DESIGNING A SET OF ENGLISH SPEAKING MATERIALS FOR DRIVERS OF JAMBUMAS RENT CAR USING TASK-BASED LANGUAGE LEARNING

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Yudhianto Tobias P
Student Number: 101214125

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Approved by
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17 March 2015
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Defended before the Board of Examiners on 10 April 2015 and Declared Acceptable

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Yogyakarta, 10 April 2015
Faculty of Teachers Training and Education
Sanata Dharma University
Dean

Rohandi, Ph.D.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of the other people, except those cited in the quotation and the references, as a scientific paper should.

Yogyakarta, 10 April 2015

The writer

Yudhianto Tobias P
101214125
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Nama : Yudhianto Tobias Paramarta
Nomor Mahasiswa : 101214125

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Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 10 April 2015
Yang menyatakan,

Yudhianto Tobias Paramarta
ABSTRACT


As the front liners of rent car for foreigner, the drivers should be able to speak English to communicate with foreign guests and improve their quality in serving the guests. Without having the ability to speak in English, the drivers would not know how to express something that may be important for the foreign tourists or respond to what the foreigner asks. As the way out, they need to learn speaking related to their occupation.

This study was aimed to discover the answer of the research question: what do a set of speaking materials using task-based learning for the drivers of Jambumas Rent Car look like.

In order to design the materials, the writer used the principles of task-based learning and adapted the Kemp’s design model (1977) as the development of Research and Development of Borg, Gall & Gall (2007). Due to the limited time, the writer applied only five steps. They are: (1) Identifying learners’ characteristics, (2) Considering the goals, listing topics and general purposes, (3) Specifying the learning objectives, (4) Listing the subject content and (5) Selecting teaching/learning activities and instructional resources.

The sample of the designed materials consists of one unit and five phases. The name of the unit is “Hello. I am Your Driver” discuss about Greetings and Introducing Self and the phases are: Starting-Up, Try It!, Let’s Do These!, Do You Remember? And Remember These!. Those five phases are as the framework of Task Based Language Learning: Pre Task, Task Cycle and Language Focus.

In conclusion, the writer expected that the design materials could improve the speaking ability of the drivers of Jambumas Rent Car.

Keywords: drivers, speaking materials, task-based learning.
ABSTRAK


Sebagai ujung tombak dalam bisnis rental mobil untuk turis asing, para supir harus mampu berbicara dalam bahasa Inggris untuk berkomunikasi dan meningkatkan kualitas dalam melayani turis asing. Tanpa penguasaan kemampuan berbahasa Inggris sebagai bahasa internasional yang baik, para supir akan tidak mengetahui bagaimana mengatakan suatu hal yang penting kepada turis asing atau menanggapi suatu pertanyaan. Sebagai jalan keluar, para supir perlu belajar speaking yang berhubungan dengan pekerjaan mereka.

Studi ini ditujukan untuk menemukan jawaban atas sebuah rumusan masalah: seperti apa rancangan seperangkat materi speaking menggunakan metode task-based learning untuk para supir di Jambumas Rental Mobil.


Contoh rancangan materi terdiri dari satu unit dan lima fase. Judul dari unit tersebut adalah “Hello. I am Your Driver” yang membahas tentang Greetings dan Introducing Self dan lima fase di dalamnya yaitu: Starting-Up, Try It!, Let's Do These!, Do You Remember? And Remember These!. Fase-fase tersebut merupakan kerangka kerja dari Task Based Language Learning: Pre Task, Task Cycle dan Language Focus.

Sebagai kesimpulan, penulis mengharapkan rancangan materi yang telah dibuat dapat meningkatkan kemampuan berbicara para supir di Rental Mobil Jambumas.

Kata kunci: drivers, speaking materials, task-based learning.
ACKNOWLEDGEMENTS

Firstly, I would like to address my gratitude to Jesus Christ for his guidance and blessings during my life, especially for the time when I struggled to finish this final paper. There is nothing impossible in Him.

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I dedicate this final paper to my mom, Ibu Yunianti, who is never tired to support me during my study in Yogyakarta and my new father Bapak Luky Wijaya. I am very blessed for having them as my parents, who have supported me for whole my life, especially to study in Yogyakarta, in PBI of Sanata Dharma. My gratitude are also to my beloved sister and brother, Wulandari Unggul and Fernaldi Haris K.

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Yudhianto Tobias P.
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CHAPTER I
INTRODUCTION

In this chapter, the writer discusses five parts. The parts are, the research background, research method, research instruments, data gathering technique and data analysis technique.

A. Research Background

Indonesia is one of the countries which has many beautiful places to go. The beautiful places to visit for example are beaches, temples, volcanos, mountains and lakes.

The Data of Central Bureau of Statistics (BPS) and the Central Data and Information (Pusdatin) of the Ministry of tourism and the Creative Economy (Kemenparekraf) No.12/02/Th.XVII, 3 Februari 2014 mentions that the accumulation of foreign tourists according to the number of visitation from January-December 2013 of foreign tourists who visited Indonesia through all the doors (harbors and airports) reaching 8,327,219 people or experiencing growth of 10,04 percents compared with January-December 2012 number up to 7,567,381 people. In Yogyakarta especially, the growth of the number of foreign tourists in according to the entrance (Adi Sucipto Airport) is about 45, 98 percents on January to December 2013 compared to the same period in 2012. People from more than fifteen countries were visiting Indonesia. It means that the tourism sector in Indonesia particularly Yogyakarta is demanded by the foreign tourists.
Indirectly, the growth in the number of foreign tourists in Yogyakarta brings economic impact for the people of Yogyakarta, so that people in Yogyakarta can earn money from this tourism sector. They may work as hotel receptionists, chefs, tour guides, travel agents, and also drivers. The people who work in the tourism sector, especially drivers, have to communicate with foreign people. The drivers have to be able to understand the trip of their customers in English; explain how long the trip, what kind of place they are going to visit, make an appointment where to meet after visiting place, and give information about the other places to go. The drivers have to deal with English as one of international languages to make their communication understandable.

