quiet
3. Cooler
4. More expensive
5. More relaxing

Task 16

C : Excuse me, your massage is felt painful.

ST : I'm really sorry Miss but this will not happen again.

C : Please be softer and slower.

ST : I'll adjust my massage as you wish Miss.

C : Anyway, I want larger bed and more relaxing room. This bed is small and not comfortable.

ST : Sure Miss, let me check if we have available one.

C : Okay. Thank you. You are really patient and kind.

ST : You are welcome Miss.

Appendix E

**The Expert Judgement
Questionnaire**

**ANGKET EVALUASI MATERI PEMBELAJARAN *SPEAKING* BAHASA INGGRIS
UNTUK *SPA THERAPISTS* DI YOGYAKARTA**

A. DATA RESPONDEN

Nama :

Jenis Kelamin : L/P (lingkari salah satu)

Pekerjaan :

Pendidikan : () D3 () S1 () S2 () S3

Lama Bekerja :

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang () pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak/Ibu. Bapak/Ibu juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan:

SS : Sangat Setuju (4)

TS : Tidak Setuju (2)

S : Setuju (3)

STS : Sangat Tidak Setuju (1)

UNIT 1
“WELCOME TO ROYAL GARDEN SPA!”

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1	Materi yang dikembangkan sesuai dengan kompetensi dan tujuan dari pembelajaran <i>speaking</i> bahasa Inggris untuk <i>spa therapists</i> di Yogyakarta yang akan dicapai.				
2	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3	Topik unit materi pembelajaran relevan dengan konteks dunia kerja <i>spa therapists</i> .				
4	Materi (teks, gambar dan tabel) relevan dengan topik yang dibahas.				
5	Materi yang disusun sesuai dengan dunia kerja <i>spa therapists</i> .				
6	Materi yang disusun mengarahkan <i>spa therapists</i> untuk berlatih dan mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
7	Materi mencakup komponen pembelajaran <i>expressions</i> yang relevan dengan kebutuhan <i>spa therapists</i> .				
8	Materi mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan kebutuhan <i>spa therapists</i> .				
9	Materi mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan kebutuhan <i>spa therapists</i> .				
10	Materi yang disusun mengarahkan <i>spa therapists</i> untuk memahami fitur-fitur linguistik dari percakapan yang dibahas.				
KELAYAKAN BAHASA					
11	Bahasa yang digunakan sesuai dengan perkembangan kognitif <i>spa therapists</i> .				

12	Bahasa yang digunakan dalam penjelasan dan instruksi jelas dan mudah dipahami.				
13	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
14	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
15	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris.				
KELAYAKAN PENYAJIAN					
16	Materi yang dikembangkan sudah sesuai dengan langkah-langkah pembelajaran berbasis <i>task-based language teaching</i> yaitu <i>schema building, controlled practice, authentic listening practice, language focus, freer practice</i> , dan <i>real-world task</i> .				
17	Kegiatan pembelajaran (<i>tasks</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
18	Kegiatan pembelajaran (<i>tasks</i>) yang disusun mendorong siswa untuk belajar mandiri, berpasangan maupun berkelompok.				
19	Kegiatan pembelajaran (<i>tasks</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free activities</i> .				
20	Materi disusun memiliki keseimbangan dalam bentuk audio, teks, ilustrasi dan lambang.				
21	Penyajian aktivitas pembelajaran dalam materi yang dikembangkan mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan berkomunikasi.				
22	Aktivitas pembelajaran dalam materi mendorong <i>spa therapists</i> untuk berinteraksi dalam bahasa Inggris dengan lingkungan yang lebih luas.				

23	Materi yang disusun mendorong <i>spa therapists</i> untuk memahami isi percakapan yang disajikan.				
24	Materi disusun dilengkapi dengan <i>vocabulary</i> , <i>grammar</i> , dan <i>pronunciation</i> yang sesuai dengan materi yang dibahas.				
25	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
26	Dalam tiap unit materi dilengkapi dengan evaluasi bagi <i>spa therapists</i> untuk mengukur tingkat pemahaman mereka terhadap materi yang sudah dipelajari.				
27	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
KELAYAKAN KEGRAFIKAN					
28	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
29	Desain isi buku menggunakan unsur tata letak judul bab, sub judul, angka halaman, ilustrasi dan keterangan gambar (<i>caption</i>) yang baik.				
30	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan.				
31	Pemilihan ukuran <i>font</i> penyajian materi tidak terlalu kecil dan tidak terlalu besar.				
32	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.				
33	Penyajian gambar bersifat estetik dan fungsional.				
34	Keseluruhan desain visual materi menarik				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah disusun?

3. Apakah saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

REKOMENDASI

Mengacu kepada hasil penilaian di atas, materi pembelajaran *speaking* bahasa Inggris untuk *spa therapists* di Yogyakarta UNIT 1 dengan judul “WELCOME TO ROYAL GARDEN SPA!” dinyatakan:

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sebagai berikut:

*Berilah tanda centang (☐) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, 2015

Evaluator materi,

NIP.

UNIT 2
“WHAT IS AN OIL MASSAGE LIKE?”

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1	Materi yang dikembangkan sesuai dengan kompetensi dan tujuan dari pembelajaran <i>speaking</i> bahasa Inggris untuk <i>spa therapists</i> di Yogyakarta yang akan dicapai.				
2	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3	Topik unit materi pembelajaran relevan dengan konteks dunia kerja <i>spa therapists</i> .				
4	Materi (teks, gambar dan tabel) relevan dengan topik yang dibahas.				
5	Materi yang disusun sesuai dengan dunia kerja <i>spa therapists</i> .				
6	Materi yang disusun mengarahkan <i>spa therapists</i> untuk berlatih dan mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
7	Materi mencakup komponen pembelajaran <i>expressions</i> yang relevan dengan kebutuhan <i>spa therapists</i> .				
8	Materi mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan kebutuhan <i>spa therapists</i> .				
9	Materi mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan kebutuhan <i>spa therapists</i> .				
10	Materi yang disusun mengarahkan <i>spa therapists</i> untuk memahami fitur-fitur linguistik dari percakapan yang dibahas.				
KELAYAKAN BAHASA					
11	Bahasa yang digunakan sesuai dengan perkembangan kognitif <i>spa therapists</i> .				

12	Bahasa yang digunakan dalam penjelasan dan instruksi jelas dan mudah dipahami.				
13	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
14	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
15	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris.				
KELAYAKAN PENYAJIAN					
16	Materi yang dikembangkan sudah sesuai dengan langkah-langkah pembelajaran berbasis <i>task-based language teaching</i> yaitu <i>schema building, controlled practice, authentic listening practice, language focus, freer practice</i> , dan <i>real-world task</i> .				
17	Kegiatan pembelajaran (<i>tasks</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
18	Kegiatan pembelajaran (<i>tasks</i>) yang disusun mendorong siswa untuk belajar mandiri, berpasangan maupun berkelompok.				
19	Kegiatan pembelajaran (<i>tasks</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free activities</i> .				
20	Materi disusun memiliki keseimbangan dalam bentuk audio, teks, ilustrasi dan lambang.				
21	Penyajian aktivitas pembelajaran dalam materi yang dikembangkan mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan berkomunikasi.				
22	Aktivitas pembelajaran dalam materi mendorong <i>spa therapists</i> untuk berinteraksi dalam bahasa Inggris dengan lingkungan yang lebih luas.				

23	Materi yang disusun mendorong <i>spa therapists</i> untuk memahami isi percakapan yang disajikan.				
24	Materi disusun dilengkapi dengan <i>vocabulary</i> , <i>grammar</i> , dan <i>pronunciation</i> yang sesuai dengan materi yang dibahas.				
25	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
26	Dalam tiap unit materi dilengkapi dengan evaluasi bagi <i>spa therapists</i> untuk mengukur tingkat pemahaman mereka terhadap materi yang sudah dipelajari.				
27	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
KELAYAKAN KEGRAFIKAN					
28	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
29	Desain isi buku menggunakan unsur tata letak judul bab, sub judul, angka halaman, ilustrasi dan keterangan gambar (<i>caption</i>) yang baik.				
30	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan.				
31	Pemilihan ukuran <i>font</i> penyajian materi tidak terlalu kecil dan tidak terlalu besar.				
32	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.				
33	Penyajian gambar bersifat estetik dan fungsional.				
34	Keseluruhan desain visual materi menarik				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah disusun?

3. Apakah saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

REKOMENDASI

Mengacu kepada hasil penilaian di atas, materi pembelajaran *speaking* bahasa Inggris untuk *spa therapists* di Yogyakarta UNIT 2 dengan judul “WHAT IS AN OIL MASSAGE LIKE?” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

*Berilah tanda centang (☐) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, 2015

Evaluator materi,

NIP.

UNIT 3
“I HAVE A COMPLAINT TO MAKE”

No	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1	Materi yang dikembangkan sesuai dengan kompetensi dan tujuan dari pembelajaran <i>speaking</i> bahasa Inggris untuk <i>spa therapists</i> di Yogyakarta yang akan dicapai.				
2	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3	Topik unit materi pembelajaran relevan dengan konteks dunia kerja <i>spa therapists</i> .				
4	Materi (teks, gambar dan tabel) relevan dengan topik yang dibahas.				
5	Materi yang disusun sesuai dengan dunia kerja <i>spa therapists</i> .				
6	Materi yang disusun mengarahkan <i>spa therapists</i> untuk berlatih dan mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
7	Materi mencakup komponen pembelajaran <i>expressions</i> yang relevan dengan kebutuhan <i>spa therapists</i> .				
8	Materi mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan kebutuhan <i>spa therapists</i> .				
9	Materi mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan kebutuhan <i>spa therapists</i> .				
10	Materi yang disusun mengarahkan <i>spa therapists</i> untuk memahami fitur-fitur linguistik dari percakapan yang dibahas.				
KELAYAKAN BAHASA					
11	Bahasa yang digunakan sesuai dengan perkembangan kognitif <i>spa therapists</i> .				

12	Bahasa yang digunakan dalam penjelasan dan instruksi jelas dan mudah dipahami.				
13	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
14	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
15	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris.				
KELAYAKAN PENYAJIAN					
16	Materi yang dikembangkan sudah sesuai dengan langkah-langkah pembelajaran berbasis <i>task-based language teaching</i> yaitu <i>schema building, controlled practice, authentic listening practice, language focus, freer practice</i> , dan <i>real-world task</i> .				
17	Kegiatan pembelajaran (<i>tasks</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
18	Kegiatan pembelajaran (<i>tasks</i>) yang disusun mendorong siswa untuk belajar mandiri, berpasangan maupun berkelompok.				
19	Kegiatan pembelajaran (<i>tasks</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free activities</i> .				
20	Materi disusun memiliki keseimbangan dalam bentuk audio, teks, ilustrasi dan lambang.				
21	Penyajian aktivitas pembelajaran dalam materi yang dikembangkan mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan berkomunikasi.				
22	Aktivitas pembelajaran dalam materi mendorong <i>spa therapists</i> untuk berinteraksi dalam bahasa Inggris dengan lingkungan yang lebih luas.				

23	Materi yang disusun mendorong <i>spa therapists</i> untuk memahami isi percakapan yang disajikan.				
24	Materi disusun dilengkapi dengan <i>vocabulary</i> , <i>grammar</i> , dan <i>pronunciation</i> yang sesuai dengan materi yang dibahas.				
25	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
26	Dalam tiap unit materi dilengkapi dengan evaluasi bagi <i>spa therapists</i> untuk mengukur tingkat pemahaman mereka terhadap materi yang sudah dipelajari.				
27	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
KELAYAKAN KEGRAFIKAN					
28	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
29	Desain isi buku menggunakan unsur tata letak judul bab, sub judul, angka halaman, ilustrasi dan keterangan gambar (<i>caption</i>) yang baik.				
30	Penggunaan <i>font</i> dalam penyajian materi tidak berlebihan.				
31	Pemilihan ukuran <i>font</i> penyajian materi tidak terlalu kecil dan tidak terlalu besar.				
32	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.				
33	Penyajian gambar bersifat estetik dan fungsional.				
34	Keseluruhan desain visual materi menarik				

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah disusun?

3. Apakah saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

REKOMENDASI

Mengacu kepada hasil penilaian di atas, materi pembelajaran *speaking* bahasa Inggris untuk *spa therapists* di Yogyakarta UNIT 3 dengan judul “I HAVE A COMPLAINT TO MAKE” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

*Berilah tanda centang (☐) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, 2015

Evaluator materi,

NIP.

