DESIGNING A SET OF INSTRUCTIONAL SPEAKING MATERIALS
FOR EXECUTIVE TRAIN ATTENDANTS
USING COMMUNICATIVE TASKS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
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Statement of Work’s Originality

I honestly declare that the thesis I wrote does not contain the works or part of the works of other people, except cited in the quotations and the bibliography, as a scientific paper should.

Yogyakarta, March 4, 2003

Yuliana Dovie Artyani
I TURN TO YOU
By Christina Aguillera

When I'm lost in the rain
In your eyes I know I'll find the light to light my way
And when I'm scared, and losing ground
When my world is going crazy, you can turn it all around
And when I'm down you're there, pushing me to the top
You're always there giving me all you've got
For a shield from the storm
For a friend, for a love to keep me safe and warm
I turn to you
For the strength to be strong, for the will to carry on
For everything you do
For everything that's true
I turn to you
When I lose the will to win I just reach for you
And I can reach the sky again
I can do anything 'cause your love is so amazing
Cause your love inspires me
And when I need a friend, you're always on my side
Giving me faith that gets me through the night
For the arms to be my shelter through all the rain
For the truth that will never change
For someone to lean on
For a heart I can rely on through anything
For that one who I can run to...

I Dedicate This Thesis to:
My Jesus Christ, Holy Mary and Guardian Angels
My Beloved Father and Mother
My Beloved Sisters
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First of all, I would like to thank my Lord Jesus Christ. I praise Him for His endless blessing in guiding and giving me strength in passing my difficult times to finish my thesis. I would also like to express my gratitude to people who have supported me so that this thesis could be finished.

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May God bless them....

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ABSTRACT


Being an Executive Train Attendant requires an ability to communicate with foreign passengers fluently. The ability to speak English, then, becomes important for them. They have significant role in establishing interaction with foreign passengers. Therefore, the ability to communicate using English is widely needed. The phenomenon found in the real life was that the Executive Train Attendants lacked competence to communicate in English with foreign passengers. They had difficulty in expressing their ideas in English. Therefore, a set of instructional speaking materials was designed to equip the Executive Train Attendants to improve their service professionally by mastering speaking ability.

There were two problems concerned with the design of a set of instructional speaking materials for Executive Train Attendants using communicative tasks. They were: (1) How is a set of instructional speaking materials for Executive Train Attendants using communicative tasks designed? (2) What will the designed set of materials look like?

In order to solve those two problems, the writer conducted library and survey research. The library research was intended to solve the first problem. It was conducted to provide the basic theory, for example, the Instructional Design Models, English for Specific Purposes, Communicative Language Teaching and Speaking Skill. In this study, the writer adapted some steps from Dick and Reiser’s, Kemp’s and Banathy’s models. The result of the adapted steps consisted of five stages: (1) Diagnosing the learner’s needs, (2) Formulating objectives, (3) Listing subject content, (4) Developing instructional materials, and (5) Evaluating the program.

The survey study was conducted to solve the second problem. It was carried out to obtain data from the qualified respondents. In gathering data, the writer considered the Executive Train Attendants, as the qualified respondents of need analysis to get data of the learners’ needs, interests, and characteristics. To gather data from the Executive Train Attendants, two types of instruments were employed. They were questionnaire and informal interview. The qualified respondents from English lecturers of English Education Study Programme of Sanata Dharma University and the English instructors of several courses were also involved in this study. They were considered as the qualified respondents who had experiences in designing and applying English instructional materials. From the English lecturers and instructors, opinions, suggestions and criticisms on the designed materials were collected.

Based on the questionnaires from the English lecturers and instructors about the designed materials, the average of agreement was above 3. It can be concluded that the designed set of instructional speaking materials for Executive Train Attendants using communicative tasks is acceptable.
ABSTRAK


Menjadi seorang pramugara atau pramugari kereta api eksekutif membutuhkan kemampuan untuk berkomunikasi dengan penumpang mancanegara. Kemampuan untuk berbicara dalam bahasa Inggris, kemudian, menjadi penting bagi para pramugara dan pramugari kereta api eksekutif. Mereka mempunyai peranan penting dalam berinteraksi dengan penumpang mancanegara. Maka dari itu, kemampuan untuk berkomunikasi dalam bahasa Inggris sangat dibutuhkan. Fenomena yang kita temui dalam kehidupan sehari-hari adalah bahwa para pramugara dan pramugari kereta api eksekutif tidak memiliki cukup kemampuan untuk berkomunikasi dalam bahasa Inggris dengan penumpang mancanegara. Maka dari itu, seperangkat materi pembelajaran berbicara bahasa Inggris dirancang untuk membekali para pramugara dan pramugari kereta api eksekutif agar dapat meningkatkan pelayanan mereka secara profesional dengan menguasai kemampuan untuk berbicara dalam bahasa Inggris.

Terdapat dua permasalahan yang menyangkut hal mendesain seperangkat materi pembelajaran bahasa Inggris untuk para pramugara dan pramugari kereta api eksekutif yang menggunakan aktifitas komunikatif: Masalah-masalah tersebut adalah: (1) Bagaimana seperangkat materi pembelajaran bahasa Inggris untuk para pramugara dan pramugari kereta api eksekutif yang menggunakan aktifitas komunikatif dirancang? (2) Bagaimanakah bentuk jadi dari seperangkat materi pembelajaran bahasa Inggris tersebut?


Studi lapangan dilakukan untuk menjawab permasalahan kedua. Studi lapangan ini dilakukan untuk mendapat data dari responden yang berkompetensi. Dalam mengumpulkan data, penulis berpendapat bahwa pramugara dan pramugari kereta api eksekutif merupakan responden yang berkompetensi dalam analisis kebutuhan untuk mendapatkan data mengenai kebutuhan, minat dan karakteristik siswa untuk belajar bahasa Inggris. Dalam mengumpulkan data dari pramugara dan pramugari kereta api eksekutif, penulis menggunakan dua cara yaitu kuesioner dan
wawancara secara informal. Responden yang berkualitas dari para dosen bahasa Inggris (PBI), Universitas Sanata Dharma dan para instruktur bahasa Inggris dari beberapa tempat kursus juga dilibatkan dalam studi ini. Mereka dipertimbangkan sebagai responden yang berkompetensi yang mempunyai pengalaman dalam pengajaran bahasa Inggris. Dari dosen dan instruktur bahasa Inggris tersebut, penulis mendapat opini, saran dan kritik untuk materi pembelajaran yang disusun.

CHAPTER I
INTRODUCTION

A. Background of the Study

In the globalization waves, English as an international language becomes a compulsory language in the world. It means that English will be used for general communication. People use English to communicate with people from various countries who do not use English as their mother language. Nowadays, English is used not only for general communication but also for specific needs. People need English for specific purposes especially to support their working capacity in their workfields. People realize that their workfield encourages them to interact with a lot of people, probably, not only from their own country but also around the world. Therefore, they need mastering English that will support them in order to be professional. Since mastering English, they will exist in their position of work.

Hutchinson and Waters state in the following:

"...... As English become the accepted international language of technology and commerce, it created generation of learners who knew specifically why they were learning a language. Businessmen and women who wanted to sell their products, mechanics who had to read instructional manuals, doctors who needed to keep up with development in their field and a whole range of students whose course of study included textbooks and journals available in English." (Hutchinson and Waters, 1987: 6).
As Hutchinson and Waters state above we can see that English is widely needed by people. It is because English becomes the accepted international language of technology and commerce. English, then, will influence most of parts of workfield. Therefore, people want to master English for some purposes. Many people learn English because they need it to support their study, for example, to read textbooks and journals which are only available in English. If they do not understand English they can not get information from those books and gain knowledge well, for example, doctors need English to keep up with the development of technology in order to improve their skills and knowledge in their workfield. Some other people learn English for pleasure, for example, by following entertainment news to catch up with the latest news and to understand English speaking movies. Executive Train Attendants learn English in order to be able to interact with foreign passengers because most of foreign passengers prefer executive class as their choice of transportation when they will have a trip by train. Therefore, Executive Train Attendants should understand some English expressions that is usually used in their occupation.