_Jambumas_ Rent Car, as one of the well-known rent cars in Magelang needs to improve their service by being able to speak English in order to serve the foreign tourists. The writer chooses the drivers of _Jambumas_ Rent Car as the participants because the owner gives an access to conduct the needs analysis and the opportunities to implement the designed materials there. The company has four main drivers and four freelancer drivers included the writer. When the writer conducted the informal interview with some drivers, they told that sometimes they faced many difficulties in language, for example: they did not know how to pronounce a certain word or they only could produce very simple sentences when the guests asked about something, even they just said “Yes” or “No” when they did not know the meaning of what the foreign people were saying.
Considering that they have only limited time to learn English from the basic level because of their duty, the materials are mostly practical and applicable related to their working field. The writer decided to design an English learning material based on the needs and interests in the target situation of the learners.

English for Specific Purpose (ESP), particularly English for Tourism is the one that suits their needs. ESP is an approach to design English materials for Occupational purposes as the tree of ELT (Hutchinson and Waters, 1994:17) which are the decision and purpose materials must be based on the learner’s needs and interests. As the result the materials will be directly related to the learner’s working field.

In this study, the writer uses the Task-Based Language Learning (TBLL) as the technique to design the speaking materials. Task-Based Language Learning draws on several principles that formed part of the communicative language teaching movements. The examples are; activities that involve real communication are essential for language learning, in which language is used for carrying out meaningful task promote learning, language that is meaningful to the learners supports the learning process (Richard & Rodgers, 2003; 223). The Task-Based Language Learning (TBLL) is chosen to prepare the learners to acquire the language while using it in specific tasks. The aim of the communication tasks is to stimulate real communication in the target language (Willis, 1996). In the process, the learners will learn English conversation by interacting communicatively and purposefully while engaged in the activities and tasks. The learners can also
mention their language problems when serving the guests, so that they can overcome their problems in the future.

Accordingly, this study intends to design an English speaking materials for the drivers of *Jambumas* Rent Car using task based learning. The designed materials will be focusing on the speaking skill due to the difficulties that all drivers experience is to communicate with the foreign tourists who use their merit.

The writer stated a question as the research problem. The research question is what does the set of English speaking materials for *Jambumas* Rent Car using task based look like. This will be presented in the Chapter II. The objective of this study is to design a set of speaking materials for driver of *Jambumas* Rent Car.

By designing a set of speaking materials for drivers of *Jambumas* Rent Car, the writer expects that the designed materials will be useful to the driver in order to master the English speaking skill. Furthermore, the drivers are able to have better comprehensible utterances with foreign tourists and enrich their knowledge by having conversation with foreign people.

**B. Research Method**

In order to answer the research problem, the writer employs an Educational Research and Development (R & D). Research and Development or R & D is a process to develop and validate educational products. The writer applied the systems approach model designed by Kemp (Borg, Gall & Gall, 2007). There are eight major steps in R & D cycle based on Kemp’s designed model, they are:
(1) Considering the goal(s), listing topics and state the general purposes, (2) Identifying learner’s characteristics, (3) Specifying the learning objectives, (4) Listing the subject content, (5) Developing the pre-assessment, (6) Selecting the teaching-learning activities and instructional resources, (7) Considering the support service, (8) Evaluating the the design plan (Kemp, 1977). However, the writer applies only five steps due to the limited time. The steps are identifying learner’s characteristics, considering the goals, listing topics and general purposes, specifying the learning objectives, listing the subject content and selecting the teaching-learning activities and instructional resources. These five steps will be described as follows.

a. Identifying Learners’ Characteristics

The aim of this step is to collect useful information for developing the materials. It was obtained by observing the driver of Jambumas Rent Car. It was conducted on October 28, 2014. The observation here is used to collect information about the driver, namely: educational background, learner’s characteristics, the difficulties and the experiences in using English in their working field. At the direction of gaining the information, the writer distributed questionnaire and conducted an informal interview to the seven drivers.

b. Considering Goals, Listing Topics and General Purposes

This step aims to identify the goals. The goals are important to determine what to achieve. After defining the goals, the writer selected the learning topics. The last step is to set general purposes for each topic to determine what outcomes
for the learners. As stated in needs survey, all respondents had chosen speaking as the skill that they wanted to learn most. Therefore, the material would focus on speaking skill.

c. Specifying the Learning Objectives

In designing the materials, the objectives should indicate exact and measurable behavioral objectives. This step will help the teacher to know the specific about what to teach and parameter to decide whether the objectives have been achieved or not.

d. Listing the Subject Content

This step involves selecting and organizing specific knowledge, skills, and attitudinal factor of each topic. The subject content of the materials was based on the task-based learning. The writer started to list the subject content after designed the learning objectives.

e. Selecting Teaching/Learning Activities and Instructional Resources

The teaching/learning activities and resources must treat the subject contents and motivate students to be able to accomplish the objectives. The activities and resources include printed materials such as handouts, the teacher’s manuals and some kind of other media such as recorded voice or video. The writer also involved the lesson plan or guidelines for the instruction given to the learners.
C. Research Instruments

In this study, the writer used two kinds of research instruments. They are questionnaire and interview. Questionnaire and interview are used extensively in educational research to collect data about phenomena that are not directly observable: inner experience, opinions, values, interests, and the like.

1. Questionnaire

The questionnaire is printed form that asks the same questions to all individuals in the sample and for which respondents record their answers in verbal form (Borg, Gall & Gall, 2007). Respondents record a written or typed response to each questionnaire item. The writer distributed the questionnaire to all drivers of Jambumas Rent Car. This questionnaire was used to obtain data about the driver’s English levels, the driver’s opinion about speaking experience(s), and difficulties in speaking English.