Appendix F

The Expert Judgement Data

The Expert Judgment Results of Unit 1

No	Items	Scores
The Content Appropriateness		
1	The developed materials are in accordance with the competences and objectives of the speaking learning aimed by spa therapists in Yogyakarta.	4
2	The developed materials meet the course grid.	4
3	The topics of the units of the developed materials is relevant with spa therapists' workplace.	4
4	Materials (text, figures and tables) are relevant to the discussed topic.	4
5	The developed materials are in accordance with spa therapists' workplace.	4
6	The developed materials involve learning activities which guide the spa therapists to develop their communicative competence in spoken language.	4
7	The developed materials involve expression learning tasks which are relevant with spa therapists' needs.	4
8	The developed materials involve vocabulary learning tasks which are relevant with spa therapists' needs.	3
9	The developed materials involve pronunciation learning tasks which are relevant with spa therapists' needs.	3
10	The developed materials lead the spa therapists to understand the linguistic features of the discussed spoken text.	4
The Language Appropriateness		
11	The language used is relevant to the spa therapists' cognitive development.	4
12	The language used in the explanations and instructions are clear and understandable.	3

13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is cohesive and coherent.	3
15	The developed materials consistently use one variation of English.	3
The Presentation Appropriateness		
16	The materials are presented coherently and well-organized based on the task-based language teaching framework such as schema building, controlled practice, authentic listening practice, language focus, freer practice, and real-world task.	4
17	The tasks are arranged systematically from the easiest to the most difficult.	3
18	The tasks support the students to learn individually, in pairs and in group.	3
19	The arrangement of the tasks in the learning materials is begun with guided task and gradually moves to the free tasks.	4
20	The developed materials are balance in terms of audio files, texts, illustrations and symbols.	3
21	The arrangement of the learning activities in the developed materials include activities that focus on the linguistics features and the one that focus on communicative tasks.	4
22	The learning activities in the developed materials encourage spa therapists to actively interacting in English within a wider environment.	3
23	The developed materials encourage spa therapists to understand the content of the provided conversations.	3
24	The developed materials is completed with the vocabulary, grammar, and pronunciation that are relevant with the topic of each unit.	3
25	The learning objectives are stated in every unit of the developed materials.	4

26	The developed materials encourage the spa therapists to have self-reflection to identify their achievements and lacks during their learning.	3
27	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
The Layout Appropriateness		
28	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
29	The layout of the developed materials use the appropriate placement of the unit title, sub-title, page number, illustrations and captions.	3
30	The developed materials use the appropriate variation of fonts.	3
31	The fonts used are not too big or too small.	3
32	The color usage of the developed materials is not disturbing the readers.	3
33	The illustration and graphic design in the developed materials are aesthetic and functional.	3
34	The overall design of the developed materials is visually interesting.	3

The Expert Judgment Results of Unit 2

No	Items	Scores
The Content Appropriateness		
1	The developed materials are in accordance with the competences and objectives of the speaking learning aimed by spa therapists in Yogyakarta.	4
2	The developed materials meet the course grid.	4
3	The topics of the units of the developed materials is relevant with spa therapists' workplace.	4
4	Materials (text, figures and tables) are relevant to the discussed topic.	4
5	The developed materials are in accordance with spa therapists' workplace.	4
6	The developed materials involve learning activities which guide the spa therapists to develop their communicative competence in spoken language.	3
7	The developed materials involve expression learning tasks which are relevant with spa therapists' needs.	4
8	The developed materials involve vocabulary learning tasks which are relevant with spa therapists' needs.	4
9	The developed materials involve pronunciation learning tasks which are relevant with spa therapists' needs.	3
10	The developed materials lead the spa therapists to understand the linguistic features of the discussed spoken text.	4
The Language Appropriateness		
11	The language used is relevant to the spa therapists' cognitive development.	3
12	The language used in the explanations and instructions are clear and understandable.	3

13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is cohesive and coherent.	3
15	The developed materials consistently use one variation of English.	3
The Presentation Appropriateness		
16	The materials are presented coherently and well-organized based on the task-based language teaching framework such as schema building, controlled practice, authentic listening practice, language focus, freer practice, and real-world task.	4
17	The tasks are arranged systematically from the easiest to the most difficult.	4
18	The tasks support the students to learn individually, in pairs and in group.	3
19	The arrangement of the tasks in the learning materials is begun with guided task and gradually moves to the free tasks.	4
20	The developed materials are balance in terms of audio files, texts, illustrations and symbols.	3
21	The arrangement of the learning activities in the developed materials include activities that focus on the linguistics features and the one that focus on communicative tasks.	4
22	The learning activities in the developed materials encourage spa therapists to actively interacting in English within a wider environment.	3
23	The developed materials encourage spa therapists to understand the content of the provided conversations.	3
24	The developed materials is completed with the vocabulary, grammar, and pronunciation that are relevant with the topic of each unit.	3
25	The learning objectives are stated in every unit of the developed materials.	4

26	The developed materials encourage the spa therapists to have self-reflection to identify their achievements and lacks during their learning.	3
27	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
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31	The fonts used are not too big or too small.	3
32	The color usage of the developed materials is not disturbing the readers.	3
33	The illustration and graphic design in the developed materials are aesthetic and functional.	3
34	The overall design of the developed materials is visually interesting.	3

The Expert Judgment Results of Unit 3

No	Items	Scores
The Content Appropriateness		
1	The developed materials are in accordance with the competences and objectives of the speaking learning aimed by spa therapists in Yogyakarta.	4
2	The developed materials meet the course grid.	4
3	The topics of the units of the developed materials is relevant with spa therapists' workplace.	4
4	Materials (text, figures and tables) are relevant to the discussed topic.	4
5	The developed materials are in accordance with spa therapists' workplace.	4
6	The developed materials involve learning activities which guide the spa therapists to develop their communicative competence in spoken language.	3
7	The developed materials involve expression learning tasks which are relevant with spa therapists' needs.	4
8	The developed materials involve vocabulary learning tasks which are relevant with spa therapists' needs.	4
9	The developed materials involve pronunciation learning tasks which are relevant with spa therapists' needs.	3
10	The developed materials lead the spa therapists to understand the linguistic features of the discussed spoken text.	4
The Language Appropriateness		
11	The language used is relevant to the spa therapists' cognitive development.	3
12	The language used in the explanations and instructions are clear and understandable.	3

13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is cohesive and coherent.	3
15	The developed materials consistently use one variation of English.	3
The Presentation Appropriateness		
16	The materials are presented coherently and well-organized based on the task-based language teaching framework such as schema building, controlled practice, authentic listening practice, language focus, freer practice, and real-world task.	4
17	The tasks are arranged systematically from the easiest to the most difficult.	4
18	The tasks support the students to learn individually, in pairs and in group.	3
19	The arrangement of the tasks in the learning materials is begun with guided task and gradually moves to the free tasks.	4
20	The developed materials are balance in terms of audio files, texts, illustrations and symbols.	3
21	The arrangement of the learning activities in the developed materials include activities that focus on the linguistics features and the one that focus on communicative tasks.	4
22	The learning activities in the developed materials encourage spa therapists to actively interacting in English within a wider environment.	3
23	The developed materials encourage spa therapists to understand the content of the provided conversations.	3
24	The developed materials is completed with the vocabulary, grammar, and pronunciation that are relevant with the topic of each unit.	3
25	The learning objectives are stated in every unit of the developed materials.	4

26	The developed materials encourage the spa therapists to have self-reflection to identify their achievements and lacks during their learning.	3
27	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
The Layout Appropriateness		
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32	The color usage of the developed materials is not disturbing the readers.	3
33	The illustration and graphic design in the developed materials are aesthetic and functional.	3
34	The overall design of the developed materials is visually interesting.	3

Appendix G

The Final Draft of the Materials

STARTER

NATURAL

With Answers

Listening and Speaking Skills for Spa Therapists



CD INCLUDED

Author: Nurul Marlisa

Supervisor: Ella Wulandari, M.A.

Validator: Dwiyani Pratiwi, M.Hum.

STARTER

NATURAL

With Answers

Listening and Speaking Skills for Spa Therapists

Author

Nurul Marlisa

Supervisor

Ella Wulandari, M.A.

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Dwiyani Pratiwi, M.Hum.



Yogyakarta State University

Preface

NATURAL is a starter-level English course book specifically for spa therapists. It is designed to help spa therapists with listening and speaking tasks they will need to do when communicating in English at their workplace. Using a task-based approach, its integrated skills (listening and speaking) syllabus provides learners of English with sufficient opportunities for communication and meaningful language practice. The book can be used alone without a teacher or in a classroom with a teacher.

The book consists of 3 units and every unit has:

Getting Started: It builds schema related to the unit's functional language. Key vocabulary and language are introduced visually and in context.

Start talking: It provides learners with an early chance to hear, reproduce, and practice the target language.

Listen to This: Strategy-based listening tasks grow out of and build on each preceding activity.

Say It Right: Learners focus on pronunciation patterns, not just discreet sounds, but intonation, stress and rhythm, to improve both their listening and speaking skills.

Focus on Grammar: Straightforward grammar summary in clear charts with immediate practice activities that build skills gradually in preparation for further speaking activities. Explanation and examples are directly linked to the context of the unit.

Talk Some More: It provides a longer second model conversation directly linked to the first one presented in start talking. Together, these conversations exemplify and contextualize the elements featured in Focus In. It also provides activity that takes learners a step further by asking them to personalize the conversation using their own information.

Work in Pairs: It provides a series of real-world tasks for learners so that they can bring what they have learnt into action within the real-world context.

Try this: Each unit contains 2-3 of these optional follow-on tasks. Teachers and learners have numerous opportunities to actively expand learning and challenge themselves further.

Did you know? It provides learners with some interesting information.

Tips for You: It provides learners with some tips related to their job.

Self-Check: It provides learners with indicators to check their own achievement.

Summary: It contains all materials given in the unit and is placed in each end of a unit.

NATURAL is equipped with answer keys and an audio CD containing the recordings from every unit for listening practice. The audio CD can be used in a lab or at home. The recordings are also copyable and can be played on personal computers, mobile phones, and other media for autonomous usage.

It is believed that learners will enjoy using this book and become better and more confident English learners.

Good luck!

Author

Map of the Book

Unit/ Title	Basic Competence	Indicators	Materials
Unit 1 Welcome to Royal Garden Spa! Page 1-11	<ol style="list-style-type: none"> Understanding and using the basic expressions of greeting/ welcoming and introducing oneself for daily needs. Understanding and using accurate expressions on offering help to others and the responses to it. 	<p>By the end of the lesson, learners are able to:</p> <ol style="list-style-type: none"> identify the expression of greeting, introducing one self and offering help; introduce her/himself appropriately, fluently, and accurately; address the customers using the appropriate title; greet customers appropriately, fluently, and correctly; express accurate expressions on offering help and the responses to it; pronounce short form correctly; identify and use the correct pronoun while speaking; and produce utterances with appropriate intonation (falling and rising intonation). 	<p>Language Function</p> <ol style="list-style-type: none"> Greeting Introducing oneself Offering help <p>Grammar</p> <ol style="list-style-type: none"> Simple present tense using <i>to be</i> Contractions/ short form Subject pronoun <p>Pronunciation</p> <ol style="list-style-type: none"> Falling and rising intonation Pronouncing linked sound (contractions) Pronouncing words related to greeting, introducing oneself, and offering help. <p>Vocabulary</p> <p>Words related to greeting, introducing, and offering help such as <i>morning, afternoon, evening, night, welcome, meet, need, help, assistance, assist, etc.</i></p>
Unit 2 What is an oil massage like? Page 12-24	<ol style="list-style-type: none"> Understanding and using accurate expressions on giving recommendation. Producing simple utterances to explain spa treatments. Producing accurate sentences to give instructions. 	<p>By the end of the lesson, learners are able to:</p> <ol style="list-style-type: none"> identify the expressions of asking information, recommendation, and instruction; use appropriate expressions to give information, recommendation on spa treatments, and instruction; produce simple utterances accurately and fluently in order to provide adequate 	<p>Language Function</p> <ol style="list-style-type: none"> Giving information Giving recommendation Giving instruction <p>Grammar</p> <ol style="list-style-type: none"> Statements use <i>should</i> and <i>had better</i> <p>Pronunciation</p> <ol style="list-style-type: none"> Word stress for noun. Rise-fall intonation Pronouncing words related to giving information, recommendation, and instruction.