There are many branches of ESP, therefore, it is possible to distinguish ESP by looking at the learners' specialism, for example, EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). It means that EAP is taught for academic study whereas EOP is for working or training. Executive Train Attendants, therefore, have some purposes in learning English. They need English in order to be professional in their fields. If they do not
master English, they can not treat the foreign passengers as it is hoped. It is also possible they will be fired if the company knows that their employees lack of knowledge in English. It is very important for Executive Train Attendants to realize that their duty requires them to be able to communicate and interact with foreign passengers using English actively. Therefore, it is also important for PT KAI (Indonesian Railway Company) to improve the Executive Train Attendants' skill in English in order to have a good impression from passengers. The Executive Train Attendants, as human resources, should be able to improve their speaking skill especially for real communication. They have to master English to communicate with foreign passengers in order to serve the passengers well. In addition, the significant role of the Executive Train Attendants in general is to serve the passengers so that they feel comfortable during their trip. For that purpose, Executive Train Attendants should have an ability in communicating with the passenger to improve its service. Better communication ability in English is a part of giving a professional service to the passengers.

It is obvious that Executive Train Attendants should have an ability to communicate using English especially with foreign passengers. For foreign passengers, Executive Train Attendant will be the most important person when they are in trouble during the trip. For example, when they need help, they need direction, they need to know the time, etc. Therefore, they should be able to use expressions to accommodate the foreign passengers' needs. Therefore, they will feel comfortable and welcomed.
In addition, the duty of Executive Train Attendants require them to facilitate the passengers. Their workfield deals with service. They should be aware of some situations such as greeting, helping, thanking, complaining, apologizing, and responding to and from passengers. They should really understand how to treat passengers especially foreign passengers professionally. By mastering English, they know how to communicate to the foreign passengers. Therefore, Executive Train Attendants can help the foreign passengers when they have problems.

In conclusion, communication with the passengers is one of the important factors in serving passengers. Therefore, the Executive Train Attendants who have significant role in interaction should be able to speak and communicate with foreign passengers. Executive Train Attendants need an ability to speak English. Better ability in communication using English can support their professionalism as human resources in their workfield. Better ability in communication means that the Executive Train Attendants are likely to understand how to communicate with foreign passengers and to be able to create pleasant atmosphere which offers good, welcoming, and warm relationship with passengers.

B. Problem Identification

Executive Train Attendants have a significant role in their duty. They help and serve the passengers to enjoy their trip. This significant role requires
sufficient ability in communication. English as a tool for communication becomes an important thing here. Executive Train Attendants need English because a lot of foreigners use executive train as their transportation. Thus, Executive Train Attendants need English as their tool to have conversation with foreign passengers where most of foreigners choose executive class.

Speaking English, then, is one of important ways in carrying Executive Train Attendants into communication atmosphere with foreign passengers. Ability to speak English will automatically support the Executive Train Attendants’ duty. However, some of them do not really master English. Most of them are mastering English passively. They obtained English only in academic and it was for academic study. Therefore, ESP, in this case English for Executive Train Attendants is urgently needed because they have to use English actively in a real situation.

English for specific purpose which is designed for workers who have a specific occupational purpose in learning the language is called as English for Occupational Purpose (EOP). Learning English within EOP program is important for them because they will meet specific situations in their workfield. They need English for specific purposes that is specific to their field.

Since English for Executive Train Attendants belongs to ESP, it is included into English for Occupational Purpose (EOP). EOP is taught in a situation in which the learners need to use English for their workfield.
C. Problem Limitation

The study is limited to the design of instructional speaking material for Executive Train Attendants using communicative tasks to improve their speaking ability in communicating with foreign passengers. In this study, the writer chooses English for Executive Train Attendants because there are no specific English books which really discuss and present English for their workfield. In addition, Executive Train Attendants need English to equip them in their profession because they will interact with foreign passengers in a face-to-face situation. Therefore, the designed materials are limited also to the needs where they often use English, that is to answer the foreign passengers' questions about time, destination, price etc. The designed materials consist of some useful expression that are frequently used by Executive Train Attendants and vocabulary that relates to the topic discussed. Hopefully, the instructional materials will help the Executive Train Attendants to develop their speaking ability in order to survive in their workfield.

D. Problem Formulation

In relation to the background and limitation, the main problems that is going to be solved are formulated in the following questions:

1. How is a set of instructional speaking materials for Executive Train Attendants using communicative tasks designed?

2. What will the designed set of materials look like?
E. Research Objectives

The objectives of this research aims:

1. To find out how a set of instructional speaking materials for Executive Train Attendants using communicative tasks is designed.

2. To construct a set of instructional speaking materials for Executive Train Attendants using communicative tasks.

3. To present the designed set of instructional speaking materials for Executive Train Attendants using communicative tasks.

F. Research Benefits.

This research is intended to give some benefits to the English teaching and learning for Occupational purposes. The benefits are described as follows:

1. For the learners (Executive Train Attendants)

   This designed materials might help the learners to learn English easily. They need English that is easy to learn and suitable with their occupation because their duty is serving, helping, assisting the passengers including foreigners. This research might also fulfil their demand in communication needs with passengers because the designed materials are familiar in their workfield.

2. For English Instructors

   The English instructors will get the materials from this research to teach English for Executive Train Attendants. The instructors are
challenged to be creative to develop the materials in order to meet the real needs.

3. For Other Researchers

The result of this research can provide helpful information on teaching strategy. The researchers might also use these designed materials as a basis to improve and develop the next design.

G. Definition of Terms

In order to have a clear understanding of the study, the writer includes some definitions of important terms.

1. Design

To design means to decide how something will look, work, etc especially by making plan, drawing, or models of it. It also means to think and plan (Hornby, 1963: 267). In this study, the writer defines designing as how a set of instructional speaking materials using communicative tasks for Executive Train Attendants will look like.

2. Instructional Material

Instructional system means a system, which serves its purpose to the extent, which enables the entire possible interaction between the student and the environment to attain the desired performance (Bannaty, 1976: 16). In this study, the instructional materials are designed
to help the learners to be able to interact with their environment, in this case, passengers.

3. Speaking

Webster’s Encyclopedic Unabridged Dictionary (1989: 1365) defines speaking as “to use or be able to use, in oral utterances as a language “.

4. Communicative Task

Communicative task is a part of classroom tasks involving learners in comprehending, manipulating, producing or interacting in target language (Canale and Swain, 1980). Therefore, communicative task will help the learners to experience the language through learning by doing.

5. Executive Train Attendants

Executive Train Attendants are young men and women who work to provide service in an executive train. Their main duty is to serve food and drink to passengers. They are hoped to be able to take order, show a seat, and deal with passengers’ complain in the executive train.
CHAPTER II
LITERATURE REVIEW

This chapter will be divided into two parts, namely theoretical description and theoretical framework. In the theoretical description, the writer would like to discuss 4 sections. They are Instructional Materials Design, English for Specific Purpose, Communicative Language Teaching and Speaking Skill. In the theoretical framework, the writer would attempt to draw a framework based on the theoretical description that has been discussed in this part of this chapter.

A. Theoretical Description

In this section, there are 4 topics to be discussed. They are (1) Instructional Material Design Models, (2) English for Specific Purpose, (3) Communicative Language Teaching, and (4) Speaking Skill.

1. Instructional Design Models.

a. Dick and Reiser’s Model

The first model of instructional design suggested by Walter Dick and Robert A Reiser (1989) is chosen. According to this model, an instructional design consists of a number of components, namely:

1. Instructional goals
2. Objectives for each goal
3. Test items for each activity
4. Instructional activities for each objective, which require:

a. Content

b. Type of instructional activities

c. Means of presenting instructional activities

The interrelation of the components can be seen in the following figure:

```
Set Goals

Select/Review Texts  Write Objectives  Analyze Students' characteristics

Develop Test

Develop Instructional Activities

Choose Instructional Media

Implement Instruction

Revise Instruction
```

**Figure 1: Dick and Reiser's Instructional Model** (Dick and Reiser, 1989: 4)

The instructional goal is the general statement of what the learners will be able to do as a result of an instruction. The instructional goal is expressed through the objective which requires the learners to be able to do at the end of the program or when they complete doing the designed instructional materials.
After the learners' needs and special characteristics are analyzed, the writer can modify the objective if necessary. Then, after those steps are carried out, it is necessary to develop test items for each objective in order to know and measure the learners' achievement. The next step is developing instructional activities. This step refers to identifying the strategies to be used in the instructional materials in order to reach the objective. Developing activities will also include a listing of the media.