2. Interview

The interview consists of oral questions asked by the interviewer and oral responses by the research participants (Borg, Gall & Gall, 2007). Respondents typically speak in their own words, and their responses are recorded by the interviewer, either in note taking, verbatim, or through handwritten or computer-generated notes.

The interview was conducted informally and flexibly. It was done with four drivers of Jambumas Rent Car. The interview was conducted to gain more
specific information about learners’ characteristics and difficulties in using the English language.

D. Data Gathering Technique

In this phase, the writer collected the theories and information related to this study. The writer also distributed the questionnaire to seven main drivers of Jambumas Rent Car. It was conducted on Tuesday, October 28, 2014. Due to their different time of working, the writer decided to leave the questionnaire to them and collected the questionnaire three days later.

To gain deeper information about the learners’ needs and interests, the writer conducted the informal interview to four drivers of Jambumas Rent Car. In this study, unstructured interview was preferred by the respondents. This interview was done informally and flexibly.

E. Data Analysis Technique

In this study, the writer designed the questionnaire into a closed-form format (multiple choices), with an open-ended option attached to most items for individuals who desired to respond more fully (Borg, Gall & Gall, 2007). From each question, the data were sorted based on the frequency of the responses. To make the data easier to understand, the data were converted into percentages. The result of the data was used to design the materials that suit most for the learners.
The percentage was calculated by the number of respondents who chose the option divided by the total number of all respondents who participated. The formula to find out the percentage is presented as follows.

\[ \frac{n}{\sum n} \times 100\% = P \]

Note:
- \( n \) = the number of respondents choose a certain option
- \( \sum n \) = the total number of respondents
- \( P \) = the percentage of certain option chosen by the respondents
CHAPTER II

DISCUSSIONS

In this chapter, the writer presents the findings in the literature related to the study as the foundation for the writer to design the speaking materials using task-based learning. The second part, the writer answers the research problem as stated in the first chapter. The research problem is what instructional English speaking materials using task-based for drivers of Jambumas Rent Car look like.

A. Related Theories

1. English for Specific Purpose (ESP)

This study is aimed to design a set of English speaking English speaking materials for drivers of Jambumas Rent Car. Therefore, the most appropriate design materials will be the materials that are practical and applicable to their working field. The ESP, particularly English for Drivers, is the one that suits their needs best. The ESP is an approach to language teaching in which all decisions as to content and method based on the learners’ need and interests and focuses on restricted skill (Hutchinson and Waters 1994: 18). The result of ESP in this study is a sample of English speaking materials that suit to what they are going to implement in their working field.

Since this study will use the task-based learning design, the writer also explains the importance of task based learning theory for this study.
2. Task Based Learning

The Task Based Language Learning proposes the notion of “task” as a central unit of planning and teaching (Richard & Rodgers, 2001). The task-based learning will be used to design the core unit in the language teaching. The task is always in the form of activities that give the learners an opportunity to use the target language for a communicative purpose.

In this study, the writer applies three types of tasks and activity by Pattinson (2004) as cited by Nunan (2004; 57-59). The types are:

a. Dialogue and role play

These tasks can be wholly scripted or wholly improvised. Learners are given some expressions to say, and a clear aim to be achieved by what they say in their roleplay.

b. Communication strategies

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

c. Discussions and decision

These tasks require the learners to collect and share information to reach a decision. According to Willis (2003), there are three phases of learning process in task-based language learning. These three phases are important to achieve the goal of learning process. The three phases are pre-task, task cycle and language focus.
1) Pre-task

In this phase, the learners are introduced to the topic and the task, activating topic-related words and phrases. The teacher helps the learners to understand the topic and the instructions.

2) Task-cycle

This phase consists of three parts, namely:

a) Task stage

In this section the learners are allowed to do the task, in small groups or in pairs. The learners are free to use the target language to achieve the goals of the task.

b) Planning stage

This section allows the learners to prepare an oral or written report on how they did the task as well as the result of the task. This activity will stimulate the learners to do better when they know that their work will be presented to the class.

c) Report stage

The learners are asked to present their work in front of the class in a form of oral or written report. This report means the natural conclusion of the task cycle. Through presenting their work, the learners are encouraged to improve their skill. In this phase the teacher may sum up and provide feedback on the learner’s presentation.

3) Language focus

The aim of language focus is to stress the specific language features such as vocabulary, certain expressions, certain pattern and pronunciation that occur in the
task phase. There are two steps in language focus. They are analysis and practice activities.

In the analysis activity, the learners examine and discuss specific features of the dialogue. It will help them to understand the specific language features. Having analyzed the language, the learners try to practice what has been analyzed during the analysis activities to improve their language form. By doing the practice activities, the learners will be encouraged to use the target language more.

There are also other studies that used the principles and the framework of Task Based Language Learning to design the materials. Those previous studies are written by Anastasia Hermawati (2011) on designing English speaking materials for homestay hosts, Patricia Angelina Lasut (2009) on designing English speaking materials for banking staffs and Maria Anggraeni (2006) on designing a set of English speaking materials for an English extracurricular class. Accordingly, this study used the same principles and framework of the Task Based Language Learning to design the materials for drivers.

B. Research Result

This study proposed a sample of design materials with the learners’ characteristics, the goals, topics and general purposes, learning objectives, subject content, learning activities and resources. Those are presented as follows.

1. Learners’ Characteristics

Based on the questionnaire given, there are seven male drivers in Jambumas Rent Car who drive cars for the foreign tourists. All of them had basic English skills and they never joined an English course. They communicated in English
only with the foreign tourists and all of them found difficulties. Mostly, they did not understand the meaning of the sentences spoken by the foreign tourists, even sometime they just said “yes” or “no” as the response when they really did not have any idea to say. The next difficulties are they could not respond correctly to certain expressions and did not know English vocabulary related to their job. The difficulties were caused by the lack of English vocabulary mastery. It made them confused when they tried to express their ideas because they did not know the words to say. The writer also found that two respondents felt shy when they wanted to say the words. They thought that their English is strange because of their Javanese accent. The result of needs analysis is presented in Appendix C.