		<p>information of spa treatments;</p> <ol style="list-style-type: none"> 4. use <i>should</i> and <i>had better</i> while giving recommendation; 5. produce correct sentences to give instructions clearly; and 6. produce utterances with appropriate stress and intonation (rise-fall intonation). 	<p>Vocabulary Words related to spa treatments, ingredients, and facilities such as <i>massage, footbath, herb, aromatherapy, towel, acupuncture, mask, etc.</i></p>
<p>Unit 3</p> <p><i>I have a complaint to make</i></p> <p>Page 25-34</p>	<ol style="list-style-type: none"> 6. Expressing and responding to complain, satisfaction, and thank. 	<p>By the end of the lesson, learners are able to:</p> <ol style="list-style-type: none"> 1. identify the expressions of complaining, showing satisfaction, and gratitude and the responses to them; 2. handle customers' complaint using the appropriate expressions; 3. respond to customers' satisfaction using the appropriate expressions; 4. express and respond to gratitude using the appropriate expressions; 5. produce simple utterances using comparative degree; and 6. pronounce the prefix <i>more</i> and suffix <i>-er</i> correctly. 	<p>Language Function</p> <ol style="list-style-type: none"> 1. Handling complaint 2. Responding to satisfaction 3. Responding to thank <p>Grammar</p> <ol style="list-style-type: none"> 1. Statement using comparative degree <p>Pronunciation</p> <ol style="list-style-type: none"> 1. Pronouncing prefix <i>more</i> and suffix <i>-er</i> 2. Pronouncing words related to handling complaint, responding to satisfaction and thank. <p>Vocabulary Words related to handling complaint, responding to satisfaction and thank such as <i>satisfied, relax, complaint, sorry, mistake, happy, well, etc.</i></p>

Key to Pronunciation

Vowels

Symbols	Example	Pronunciation
i:	tea	[ti:]
ɪ	sit	[sɪt]
e	pen	[pen]
æ	sad	[sæd]
ɑ:	art	[ɑ:t]
ɒ	not	[nɒt]
ɔ:	saw	[ˈsɔ:]
ʊ	foot	[fʊt]
u:	food	[fu:d]
ʌ	up	[ʌp]

Symbols	Example	Pronunciation
ɜ:	bird	[bɜ:d]
ə	ago	[ə.'gəʊ]
eɪ	day	[deɪ]
aɪ	like	[ˈlaɪk]
əʊ	show	[ʃəʊ]
aʊ	down	[daʊn]
ɔɪ	boy	[bɔɪ]
ɪə	hear	[hɪə]
eə	hair	[heə]
ʊə	pure	[pjʊə]

Consonant

Symbols	Example	Pronunciation
p	pick	[pɪk]
b	book	[bʊk]
t	time	[ˈtaɪm]
d	did	[dɪd]
k	key	[ki:]
g	go	[gəʊ]
tʃ	chair	[tʃeə]
dʒ	joke	[dʒəʊk]
f	fine	[faɪn]
v	view	[vju:]
θ	thin	[θɪn]
ð	they	[ˈðeɪ]

Symbols	Example	Pronunciation
s	seat	[si:t]
z	zero	[ˈziə.rəʊ]
ʃ	she	[ʃi]
ʒ	measure	[ˈme.ʒə]
h	here	[hɪə]
m	milk	[mɪlk]
n	nose	[nəʊz]
ŋ	sing	[sɪŋ]
l	long	[ˈlɒŋ]
r	run	[rʌn]
j	young	[jʌŋ]
w	way	[ˈweɪ]

List of Abbreviations

v	(intransitive verbs)	: kata kerja intransitif (tidak memerlukan objek)
vn	(transitive verbs)	: kata kerja transitif (memerlukan objek)
n	(noun)	: kata benda
adj	(adjective)	: kata sifat
adv	(adverb)	: kata keterangan
excl	(exclamation)	: kata seru

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UNIT 1

Welcome to Royal Garden Spa!



In this unit, you will learn about:

- ▶ **Speaking:** Greeting, introducing oneself, and offering help
- ▶ **Pronunciation:** Falling and rising intonation
- ▶ **Grammar:** Simple present tense using *to be*, contractions, and subject pronoun
- ▶ **Vocabulary:** words related to greeting, introducing oneself, and offering help
- ▶ **Real World Task:** Project on welcoming customers

GETTING STARTED

Task 1. Look at the following picture and answer the questions.



1. What is the picture about?
2. Do you do what the spa therapist in the picture does in your workplace?
3. What expressions are probably used in the situation as in the picture?

Task 2. Look at the following expressions. What are the purposes of them? Write the number of purpose on the left side before the correct expression.

Purposes:

1. Greeting
2. Introducing oneself
3. Offering help

- | | | | |
|---------------------------------------|---|--------------------------|-----------------|
| <input checked="" type="checkbox"/> 3 | May I help you? | <input type="checkbox"/> | My name is ... |
| <input type="checkbox"/> | Nice to meet you. | <input type="checkbox"/> | Welcome to... |
| <input type="checkbox"/> | Hello, / Hi, | <input type="checkbox"/> | I am ... |
| <input type="checkbox"/> | How can I help/ assist you today? | <input type="checkbox"/> | Can I help you? |
| <input type="checkbox"/> | Good morning/ afternoon/ evening/ night | <input type="checkbox"/> | How are you? |

Source: Oxford Basics: Simple Speaking Activities

Say:

- Good morning between getting up & noon (12 pm).
- Good afternoon between noon & 5pm
- Good evening between 5pm & 9pm
- Good night after 9pm & going to bed.

Note: a.m. /am is used before noon and p.m. /pm is used after noon.

Task 3. Compare your answers in Task 2 with a partner. Add some more expressions.

1.	
2.	
3.	
4.	
5.	
6.	

Tips for You

While welcoming customers, you can do a slight bow with the palms pressed together or you can shake their hands which is actually a way friendlier. Then, you should greet them, introduce yourself, and offer them a help. Don't forget to smile at them!

START TALKING

Task 4. Read the conversation below and listen to it in Track 1. Pay attention to the pronunciation.

▶
Track 1

- Talia : Hi, good morning. Welcome to Royal Garden Spa. May I help you?
 Jane : Good morning. I booked a reflexology massage yesterday. My name is Jane.
 Talia : Nice to meet you Miss Jane. I am Talia. Let me check first. Is it Mary Jane?
 Jane : Yes it is.
 Talia : Okay, please follow me.
 Jane : Thank you.



Picture source: <http://www.lokerindonesia.com/>

Did You Know?



Bali Heritage Spa in Jakarta offers reflexology treatment using snakes. The snakes are slithering on customers' body during the massage. It is believed that snakes have a sixth sense for seeking out where a human is feeling pain, and after a few minutes, the snakes go toward the injured area. Do you have this treatment at your workplace?

Source: <http://jakartaglobe.beritasatu.com/archive/jakarta-spa-offers-snake-massage/>

Task 5. Practice the conversation in Task 4 with a partner. Then practice again using the other expressions in Task 2.

Task 6. Practice the conversation again and change the customer's name with the following names. Use the correct titles for each customer.

Name: Deina Shances
 Sex: female
 Status: married



Name: Sonia White
 Sex: female
 Status: single



Name: Jack Denise
 Sex: male
 Status: unknown



Name: Alex Martin
 Sex: male
 Status: married



Name: Anastasia Steel
 Sex: female
 Status: unknown



Titles

Title is a word which is used before someone's name, stating their status, sex, etc. Here are the titles for addressing people.

- *Miss* is for single woman.
- *Ms.* is for both single and married woman (unknown status).
- *Mrs.* is for married woman.
- *Mr.* is for single or married man.
- *Madam* is used for woman whose name is unknown.
- *Sir* is used for man whose name is unknown.

Source: *Speaking Naturally*

LISTEN TO THIS

► **Task 7.** You will hear a spa therapist welcoming the customers. Circle True (T) or False (F) of each statement below based on the conversation you have listened to.

Track 2

1. The customers come to Honey Spa in the morning. (T / F)
2. Richard and Elizabeth are friends. (T / F)
3. Honey Spa website provides the information of the treatment they offer. (T / F)
4. Oil massage is a treatment for face. (T / F)
5. The aromatic oil is used to help customers relax and reduce their stress. (T / F)
6. Talia is interested to have hot stone massage. (T / F)
7. Alex is interested to have Thai massage. (T / F)
8. There is only one therapist who will serve Parker's family. (T / F)

Task 8. Listen again and write in order the titles and contractions you can find in the conversation.

Titles

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

Contractions

1. I'm
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

A contraction is a word made by shortening and combining two words. In English, there is a fairly small number of contractions such as the contraction between subject pronouns and to be as follows.

He	+	is	=	He's
She	+	is	=	She's
It	+	is	=	It's
I	+	am	=	I'm
You	+	are	=	You're
They	+	are	=	They're
We	+	are	=	We're

Source: *Interchange Students Book 1*

Task 9. Practice to pronounce the titles and contractions you have got in Task 8.

Try This!
 Think of people around your workplace.
 How would you address them? Greet them
 and call their names using appropriate titles
 when you meet them.

SAY IT RIGHT

- **Task 10.** The intonation patterns in English have several types. Study the following explanation of falling and rising intonation. Then, listen to the examples in Track 3 and repeat after the recording.

Falling and Rising Intonation

A. **Falling intonation** describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in *wh*-questions. Example:

Atika : What treatment does he want?

Mr. Parker : Oh... he said he's interested to have deep tissue massage.

B. **Rising intonation** describes how the voice rises at the end of a sentence. Rising intonation is common in *yes-no* questions. Example:

Talia : Nice to meet you Mrs. Jane. I am Talia. Let me check first. Is it Mary Jane?

Jane : Yes it is.

Source: Voyage 2

- **Task 11.** Listen to the statements in Track 4 and decide whether the statements use falling or rising intonation. Compare your answers with other's.

- | | |
|--------------------------|----------------------|
| 1. a. Falling intonation | b. Rising intonation |
| 2. a. Falling intonation | b. Rising intonation |
| 3. a. Falling intonation | b. Rising intonation |
| 4. a. Falling intonation | b. Rising intonation |
| 5. a. Falling intonation | b. Rising intonation |

Task 12. Listen again and write down what you hear. Then, practice them using the correct intonation.

1.
2.
3.
4.
5.

Tips for You

Wrong intonation can cause misunderstanding. Thus, you should be able to speak using correct intonation. You can train your intonation through movie watching. Look at the subtitles of a movie and listen how the characters say them. Then practice as much as you can. Good Luck! ☺

FOCUS ON GRAMMAR

Task 13. Look at the chart. Study the explanation of subject pronouns and the verb *be*.

Subject Pronoun	Reference	Be	Example
I	Yourself	am	I am Lusi.
You	Another person	are	You are Bella.
They	Other people (more than one)	are	They are Bella and Ben.
We	Yourself and other people	are	We are Lusi, Bella, and Ben.
He	A man	is	He is Ben.
She	A woman	is	She is Bella.
It	A thing	is	It is a spa bed.

Source: *Interchange Students Book 1*

Task 14. Circle the correct subject pronoun and verb *be* in the following dialogue.

- Desinta : Good morning Madam. Welcome to Sun Spa.
 Mrs. Smith : Hello, good morning. (She is/ I am) Catty Smith and (he is/ we are) my husband, Peter.
 Desinta : Nice to meet you Mr. and Mrs. Smith. My name is Desinta. How can I assist you today?
 Mrs. Smith : (They are/ We are) interested to have herbal wrap. Do you do it here?
 Desinta : Yes, (it is/ we are) available in many herbs. (It is/ They are) jasmine, lavender, and seaweed herbal wrap.
 Mrs. Smith : Okay, we will take the seaweed herbal wrap.
 Desinta : Anything else Mrs. Smith?
 Mrs. Smith : No, thank you.
 Desinta : Well, you will have another therapist for your husband. (He is/ She is) Wita.
 Mrs. Smith : Okay. Thank you



Picture source: <http://www.balispaguide.com/>

Task 15. Practice the dialogue in Task 14 with a partner. Pay attention to your pronunciation.

Did You Know?

Herbal wrap is useful to boost body metabolism and enhance skin health. There are several types of herb used for spa treatments. They are lavender, jasmine, orange, peppermint, chamomile, bergamot, tea tree, eucalyptus, and lemon grass herb. Does your workplace provide herbal wrap?

Source: *The Complete Spa Book for Massage Therapist*

Task 16. Write the correct sentences based on the given words. Compare your answers with other's.

1. Tina works at Paradise Spa. (*Tina/a spa therapist*)
-> **She is a spa therapist.**
2. Mr. and Mrs. Baker visit Paradise Spa today. (*Mr. and Mrs. Baker/from England*)
3. My friends and I have a spa training at Putri Kedaton Spa. (*My friends and I/new spa therapists/there*)
4. Miss White will come at 1 pm. (*Miss White/ interested to have/ oil massage*)
5. Sayana Spa has a special room. (*A special room/ a sauna room*)
6. Who is Mr. Ford? (*Mr. Ford/the new manager/of Herbal Spa*)

TALK SOME MORE

Task 17. Fill in the missing expressions using the provided expressions on the right side. Then, correct the wrong subject pronoun and verb *be* you can find.