The next step is developing a procedure for linking the components and implementing them in the classroom. It will include sections on pre-instructional activities, presentation of information, practice and feedback. The strategy is based on current knowledge of learning process, content to be taught and the characteristics of the learners. After the implementation, it is important to examine the performance of the learners. Based on the examination, then, we can revise the instruction. It will be used to help re-examine the validity of the instructional analysis and the assumptions about the entry behaviors of the learners.

b. Kemp's model

The flexible Kemp's model of instructional design can be applied in all educational levels. Kemp's model is further used in this research because it can be applied first to individual topics and then units and then to complete courses.
There are three important questions needed in designing instructional materials as stated by Kemp (1977: 68) namely:

1. **What must be learned?**
   
   It refers to the objectives of the instructional design. It implies what the learners are able to do as a result of the learning experience.

2. **What procedures and resources will work best to reach the desired learning levels?**
   
   They refer to the activities and resources to be used in the teaching-learning process. They are considered as tools for the learners to achieve the objectives of the program. Procedures and resources are the means to an end.

3. **How will we know the required learning has taken place?**
   
   It refers to the evaluation of the students. It aims to measure the students’ achievement.

   Kemp (1977: 9) states that there are 8 parts to be considered. These eight parts are as follows:

1. Consider goals, list of topics, state the general purposes for teaching each topic

2. Enumerate the important characteristics of the learners

3. Specify the learning objectives to be achieved in terms of measurable students’ behavioral outcomes.

4. List of the subject content that supports each objective
5. Develop pre-assessment to determine students' background and present level of knowledge about the topic.

6. Select teaching or learning activities and instructional resources.

7. Coordinate such support services as budget, personnel, facilities, equipment and schedules to carry out the instruction plan.

8. Give evaluation to the learners through their accomplishment of objectives, which lead the instructional materials' designer making to any stages of the plan that need to be improved.

Kemp (1977: 21) explains that developing instructional system is an unbroken continuity or a cycle. Each step of the development has a direct relation with an activity called “revision”. Therefore, the plan can start from any point and can go to any other parts. However, Kemp reminds us that wherever the development is started, the first thing to be considered must be the objectives as a starting point and the evaluation as the final point.

Figure 2: The steps of instructional design suggested by Kemp (1977: 9)
c. Banathy’s Model

The third model is adapted from the system approach by Bela H. Banathy. According to Banathy, education is a system. It has three components namely purpose, content, and process.

The sequence of purpose, process and content is important. Purpose tells us what has to be done. Purpose determines the processes that have to be carried out, then, to obtain a good process there should be contents.

According to Banathy (1976: 17) the development of a system for learning is a decision making operation. The decision is about what should be learnt, how learning should be evaluated and improved and what resources should be involved in preparing and evaluating learning.

The stages of Banathy’s instructional materials design model can be clarified in the following figure:

![Diagram of Banathy's Model](image)

**Figure 3 : Banathy’s model of instructional system development (1976: 17)**
The following is the explanation of the system:

1. Formulate Objective

   It is the first step to construct what we expect the learners to do, know, feel as a result of the learning experience of the learners.

2. Develop Test

   The second step is to develop a criterion test which is based on objectives and use it to test terminal proficiency.

3. Analysis of Learning Task

   This step is used to find out what has to be learned by learner so that he/she can behave in the way described by the objective specifications. The input capabilities of the learners must also be assessed. This step aims to avoid repetition of learners’ knowledge, so that they do not have to learn what they have already known.

4. Design System

   This step contains three important parts. They are:

   a. Function Analysis

      Consider alternatives and identify what has to be done to ensure that learner will master the task.

   b. Component Analysis

      Determine who or what has the best potential to achieve these functions
c. Design of the System

Decide when and where the function are to be carried out.

5. Implement and Test Output

It’s the step to try out or test the designed system. The performances of the learner as the product of the system should be evaluated in order to measure the degree to which the learner behaves in the way initially described.

6. Change to Improve

Inputs from the evaluation is then used as a feedback to the system. What changes and what should be improved in the system are determined by evaluation.

2. English for Specific Purpose

It is important to discuss ESP program since English for Executive Train Attendants is a part of it. In this section, the writer would like to discuss 5 parts. They are the nature of ESP, the definition of ESP program, the characteristics of ESP program, the classification of ESP and English for Executive Train Attendants. By discussing these 5 parts, the writer would like to give an overall view of what makes English for Executive Train Attendants a part of ESP program.
a. The Nature of ESP

There are at least 3 reasons for the development of ESP programs mentioned by Hutchinson and Waters in ESP (1987: 6):

1) The demand of a brave new world

The demand of an international language arose for communication among people from many countries in technological and commercial fields because there was a huge expansion in various areas. It promoted the emergencies of a new generation of learners who know specifically why they learn English and who need it in the fields of their work (Hutchinson and Waters, 1987: 6). Many people, then, intended to learn English not only for pleasure and prestige of knowing the language but it was because English was the key to the international world of technology and commerce.

English becomes the accepted international language and commerce. This fact encourages people to learn English for communication ability. In this research, English is considered as a means of communication to serve the passengers well and make them comfortable during the trip. Therefore, the Executive Train Attendants need to learn English to communicate with foreign passengers.

Streven (1980: 6) states that "the language serves as a greatly increased range of needs and purposes and the scale of the instrumental use of English was enlarging". This fact arises the demand of learning English. Many English
courses were held to meet the learners’ needs for communication. Therefore, it shows that English now is really needed and demanded to master.

People wished to learn English for “instrumental use” (Streven, 1980: 6). Therefore, the reason for learning English becomes more specific and it has to fit to the need. In other words, people know the reason why they learn English and the purpose of learning English along with the development of the world. In addition, people realize that they need a practical command of a language for their job or career and become eager and effective learners, often through intensive courses for specific purposes because English as an instrument support their job.

2) The new concern over linguistics

Formerly, the aim of linguistics had been to describe the rules of English usage. However, it shifted to using language in real communication. The new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used real communication (Widdowson as cited by Hutchinson and Waters, 1987). One finding of this research was that language we speak and write varies considerably and in number of different ways, from one context to another.

According to Hutchinson and Waters (1987: 7) “if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners’ course”. English for commerce is different from English for engineering,
English for economic is different from English for tourism. English speaking materials for Executive Train Attendants here are designed to meet the learners' needs. The English materials relate more directly to Executive Train Attendants' needs to be able to communicate with foreign passengers. Therefore, they need specific English materials, for example, they need certain vocabularies that are different from the other field such as: English for waiter although they have similar jobs to serve passengers but they have different vocabularies.

In other words, the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work of study. Therefore, the specific situations of Executive Train Attendants would become the basis of the development of the course.

3) Focus on the learner

According to Rodger (1969) as cited in Hutchinson and Waters (1987: 8), the new developments in educational psychology also contributed to the rise of ESP, by emphasizing on the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning.

Executive Train Attendants learn English for some reasons. They learn English not merely for pleasure or prestige of knowing the language but they learn it to have an ability in communicating and supporting their workfield. These reasons motivate them to learn language and if there is motivation from
the learners to learn and the materials are also suitable and relevant to their needs, they would be more motivated and they may learn fast.

b. The Definition of ESP

Hutchinson and Waters (1986: 21) states that ESP is an approach to language teaching which aims to meet the needs of particular learners. ESP is considered to be a special English program that gives particular treatment to the learners. The English program is designed specifically based on the workfield of the learners. Therefore, the materials in the program are specific related directly to their workfield and different from General English communication program.

Further, Munby (1979: 2) presents the clear definition of ESP as stated below:

"ESP programs are those where the syllabus and material are determined in all essentials by prior analysis of the communication needs of the learners, rather than by non learners-centered criteria such as the teacher's institution predetermined preference for General English or for treating English as part of a general Education".

The definition above states that the significant consideration from ESP is the learners' communication needs. It will determine the kind of syllabus and materials.

c. The Characteristics of ESP

ESP is an approach to language teaching which is directed by specific and apparent reasons for learning (Hutchinson and Waters, 1987: 19). It means
that all content, syllabus, materials and method are based on the learners' needs. The English program itself is language for communication needs that suitable with their jobs or workfield.

Robinson (1991: 2) proposes numbers of features which are considered as the criteria of ESP. The features are as follows:

1) ESP is normally goal-directed

People learn English not because they are interested in English language but because they need English for study or work purposes. People have certain goal. Consequently, the materials, objectives and activities should be relevant with their work or specialist study.