Concerning their expectation about the learning process, they expected that the learning activities more focused on speaking practice in the form of small group discussions. Through group discussions, there would be more opportunities for them to practice the target language and to train their compassion to the other members of the group.

2. Goal, Topics and General Purposes

The goal and topics are selected based on the needs survey. The main goal of the design materials is the learners are able to communicate with foreign tourists using simple English. According to the respondent’s topic choices, the writer decided to rank the top four (4) topics from six (6) options. The top four (4) topics and the titles are presented in table 2.1.
Table: 2.1. The Unit, Topic and Title

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Title</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings and Introduction</td>
<td>Hello, I’m Your Driver</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Giving Information (about the tourism places)</td>
<td>Lets Go To The Temple</td>
<td>57.14%</td>
</tr>
<tr>
<td>3</td>
<td>Numbers and Currency</td>
<td>Dealing With Numbers and Currency</td>
<td>57.14%</td>
</tr>
<tr>
<td>4</td>
<td>Offering Help</td>
<td>May I Help You?</td>
<td>42.86%</td>
</tr>
</tbody>
</table>

The general purposes of the design materials are presented in the table 2.2.

Table: 2.2. The Topics and General Purposes

<table>
<thead>
<tr>
<th>Topics</th>
<th>General Purposes</th>
</tr>
</thead>
</table>
| Greetings and Introduction                  | 1. The learners know how to greet others  
                                               2. The learners know how to introduce themselves       |
| Giving Information (about the tourism places) | 1. The learners know the expressions of giving information (about tourism place)  
                                               2. The learners are able to give information (about tourism place) with correct expressions |
| Numbers and Currency                        | 1. The learners know how to read numbers and currency.  
                                               2. The learners are able to mention specific numbers and currency. |
| Offering Help                               | 1. The learners know the expressions of offering help.  
                                               2. The learners are able to offer help with the correct expressions. |

3. Learning Objectives

Learning objectives define the performance that the learners should be able to demonstrate in order to achieve the general purposes. The learning objectives
designed based on the need analysis. The learning objectives are presented in Table 2.3.

**Table 2.3. Unit, Topics and Learning Objectives**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings and Introduction</td>
<td>At the end of the meeting, the learners are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Identify expressions of greetings accurately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Pronounce the expressions of greetings correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Greet others using appropriate expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Respond to other’s greetings using appropriate expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Identify expressions of introducing self correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Pronounce the expressions of introducing self correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Introduce self using appropriate expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Respond to other’s introducing using appropriate expressions.</td>
</tr>
<tr>
<td>2</td>
<td>Giving Information (about the tourism places)</td>
<td>At the end of the meeting, the learners are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Identify expressions of giving information (about the tourism places) in the dialogue accurately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Pronounce the expressions of giving information (about the tourism places) in the dialogue correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Give information (about the tourism places) using appropriate expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Respond to information (about the tourism places) asked by others using appropriate expressions.</td>
</tr>
<tr>
<td>3</td>
<td>Numbers and Currency</td>
<td>At the end of the meeting, the learners are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Say the numbers correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mention the expressions related to numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Respond to information related to numbers asked by others using appropriate expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Mention the currency correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Respond to information about currency asked by others using appropriate expressions.</td>
</tr>
<tr>
<td>4</td>
<td>Offering Help</td>
<td>At the end of the meeting, the learners are able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Identify the expressions of offering help in the dialogue accurately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Pronounce the expressions of offering help correctly.</td>
</tr>
</tbody>
</table>
4. **Subject Content**

Each topic is developed into the materials for one meeting. The content of the materials was based on task-based learning. The arrangement of subject content is presented in table 2.4.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3. Offer helps using appropriate expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Respond to help asked by others using appropriate expressions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2.4. Table of Topic and Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Name</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>
| 1 | Hello, I’m Your Driver | • Greet others  
• Introducing yourself |
| 2 | Let’s Go To The Temple | • Give a simple explanation about tourism place  
• Respond to information asked by others |
| 3 | Dealing With Numbers and Currency | • Say numbers correctly  
• Respond to information related to numbers asked by others  
• Mention the currency correctly  
• Respond to information about currency asked by others |
| 4 | May I Help You? | • Offering help  
• Respond to help asked by others |

5. **Learning Activities and Resources**

There are four (4) topics based on the need analysis that would be developed in preliminary form of product. In designing the materials, the writer adapted the concept of task-based learning framework (Willis, 1996); pre-task, task-cycle, and language focus of each meeting would consist of five main phases:
Table: 2.5. Table of Learning Phase and Phase in Unit

<table>
<thead>
<tr>
<th>Learning Phase</th>
<th>Phase in Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-task</td>
<td>Starting-Up</td>
</tr>
<tr>
<td></td>
<td>Try It!</td>
</tr>
<tr>
<td>Task-cycle</td>
<td>Let’s Do These!</td>
</tr>
<tr>
<td>Language Focus</td>
<td>Do You Remember?</td>
</tr>
<tr>
<td></td>
<td>Remember These!</td>
</tr>
</tbody>
</table>
CHAPTER III

CONCLUSION AND RECOMMENDATIONS

This chapter presented the conclusion and the recommendations. In the first section, the writer presents the conclusion of the whole study about how the a set of English speaking materials using task-based learning for the driver of the Jambumas Rent Car is designed and the presentation of the designed materials. In the second section, the recommendations of the language instructor and the future researcher are provided.

A. Conclusion

This study aims to design a set of English speaking materials using task-based learning for the drivers of Jambumas Rent Car. In order to answer the first research question, the writer employs the Research and Development (R & D) as the framework and adapting the Kemp’s model to design the materials. The Kemp’s design model was chosen due to the flexibility of its model. The model can be used to design materials for all levels -- from elementary up to university level.