- Talita : (1)_____. (2)_____ Paradise Spa, Mrs. Weasly.
- Mrs. Weasly : Hello, good afternoon.
- Talita : (3)_____?
- Mrs. Weasly : We are fine, thank you.
- Talita : Well, she is Talita, your spa therapist today. (4)_____?
- Mrs. Weasly : I want to have face treatment.
- Talita : We offer natural mask treatment. He is good for removing all dead skin cells.
- Mrs. Weasly : I will take it.
- Talita : Okay, please follow me

Options

How are you today?

Good afternoon

How can I assist you today?

Welcome to

► **Task 18.** Compare your answers in Task 17 with other's. Then, listen to Track 5 to check your answer.

Track 5

Task 19. Practice the conversation with a partner. Change the customers' name using the names of three other therapists in your class. Address them correctly.

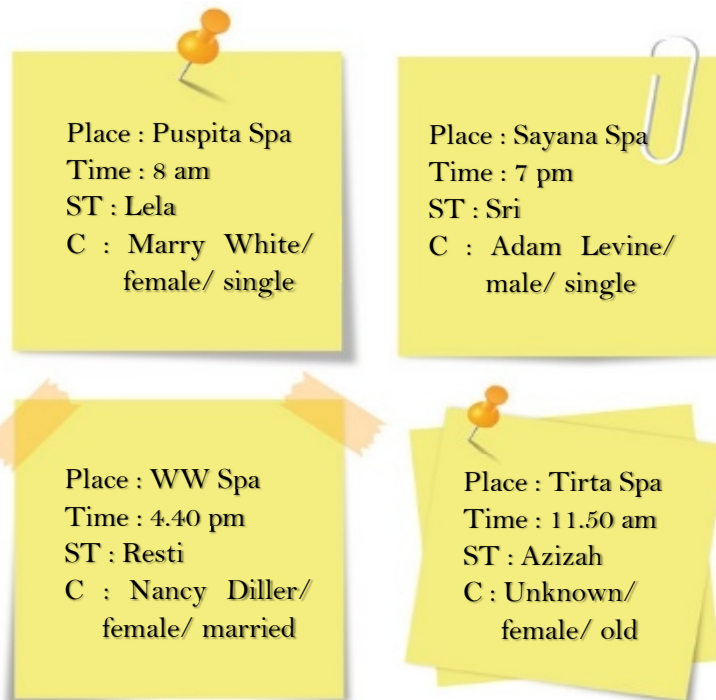
Who do you choose?		
Name	Status	Title

WORK IN PAIRS | Student A

Student B: Use page 9

Task 20. You have four customers today. Listen to the information related to your customers passed on by student B. Welcome each customer appropriately based on the information you get.

Task 21. Pass on the following information to student B. Then, pretend to be the customers. Listen carefully to how student B welcomes the customers. Give feedback by referring to the scoring rubric in the Appendices.



Place : Puspita Spa Time : 8 am ST : Lela C : Marry White/ female/ single	Place : Sayana Spa Time : 7 pm ST : Sri C : Adam Levine/ male/ single
Place : WW Spa Time : 4.40 pm ST : Resti C : Nancy Diller/ female/ married	Place : Tirta Spa Time : 11.50 am ST : Azizah C : Unknown/ female/ old

Try This!

Change the details of two information notes above (place, time, spa therapist's name, and customer's identity). Pass on the information to your partner. Does your partner welcome the customers appropriately? Give feedback by referring to the scoring rubric in the Appendices.

WORK IN PAIRS | Student B

Student A: Use page 8

Task 20. Pass on the following information to student A. Then, pretend to be the customers. Listen carefully to how student A welcomes the customers. Give feedback by referring to the scoring rubric in the Appendices.

Place	Time	ST	C
Heritage Spa	1 pm	Jono	Collin Mack/ male/ unknown
Jari Menari Spa	8 pm	Sasa	Patricia Carlton/ female/ married
Natural Spa	9.20 am	Dina	Lucy Lee/ female/ single
Paradise Spa	3.30 pm	Ari	Hank Pitt/ male/ single

Task 21. You have four customers today. Listen to the information related to your customers passed on by student A. Welcome each customer appropriately based on the information you get.

Try This!

Change the details of two information notes above (place, time, spa therapist's name, and customer's identity). Pass on the information to your partner. Does your partner welcome the customers appropriately? Give feedback by referring to the scoring rubric in the Appendices.

SELF-CHECK

Task 22. How well can you do these things? Put the tick (✓) in the box that reflects yourself.

<i>I can</i>	<i>Very well</i>	<i>Okay</i>	<i>A little</i>
1. identify the expressions of greeting, introducing oneself, and offering help.			
2. greet customers fluently and correctly using the appropriate expressions based on the time of their arrival.			
3. address customers fluently using appropriate titles and pronounce the titles correctly.			
4. introduce myself using various expressions clearly and fluently.			
5. speak appropriate expressions fluently and accurately on offering help and the responses to it.			
6. pronounce the contractions/ short form correctly.			
7. identify and use the correct pronoun while speaking.			
8. make and say simple sentences with the correct subject pronoun and the verb <i>be</i> .			
9. speak using the appropriate intonation and stress while greeting, introducing myself, and offering customer some help.			

Find your customers' names!

FUN CORNER

S	K	W	O	Q	Q	A	N	J	C	K	Y	R	E	X	SHEEN
R	H	V	I	R	Y	C	Q	W	H	N	Y	A	N	E	WILLIAMS
Y	C	E	F	R	E	E	M	A	N	H	G	L	W	G	EPPS
A	D	G	E	L	O	C	C	D	X	V	Q	E	I	F	MYER
N	U	A	I	N	O	J	A	G	X	X	K	F	L	I	STARR
E	L	W	M	B	D	Z	I	C	U	Q	C	S	L	U	HUGHES
R	Q	M	P	Y	S	R	N	N	H	T	H	W	I	Z	CHESTNUT
Y	O	Z	W	B	E	O	E	S	T	C	E	T	A	Q	CUBE
S	S	Q	R	D	X	R	N	E	V	U	S	L	M	I	FREEMAN
T	S	T	A	R	R	I	Y	G	G	B	T	J	S	U	GIBSON
H	Y	F	V	F	G	R	N	J	M	E	N	Z	B	S	RYAN
W	I	L	S	O	N	L	U	L	T	W	U	Y	P	F	FOXX
D	S	Q	U	X	H	Q	X	I	G	A	T	P	A	P	WHITE
C	I	S	X	X	Y	N	H	U	G	H	E	S	K	K	CAINE
X	Y	F	L	F	H	W	R	G	V	X	P	N	H	U	WILSON

SUMMARY | In this unit, you have learnt

1. Expressions

Greeting

- Good morning/ afternoon/ evening/ night
- Hello, .../ Hi, ...
- Welcome to
- How are you?
- Nice to meet you,

Introducing Oneself

- My name is
- I am

Offering Help

- Can I help you?
- May I help you?
- May I offer my assistance?
- How can I help/ assist you today?

3. Pronunciation

a. Practicing the linked sound in contractions/ short form

I'm	/aɪm/	You're	/jʊːr /
She's	/ʃiːz/	We're	/wiə r /
He's	/hiːz/	They're	/ðeə r /
It's	/ɪts/		

b. Practicing the falling and rising intonation in English

What treatment does he want?

Is it Mary Jane?

c. Practicing to pronounce the titles

Miss	/mɪs/	Mr.	/ˈmɪs.tə r/
Ms.	/məz/	Sir	/sɜː r/
Mrs.	/ˈmɪs.ɪz/	Madam	/mæd.əm/

2. Grammar

Contractions/ Short Form

I'm / She's / He's / It's / You're / We're /
They're

Subject Pronoun

I, you, they, we, he, she, it

Statement using subject pronoun and verb be

- Pattern:
S + to be + Complement
- Example:
 - I am Lusi.
 - You are Bella.
 - They are Bella and Ben.
 - We are Lusi, Bella, and Ben.
 - He is Ben.
 - She is Bella.
 - It is a spa bed.

4. Vocabulary

Words	Say it!	Indonesian Equivalents
morning (n)	/ˈmɔː.nɪŋ/	pagi
afternoon (n)	/ˌɑːf.təˈnuːn/	siang
evening (n)	/ˈiː.v.nɪŋ/	sore
night (n)	/naɪt/	malam
welcome (excl)	/ˈwel.kəm/	selamat datang
name (n)	/neɪm/	nama
fine (adj)	/faɪn/	baik
thank (excl)	/θæŋk/	terima kasih
may (v)	/meɪ/	boleh
can (v)	/kæn/	dapat
could (v)	/kʊd/	dapat
need (v)	/niːd/	butuh
help (v)	/help/	membantu
offer (v)	/ˈɒf.ə r /	menawarkan
assistance (n)	/əˈsɪs.tənts/	bantuan
assist (v)	/əˈsɪst/	membantu

UNIT 2

What is an oil massage like?



In this unit, you will learn about:

- ▶ **Speaking:** Asking for and giving recommendation, information, and instruction
- ▶ **Pronunciation:** rise-fall intonation, word stress for noun.
- ▶ **Grammar:** statement using *had better* and *should*.
- ▶ **Vocabulary:** words related to spa treatments, facilities, ingredients, etc.
- ▶ **Real World Task:** Project on asking for and giving customer appropriate recommendation, adequate information, and clear instruction.

GETTING STARTED

Task 1. Look at the pictures and read the words in the note. Write the number of the words in the correct place in the pictures.

- | | |
|-------------------------|---------------------|
| 1. Treatment Room | 15. Slippers |
| 2. Pregnancy Treatment | 16. Aromatherapy |
| 3. Mud | 17. Reflexology |
| 4. Scrub | 18. Essential Oils |
| 5. Massage bed | 19. Locker Area |
| 6. Towel | 20. Sports massage |
| 7. Acupressure | 21. Honey |
| 8. Facial mask | 22. Bath robe |
| 9. Foot bath | 23. Body wrap |
| 10. Lemon Grass | 24. Swedish massage |
| 11. Hot stone massage | 25. Nail care |
| 12. Shiatsu | 26. Shower |
| 13. Sauna | 27. Seaweed |
| 14. Deep tissue massage | 28. Thai massage |



Picture Source: ESL Printables

▶ Task 2. Listen to words in Track 1. Pay attention to how the words in Task 1 are pronounced and where the stress is. Repeat after the recording.

Track 1

Word Stress

✓ **Word stress** means that one part of a certain word is said louder and longer than other parts of the same word. A word can only have one stress and only vowels are stressed, not consonants. In a very long word you can have a secondary stress but it is always a much smaller stress.

✓ In most two syllable nouns, the stress is on the first syllable. Examples:

treatment /ˈtri:t.mənt/ **massage** /ˈmæs.ɑ:dʒ/ **sauna** /ˈsɔ.nə/

Source: Pronunciation Pairs

Task 3. Put the words in Task 1 under the correct heading by continuing the list. Can you think of any other words related to spa treatments, ingredients, and facilities?

<i>Spa Treatment</i>	<i>Spa Ingredients</i>	<i>Spa Facilities/Equipment</i>
1. Pregnancy Treatment	1. Mud	1. Massage bed

Task 4. Compare your answers in Task 3 with other's.

START TALKING

► Task 5. Read the conversation below and listen to it in Track 2

2. Pay attention to the pronunciation.
- Siska : Good afternoon. Welcome to Sayana Spa.
 Grace : Good afternoon.
 Siska : I am Siska. How can I help you today?
 Grace : Nice to meet you Miss Siska. I am Grace Bell. It's my first time in a spa. What kind of service do you have here?
 Siska : We have Thai massage, body scrub, oil massage, facial massage with aromatic oil, and reflexiology.
 Grace : What do you recommend?
 Siska : I would suggest body scrub. It is useful to remove all dead skin cells.
 Grace : Okay, I will take it. Anyway, what facilities do you have?
 Siska : We have shower room and sauna. You should take sauna after the body scrub.
 Grace : It sounds good.
 Siska : Right this way to the lockers. Feel free to pick up clean towels and a robe on your left. I will be waiting in the treatment room.
 Grace : Thank you.



Picture source: <https://novasans.wordpress.com>

Task 6. Practice the conversation in Task 5 with a partner. Then practice again using the other words in Task 1.

Did You Know?

Massage therapy is the manual techniques to relax the muscles and soften the tissues to reduce the anxiety and muscle tension. The major benefits of it are migraine relief, back pain relief, lower blood pressure control the anxiety and cancer. Have you known the benefits of each type of massage therapy?

Source: The Complete Spa Book for Massage Therapist

Task 7. Underline the expressions of giving information, recommendation, and instruction in Task 5. Then study the following chart for more expressions. Practice them.