2) ESP course is based on need analysis

A need analysis is used to specify what exactly people have to do in learning English. Therefore, need analysis should be focused first as the direction in teaching learning process.

3) People who learn ESP are usually adults rather than children

Normally, people who learn ESP have already experienced in learning English. They usually have learned General English. They need ESP to continue their basic learning in more specific way related to their workfield.

4) People who learn ESP in class should be identical
People who learn in an ESP course should come from the same kind of work or specialist studies. It is unusual for an ESP class to have learners with various studies or works.

In connection with a need analysis, Hutchinson and Waters offer an important way to conduct needs analysis. There is a way that can be done to determine target needs. By doing so the sufficient data can be obtained. The target needs consist of three terms (Hutchinson and Waters, 1987: 55):

a. Necessities

Necessities are determined by the demands of the target situation. It means to what the learner has to know in order to function effectively in the target situation.

b. Lack

It is important to recognize what the learners already know before conducting the course in order to decide which necessities the learners lack. Therefore, the lack can be identified and the program can be directed to overcome that lack.

c. Want

After identifying the learners’ necessities and lack, it is important to support the target needs with the learners’ view of their needs. The learners are given a chance to tell their wants about subject in order to arouse their motivation in learning.
<table>
<thead>
<tr>
<th>OBJECTIVE (i.e. as perceived by course designers)</th>
<th>SUBJECTIVE (i.e. as perceived by learners)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NECESSITIES</td>
<td>The English needed for success in Agricultural or Veterinary Studies</td>
</tr>
<tr>
<td>LACKS</td>
<td>(Presumably) areas of English needed for Agricultural or Veterinary Studies</td>
</tr>
<tr>
<td>WANTS</td>
<td>To succeed in Agricultural or Veterinary Studies</td>
</tr>
</tbody>
</table>

**Figure 4: Necessities, Lacks, Wants by means as quoted by Hutchinson and Waters (1987: 58)**

Further (Hutchinson and Waters, 1987: 59) present a simple framework for a target situation analysis:

**Why** is the language needed?
- for work
- for training
- for a combination of these
- for some other purposes, e.g. status, examination, promotion

**How** will the language be used?
- medium: speaking, writing, reading etc
- channel: telephone, face to face
- types of text or discourse: academic text, lectures, informal conversations, technical manuals, catalogue.

**What** will the content areas be?
- subjects: medicine, biology, architecture, shipping, commerce, engineering.
- Level: technician, craftsman, postgraduate, secondary school.

**Who** will the learner use the language with?
- native speakers or non-native
- level of knowledge of receiver: expert, layman, student
- relationship: colleague, teacher, customer, superior, subordinate.
Where will the language be used?
- physical setting: office, lecture theatre, hotel, workshop, library.
- Human context: alone, meetings, demonstrations, on telephone.
- Linguistic context: in own country, abroad.

When will the language be used?
- concurrently with the ESP course or subsequently
- frequently, seldom, in small amounts, in large chunks.

d. The Classification of ESP

ESP is normally goal-directed. That is, the learners study English not because they are interested in the English language but because they need English for study or work purpose.

According to Hutchinson and Waters (1987: 16), the classification of ESP is based on the general nature of the learners' purpose and specific needs or specialization.

1. On the learners' purpose, ESP is divided into 2 main types, namely English for Academic Purpose or EAP that is for the learners who acquire English for academic study and English for Occupational Purpose/English for Vocational Purpose/Vocational English as Second Language or EOP/EVP/VESL, that is for work or training.

2. On the learners' specialization, ESP is distinguished into 3 large categories which are usually known as English for Business and Economic, or EBE, English for Science or Technology or EST and English for Social Science or ESS.
The branches of ELT can be seen in the figure below:

![Diagram showing the branches of ELT](image)

**Figure 5: The branches of English Language Teaching (from ESP by Hutchinson and Waters 1994: 17)**

e. English for Executive Train Attendants

As has been stated previously, English for Executive Train Attendants is considered as a specialist study because it is a part of ESP program. Therefore, the writer presents a discussion of English for Executive Train Attendants. It is intended to give a clear description of what English for Executive Train Attendants is.

English for Executive Train Attendants has an objective to improve speaking ability of the Executive Train Attendants so that the learners are able to communicate to their foreign passengers using English. They need to improve their speaking ability because some of the passengers are foreigners, therefore, it is important for Executive Train Attendants to learn English. It is hoped that the
communication between Executive Train Attendants and foreign passengers will be more communicative because they have improved their speaking ability.

This program is focused on speaking ability for Executive Train Attendants. The speaking materials are designed according to the specific needs of specific target learners eg: employees, etc. The English speaking materials are made as in real situation related to their workfield. The learners are given chances to practice their speaking ability in a situation that is similar to the real situation. Therefore, this program prepares the learners to be able to communicate with foreign passengers in order for the Executive Train Attendants to serve them well.

3. Communicative Language Teaching

Communicative Language Teaching is an approach that can be applied in English Language Teaching as a second language. CLT is used to be a basic theory for language teaching methodology because CLT is suitable to the speaking class. According to Richard and Rodgers (1986: 64), CLT opens up a wider perspective on language teaching since the approach focuses on language teaching on communicative proficiency rather than on mere mastery of structures.

It means that language not only focuses on structures (grammar and vocabulary), but also focuses on the communicative functions that it performs. In addition, it is not enough to teach the learners by emphasizing more on
grammar. They must have skills and abilities to practice their communicative functions in real situation.

Littlewood (1983) states that "one of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language". It means that the characteristic of CLT includes not only grammar but also communicative function such as giving direction, introducing others, thanking people.

Therefore, Littlewood (1983) distinguishes 2 subcategories of communicative activity, namely:

a) Functional Communicative Activities

The learners are placed in a situation where they must perform a task by communicating as best as they can.

b) Social Interaction Activities

The learners are encouraged to take account of the social context in which communication takes place.

Communication approach suggests to equip the learners in order to interact in certain situations. It helps the learners to have an ability to communicate. It encourages the learners to master speaking ability rather than grammar. It refers to the goal of CLT which is at the end of the course, the learners have communicative competence.
a. Communicative Competence

According to Hymes as cited by Richard and Rodgers (1986: 70) communicative competence is what a speaker needs to know in order to be communicatively competent in a speech community. Here, the learners should really understand the aspect of competence such as structure, vocabulary, expressions of communicative function that enable them to communicative actively where the communication takes place.

Canale and Swain (1980: 38-40) propose 4 major components which support the development of communicative competence.

1. Grammatical Competence

It includes knowledge of vocabulary, rules of pronunciation and spelling, word formation and sentence structures. It enables the learners to use and understand English language structures accurately which contributes to their fluency.

2. Discourse Competence

It refers to intersentential relationships. One’s ability to perceive and to formulate representations of meaning from previous sentences and following sentences.

3. Sociolinguistic Competence

It refers to an understanding of social context in which communication takes place including role relationships between participants. Understanding the social context helps the learners know what comments
are appropriate, know how to ask questions during interaction and know how to respond nonverbally according to the purpose of the talk.

4. Strategic Competence

It involves the use of verbal and non verbal communication strategies to initiate, terminate, maintain, repair and redirect communication. Strategic competence is the way learners manipulate language in order to meet communicative goals (Brown, 1994: 228).

By understanding the four components of communicative competence, the learners are prepared to use them in different functions and contexts. The learners can use the components based on their relevant needs in a speech community. If the learners can not understand the four components, they will be unable to communicate actively in the target language. For example, they lack vocabulary (grammatical competence) and they do not know how to ask questions (sociolinguistic competence).

b. Communicative Task

Communicative task is a part of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (Canale and Swain, 1980). Therefore, communicative task will help the learners to experience learning by doing.
Nunan (1989) states that the definition of a language task requires specification of 3 components, namely the goals, the input, and the activities.

Figure 6: A framework for analyzing communicative task (Nunan, 1989: 48)

Following are the explanation of the three components in analyzing the communicative task as stated by Nunan (1989):

1. Goals

Goals relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. Goals are not always explicitly stated, we can know the goals from an examination of a task.