As the result of this study, the writer arranged the one of top four units based on learners’ need as the sample unit in the set of English speaking materials. The four units are presented as follows.
Unit 1 : “Hello. I Am Your Driver”

Greeting and Introduction

Unit 2 : “Let’s Go to the Temple”

Giving Information (about the tourism places)

Unit 3 : “Dealing With Numbers and Currency”

Numbers and Currency

Unit 4 : “May I Help You”

Offering Help

In designing the materials, the writer adapted the Willis’ framework of Task-Based Learning. Each unit consists of five phases. The phases are **Starting-Up, Try It!, Let’s Do These!, Do You Remember? and Remember These!**.

**Starting-Up** is called a pre-task phase in task-based-learning. It aims to brainstorm the learner’s knowledge about the topic and to prepare the learners for the main task. **Try It!** is considered as a part of language focus. In this phase the learners are given sample dialogue or expressions related to the topic being learned. The dialogs are designed based on the real situation that may occur when the drivers of *Jambumas Rent Car* are serving the foreign tourists. **Let’s Do These!** is the main task of the task-cycle in this design. This section gives the learners lots of opportunities to produce and learn the language consists of game(s) or role-play (s). **Do You Remember?** provides opportunity for the
learners to practice what they have learnt from the previous parts in the form of exercise. The aim is to measure how far they understand about the topic being learnt. The last, **Remember These!**, provides the recommended grammatical aspects and vocabularies related to the topic that would be necessary for the learners. The purpose of this section is to enlight the learners to know and understand the correct grammar and vocabulary.

The learning activities will be in the form of group discussions to give them more opportunities to practice and train their compassion to others.

**B. Recommendations**

Based on the conclusion the writer provides some recommendations for the language instructor and the future researcher who are interested in conducting the similar topic. The recommendations are as follows.

1. **For the Language Instructor**

   Since the material is designed using the task-based language learning method, it would be better if the language instructor has background knowledge about the task-based method. The information about task-based learning can be seen in the books, article or internet. The second point is the language instructor has to pay attention more about the various educational background, age and ability of the learners. By understanding the differences among the learners, the language instructor can apply and improve the materials to achieve better outcomes.
2. For the Future Researcher

The writer recommends the future researcher to design and improve the rest of the unit because the writer only design the first of four units as the sample of a set of English speaking materials for the drivers of Jambumas Rent Car. The second recommendation is the future researcher can apply the materials so that the future researcher may develop the sample of design materials.
REFERENCES


APPENDICES
APPENDIX A

Letter of Permission
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor: 049/Pblt/Kajur/JPBS/ x /2014
Hal: Permohonan Ijin Penelitian

Kepada
Yth. Kepala Pimpinan Bawahan,
Rangkap Jabatan Jambuan,
Bagian___________________________

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami.

Nama: Yudha Fika M Zikra
No. Mhs: 106211120
Program Studi: Prafil
Jurusan: Pendidikan Bahasa dan Seni
Semester: _____ semester (ambilan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi: Jambuan Rangkap Jabatan, Bantuan Pendidikan No.5, Surakarta, Magelang
Waktu: Senin, 23 Oktober 2014
Topik / Judul: Desinging a set of Speaking Materials for Primary School Teachers who Using Task Based Instruction

Atas perhatian dan izin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 14 Oktober 2014

u.b. Dekan,
Ketua Jurusan
Pendidikan Bahasa dan Seni

[Signature]

P. Kuswadomoro, Ph.D.
NFP. P. 1665

Tembusan Yth:
1. ______
2. Dekan FKIP

Mitican, Telp. 0274-513301, 515352. Fax: 143, Telp. 0274-952383

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APPENDIX B

Questionnaire on Learner’s Characteristics
KUESIONER

Anda diminta unuk menjawab seluruh pertanyaan dibawah ini dengan cara mengisi sesuai dengan perintah pada setiap pertanyaan. Pilihlah jawaban yang sesuai dengan Anda.

I. Data Pribadi

Nama (inisial) :

II. Pertanyaan dibawah ini wajib diisi dengan memberikan tanda silang (x) pada jawaban yang sesuai dengan diri Anda.

1. Apakah pendidikan terakhir Anda?
   a. SD
   b. SMP
   c. SMA
   d. Lainnya : _____________

2. Apakah Anda pernah mengikuti kursus Bahasa Inggris?
   a. Pernah
   b. Tidak pernah

3. Bagaimanakah tingkat kemampuan berbahasa Inggris Anda saat ini? (pilih salah satu)
   a. Basic (dasar)
      Tahu sedikit kosa kata dan ekspresi contoh: perkenalan (introduction), salam (greeting), dapat menjawab pertanyaan pada topik umum, tahu sedikit grammar dan memiliki/melakukan kesalahan dalam pengucapan kata atau kalimat
   b. Intermediate (menengah)
      Dapat berbicara dengan cukup lancar pada sejumlah topik yang dikenal, masih terbatas dalam kosa kata, grammar, dan pengucapan kata atau kalimat
   c. Advanced (mahir)
      Dapat berbahasa Inggris dengan lancar pada sebagian besar topik, sedikit kesulitan dalam kosa kata, grammar, dan pengucapan.
4. Seberapa sering Anda melakukan percakapan dalam bahasa Inggris dalam seminggu?
   a. 1 – 3 kali
   b. 3 – 5 kali
   c. Lebih dari 5 kali

5. Dengan siapakah Anda melakukan percakapan bahasa Inggris?
   a. turis asing
   b. atasan
   c. rekan sekerja
   d. lainnya: ____________

6. Apakah Anda menyukai belajar bahasa Inggris?
   a. ya
   b. tidak

7. Apakah kemampuan bahasa Inggris anda mempengaruhi hal-hal berikut?
   a. gaji
   b. rasa percaya diri
   c. tidak satupun
   d. lainnya: ____________