Asking for information	Responses (Giving information)
<ul style="list-style-type: none"> • What kind of service do you have? • Do you do *Thai massage here? • What does *a body package include? • Can you tell me about this treatment? • What is *an oil massage like? • What kind of service are you interested in? • Would you like to try/ Do you want to have *one-hour or two-hour massage? • What facilities do you have? • How long it will take? • What does *herbal sauna do? 	<ul style="list-style-type: none"> • We have *a body package and facial massage. • Yes, we have *Thai massage here. • It includes *body scrub, wrap, and massage. • Yes, it is • It is *a kind of aromatherapy that can help you relax and reduce stress. • I am interested in *deep tissue massage. • *One hour please. • We have *3 sauna, a locker room, and 15 treatment room. • It takes about *two hours. • The herbal sauna helps open your pores and release toxin.

Note: You can replace the bold words with other words.

Asking for recommendations	Responses (Giving recommendations)
<ul style="list-style-type: none"> • What do you recommend? • What treatment do you recommend? • What do you suggest? • Do you have any recommendations? • What treatment should I take? 	<ul style="list-style-type: none"> • I highly recommend • I would recommend • I would suggest • You had better take.... • You should take/ have

Asking for instruction	Responses (Giving instruction)
<ul style="list-style-type: none"> • Where is (sauna room/ shower/ locker/etc)? • What should I do next? 	<ul style="list-style-type: none"> • Right this way to • Go straight • Turn left/ right • On the left/ right side. • Follow me! • Please, put your bag in the locker. • Please, feel free to take the robe and towel. • Please take off your jewelry.

Direction

Source: Conversation Gambits

Try This!

Do you usually use those expressions at your workplace? Can you add some more expressions?

Task 8. Practice the conversation in Task 5 with a partner using the other expressions in Task 7.

LISTEN TO THIS

- Task 9. You will hear a spa therapist explaining spa treatments and facilities to the customers. Correct the following statements based on the conversation you have heard.
- Track 3

Example:

Sentence : 1. The customer's name is Sera Parker.

Correction: 1. The customer's name is Sarah Parker.

2. Exfoliation mask is one of the body treatments.
3. The therapist recommends a mud wrap and a sliming wrap.
4. Mrs. Parker takes slimming wrap.
5. Mrs. Parker wants to have a sauna between facial mask and body wrap.
6. Mrs. Parker had better take a deep tissue massage.
7. Mrs. Parker's legs are very sore.
8. Mrs. Parker takes an exfoliation mask, hydrating facial, sports massage and a slimming wrap.
9. Mrs. Parker is also interested to have aromatherapy massage.
10. Mrs. Parker's locker number is 18.

Task 10. Listen again and write down the benefits of the following treatments based on the conversation in Track 3.

Exfoliation mask

Herbal and Slimming wrap

Swedish massage

Aromatherapy massage

Hot stone massage

Sport massage

Task 11. Compare your answers in Task 10 with other's.

SAY IT RIGHT

- Task 12. Study the following explanation of rise-fall intonation. Then, listen to the examples in Track 4 and repeat after the recording.

Rise-fall Intonation

Rise-fall intonation is used for alternative questions. The falling intonation is only used in the last part of the alternative as follows.

- Would you like to try one-hour or two-hour massage?
- Do you want to have Swedish, aromatherapy, hot stone or sport massage?

Practice the following sentences!

1. Would you like to have jasmine, lavender, or orange oil?
2. Do you want to try a deep tissue massage or sport massage?

- Task 13. Listen to statements 1 - 6 in Track 5 and write down what you hear.
Track 5 Compare your answers with other's. Then, practice them using the correct intonation.

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

Tips for You

What makes you a good spa therapist?

- Greet customers, and introduce yourself by name.
- Be friendly, polite, attentive and professional.
- Be clean, fragrant, well presented and appropriately dressed.
- Ask customers if they have any questions, concerns or worries.
- Tell customers about the treatment beforehand, and ask how they are during it.
- Be sensitive to how much or how little customers want to chat during the treatment.
- Check on customers during the treatment; for example, ask them if the pressure is okay if you're giving them a massage.
- Tell customers what products you are using, or have used.
- Advise customers to drink water after any kind of body treatment.
- Give customers some advice on future personal skin/body care.

Source: <http://goodspaguide.co.uk/features/what-makes-a-good-spa-therapist>

FOCUS ON GRAMMAR

Task 14. Study the following explanation of *should* and *had better*.

Giving recommendation using *had better* and *should*

- *Had better (not)* is used only for very strong recommendation. It suggests that something negative will happen if the recommendation is not taken. Example:
 Ellie : I want to have body scrub treatment. What do you suggest?
 Sita : I suggest you chemical scrub. It contains fruit acids that help to break down the dying skin cells at the surface in short time.
 Ellie : My skin is very sensitive. Is it okay?
 Sita : If your skin is very sensitive, you **had better not** have it. You **had better** take sugar scrub. It is perfect for sensitive skin.
 Ellie : Okay. Sugar scrub please.
- *Should* is used for common or general recommendation. It is okay if the recommendation is not taken. Example:
 Ellie : I have no idea which treatment I should take. What do you recommend?
 Sita : You **should** take the body package. It covers complete treatment for a whole body.
 Ellie : It sounds interesting. I want it.

Contractions

had better : 'd better

had better not: 'd better not

Note

In spoken English, *had better* is almost always contracted.

Source: Interchange Students Book 1

Task 15. Fill in the blank using *should* or *had better*.

1. **Customer:** I do not know which treatment is suitable for me. What do you recommend?
Therapist: You _____ take aromatherapy massage or natural scrub. It is safe and neutral for all skin types.
2. **Customer:** My husband got backache last night. Do you have any recommendations?
Therapist: He _____ have back massage. The treatment focuses on fixing his back.
3. **Customer:** I am looking for recommended spa treatment. What treatment do you recommend?
Therapist: You _____ take traditional spa. Most of our customers take that treatment and love it.
4. **Customer:** My sister is under a lot of stress recently. What do you suggest?
Therapist: She _____ have aromatherapy massage to help her relax and reduce her stress. It is really effective for combating stress.
5. **Customer:** How long should I take sauna?
Therapist: You _____ take too long sauna. It can make you feel dizzy, nauseated, or faint. Half an hour is enough.

Task 16. Practice the dialogue in Task 15 with a partner. Pay attention to your pronunciation.

Task 17. Read the following problems. Give the recommendation for each problem using *should* or *had better*. Share your recommendation with others.

1. Mrs. Diller has no idea which treatments she should take.

Recommendation:

2. Miss Lee has dry skin.

Recommendation:

3. Mr. John got sprain at gym yesterday.

Recommendation:

4. Mrs. Stacy wants body wrap for the first time.

Recommendation:

TALK SOME MORE

Task 18. Fill in the missing expressions using the provided expressions on the right side. Then, circle *should* and *had better* to make the recommendation correct.

Tia : Good afternoon. Welcome to Sunny Spa.

Alice : Good afternoon.

Tia : How can I help you today?

Alice : I want to have massage.

(1) _____?

Tia : Well, (2) _____ a body package, facial massage, and reflexology.

Alice : (3) _____?

Tia : (4) _____ a body scrub, body massage, herbal sauna and body wrap. You (**'d better/should**) try it.

Alice : (5) _____?

Tia : (6) _____ a hot stone massage when warm stones are places on certain points

Options

I highly recommend	we have
Do you have sauna room?	It is on the right side
It includes	What does a body package include?
Would you like to try a one-hour or a two-hour massage?	
What body massage do you recommend?	this way
Do you have another suggestion?	
What kind of service do you have here?	
Please change	

of your body in order to loosen your muscles and balance the energy centers of your body.

Alice : That sounds interesting, but a bit strange for me. (7)_____?

Tia : Yes, of course. You (**'d better/ should**) take a Swedish massage, which is a classical whole body massage, or Acupressure massage, which is a Chinese traditional pressure-point massage.

Alice : Actually I feel under pressure recently that makes me hard to sleep. I really need something relaxing and calming.

Tia : You (**'d better/ should**) take an oil massage then. The smell of the herbal oil will help you relax and sleep well.

Alice : I'll try the oil massage.

Tia : (8)_____?

Alice : One hour, please. Anyway, (9)_____?

I want to try it.

Tia : Yes, we have. (10)_____ of treatment room. You (**'d better/ should**) have it after the treatment. You can also have the footbath in the sauna room.

Alice : It sounds great.

Tia : It is your locker key number 11. (11) _____ your clothes into robe. The changing room is (12)_____.

Alice : Thank you.



Picture source: <http://www.massageenvy.com/>

► **Task 19.** Compare your answers in Task 18 with other's. Then, listen to Track 6 to check your answer.

Track 6

Task 20. Practice the conversation in Task 18 with a partner. Then, change the recommendation using the information of treatments you have written down in Task 10.

Tips for You

The fun ways to practice speaking skill

1. **Speak! Speak! Speak!** Be confident and speak as often as possible to as many people as you possibly can! Do not be shy to make mistakes! The more you practice the better and more confident you will become in your pronunciation and vocabulary.
2. **Watch movies!** Watch movies in English and pay attention to new vocabulary and pronunciation. Imitate the actors and have fun with it.
3. **Sing English songs!** It will help you to train your pronunciation and learn some new words.

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

WORK IN PAIRS | Student A

Student B: Use page 22

Task 21. You have four customers today. Listen to the information related to your customers passed on by student B. Handle the customers based on the information you get.

Task 22. Pass on the following information to student B. Then, pretend to be the customers and do a role play with student B. Listen carefully to how student B handles you as the customers. Give feedback by referring to the scoring rubric in the Appendices.

Customer 1

Your first customer is Miss Yuri. She wants to know more about facial treatments and body massages. She has insomnia recently. She wants to have shower right after the treatment but she does not know where the bathroom is.

Customer 2

Your second customer is Mrs. Carlton. She wants to know more about the pregnancy massage and what she should prepare before having the treatment. Besides, she also wants to have another treatment that can help her to relax before she gives birth next month. Do not forget to lead her to the locker room!

Customer 3

Your third customer is Mr. Meyer. He wants to know more about treatments for muscle pain. He likes gym and sometimes has his hand sprained at gym. He wants to have private treatment room but he does not know where the room is.

Customer 4

Your fourth customer is Mr. West. He wants to know more about treatments you have in your workplace. He is interested in three treatments you mentioned but he does not know what the treatments are for. He gets confused.

Try This!

Change the details of two information notes above (what customers want to know and customers' problems). Pass on the information to your partner. Does your partner give adequate information and appropriate recommendation to the customers? Give feedback by referring to the scoring rubric in the Appendices.

WORK IN PAIRS | Student B

Student A: Use page 21

Task 21. Pass on the following information to student A. Then, pretend to be the customers and do a role play with student A. Listen carefully to how student A handles you as the customers. Give feedback by referring to the scoring rubric in the Appendices.

Customer 1

Your first customer is Mr. Smith. He wants to know more about body wrap since he has just quit smoking so he wants to get the nicotine out from his body. He also needs another treatment that can heal and detoxify.

Customer 2

Your second customer is Mrs. Stacy. She wants to know more about treatments that use herbs. She gets confused which herb she should take. In addition, she wants to take a body massage that can help her to reduce her stress and fatigue. After the treatment, she wants to have shower but she does not know where the bathroom is.

Customer 3

Your third customer is Miss Hana. It is her first time coming at your spa. She wants to know what treatments you have. She is about to marry so she needs treatments that make her relax and make her skin glowing. She also wants to have sauna but she does not know where the room is.

Customer 4

Your fourth customer is Ms. Lancer. She wants to have a whole body package that consists of some treatments. In fact, she is clueless about what a body package includes. She gets confused while picking the treatment. After the treatments, she wants to try the footbath in another room but she does not know where the room is.

Task 22. You have four customers today. Listen to the information related to your customers passed on by student A. Handle the customers based on the information you get.

Try This!

Change the details of two information notes above (what customers want to know and customers' problems). Pass on the information to your partner. Does your partner give adequate information and appropriate recommendation to the customers? Give feedback by referring to the scoring rubric in the Appendices .

SELF-CHECK

Task 23. How well can you do these things? Put the tick (✓) in the box that reflects yourself.

<i>I can</i>	<i>Very well</i>	<i>Okay</i>	<i>A little</i>
1. identify the expressions of asking for and giving information, recommendation, and instruction.			
2. use appropriate expressions to give information, recommendation on spa treatments, and instruction.			
3. provide adequate information of spa treatments accurately and fluently.			
4. explain the benefits of each spa treatment.			
5. use <i>should</i> and <i>had better</i> while giving recommendation.			
6. produce correct sentences to give instructions clearly.			
7. produce utterances with appropriate stress and intonation (rise-fall intonation).			

FUN CORNER

Spa First Day

A woman joined a health spa, and on her first day eagerly joined in an exercise class. However, when it ended she went to the spa therapists near her and requested cancellation of her membership. When asked why, she replied, "Your floors are so low that I cannot touch my toes!"