2. Input

Input refers to the data that form the point of departure for the task. Input for communicative task can be obtained from some sources. Following is the range of data sources suggested by Hover:

- letters (formal/informal)  - hotel entertainment
- family tree             - street map
- hotel brochures         - memo note
3. Activities

Activities will determine what learners actually do with the input as the beginning of learning task. Nunan (1989) proposed three general ways of characterizing activities, rehearsal for the real world; skills use; and fluency/accuracy.

a. Authenticity

Nunan (1989) suggested that task could be analyzed according to the context to which they required learners to rehearse, in class, the sort of skilled behavior they might be expected to display in genuine communicative interaction outside the classroom.

b. Skill getting and Skill using

Skill getting and skill using relate to how the learners manipulate phonological and grammatical forms and transfer activities to the situation where the learners will use the form of comprehension in the communicative situation.

c. Accuracy and Fluency

According to Brumfit as cited by Nunan (1989: 63) accuracy and fluency are not opposites, but related to another dimension which can be used to analyze activities. In classroom drill and other form-focused activities, the teacher has control in the classroom, but in role
play, simulation and class activities the learner has control much more.

d. Activity Types

Pattison as cited by Nunan (1989: 68) proposes seven activity types. These are as follows:

a. Question and Answers

This activity is for learners to discover their classmates’ secret choices. This activity can be used to practice almost any structure, function or notion.

b. Dialogues and Role Plays

By doing role plays, the learners may participate more willingly and learn more thoroughly because they are given a chance to say what they want to say in their role plays. It is better than they are told to repeat dialogue in pairs or in a group.

c. Matching Activities

For this activity, the learners can recognize matching items or to complete pairs or sets.

d. Communication Strategies

There are communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback to encourage the learners to practice their speaking ability.

e. Pictures and Picture Stories
Many communication activities can be stimulated through the use of pictures because picture conveys much information than words.

f. Puzzles and Problems

This task can make the learners guess, draw on their general knowledge and personal experience, use their imagination and test their logic.

g. Discussions and Decisions

Here, the learners are required to collect and share information to make a decision.

Communicative tasks emphasize on activities which facilitate the learners to achieve the target, i.e. to communicate, to speak English. The activities focus on meaning or how effectively the communication takes place rather than on forms. Communicative activity is to provide communication. Therefore, the writer employs the suggested activities from Pattison to facilitate the designed materials.

c. Learner Roles

The emphasis of the communicative approach is on the process of communication rather than on the mastery of language form. In this approach the learners are required to be adaptable, creative, inventive and independent.

Breen and Candlin (1980) describe the learner’s role within CLT in the following terms:
The role of learners as a negotiator between the self, the learning process and the object of learning-emerge from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication of the learner is that he should contribute as much as he gain and thereby learn in an interdependent way.

From what Breen and Candlin say, we can see that communication approach needs cooperative interaction between the learners in the teaching and learning activities. The learners, then, are required to be active as participants in the classroom.

d. Teacher Roles

The role of the teacher in communicative approach is to create a natural environment in a classroom. This approach also requires the teacher to be more creative in varying the activities in the teaching learning process, so that it can be as natural as in a real situation.

Richards and Rodgers (1986: 77) describe teacher roles in the following terms:

The communicative approach teacher is the need analyst who plans group and individual instruction that respond to the learners needs. The teacher is the counselor to exemplify an effective communicator seeking through the use of paraphrase, confirmation and feedback. The teacher is the group process manager who is responsible in organizing the classroom as a setting for communication and communicative activities.

The teacher's role in the communicative approach is mostly how to create communicative atmosphere in the class. To create a communicative atmosphere, the teacher is required to facilitate the communicative process among all
participants. The teacher also can be an organizer of resources and a guide in the classroom. It means that the teacher should always encourage the students to speak using English most of the time in the classroom.

4. Speaking Skill

a. The Nature of Speaking

In order to have a clear understanding about what must be achieved in a successful oral communication, the following will be explained about the speaking theory.

Brown and Yule as quoted by Nunan (1989: 26-27) discuss the nature of speaking by distinguishing spoken and written language. They point out that formerly language teaching has been concerned with the teaching of written language. This language is characterized by well-formed sentences which are integrated into highly structured paragraph. On the other hand, spoken language consists of short, often fragmentary utterances, in a range of pronunciation.

Further, they suggest that in contrast with the teaching of written language, teachers who concern with teaching spoken language must consider the following types of questions:

1. What is the appropriate form of spoken language to teach?
2. How important is pronunciation?
3. How is it possible to give student any sort of meaningful practice in producing spoken language?

b. The Process of Speaking

Rivers (1968: 158) states that learning a foreign language is more than learning a description of it. It is not only what a foreign language means or how to learn a foreign language, but we also have to know what is involved in the process of speaking and listening. In order to have a clear understanding the process of speaking, it is important to know the model of communication system, which is derived from the work of Shannon and Weaver in the following:

![Diagram of communication system]

**Figure 7**: The process of communication system (Rivers, 1968: 158)

From the above model, we can see that an information source emits a message, which is encoded for transmission as a signal. This signal passes through a channel to a receiver that decodes the message for use as its destination.
According to Rivers (1968: 162) as for teaching speaking skill, it is necessary to have understanding of the process involved in speech. Through speech, man expresses his emotions, communicates his intentions, react to other persons and situations and influences other human beings. Here, the learners need more practices in the process of speaking to express their personal meaning. Lado (1964: 32) adds that a person speaks through some motivation the person decides to speak and some content is brought under attention, when a person speaking, they are involved simultaneously.

c. Teaching Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Therefore, teaching speaking must encourage the learners to practice more and use English actively. According to Paulson and Bruder (1976: 56) teaching of speaking skill can not be separated from the idea of teaching communicative ability. Communicative ability is the production of speakers' ability to communicate in the target language.

Rivers also adds that the students in a foreign language class would not learn to speak fluently merely by hearing speech. It is important for the teacher to give the learners opportunities to practice the speaking skill. By
giving the learners chances, then, the ability of the learners will improve and the performance in the target situation will be done well.

B. Theoretical Framework

In designing a set of speaking materials for Executive Train Attendanis using communicative tasks, the writer adapts some steps from three models, namely Dick and Reisers, Kemp and Banathy as clarified below:

1. Diagnosing the learner's needs.
   In this part, the writer selects the English instructional materials based on the learners' need, ability, motivation and interest in learning English.

2. Formulating Objectives
   In this section, the writer determines what the learners are able to do and know when they have completed the instruction.

3. Listing Subject Content
   This step is aimed at listing the subject contents in order to clarify the learning objectives. Subject contents must be related to the objectives and the learners' needs. The subject content is designed communicatively and interactively in the learning-teaching activities.

4. Developing Instructional Material
   This step demands the design of instructional system. This system is aimed to provide the mastery of the task to support the learners in gaining English ability. The instructional system considers alternative and identifies what has
to be done, and decides where and when the component analysis (functions) are to be carried out.

5. Evaluation

The writer would evaluate the material based on the achievement of the objectives. The evaluation is then used as a feedback to the system what changes and what should be improved in the system. The outcome of the feedback, then, will be used to improve the materials.

![Figure 8: The framework for developing English Speaking Instructional Material, adapted from Dick and Reiser's, Kemp's and Banathy's model.](image-url)
CHAPTER III
METHODOLOGY

In this chapter the writer would like to discuss about the method of the research, setting, the research subject and respondent, the instruments of collecting data, and the data analysis technique.

A. The Research Method

This study dealt with two problems. First, it dealt with how a set of instructional speaking materials for Executive Train Attendants using Communicative Tasks was designed. Second, it presented how the designed set of instructional speaking materials for Executive Train Attendants using Communicative Tasks looked like. To solve those two problems, this research adopted two research methods, namely library research and survey research.

1. Library Research

The library research was carried out to observe English literature (books, journals, or article) related to the study, such as English for Specific Purpose, Communicative Language Teaching, Speaking skill, Communicative Tasks, and Journals. It was needed to give information about the topic. The writer also read some theories of the designing English instructional materials, theory of learning, theory of teaching English as a second language that would be used for the basis of language learning activities.
2. **Survey research**

Survey research was meant to get opinions and feedback of the designed instructional materials from the appropriate and qualified respondent. It was also used to investigate the students' needs, interest, and target of learning English.

**B. Setting**

The research was conducted in two places. The survey research was conducted in Taksaka 1 office at Jl.Tumtungan No.1019 Umbulharjo. The library research was carried out in Sanata Dharma University.

**C. The Research Subjects and Respondents**

1. **Research Subjects**

The subjects of the library research were books relevant to construct the materials for example English instructional design, second language teaching, and other references. These books were considered suitable for the instructional materials development.