8. Kemampuan bahasa Inggris apa yang paling anda butuhkan dalam pekerjaan anda saat ini?
   a. berbicara
   b. mendengarkan
   c. membaca
   d. menulis

9. Dari topik-topik dibawah ini, manakah yang anda butuhkan? (boleh memilih lebih dari satu, beri angka 1-7 sesuai dengan yang paling dibutuhkan)
   a. ___ menyapa dan berkenalan
   b. ___ menawarkan bantuan
   c. ___ menjelaskan tempat wisata yang dikunjungi
   d. ___ angka dan mata uang

xxx
e. ___ reservasi hotel
f. ___ menangani keluhan
g. lainnya: ____________

10. Apakah anda menemui kesulitan dalam berkomunikasi dengan topik-topik di atas?
a. ya
b. tidak

11. Jika Anda menjawab “ya”, kesulitan apakah yang anda temui? (bila lebih dari 1 berilah nomor urut mulai dari yang paling sulit)

___ tidak mengerti kalimat yang diucapkan oleh turis asing
___ tidak tahu kosakata dalam bahasa Inggris
___ tidak dapat mengucapkan kata-kata dalam bahasa Inggris menjadi kalimat yang benar.
___ tidak tahu cara mengucapkan kosakata bahasa Inggris dengan benar
___ tidak dapat merespon pada ekspresi-ekspresi tertentu

Lainnya: ___________________________________________________

12. Media apa yang anda pilih untuk belajar bahasa Inggris?
a. lagu
b. permainan
c. majalah/koran
d. bermain peran
e. lainnya ____________

13. Aktifitas belajar seperti apa yang anda sukai?
a. diskusi kelompok
b. presentasi
c. praktik percakapan
d. bermain peran
e. lainnya ____________
APPENDIX C

The Result of Questionnaire on Learner’s Characteristics Survey
The Result of Questionnaire on Learner’s Characteristics Survey

<table>
<thead>
<tr>
<th>Item</th>
<th>Aspects</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is your latest educational level?</td>
<td>a. Elementary School</td>
<td>1</td>
<td>14.29%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Junior High School</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Senior High School</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td>2</td>
<td>Have you ever joined an English course?</td>
<td>a. Yes</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>How is your English level?</td>
<td>a. Basic</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Intermediate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Advanced</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>How often you do the conversation in English in a week?</td>
<td>a. 1-3 times</td>
<td>5</td>
<td>71.43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. 3-5 times</td>
<td>2</td>
<td>28.57%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. More than 5 times</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>With whom</td>
<td>a. Foreign tourist</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Superior</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Colleagues</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Do you like to learn English?</td>
<td>a. Yes</td>
<td>4</td>
<td>57.14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>a. Sallary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Self confidence</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Nothing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>What English skill that you need most?</td>
<td>a. Speaking</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Listening</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Reading</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Writing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Item</td>
<td>Aspects</td>
<td>Responses</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-----------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>9</td>
<td>What topics do you need to learn?</td>
<td>a. Geting and Introduction</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Offering Help</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Giving Information (about tourism places)</td>
<td>4</td>
<td>57.14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Number and Currency</td>
<td>4</td>
<td>57.14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Hotel Reservation</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Handling Complaints</td>
<td>2</td>
<td>28.57%</td>
</tr>
<tr>
<td>10</td>
<td>Did you find any difficulties having conversation with the topics above?</td>
<td>a. Yes</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>If “yes” what difficulties you found?</td>
<td>a. Do not know the meaning of the sentences spoken by foreign tourists</td>
<td>5</td>
<td>71.43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Do not know English vocabularies</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Do not know how to say the words into correct sentences</td>
<td>1</td>
<td>14.29%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Do not know how to pronounce correct English vocabularies</td>
<td>2</td>
<td>28.57%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Cannot respond correctly to certain expressions</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td>Item</td>
<td>Aspects</td>
<td>Responses</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>----------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>12</td>
<td>What kind of media to use in learn English?</td>
<td>a. Song</td>
<td>1</td>
<td>14.29%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Games</td>
<td>6</td>
<td>85.72%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Magazine/newspaper</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. English book</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>What kind of learning activity that you like?</td>
<td>a. Group discussion</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Presentation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Conversation practice</td>
<td>2</td>
<td>28.57%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Role-play</td>
<td>2</td>
<td>28.57%</td>
</tr>
</tbody>
</table>
APPENDIX D

Sample of The Design Materials
GENERAL OVERVIEW

In this part, the writer would like to present about the background, the content and the purpose of the designed material which is included in this study titled *Designing a Set of English Speaking Materials for Drivers of Jambumas Rent Car using Task-Based Learning*.

A. Background

The idea to develop the English speaking materials came up when the writer work as the freelance driver at *Jambumas Rent Car*. When the writer had a talk with some other drivers, they told about their difficulties when they had to communicate with foreign tourists in English. They also told that actually they need to improve their ability in English speaking in order to give the best service to the foreign tourists. Since they are adult learners, it is important to consider their characteristics, needs and want in designing the materials.

Due the fact above, the writer tried to design a set of English speaking materials based on task-based learning that engaged the learners to use any form of the target language in completing the task given. By completing the task that have communicative purpose, it is expected that the learners are able to increase their speaking ability. Not only teach them about speaking, but also train their compassion to others through the group discussions.
B. Contents

The designed materials consists of a sample unit titled “Hello, I am Your Driver”. The sample unit divided into five phases, namely: Starting-Up, Try It!, Let’s Do These!, Do you Remember? And Remember These!. The time allocation for the learning activity is 90 minutes (one and half hour)

a. Starting-Up

This phase is called a pre-task phase in task-based-learning. It aims to brainstorm the learner’s knowledge about the topic and to prepare the learners for the main task. The more activities in the pre-task, the more learners will be better prepared with the language items would encounter when working on the task later. The first section was designed to introduce the learners with the context and to relate learners’ personal experience to the topic.

b. Try It!