Source: <http://www.cybersalt.org/clean-jokes/spa-first-day>

SUMMARY | In this unit, you have learnt

1. Expressions

Asking for and Giving Information

- What kind of service/ facilities do you have? We have ...
- What does ***a body package** include? It includes
- What is ***an oil massage** like? It is ...
- Would you like to try/ Do you want to have ***one-hour or two-hour massage**? **One hour** please.
- How long it will take? It takes about ...

Asking for and Giving Recommendation

- What do you recommend? I highly recommend...
- What treatment do you recommend? I would recommend
- What do you suggest? I would suggest
- Do you have any recommendations? You had better take....
- What treatment should I take? You should take/ have

Asking for and Giving Instruction

- Where is (sauna room/ shower/ locker/etc)?
 - What should I do next?
- Responses:
- Right this way to /Go straight
 - Turn left/ turn right/ on the left/ right side.
 - Follow me!
 - Please, put your bag in the locker.
 - Please, feel free to take the robe and towel.
 - Please take off your jewelry.

3. Pronunciation

Rise-fall intonation

Rise-fall intonation is used for alternative questions. The fall intonation is only used in the last part of the alternative as follows. E.g.

Would you like to try one-hour or two-hour massage?

2. Grammar

Statement using had better and should

- **Had better (not)** is used only for very strong recommendation. It suggests that something negative will happen if the recommendation is not taken. E.g. *If your skin is very sensitive, you **had better not** have it. You **had better** take sugar scrub.*
- **Should** is used for common or general recommendation. It is okay if the recommendation is not taken. E.g. *You **should** take the body package. It covers complete treatment for body.*

4. Vocabulary

Words	Say it!	Indonesian Equivalents
reflexology (n)	/ ,ri:..fleɪk 'sɒl.ə.dʒi/	refleksologi
oil (n)	/ ɔɪls/	minyak
locker (n)	/ 'lɒk.ə/	loker
mud (n)	/ mʌd/	lumpur
mask (n)	/ mɑ:sk/	masker
room (n)	/ ru:m/	ruangan
aromatherapy (n)	/ ə ,rəʊ.mə 'θer.ə.pi/	aromaterapi
bed (n)	/ bed/	tempat tidur
towel (n)	/ təʊəl/	handuk
slippers (n)	/ 'slɪp.əz/	sandal
shower (n)	/ ʃaʊə/	mandi
sauna (n)	/ 'sɔ:..nə/	sauna
scrub (n)	/ skrʌb/	lulur kasar
lemon grass (n)	/ 'lem.ən grɑ:s/	sereh
acupressure (n)	/ 'æk.jʊ.pref.ə/	akupresure
seaweed (n)	/ 'si:..wi:d/	rumput laut
honey (n)	/ 'hʌni/	madu
bath robe (n)	/ bɑ:θ rəʊb/	mantel mandi
massage (n)	/ 'mæs.ɑ:..dʒ/	pijatan
nail (n)	/ neɪl/	kuku
care (n)	/ keə/	perawatan

UNIT 3

I have a complaint to make



In this unit, you will learn about:

- ▶ Speaking: Expressing and responding to complaint, satisfaction, and gratitude.
- ▶ Pronunciation: Pronouncing prefix *more* and suffix *-er*
- ▶ Grammar: Statement using comparative degree
- ▶ Vocabulary: words related to expressing and responding to complaint, satisfaction, and gratitude.
- ▶ Real World Task: Project on handling customers' complaint, and responding to satisfaction and gratitude.

GETTING STARTED

Task 1. Look at the following expressions. What are the purposes of them?
Write the numbers of the purposes in the round note before the correct expressions.

☐ I'm afraid I have to make a complaint.

☐ I am satisfied with your massage

☐ Please accept my sincere apologies.

☐ I apologize for the inconvenience.

☐ Excuse me, there seems to be something wrong with

☐ I am glad that you have brought this to my/ our notice.

☐ You did well.

☐ Please tell me exactly what the problem is.

☐ I am glad to hear that.

☐ I'm sorry to have say this, but

☐ Thank you.

Purposes:

1. Complaining
2. Responding to complaint
3. Expressing satisfaction
4. Responding to satisfaction and gratitude

Task 2. Add some more expressions. You may discuss with others.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 3. What things do make you get customers' complaints and satisfactions? List down the reasons by continuing the list. Compare your ideas with other's.

I get complaints because	Customers are satisfied because
I press too hard during the massage.	I do the massage well.

START TALKING

Task 4. Read the conversation below and listen to it in Track 1. Pay attention to the pronunciation.

- ▶ **Track 1**
- Customer : I'm sorry to say this but I don't feel okay with your massage.
 Therapist : I'm really sorry, Madam. Am I pressing too hard?
 Customer : Yes.
 Therapist : How is this? Do you want me to be more gentle?
 Customer : Yes please. It still hurts a little.
 Therapist : How about now?
 Customer : Yes, that is much better. Thank you.
 Therapist : Again, I'm sorry, Madam. Please let me know if you have any other problems and I will adjust my technique as you wish.
 Customer : Okay. Anyway, you did well now.
 Therapist : Thank you.



Picture Source: <https://media.timeout.com/>

Task 5. Practice the conversation with a partner. Then practice again using the other expressions in Task 1 and Task 2.

Task 6. Practice the conversation again and change the reason of complaining or satisfaction using the information you listed down in Task 3.

Try This!

Do you get complaints over your service recently? What is the worst complaint you ever experienced? Try to use the expressions of handling complaints you have learnt in Task 1 in your daily life. Can you use them correctly?

LISTEN TO THIS

- ▶ **Track 2** Task 7. You will hear some spa therapists talk with their customers. Circle True (T) or False (F) of each statement below based on the conversations you have heard.

- | | |
|---|--------|
| 1. Mrs. Susan is complaining. | (T/F) |
| 2. The locker room is dirtier than the bathroom. | (T/ F) |
| 3. Mrs. Janet is complaining about the service. | (T/ F) |
| 4. Mrs. Janet usually has spa treatment before. | (T/ F) |
| 5. Mr. John is almost fainted after having sauna. | (T/ F) |
| 6. Mr. John likes the service. | (T/ F) |

Task 8. Listen again and write the reasons why the customers are complaining or showing satisfaction and also the responses given by the spa therapists.



Task 9. Compare your answers in Task 8 with other's.

SAY IT RIGHT

Task 10. Listen again to Track 2 and tick the following words you can find in the recording. Pay attention to how the words are pronounced.

- 1. Dirtier ☐
- 2. Hotter ☐
- 3. More satisfied ☐

Task 11. Study the following explanation of prefix *more* and suffix *-er*.

Prefix *more* and Suffix *-er*

Prefix *more* and suffix *-er* are usually added when an adjective is turned into comparative adjective. Here are how to pronounce them.

Cleaner	/kli.nə r /
Harder	/hɑ:rdə r/
More gentle	/mɔ:r dʒen.tl/
More satisfied	/mɔ:r sæt.ɪs.faid/

Source: Pronunciation Pair
Cambridge Advance Learner's Dictionary

Task 12. Practice to pronounce the prefix *more* and suffix *-er* in the following statements.

1 Excuse me, do you want the light to be brighter or not?

2 Do you want the air bath to be colder or not?

3 Do you want more complete treatments sir?

4 It will makes your skin more glowing.

FOCUS ON GRAMMAR

Task 13. Study the following explanation of comparative degree.

Comparative Degree

One-syllable adjective

A one-syllable adjective is changed into the comparative form of by adding -er at the end of the adjective. For example:

Customer : I am sorry to say but your service is very short.
Therapist : Do you want a **longer** time Madam?

Two-syllable adjective

Two-syllable adjectives are changed into the comparative form by adding more before the adjective. For example:

Customer : This treatment room is too hot.
Therapist : We have an outdoor treatment spot that is **more pleasant** than this room. Do you want to move Sir?

Source: English for Hotel and Resort

Task 14. Change the adjectives in the following dialogue into the correct form of comparison.

Therapist : You look uncomfortable, Miss. Is there anything disturbing you?
Customer : Actually, I don't like to share the treatment room with others. They are too noisy. I need **peaceful** room than this one.
Therapist : I am so sorry for the inconvenience. Do you want to move to private room? The room is **quiet and cool** than this room
Customer : It sounds interesting.
Therapist : Unfortunately the room is **expensive** than the sharing room. You will get extra charge.
Customer : That is fine. Anyway, can I have **relaxing** massage than this? I don't feel this massage working on me.
Therapist : Okay.
Customer : Thank you.

Task 15. Practice the dialogue in Task 14 with a partner. Pay attention to your pronunciation.

Tips for you

There are various adjectives you can use in your workplace. They are:

Pleasant	Relaxing	Short	Hard	Bright	Comfortable
Big	Fresh	Cool	Gentle	Slow	Cozy
Small	Interesting	Quiet	Fragrant	Large	Good
Expensive	Peaceful	Clean	Hot	Painful	Well
Cheap	Long	Dirty	Warm	Injured	Calming

You can find out their Indonesian equivalents in the dictionary. ☺

TALK SOME MORE

Task 16. Fill in the missing expressions using the provided expressions on the right side. Then, change the bold adjective into comparative form.

- Miss Burn : Excuse me, _____.
- Sella : _____
- Miss Burn : Please be **soft and slow**.
- Sella : I'll adjust my massage as you wish.
- Miss Burn : Anyway, I want **large** bed and **relaxing** room.
This bed is small and not comfortable.
- Sella : Sure, let me check if we have available one.
- Miss Burn : Okay. Thank you. _____.
- Sella : _____

Options

You are welcome.

You are really patient and kind.

your massage is painful,

I'm really sorry but this will not happen again.

► **Task 17.** Compare your answers in Task 16 with other's. Then, listen to Track 3 to check your answer.

Track 3

Task 18. Practice the conversation in Task 16 with a partner. Change the customer's complaint using the information you wrote down in Task 8.

Did You Know?

INTERESTING FACTS ABOUT MASSAGE THERAPY

- There are approximately 5 million touch receptors in our skin.
- Healthy touch of any kind can reduce the heart rate and lower blood pressure.
- Massaging and gently pulling on your ears – top, middle, and bottom of outer earlobes once per day improve your immune system.
- Specialized massage improves the flow of lymph through the body, relieving aches, pains, and flu-like symptoms.
- Touch and massage stimulate the release of endorphins, the body's natural pain killers.
- A 60 minute massage is about the same as 7-8 hours of sleep to your body.
- Massage may be the oldest form of medical care. Egyptian tomb paintings show people being massaged.
- Massage can be performed on a table, a chair, a couch, a bed, a bench...on the entire body or just some parts, with or without oils or lotions.
- There are about 75 common massage modalities used today.

Source: <http://www.heartprintswellness.org>

WORK IN PAIRS | Student A

Student B: Use page 32

Task 19. You have six customers today. Listen to the information related to your customers passed on by student B. Handle each customer appropriately based on the information you get.

Task 20. Pass on the following information to student B. Then, pretend to be the customers. Listen carefully to how student B handles your problems and responds to your satisfaction. Give feedback by referring to the scoring rubric in the Appendices.

Customer 1

Your first customer is Mr. Storm. He is feeling unwell after having deep tissue massage. He is dizzy and feeling painful at all his joints.

Customer 2

Your second customer is Mrs. Sue. She really likes your treatment and also the facilities provided. She wants to have another treatment with you later.

Customer 3

Your third customer is Miss Diana. It's her first time to have spa. She has chosen a treatment but she does not like it.

Customer 4

Your fourth customer is Mr. Sam. He does not like the room because it is uncomfortable. He wants an outdoor spot for the treatment where he can get fresh air.

Customer 5

Your fifth customer is an old lady named Mrs. Snail. Her skin is so sensitive that she always complains during the massage. But in the end, she is expressing her satisfaction over your service.

Customer 6

Your last customer is Mr. Hopkins. He really enjoys all the treatments he is signing in.

Try This!

Change the details of two information notes above (customers' complaints and satisfaction). Pass on the information to your partner. Does your partner handle the customers appropriately? Give feedback by referring to the scoring rubric in the Appendices.

WORK IN PAIRS | Student B

Student A: Use page 31

Task 19. Pass on the following information to student A. Then, pretend to be the customers. Listen carefully to how student A handles your problem and responds to your satisfaction. Give feedback by referring to the scoring rubric in the Appendices.

Customer 1

Your first customer is Miss Lee. She gets her face swollen after having seaweed facial mask. In fact, she is allergic to it.

Customer 2

Your second customer is Mr. Bell. He takes sport massage and he is satisfied with the massage. He wants to be regular customer since he likes your touch.

Customer 3

Your third customer is an old lady named Mrs. Stanly. She asks for a private room because the current room is small and hot. She tries the body package and she likes it.

Customer 4

Mr. Jay is your fourth customer. He has problem with his back. After having a treatment with you, he finds his back getting worst. He gets angry.

Customer 5

Miss Judy is your fifth customer. She takes sauna after the body wrap. She feels dizzy and gets dehydration after that. There is a problem with the temperature control. She makes a complaint on that.