2. **Research Respondents**

There were two surveys conducted in this study. Therefore, two kinds of respondents were involved here. The research respondents were the members of Executive Train Attendants. They were selected because the EOP program was intended for them. It was designed based on their needs.
The other respondents were English lecturers in Sanata Dharma University and English experienced instructors who taught in some English Training Institutions. They were chosen because they were familiar with the English materials and had experiences in teaching English. They were asked to judge based on their opinion about the proposed instructional speaking materials. They should give their judgment whether the instructional speaking materials were acceptable or not. The description of the two respondents was summarized in the following table:

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Sex</th>
<th>Education Background</th>
<th>Teaching experiences In years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>Lecturers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Research Instruments.

In order to collect data, the writer used the questionnaires and interview as the instruments as clarified below:

1. Questionnaire

There were two kinds of questionnaires distributed in this research. The first questionnaire was used to collect data from Executive Train Attendants. The purpose was to get information about the learners’ needs, interest, and characteristics.
The second questionnaire was distributed to the lecturers and English instructors. The purpose was to get opinion, comments and evaluation of the designed materials from the experienced English teachers. The opinion and comments would be the basis of the materials evaluation.

2. Interview

In this study, informal interview with the Executive Train Attendants was conducted in order to get information about the learners' needs, the teaching techniques, the classroom situations, and the activities. The questions asked in the informal interview were more or less the same with the questions asked in the questionnaire for Executive Train Attendants.

E. Data Analysis Technique

This research was descriptive study in which the writer would directly identify the needs of the learners obtained from questionnaire and interview given. The data organized and developed were useful for the materials construction.

In the following step, the proposed materials would be consulted to the respondents of the research who were lecturers from English Education Study Program of Sanata Dharma University and some English instructors from some English training institutions in order to get improvement. The consultation would be in the form of questionnaires. The evaluation of the proposed materials from the respondents such as opinions, comments and criticisms on the designed
materials used as a feedback for reconstructing the final version of the designed materials.

The assessment of the respondents' opinion on the designed materials used five points of agreement as stated below:

1 = strongly disagree with the statement
2 = disagree with the statement
3 = doubtful
4 = agree with the statement
5 = strongly agree with the statement

The descriptive statistics used central tendency (mean, median and mode) of the respondents' opinion on the designed materials and they were presented in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent's opinion</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

Notes:

N = Number of respondents
Mn = Mean
Mdn = Median
Md = Mode
The mean is the average points found simply by adding all the scores and divided by the number of cases. The mode is the value in a distribution that occurs most frequently. The median is the mid point of the scores. It is the point below which a half of scores fell and above which the other half fell.
CHAPTER IV
RESULTS AND DISCUSSIONS

This chapter presents the discussions on how the two problems formulated in the problem formulation were answered based on the data gained from the library and survey research. The first problem was how a set of instructional speaking materials for Executive Train Attendants using communicative tasks was designed. The second problem was what the designed set of instructional speaking materials for Executive Train Attendants using communicative tasks would look like. To answer the two problems, the writer divided this chapter into four sections. The first section was the results of library research. The second section was the results of survey research. The third section was the discussion on the results of the library and survey research. The last section was the presentation of the designed materials.

A. The Results of the Library Research

This library research was aimed to solve the first problem of this study; i.e. how a set of instructional speaking materials for Executive Train Attendants using communicative tasks is designed. To answer the first problem, the writer adapted some steps from Dick and Reiser's, Kemp's and Banathy's model. They were listed as follows:
1. Diagnosing Learner’s Needs

2. Formulating Objectives

3. Listing Subject Content

4. Developing Instructional Materials

5. Evaluating The Program

And the stages were described as follows:

1. **Diagnosing Learner’s needs**

   The first stage was diagnosing learner’s needs. The need survey was done to find the learners’ needs, interest and characteristics. In further, it would be the basis to design the materials development.

   In order to obtain the data from Executive Train Attendants, the writer used questionnaire and interview as the instruments. In that case, the writer visited the Taksaka I office at Jl. Tumtungan No. 1019 Umbulharjo. To get sufficient data, the writer used target needs analysis suggested by Hutchinson and Waters. The target needs analysis included necessities, lacks and wants. The results of the target needs analysis were stated below:

<table>
<thead>
<tr>
<th></th>
<th>Objective (Stated by the writer)</th>
<th>Subjective (Stated by the Executive Train Attendants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessities</td>
<td>English needed for serving the foreign passengers</td>
<td>English needed for serving the foreign passengers during the trip</td>
</tr>
<tr>
<td>Lacks</td>
<td>The learners lack vocabulary in which be used in communication with foreign passengers</td>
<td>The learners lack vocabulary to communicate with foreign passengers</td>
</tr>
<tr>
<td>Wants</td>
<td>English is needed to communicate with foreign passengers and improve their speaking performance</td>
<td>English is needed to communicate with foreign passengers and improve their speaking performance</td>
</tr>
</tbody>
</table>

2. **Formulating Objectives**

In formulating objectives, the writer selected the topics, a general purpose and specific objectives. The selection of the topics was taken from the result of the needs analysis. Then, the list of topics was made. They were arranged as follows:

1. Greeting and Closing
2. Telling Time
3. Thanking People
4. Giving Direction
5. Offering Help
6. Taking Order
7. Complaining and Apologizing
8. Getting People’s Attention and Interrupting

In accordance with the topics selected, the general instructional objective was formulated as: “At the end of the English program, the learners are able to communicate with foreign passengers fluently.”

In order to specify the GIO, the writer tried to develop the specific instructional objectives (SIO). The objectives stated in each topic were specific
and used to lead the teaching/learning process. The objectives were stated below:

<table>
<thead>
<tr>
<th>No</th>
<th>TOPICS</th>
<th>S1O</th>
</tr>
</thead>
</table>
| 1  | Greeting and Closing | At the end of the lesson, the learners are able to:  
|    |                   | 1. mention useful expressions used in greeting foreign passengers  |
|    |                   | 2. mention useful expressions used in closing conversation          |
|    |                   | 3. practice the useful expressions related to greeting and closing correctly |
| 2  | Telling Time      | At the end of the lesson, the learners are able to:  
|    |                   | 1. mention useful expressions used in telling time                   |
|    |                   | 2. practice the useful expressions correctly                        |
|    |                   | 3. tell and give information about time to foreign passengers in appropriate ways |
|    |                   | 4. tell the time                                                     |
| 3  | Thanking People   | At the end of the lesson, the learners are able to:  
|    |                   | 1. mention useful expressions used in thanking people                |
|    |                   | 2. practice the useful expressions related to thanking people and replying to thanks correctly |
|    |                   | 3. mention vocabularies on thanking people                          |
| 4  | Giving Direction | At the end of the lesson, the learners are able to:  
|    |                   | 1. mention useful expressions used in giving direction to foreign passengers |
|    |                   | 2. practice the useful expressions related to giving and asking direction correctly |
|    |                   | 3. mention vocabularies on giving direction                         |
| 5  | Offering Help     | At the end of the lesson, the learners are able to:  
|    |                   | 1. mention useful expressions used in offering help to foreign passengers |
|    |                   | 2. practice the useful expressions related to offering and responding help correctly |
|    |                   | 3. mention vocabularies on offering help                            |
| 6  | Taking Order      | At the end of the lesson, the learners are able to:  
|    |                   | 1. mention useful expressions used in taking order from foreign passengers |
2. practice the useful expressions related to taking order and responding the passengers' order correctly
3. mention vocabularies on taking order
4. write paragraph(s) about an interesting place and perform it appropriately

7 Complaining and Apologizing
At the end of the lesson, the learners are able to:
1. mention useful expressions used in complaining and apologizing from and to foreign passengers
2. practice the useful expressions related to handling the passengers' complaining and apologizing to foreign passengers correctly
3. mention vocabularies on complaining and apologizing

8 Getting People's Attention and Interrupting
At the end of the lesson, the learners are able to:
1. mention useful expressions used in getting people's attention and interrupting
2. practice the useful expressions related to getting people's attention and interrupting correctly
3. mention vocabularies on getting people's attention and interrupting

3. Listing Subject Content

The subject contents were carefully selected in order to maintain the relationship between the materials and the objectives. They were also selected based on the learners' needs. The subject content consisted of four types of activities. They were Dialogue Practice, Language Focus, Language Exercises and Communicative Tasks. The clarification of those activities in each unit would be as follows:
1. Dialogue Practice

In this activity, the instructor gave two examples of dialogues between an Executive Train Attendant and a foreign passenger using the language function that would be discussed in the unit. Before the learners came to the dialogues, the learners would see a picture which reflected a real situation in the dialogues. The pictures were expected to stimulate learners’ motivation in learning English. By using pictures, the learners can get idea of what the material would be about. After presenting the dialogues, the learners then were asked to practice it with their friends.