In this phase the learners are given sample dialogue or expressions related to topic being learned. The dialogs are designed based on the real situation that may occur when the drivers of Jambumas Rent Car are serving the foreign tourists. This phase is considered as a part of language focus (Willis, 2003). The thing that must be considered as a teacher in teaching the beginner level is the equal frequency of exposure and use the target language. Balancing between exposure and use will scaffold the readiness of the learners to use the language (Willis, 2003).
c. Let’s Do These!

*Let’s Do These!* is the main task of the task-cycle in this design. This section gives the learners lots of opportunities to produce and learn the language. The learners are engaged to be active to use the language. It consists of game(s) or roleplay(s) related to the topic.

d. Do You Remember?

This section provides opportunity for the learners to practice what they have learnt from the previous parts in the form of exercise. The aim is to measure how far they understand about the topic being learnt.

e. Remember These!

This section provides the recommended grammatical aspects and vocabularies related to the topic that would be necessary for the learners. The purpose of this section is to enlight the learners to know and understand the correct grammar and vocabularies.
LESSON PLAN

Unit : 1
Topic : Greetings and Introduction
Title : “Hello. I am Your Driver”

A. Standard Competence
At the end of the course, the learners are able to communicate with foreign tourists using simple English.

B. Basic Competence
At the end of the lesson, the learners are able to:
1. know how to greet others
2. know how to introduce themselves

C. Indicators
At the end of the meeting, the learners are able to:
1. Identify expressions of greetings accurately.
2. Pronounce the expressions of greetings correctly.
3. Greet others using appropriate expressions.
4. Respond to other’s greetings using appropriate expressions.
5. Identify expressions of introducing self correctly.
6. Pronounce the expressions of introducing self correctly.
7. Introducing self using appropriate expressions.
8. Respond other’s introducing using appropriate expressions.

D. Learning Methods
Group discussion, game, role-play and pair work.
E. Teaching aids

Handout, boeard marker, marker and bandana.

F. Learning Activities

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-activity</strong></td>
<td></td>
</tr>
<tr>
<td>STARTING-UP</td>
<td></td>
</tr>
<tr>
<td>1. In pairs, learners discuss the questions about the picture.</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Whilst-activities</strong></td>
<td></td>
</tr>
<tr>
<td>TRY IT!</td>
<td></td>
</tr>
<tr>
<td>2. Learners read the expressions together with the teacher.</td>
<td>20’</td>
</tr>
<tr>
<td>3. In pair, learners practice saying the expressions given.</td>
<td></td>
</tr>
<tr>
<td>4. Learners practice saying the expressions about introducing self and transfer in.</td>
<td></td>
</tr>
<tr>
<td>5. In pairs, learners try to make conversation using the expressions given.</td>
<td></td>
</tr>
<tr>
<td>LET’S DO THESE!</td>
<td></td>
</tr>
<tr>
<td>6. Learners do the “Magic Bandana Game”.</td>
<td>25’</td>
</tr>
<tr>
<td>7. Learners do the role-play, and report the result.</td>
<td></td>
</tr>
<tr>
<td>DO YOU REMEMBER?</td>
<td></td>
</tr>
<tr>
<td>8. Learners do the exercise in dialog 1 and 2.</td>
<td>20’</td>
</tr>
<tr>
<td>9. Learners classify the expressions of greeting and introducing self into the box.</td>
<td></td>
</tr>
<tr>
<td><strong>Post-activity</strong></td>
<td></td>
</tr>
<tr>
<td>REMEMBER THESE!</td>
<td></td>
</tr>
<tr>
<td>10. Learners read and learn the simple present tense.</td>
<td>15</td>
</tr>
<tr>
<td>11. Learners pronounce and remember the vocabularies.</td>
<td></td>
</tr>
</tbody>
</table>

G. References

Unit 1

“Hello, I am Your Driver”

Greetings and Introduction
Meeting 1

"Hello, I am Your Driver"

A. Starting-Up

Look at the picture, then answer the questions below in pairs!

1. Have you ever talked to foreigners?
2. Do you usually greet them?
3. Why should we need to greet them?

Good morning, Sir!
Good morning!
B. Try it!

Practice saying the greeting and introduction expressions in pairs!

GREETING and LEAVE-TAKING

Greetings | Responses
---|---
Hello, Sir/Mam | Hello, 
Hi Sir/Mam | Hi 
How are you? | Fine, thanks. And you? 
Good morning | Good morning 
Good afternoon | Good afternoon 
Good evening | Good evening

Leave-taking | Responses
---|---
Goodbye | Goodbye 
Bye-bye | Bye 
See you later | See you 
I have to go now | Ok. Take care

INTRODUCING YOURSELF

In pairs, read the expressions below and try to make conversation using the expressions!

Hi. I am Sukamto
### A. Asking and respond about personal identity

<table>
<thead>
<tr>
<th><strong>NAME</strong></th>
<th><strong>What is your full name?</strong></th>
<th><strong>My (full) name is…..</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>What is your nickname? What should I call</strong></td>
<td><strong>My nickname is….. You can call me…..</strong></td>
</tr>
<tr>
<td><strong>BIRTH/AGE</strong></td>
<td><strong>When were you born?</strong></td>
<td><strong>I was born in… (date) in… (city)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>How old are you?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ADDRESS</strong></td>
<td><strong>Where do you live?</strong></td>
<td><strong>I live in… (city)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What is your address?</strong></td>
<td><strong>I live at… (full address, number)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>I live on….. (street)</strong></td>
</tr>
<tr>
<td><strong>JOB</strong></td>
<td><strong>What is your job?</strong></td>
<td><strong>I am at….. My job is……</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Where do you work?</strong></td>
<td><strong>I work in…</strong></td>
</tr>
<tr>
<td><strong>PREFERENCE</strong></td>
<td><strong>What is your hobby?</strong></td>
<td><strong>My hobby is…</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What are your hobbies?</strong></td>
<td><strong>My hobbies are…</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What is your favorite food? What are your favorite foods? What</strong></td>
<td><strong>My favorite food is…</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>My favorite foods are…. I like…</strong></td>
</tr>
</tbody>
</table>