Customer 6

Your last customer is Mrs. Hilton. She really enjoys the face treatment she is signing in. But, she doesn't like the oil massage because you give her wrong herbal oil.

Task 20. You have six customers today. Listen to the information related to your customers passed on by student A. Handle your customers appropriately based on the information you get.

Try This!

Change the details of two information notes above (customers' complaints and satisfaction). Pass on the information to your partner. Does your partner handle the customers appropriately? Give feedback by referring to the scoring rubric in the Appendices.

SELF-CHECK

Task 21. How well can you do these things? Put the tick (✓) in the box that reflects yourself.

<i>I can</i>	<i>Very well</i>	<i>Okay</i>	<i>A little</i>
1. identify the expressions of showing and responding to complaint, satisfaction, and gratitude.			
2. handle customers' complaint using the appropriate expressions.			
3. respond to customers' satisfaction using the appropriate expressions.			
4. express and respond to gratitude using the appropriate expressions.			
5. produce simple utterances using comparative degree.			
6. pronounce the prefix <i>more</i> and suffix <i>-er</i> correctly.			

FUN CORNER

Massage Trivia

- Muscles make up 1/2 of the weight of the body.
- Muscles receive 1/4 of the blood from the body except for during a massage or exercise which they then receive 1/2 of the blood.
- Massage is able to increase muscular tone by improving the nutrition that the muscle receives.
- When a muscle is inactive, the blood goes around it instead of through it.
- Massage is able to "feed" a muscle without exhausting it.
- After only 3-4 weeks of massage, muscle size and firmness are improved somewhat. Marked differences in muscle size and firmness takes 2-3 months of massage.
- Four-fifths of all of the food eaten goes to the production of heat. One-fifth is used for work.
- Patients with Chronic Fatigue Syndrome had less pain, depression, anxiety, and improved sleep patterns after receiving massages.
- In a study of 6 breast cancer patients undergoing radiation, they experienced more "vitality and tranquility", less tension and tiredness, and fewer symptoms from the radiation treatments after receiving back massages.

Source: http://shared1.webgator.net/massage_trivia.htm

SUMMARY | *In this unit, you have learnt***1. Expressions*****Handling complaint***

- Please accept my sincere apologies.
- I apologize for the inconvenience
- I am glad that you have brought this to my/ our notice.
- Please tell me exactly what the problem is.

Responding to satisfaction and gratitude

- I am glad to hear that.
- Thank you.

3. Pronunciation***Prefix more and Suffix -er***

Prefix *more* and suffix *-er* are usually added when an adjective is turned into comparative adjective. E.g.

Cleaner	/kli.nə r /
Harder	/hɑ:rdə r/
More gentle	/mɔ:r dʒen.tl/
More satisfied	/mɔ:r sət.is.faid/

2. Grammar***Comparative Degree*****One-syllable adjective**

A one-syllable adjective turns into the comparative form of by adding *-er* at the end of the adjective.

E.g.

C: I am sorry to say but your service is very short.

ST: Do you want a **longer** time Madam?

Two-syllable adjective

Two-syllable adjectives turn into the comparative form by adding *more* before the adjective. E.g.

C: This treatment room is too hot.

ST: We have an outdoor treatment spot that is

more pleasant than this room. Do you want to move Sir?

4. Vocabulary

Words	Say it!	Indonesian Equivalents
pleasant (adj)	/plez. ə nt/	menyenangkan
big (adj)	/bɪg/	besar
small (adj)	/smɔl/	kecil
expensive (adj)	/ɪkspen t.sɪv/	mahal
cheap (adj)	/tʃip/	murah
relaxing (adj)	/rɪlæksɪŋ/	menenangkan
fresh (adj)	/freʃ/	segar
interesting (adj)	/ɪn.trəs.tɪŋ/	menarik
peaceful (adj)	/pis.f ə l/	damai
long (adj)	/lɒŋ/	panjang
short (adj)	/ʃɔt/	pendek
cool (adj)	/kul/	dingin
quiet (adj)	/kwaɪət/	sepi
clean (adj)	/klin/	bersih
dirty (adj)	/dɜ.ti/	kotor
painful (adj)	/peɪn.f ə l/	sakit

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Appendices

Scoring Rubric

SCORING RUBRIC FOR SPEAKING

Aspects	Excellent	Good	Need Improvement	Unacceptable
	4	3	2	1
Purpose	Consistently speaks with a purpose in mind.	Speaks with a purpose in mind.	Speaks part of the time with a purpose in mind.	Speaks without a purpose.
Clarity	Speech is clear all the time.	Speech is clear most of the time.	Parts of speech may be unclear.	Speech is unclear and inarticulate.
Tone	Consistently changes voice to engage listeners.	Changes voice to engage listeners.	Limited change in voice to engage listeners.	No change in voice to engage listeners.
Volume	Uses appropriate volume all the time.	Use appropriate volume most of the time.	Limited use of appropriate volume.	Does not use appropriate volume.
Complete Thoughts	Consistent use of sentence structure and words choice.	Sufficient use of sentence structure and words choice.	Limited use of sentence structure and words choice.	Lack of sentence structure and words choice.
Filler	No filler at all.	Use no more than three fillers like <i>yeah, like, and um</i> .	Use no more than six fillers like <i>yeah, like, and um</i> .	Use fillers most of the time.
Eye Contact	Consistent eye contact.	Frequent eye contact.	Limited eye contact.	No eye contact.
Gestures	Consistently poised with appropriate gesture.	Sufficiently poised with appropriate gesture.	Limited poised with limited use of appropriate gesture.	Inappropriate movement and no poised.
Timing	Timing is consistently paced.	Timing is sufficiently paced.	Timing is inconsistent.	No timing.
Total Score				

Adapted from: *A Complete Guide to Rubrics: Assessment Made Easy for Teachers of K-college*

Listening Transcript

Unit 1

TRACK 1

Talia : Hi, good morning. Welcome to Paradise Spa. May I help you?
Jane : Good morning. I booked a reflexology massage yesterday. My name is Jane.
Talia : Nice to meet you Miss Jane. I am Talia. Let me check first. Is it Mary Jane?
Jane : Yes it is.
Talia : Okay, please follow me.
Jane : Thank you.

TRACK 2

Atika : Good morning Sir, Madam. Welcome to Honey Spa. I'm Atika, your spa therapist today.
Mr. Parker : Hello, good morning Ms. Atika. I'm Richard Parker and this is my wife, Elizabeth.
Atika : Well Mr. and Mrs. Parker, how can I help you today?
Mr. Parker : Yes of course. We have checked Honey Spa website and we're interested to have the oil massage. What is an oil massage like?
Atika : It's a kind of aroma therapy for your body. The aromatic oil can help you relax and it reduces stress.
Mr. Parker : It sounds enjoyable. By the way, my daughter Talia and my son Alex are about to come to have spa too. She's interested to have hot stone massage. They're still on the way.
Atika : What about your son? What treatment does he want?
Mr. Parker : Oh... he said he's interested to have deep tissue massage.

Atika : Okay, Sir. I will have my friends to serve Miss Talia and Alex later.
Mr. Parker : Thank you Atika. You're so helpful.

TRACK 3

1. Falling Intonation

Atika : What treatment does he want?
Mr. Parker : Oh... he said he's interested to have deep tissue massage.

2. Rising Intonation

Talia : Nice to meet you Mrs. Jane. I am Talia. Let me check first. Is it Mary Jane?
Jane : Yes it is.

TRACK 4

1. How are you?
2. How can I help you today?
3. Are you Stephanie Lee?
4. What treatment are you interested in?
5. What treatment do you want?

TRACK 5

Talita : Good afternoon. Welcome to Paradise Spa, Mrs. Weasly.
Mrs. Weasly : Hello, good afternoon.
Talita : How are you today?
Mrs. Weasly : I am fine, thank you.
Talita : Well, I am Talita, your spa therapist today. How can I assist you today?
Mrs. Weasly : I want to have face treatment.
Talita : We offer natural mask treatment. It is good for removing all dead skin cells.
Mrs. Weasly : I will take it.
Talita : Okay, please follow me

Unit 2

TRACK 1

- | | |
|-------------------------|---------------------|
| 1. Treatment Room | 15. Slippers |
| 2. Pregnancy Treatment | 16. Aromatherapy |
| 3. Mud | 17. Reflexology |
| 4. Scrub | 18. Essential Oil |
| 5. Massage bed | 19. Locker Area |
| 6. Towel | 20. Sports massage |
| 7. Acupressure | 21. Honey |
| 8. Facial mask | 22. Bath robe |
| 9. Foot bath | 23. Body wrap |
| 10. Lemon Grass | 24. Swedish massage |
| 11. Hot stone massage | 25. Nail care |
| 12. Shiatsu | 26. Shower |
| 13. Sauna | 27. Seaweed |
| 14. Deep tissue massage | 28. Thai massage |

TRACK 2

- Siska : Good afternoon. Welcome to Sayana Spa.
- Grace : Good afternoon.
- Siska : I am Siska. How can I help you today?
- Grace : Nice to meet you Miss Siska. I am Grace Bell. It's my first time in a spa. What kind of service do you have here?
- Siska : We have Thai massage, body scrub, oil massage, facial massage with aromatic oil, and reflexology.
- Grace : What do you recommend?
- Siska : I would suggest body scrub. It is useful to remove all dead skin cells.
- Grace : Okay, I will take it. Anyway, what facilities do you have?
- Siska : We have shower room and sauna. You should take sauna after the body scrub.
- Grace : It sounds good.
- Siska : Right this way to the lockers. Feel free to pick up clean towels and a robe on your left. I will be waiting in the treatment room.
- Grace : Thank you.

TRACK 3

- Lisa : Good evening. Welcome to Paradise Spa.
- Sarah : Good evening.
- Lisa : I am Lisa. How can I assist you today madam?
- Sarah : I am Sarah Parker. I would like to get a whole body treatment. What would you recommend?
- Lisa : Let's start with an exfoliation mask, and finish with a hydrating facial.
- Sarah : What is an exfoliation mask?
- Lisa : It's a cleansing mask that helps to remove all dead skin cells.
- Sarah : Wow! Sounds great. Can I also get a body wrap that tightens my skin?
- Lisa : Definitely. I would recommend a herbal wrap or a slimming wrap.
- Sarah : What's the difference?
- Lisa : A herbal wrap heals and detoxifies while in a slimming wrap, excess fluids are released to tighten specific areas of the body.
- Sarah : Slimming wrap sounds exactly like what I need. Would it be a good idea to get a bath after a body wrap?
- Lisa : I will be honest, the effect of the body wrap and a bath are pretty much the same. Just instead of being wrapped in towels or sheets you will be laying in a bath.
- Sarah : Okay. I see. Then, I'll take the body wrap.
- Lisa : Perfect! Would you like to have a massage between your facial and body wrap?
- Sarah : Yes, please. What massage do you have?
- Lisa : We have Swedish massage that helps to enhance the skin health, aromatherapy massage that helps to relax and reduce stress, hot stone massage that makes the body warm, and sport massage to reduce the muscle pains. Do you want to have Swedish, aromatherapy, hot stone or sport massage?
- Sarah : Well, actually I do a lot of physical activity, and my muscles are very stiff because of that.
- Lisa : You'd better take sports massage then. It will not only relax your muscles but also reduce the pain.

Sarah : Wonderful! My back is very sore.
 Lisa : Okay. So, I'm signing you up for an exfoliation mask, sports massage and a slimming body wrap. Right?
 Sarah : Right! Could I also get an aromatherapy steam bath? I really like those.
 Lisa : Sure. All set. Please, take your key – locker number 28. Here is your bathrobe and clean towels. I will be waiting in the treatment room.
 Sarah : Thank you.

TRACK 4

1. Would you like to try one-hour or two-hour massage?
2. Do you want to have Swedish, aromatherapy, hot stone, or sport massage?

TRACK 5

1. Would you like to have body scrub or body massage?
2. Do you want to try herbal body wrap or slimming body wrap?
3. Do you want to try one, two, or three hours massage?
4. Are you interested in honey, seaweed, mud, or fruit mask?
5. Would you like to have chamomile, lemon grass, or tea tree oil?
6. Are you interested in deep tissue massage or sport massage?

TRACK 6

Tia : Good afternoon. Welcome to Sunny Spa.
 Alice : Good afternoon.
 Tia : How can I help you today?
 Alice : I want to have massage. What kind of service do you have here?
 Tia : Well, we have a body package, facial massage, and reflexology.
 Alice : What does a body package include?
 Tia : It includes a body scrub, body massage, herbal sauna and body wrap. You should try it.
 Alice : What body massage do you recommend?