2. Language Focus

In this section, the instructor provided some useful expressions used in the dialogues. There were also vocabulary related with the dialogues. Language focus was aimed to help the learners produce correct form of utterances related to language function or topic in each unit. The language focus would be necessary for the learners to study in order to use the language in the real communication correctly.

3. Language Exercises

In this activity, the instructor gave some exercises. After learning the useful expressions, the instructor encouraged the learners to be active in doing the exercises. Language exercises were given in the form of dialogues between an Executive Train Attendant and a foreign passenger in an executive train. To vary the Language Exercises, the writer added puzzle, matching phrases and
translating words. The aims were to attract the learners' interest and motivate the learners in learning English.

4. Communicative Tasks

In this activity, the instructor asked the learners to make their own dialogue related to each topic. There were some communicative activities in this section, such as; role play, games, writing and a group discussion. These activities were aimed to encourage and challenge the learners to be creative. These activities also gave them a chance to perform their speaking ability. In this communicative tasks, the writer established different games in every unit. Thus, each unit will have a different kind of games and the games were not directly relevant to the topics. Various games were intended to avoid boredom and they would keep the learners' curiosity about what games they will get in the next topic.

4. Developing Instructional Materials

After listing the subject content, the writer developed the eight units of instructional materials completely by elaborating and developing what she had obtained in the previous stages.

5. Evaluating The Program

The writer distributed questionnaires on the English instructional design to get opinions, comments, suggestions or criticism from the respondents. In this case, the respondents were the English lecturers of Sanata Dharma University
and English instructors of several English courses. The writer used their feedback as evaluation to improve the English instructional design.

B. The Results of the Survey Research

The first survey study, i.e. needs survey, resulted in the topics on the materials designed. The second survey study resulted in the evaluation of the designed materials from lecturers and instructors as the respondents. The data gathered from questionnaires were used to evaluate the designed materials.

1. Description of the respondents

The writer gave the questionnaires to respondents which included English lecturers of English Education Study Programme of Sanata Dharma University and English instructors in several English courses. The data of the respondents were presented in the following table:

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Sex</th>
<th>Education Background</th>
<th>Teaching experiences In years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-5</td>
</tr>
<tr>
<td>Lecturers</td>
<td>5</td>
<td>2 5 -</td>
<td>4 1 -</td>
</tr>
<tr>
<td>Instructors</td>
<td>2 5 -</td>
<td>4 1 -</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 1: The description of the respondents
2. Description of the data

There were two types of data. The first type was the descriptive statistics of the data and the second type was the list of the respondents’ suggestions. The data gathered from the questionnaires were important as the basis to evaluate the designed materials.

a. Descriptive data

The writer obtained the data from the questionnaires distributed to the respondents. The respondents gave their evaluation by choosing options arranged from 1 to 5 and the results of the descriptive statistics were presented below:

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ opinion</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>1</td>
<td>The sequence of activity has been well ranked according to the level of difficulty and controlled exercises</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>The materials have relationship with speaking skill</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>The conversation in each unit is suitable for Executive Train Attendants and related to their job</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>The expression and vocabulary are closely related to the learners’ knowledge and experience, so that they will be easily understood</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>The types of exercises encourage the learners to be active in speaking</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>The topics are well arranged and selected</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The steps in giving instructions are clear and helpful for the teacher and students</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>The page illustrations are quite attractive</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>The materials will help the learners in improving their speaking skill</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Generally, the instructional materials are well elaborated</td>
<td>10</td>
</tr>
</tbody>
</table>

**Table 2: The description of the respondent’s opinion**

b. Respondent’s suggestions

The respondent’s suggestions were very important and helpful to the improvement of the instructional materials. The respondents’ suggestions were presented as follows:

1. The pictures

Some respondents suggested in giving more pictures, the pictures should be relevant to the topic and it was hoped to attract the learners’ interest in learning English. The picture illustrations could also make the designed materials more attractive.

2. Vocabulary

Two respondents suggested to add vocabulary section in each unit to provide help for the learners to understand the materials thought and to do the exercises better.

3. The instructions
Some respondents suggested to give clearer instructions in each unit. A respondent gave suggestion in Language Exercises to provide more clues or sentences in exercise 1 than exercise 2.

4. The tasks

Some respondents suggested to vary the tasks. A respondent suggested to reduce the writing section and replace it by discussion and information gap. These activities would be more challenging than in writing section.

C. Discussion

This section discusses the process of making the designed materials, the revision and the improvement on the designed materials based on the result of questionnaire of the respondents. In the process of making the designed materials, the writer carried out needs survey. The writer distributed questionnaire to Executive Train Attendants. The questionnaire was aimed to find out the Executive Train Attendants’ needs of English. Based on the questionnaire, the writer found out that Executive Train Attendants needed English to support their job in daily life. They needed English especially to communicate with foreign passengers. The results of the topics listed in the questionnaire showed that all the Executive Train Attendants agreed with the topics and considered English, in this case, conversation as an important means to improve their job professionally. Therefore, the writer tried to fulfill their needs in English by designing a set of English materials that related to their job.
After designing the English materials, the writer distributed the designed materials to obtain the evaluations and suggestions from English lecturers and instructors. Based on the questionnaire from the English lecturers and instructors, the writer made some improvement. From the data presented in table 2 (see page 55), it can be seen that the data formulated are above 3.7. Therefore, it can be concluded that the designed materials offered are acceptable.

In order to get better instructional materials, therefore, the writer made some revisions and improvement on the designed materials based on the evaluation given by the English lecturers and instructors. From the respondents' opinions, suggestions and criticisms, that the writer did not completely agree with the suggestions given by the respondents. For example, it was suggested that games in every unit should be relevant to the topic and writing in unit 6 should be omitted. The writer's reason not to follow those suggestions was that games in every unit were intended to attract the learners' interest. The games especially in the communicative tasks were not relevant to the topic because they were hoped to be able to reduce the learners' boredom in the topic they learned. The games were aimed for fun and to challenge the learners to speak and practice their English. Nevertheless, the games chosen were considered to improve their speaking ability.

The writer considered writing as an important skill to improve their speaking ability. Further, it would be the reason for not omitting the writing section. Here, the learners did not only write and express their ideas passively
but they had to perform their speaking ability too. They had to present their composition in writing in front of the class orally. Thus, the communicative activity can also be achieved in this task. This writing task can also challenge the learners to practice their speaking in front of class based on the composition they have made.

Although refusing those suggestions, the writer accepted some other suggestions and applied them as the basis to make improvement on the designed materials. The writer used the useful suggestions to revise the designed materials. The results were written as follows:

1. The pictures

   The writer added some pictures to make the designed materials more attractive.

2. Vocabulary

   The writer made a list of vocabulary related to the topic in each unit.

3. The instruction

   The writer gave clearer instruction in each type of activity so that the learners could learn without misinterpreting the instruction.

4. The tasks

   The writer varied the tasks. The type of activities, then, included dialogues, matching phrases, puzzle, translating words, a group discussion and information gap. The writer reduced the writing section. Thus, only one unit contained writing exercise.
D. Presentation of the Instructional Materials Design

This section was aimed to answer the second problem stated in the problem formulation. It dealt with the presentation of the designed a set of instructional materials. After making the improvement and revision on the designed materials, the writer presented the final set of instructional speaking materials for Executive Train Attendants using communicative tasks. The designed set of materials consisted of eight units of language functions as stated below:

1. Greeting and Closing
2. Telling Time
3. Thanking people
4. Giving Direction
5. Offering Help
6. Taking Order
7. Complaining and Apologizing
8. Getting People’s Attention and Interrupting

In general, the subject content of the designed materials consisted of four types of activities namely:

1. Dialogue Practice
2. Language Focus
3. Language Exercises
4. Communicative Tasks
CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents two sections of discussion. The first section presents the conclusion of the study, and the second section deals with the suggestions from the writer.