(Adapted from Compilation English Materials - EngliShelter 2013)

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### EXPRESSIONS for TRANSFER IN

<table>
<thead>
<tr>
<th><strong>Less formal</strong></th>
<th><strong>Formal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPRESSIONS</strong></td>
<td></td>
</tr>
<tr>
<td>o May I know your name?</td>
<td></td>
</tr>
<tr>
<td>o Excuse me, are you Mr. And Mrs. Robinson?</td>
<td></td>
</tr>
<tr>
<td>o Excuse me, you are Mrs. Lim Kung I suppose.</td>
<td></td>
</tr>
<tr>
<td>o Good morning. I am from Jambumas Rent Car. My name is Sabari.</td>
<td></td>
</tr>
<tr>
<td>o Good afternoon. My name is Ali, I represent the Jambumas Rent Car.</td>
<td></td>
</tr>
<tr>
<td>o Good morning. I am your driver here, my name is Solihin.</td>
<td></td>
</tr>
</tbody>
</table>

(Adapted from English for Tourism. 2011)
C. Let's Do These!

GAME

"Magic Bandana" Game

You will get a “Magic Bandana” as your turn. When you get it, put it on your head and come in front of the class to practice greeting and introduce yourself.

ROLE-PLAY

Work in pairs (be driver and the tourist)
Choose one situation for a role-play
Try to express the situation
When you are ready, come in front and perform it

Situation 1
It is 07.00 AM
You have to pick up the tourist at Manohara Hotel
The tourist wants to go to Prambanan Temple

Situation 2
It is 06.00 PM
You have to drop the tourist at the airport
You ask permission to leave the tourist
D. Do You Remember?

Dialog 1
Complete the dialog below using the words in the box!

- good morning
- name
- sure
- driver
- nice to see you too
- yes, we are

Ali is the driver who takes the foreign tourist at the airport.

Ali : _______ 1 Excuse me, are you Mr. and Mrs. Clinton?
Tourists : _______ 2 Mr. and Mrs. Clinton.
Ali : My _______ 3 is Ali Wicaksono, please call me Ali. I am your _______ 4 here.
Tourists : Good morning, Ali, nice to see you.
Ali : It is _______ 5, Mr. and Mrs. Clinton. Please follow me. The car is over there.
Tourists : _______ 6.

Dialog 2
Practice the dialogue below and then identify the expression of greeting and introduction by underlining each expression!

Driver : Good morning! Excuse me, are you Mr. Takagi?
Tourist : Yes, I am Mr. Takagi. I am the tour leader of Wasabi group.
Driver : How are you Mr. Takagi?
Tourist: I am very well. Thank you and you?
Driver: I am great. I am your driver here. My name is Sugeng Selamet. Please call me Sugeng.
Tourist: Oh, Sugeng, it is nice to see you.
Driver: It is nice to see you too. May I greet your members?
Tourist: Yes, please do.
Driver: Good morning, Ladies and Gentlemen, welcome to Jogjakarta. I am Sugeng, your driver here. Let us go directly to the hotel and do not leave your things.
Tourist: Thank you. You are so kind.
Driver: You are welcome.

After you finish reading two (2) dialogues above, now classify the expressions of greeting and introducing self into the box below!

Greetings

Introducing Self
E. Remember These!

GRAMMAR INFORMATION

When introducing ourselves, usually using simple present.
Simple present tense:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I live on Jalan Godean.</td>
</tr>
<tr>
<td>You</td>
<td>You live on Jalan Godean.</td>
</tr>
<tr>
<td>We</td>
<td>We live on Jalan Godean.</td>
</tr>
<tr>
<td>They</td>
<td>They live on Jalan Godean.</td>
</tr>
<tr>
<td>He</td>
<td>He lives on Jalan Godean.</td>
</tr>
<tr>
<td>She</td>
<td>She lives on Jalan Godean.</td>
</tr>
</tbody>
</table>

NOTE:

- Good morning : In the morning – 12 o’clock
- Good afternoon : 12 o’clock – 6 PM
- Good evening : 6 PM – 12 AM
- Good night : Leaving to take a rest
# Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival (n)</td>
<td>kedatangan</td>
</tr>
<tr>
<td>Driver (n)</td>
<td>juru mudi</td>
</tr>
<tr>
<td>Drop (v)</td>
<td>meletakkan; mengantar</td>
</tr>
<tr>
<td>Follow (adv)</td>
<td>mengikuti</td>
</tr>
<tr>
<td>Foreign (adj)</td>
<td>asing; luar negeri</td>
</tr>
<tr>
<td>Go (v)</td>
<td>pergi</td>
</tr>
<tr>
<td>Greet (v)</td>
<td>menyapa</td>
</tr>
<tr>
<td>Leader (n)</td>
<td>pemimpin</td>
</tr>
<tr>
<td>Leave (v)</td>
<td>meninggalkan</td>
</tr>
<tr>
<td>Live (adj)</td>
<td>tinggal</td>
</tr>
<tr>
<td>Nice (adj)</td>
<td>baik; senang</td>
</tr>
<tr>
<td>Rest (n)</td>
<td>istirahat</td>
</tr>
<tr>
<td>Temple (n)</td>
<td>candi</td>
</tr>
<tr>
<td>Tourist (n)</td>
<td>turis</td>
</tr>
<tr>
<td>Transfer in (n)</td>
<td>menjemput</td>
</tr>
<tr>
<td>Wait (v)</td>
<td>tunggu</td>
</tr>
</tbody>
</table>