Tia : I highly recommend a hot stone massage when warm stones are places on certain points of your body in order to loosen your muscles and balance the energy centers of your body.
 Alice : That sounds interesting, but a bit strange for me. Do you have another suggestion?
 Tia : Yes, of course. You should take a Swedish massage, which is a classical whole body massage, or Acupressure massage, which is a Chinese traditional pressure-point massage.
 Alice : Actually I feel under pressure recently that makes me hard to sleep. I really need something relaxing and calming.
 Tia : You'd better take an oil massage then. The smell of the herbal oil will help you relax and sleep well.
 Alice : I'll try the oil massage.
 Tia : Would you like to try a one-hour or a two-hour massage?
 Alice : One hour, please. Anyway, do you have sauna room? I want to try it.
 Tia : Yes, we have. It is on the right side of treatment rooms. You'd better have it after the treatment. You can also have footbath in sauna room.
 Alice : It sounds great.
 Tia : It is your locker key number 11. Please change your clothes into robe. The changing room is this way.
 Alice : Thank you.

Unit 3

TRACK 1

- Therapist : I'm sorry to say this but I don't feel okay with your massage.
- Customer : I'm really sorry madam. Am I pressing too hard?
- Therapist : Yes.
- Customer : How is this? Do you want me to be more gentle?
- Therapist : Yes please. It still hurts a little.
- Customer : How about now?
- Therapist : Yes, that is much better. Thank you.
- Customer : Again, I'm sorry madam. Please let me know if you have any other problems and I will adjust my technique as you wish.
- Therapist : Okay. Anyway, you did well now.
- Customer : Thank you.

TRACK 2

Dialogue 1

- Mrs. Susan : I want to complain about the locker room. It is dirty and the bathroom is dirtier.
- Dita : I'm so sorry Mrs. Susan. Our cleaning service is off today. I will have other people to clean it right now.

Dialogue 2

- Lela : Are you satisfied with my massage today Mrs. Janet?
- Mrs. Janet : I am satisfied more than usual. Your hands are wonderful dear. Thank you.
- Lela : You are welcome Ma'am.

Dialogue 3

- Dwi : Are you feeling unwell Mr. John?
- Mr. John : I am sorry to say this but I am about to faint after having sauna. The temperature inside is hotter than usual. It's terrible service.
- Dwi : I'm really sorry. We will do our utmost not to do the same mistake again.

TRACK 3

- Miss Burn : Excuse me, your massage is felt painful.
- Sella : I'm really sorry Miss Burn but this will not happen again.
- Miss Burn : Please be softer and slower.
- Sella : I'll adjust my massage as you wish.
- Miss Burn : Anyway, I want larger bed and more relaxing room. This bed is small and not comfortable.
- Sella : Sure, let me check if we have available one.
- Miss Burn : Okay. Thank you. You are really patient and kind.
- Sella : You are welcome.

Answer Keys

Unit 1

Task 2

1. Greeting
 - Nice to meet you.
 - Hello,.../ hi,...
 - Good morning/ afternoon/ evening/ night
 - Welcome to
 - How are you?
2. Introducing oneself
 - My name is
 - I am
3. Offering help
 - May I help you?
 - How can I help/ assist you today?
 - Can I help you?

Task 6

Correct titles:

1. Mrs. Sanches
2. Mr. Denise
3. Ms. Steel
4. Miss White
5. Mr. Martin

Task 7

- | | |
|------|------|
| 1. T | 5. T |
| 2. F | 6. T |
| 3. T | 7. F |
| 4. F | 8. F |

Task 8

- | | |
|----------|------------|
| 1. Sir | 1. I'm |
| 2. Ms. | 2. I'm |
| 3. Madam | 3. We're |
| 4. Mr. | 4. It's |
| 5. Mrs. | 5. She's |
| 6. Sir | 6. They're |
| 7. Miss | 7. He's |
| | 8. You're |

Task 11

- | | |
|------|------|
| 1. A | 4. A |
| 2. B | 5. A |
| 3. B | |

Task 12

1. How are you?
2. How can I help you today?
3. Are you Stephanie Lee?
4. What treatment are you interested in?
5. What treatment do you want?

Task 14

1. I am
2. He is
3. We are
4. It is
5. They are
6. She is

Task 16

1. She is a spa therapist.
2. They are from England.
3. We are new spa therapists here.
4. She is interested to have an oil massage.
5. It is a sauna room.
6. He is the new manager of Herbal Spa.

Task 17

1. Good afternoon.
2. Welcome to
3. How are you today?
4. How can I assist you today?

Unit 2

Task 1



Task 2

Spa treatments

- | | |
|------------------------|--------------------|
| 1. Pregnancy treatment | 7. Reflexology |
| 2. Acupressure | 8. Sports massage |
| 3. Facial mask | 9. Swedish massage |
| 4. Hot stone massage | 10. Thai massage |
| 5. Shiatsu | 11. Body wrap |
| 6. Deep tissue massage | 12. Nail care |
| | 13. Aromatherapy |

Spa ingredients

- | | |
|----------------|-------------------|
| 1. Mud | 4. Essentials oil |
| 2. Scrub | 5. Honey |
| 3. Lemon grass | 6. Seaweed |

Spa facilities/ equipment

- | | |
|-------------------|----------------|
| 1. Treatment room | 6. Slippers |
| 2. Massage bed | 7. Locker area |
| 3. Towel | 8. Bath robe |
| 4. Footbath | 9. Shower |
| 5. Sauna | |

Task 9

- The customer's name is Sarah Parker.
- Exfoliation mask is one of the facial treatments.
- The therapist recommends a herbal wrap and a slimming wrap.
- Mrs. Parker takes slimming wrap.
- Mrs. Parker wants to have a massage between facial mask and body wrap.
- Mrs. Parker had better take a sport massage.
- Mrs. Parker's back is very sore.
- Mrs. Parker takes an exfoliation mask, sports massage and a slimming wrap.
- Mrs. Parker is also interested to have aromatherapy steam bath.
- Mrs. Parker's locker number is 28.

Task 10

- Exfoliation mask
It helps to remove all dead skin cells.
- Herbal and slimming wrap

A herbal wrap heals and detoxifies while in a sliming wrap, excess fluids are released to tighten specific areas of the body.

3. Swedish massage
It helps to enhance the skin health.
4. Aromatherapy massage
It helps to relax and reduce stress.
5. Hot stone massage
It makes the body warm.
6. Sport massage
It helps to reduce the muscle pains.

Task 15

1. Should
2. Had better
3. Should
4. Had better
5. Had better

Task 17

Possible answers:

1. You should take a body wrap or a body massage.
2. You'd better take an oil massage. It helps your dry skin to be smoother.
3. You'd better have a sport massage to reduce the muscle pain.
4. You should take herbal body wrap. It will make you fresh.

Task 18

1. What kind of service do you have here?
2. we have
3. What does a body package include?
4. It includes
5. What body massage do you recommend?
6. I highly recommend
7. Do you have another suggestion?
8. Would you like to try a one-hour or a two-hour massage?
9. Do you have a sauna room?
10. It is on the right side
11. Please change
12. this way

Unit 3

Task 1

1. Complaining

- I'm afraid I have to make a complaint.
- Excuse me, there seems to be wrong with...
- I am sorry I have to say this, but ...

2. Responding to complaint

- Please accept my sincere apologies.
- I apologize for the inconvenience.
- I am glad that you have brought this to my/our notice.
- Please tell me exactly what the problem is.

3. Expressing satisfaction

- I am satisfied with your massage.
- You did well.

4. Responding to satisfaction and gratitude

- I am glad to hear that.
- Thank you.

Task 7

1. T
2. F
3. F
4. T
5. T
6. F

Task 8

Dialogue 1

Reason of complaining

- The dirty locker room and bathroom.

Response:

- I will have other people to clean it right now.

Dialogue 2

Reason of satisfaction

- The massage is good.

Response:

- You are welcome Ma'am.

Dialogue 3

Reason of complaining

- The temperature of the sauna room.

Response:

- I'm really sorry. We will do our utmost not to do the same mistake again.

Task 10

1. Dirtier
2. Hotter
3. More satisfied

Task 14

1. More peaceful
2. More quiet
3. Cooler
4. More expensive
5. More relaxing

Task 16

1. your massage is painful,
2. I'm really sorry but this will not happen again.
3. You are really patient and kind.
4. You are welcome.

Appendix H

Permit Letters

SURAT KETERANGAN

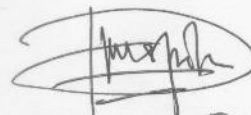
Yang bertanda tangan dibawah ini, pemilik Puspita Spa,
menerangkan bahwa:

Nama : Nurul Marlisa
NIM : 11202244007
Fakultas/Jurusan : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta

Yang bersangkutan telah melaksanakan pengambilan data untuk skripsi berjudul
"Developing English Speaking Learning Materials for Spa Therapists in Yogyakarta" di
Puspita Spa (Bantul) pada tanggal 9 September 2015.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat
dipergunakan sebagaimana mestinya.

Yogyakarta, 9 September 2015



Rahma Puspita

SURAT KETERANGAN

Yang bertanda tangan dibawah ini, Spa terapis di Jari Menari Spa
menerangkan bahwa:

Nama : Nurul Marlisa
NIM : 11202244007
Fakultas/Jurusan : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta

Yang bersangkutan telah melaksanakan pengambilan data untuk skripsi berjudul
"*Developing English Speaking Learning Materials for Spa Therapists in Yogyakarta*" di
Jari Menari Spa (Prawirotaman) pada tanggal 7/9/15.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat
dipergunakan sebagaimana mestinya.

Yogyakarta, 7/9/2015



INTAN

SURAT KETERANGAN

Yang bertanda tangan dibawah ini, Pemilik Tirta Spa,
menerangkan bahwa:

Nama : Nurul Marlisa
NIM : 11202244007
Fakultas/Jurusan : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta

Yang bersangkutan telah melaksanakan pengambilan data untuk skripsi berjudul
"*Developing English Speaking Learning Materials for Spa Therapists in Yogyakarta*" di
Tirta Spa (Prawirotaman) pada tanggal 7 - 9 - 2015.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat
dipergunakan sebagaimana mestinya.

Yogyakarta, 7 - 9 - 2015



Atika

SURAT KETERANGAN

Yang bertanda tangan dibawah ini, Pemilik SATANA SPA,
menerangkan bahwa:

Nama : Nurul Marlisa

NIM : 11202244007

Fakultas/Jurusan : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris

Universitas : Universitas Negeri Yogyakarta

Yang bersangkutan telah melaksanakan pengambilan data untuk skripsi berjudul
"*Developing English Speaking Learning Materials for Spa Therapists in Yogyakarta*" di
SATANA SPA (Prawirotarman) pada tanggal 7 September 2015.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat
dipergunakan sebagaimana mestinya.

Yogyakarta, 7 September 2015



Domini

SURAT KETERANGAN


Yang bertanda tangan dibawah ini, terapis di SHESPA,
menerangkan bahwa:

Nama : Nurul Marlisa
NIM : 11202244007
Fakultas/Jurusan : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta

Yang bersangkutan telah melaksanakan pengambilan data untuk skripsi berjudul
"Developing English Speaking Learning Materials for Spa Therapists in Yogyakarta" di
SHESPA (BANTUL) pada tanggal 9 September 2015.

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat
dipergunakan sebagaimana mestinya.

Bantul, 9 September 2015


NURMA

SURAT KETERANGAN

Yang bertanda tangan dibawah ini, terapis di Putri Kedaton Spa,
menerangkan bahwa:

Nama : Nurul Marlisa
NIM : 11202244007
Fakultas/Jurusan : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta

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“*Developing English Speaking Learning Materials for Spa Therapists in Yogyakarta*” di
Putri Kedaton Spa (Jogja) pada tanggal 10 September 2015.

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dipergunakan sebagaimana mestinya.

Yogyakarta, 10 September 2015.


Della

SURAT KETERANGAN

Yang bertanda tangan dibawah ini, Spa terapis di WW Spa
menerangkan bahwa:

Nama : Nurul Marlisa
NIM : 11202244007
Fakultas/Jurusan : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta

Yang bersangkutan telah melaksanakan pengambilan data untuk skripsi berjudul
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WW Spa (Jogja) pada tanggal 10 September '15.

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dipergunakan sebagaimana mestinya.

Jogja, 10 September '15



Vinyan

SURAT KETERANGAN

Yang bertanda tangan dibawah ini, spa terapis di Screw You Spa,
menerangkan bahwa:

Nama : Nurul Marlisa
NIM : 11202244007
Fakultas/Jurusan : Fakultas Bahasa dan Seni/ Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta

Yang bersangkutan telah melaksanakan pengambilan data untuk skripsi berjudul
"*Developing English Speaking Learning Materials for Spa Therapists in Yogyakarta*" di
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Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat
dipergunakan sebagaimana mestinya.

Yogyakarta, 7 September 2015



Devi