A. Conclusion

This study dealt with designing a set of instructional speaking materials for Executive Train Attendants using communicative tasks. The instructional materials were designed based on the learners' needs. In this section, the writer considered the background of the Executive Train Attendants and their needs in learning English related to their work. The writer, then, identified two problems which were finally stated in this study. Those two problems were formulated as follows:

1. How is a set of instructional speaking materials for Executive Train Attendants using communicative tasks designed?
2. What will the designed set of materials look like?

In order to answer the two problems, the writer conducted the library and survey research. The library research was aimed to get the theory of the instructional
materials design as the basis to make the materials design. The survey research was aimed to get feedback and evaluation of the instructional materials design.

To answer the first problem, the writer adapted some steps from Dick and Reiser's, Kemp's and Banathy's instructional design models. The five stages were described as follows:

1. Diagnosing learner's needs
2. Formulating objectives
3. Listing subject content
4. Developing instructional materials
5. Evaluating the program

The second problem was answered by presenting the set of instructional speaking materials for Executive Train Attendents using communicative tasks. In principle, the designed materials consisted of eight units of language functions. They were:

1. Greeting and Closing
2. Telling Time
3. Thanking People
4. Giving Direction
5. Offering Help
6. Taking Order
7. Complaining and Apologizing
8. Getting People's Attention and Interrupting
There were 4 types of activities in each unit, namely:

1. Dialogue Practice
2. Language Focus
3. Language Exercises
4. Communicative Tasks

As the two problems have been answered, the writer came to a conclusion that based on the evaluation from the respondents, the set of instructional speaking materials for Executive Train Attendants using communicative tasks was acceptable to be applied. The English speaking materials enabled the learners to be able to communicate in English with foreign passengers. It would encourage the Executive Train Attendants to master English in order to give better service professionally.

B. Suggestions

By having the conclusions above, there are some suggestions proposed for the instructors and further researchers in this section. The suggestions are as follows:

1. For the instructors
   a. The instructors should be familiar with the Executive Train Attendants' various background of education, knowledge, ages, and interest in learning English. By recognizing their backgrounds, the instructors can easily apply the materials and manage the class.
b. The instructors should be able to adapt to the situation of the teaching and learning process. It is known that the Executive Train Attendants have busy schedule and hard daily job. It is not avoidable that the learners do not fully pay attention to the materials. In this case, the instructors should select topic which is interesting at that time. It is also important for the instructors to encourage the learners to be active by involving them in speaking activities.

c. The instructors should always ask whether the student understand and clear enough to the materials given. The instructors should also give clear explanation and instruction to the learners because the instructors are the facilitator of teaching and learning process.

d. The instructors should suggest the learners to not fully rely on the speaking materials given. They are suggested to enrich their knowledge by actively learning by themselves outside the class, practicing speaking with friends and foreigners, listening to English programmes on the radio, watching English programmes on TV.

e. The instructors may use visual aids in teaching if necessary. It will bring variation in the teaching and learning process.

2. For further researchers

a. The writer proposes further researchers to implement the designed materials. By implementing the designed materials, the weaknesses of the materials will be carried out. Thus, some improvement can be done on it.
b. It is suggested for further researchers to do need analysis before developing instructional materials for particular study program, such as the learners’ needs or interest.

c. It is recommended to use other teaching technique which can be used to improve the learners’ communicative ability.

d. It is suggested to choose more interesting topics. It could be songs, movies or games that can attract the learners’ interest in learning English.
BIBLIOGRAPHY


APPENDICES
Appendix A

Permission Letters
Nomor :  /Pnlt/Kajur/ / /
Lamp.  :
Hal : 

Permohonan Ijin Penelitian

Kepada Yth. Bpk. Abu Bakar Shidig,

Taksaka I

Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Yuliana Dewi Artiani
No. Mhs : 301314166
Program Studi : Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : 8 (septemb)

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

Lokasi : Taksaka I
Waktu : 
Topik / Judul : Designing a set of instructional speaking materials for Executive Train Attendats Using Communicative Tasks

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

Yogyakarta, 13 Januari 2003
Dekan, u.b. Ketua Jurusan PBS

( J.B. Gunawan, M.A.)
NIP/NPP : 131127876

Tembusan Yth:
1. ........................
2. Dekan FKIP
Hal : Permohonan untuk mengisi kuesioner
Lamp : 1. Gambaran umum tentang materi
       2. Lesson plan
       3. Materi

Kepada :
Yth Bpk/ Ibu ________

Dengan hormat,

Saya adalah mahasiswa Universitas Sanata Dharma,
Nama : Yuliana Dovie Artyani
No. Mahasiswa : 981214166
Fak./Jur./Prod. : FKIP/PBS/PBI
Alamat : Demakan Tr 3/715 Yogyakarta 55244

Hendak menyelesaikan tugas akhir (skripsi) dengan judul “Designing a Set of Instructional Speaking Materials for Executive Train Attendants Using Communicative Tasks“.

Untuk keperluan penyelesaian tugas akhir tersebut, saya hendak menuhoh Bapak/ Ibu untuk menilai atau memberikan pendapat terhadap materi pengajaran yang telah saya susun dengan cara mengisi kuesioner. Adapun materi terlampir.

Demikianlah permohonan saya. Atas kebaikan Bapak/Ibu, saya menghaturkan banyak terima kasih.

Yogyakarta, 28 Januari 2003

Mengetahui,
Kaprodi PBI,

Hormat saya,

Drs. J.B Gunawan, M.A

Yuliana Dovie Artyani
Appendix B

Questionnaires
Appendix B

Questionnaires
Questionnaire for needs survey

KUESIONER

A. Lingkariilah huruf-huruf dibawah ini sesuai dengan keadaan anda!

1. Jenis kelamin
   a. laki-laki
   b. perempuan

2. Usia anda saat ini
   a. kurang dari 20 tahun
   b. 20 sampai 25 tahun
   c. 26 sampai 30 tahun
   d. lebih dari 30 tahun

3. Bahasa yang anda gunakan sehari-hari adalah
   a. Bahasa Indonesia
   b. Bahasa Jawa (Daerah)
   c. Bahasa Asing (misalnya Bahasa Inggris)

4. Mulai belajar Bahasa Inggris di
   a. Sekolah Dasar (SD)
   b. SLTP
   c. SLTA/SMK
   d. Akademi/Universitas
   e. kursus

B. Lingkariilah satu jawaban yang menurut anda cocok dan sesuai dengan pengalaman anda, dengan melingkari huruf A, B, C, atau D pada jawaban yang tersedia di setiap pertanyaan!

1. Menurut anda apakah Bahasa Inggris penting dalam menunjang pekerjaan anda?
   A. Sangat Penting   B. Cukup Penting   C. Penting   D. Tidak Penting

2. Seberapa pentingkah kemampuan berbicara (Speaking) bahasa Inggris dalam menunjang pekerjaan anda?
   A. Sangat Penting   B. Cukup Penting   C. Penting   D. Tidak Penting

3. Menurut anda penguasaan percakapan (Conversation) dalam bahasa Inggris yang berkaitan erat dengan pekerjaan anda seperti materi dibawah ini:
a) Memberi salam kepada penumpang asing, contoh:
~ Good Morning, Good Afternoon, Good Evening
~ Welcome to our Train
~ Have a nice day
A. Sangat Penting B. Cukup Penting C. Penting D. Tidak Penting

b) Menginformasikan waktu, contoh:
~ What time is it?
~ It is 7 o’clock
~ It is half past to
A. Sangat Penting B. Cukup Penting C. Penting D. Tidak Penting

c) Mengucapkan terima kasih dan menjawab terima kasih, contoh:
~ Thank you very much
~ Thank you for the gift
~ You’re welcome
A. Sangat Penting B. Cukup Penting C. Penting D. Tidak Penting

d) Menunjukkan arah jalan dan menjawab pertanyaan mengenai arah, contoh:
~ Where is the ticket reservation?
~ Oh yes, just go straight a head and turn left it is beside the cafetaria.
A. Sangat Penting B. Cukup Penting C. Penting D. Tidak Penting

e) Menawarkan bantuan, contoh:
~ What can I do for you?
~ Can I help you?
A. Sangat Penting B. Cukup Penting C. Penting D. Tidak Penting

f) Menawarkan Menu, contoh:
~ Would you like to see the menu, madam?
~ Are you ready to order, Sir?
A. Sangat Penting B. Cukup Penting C. Penting D. Tidak Penting
g) Meminta maaf kepada penumpang, contoh:
~ I apologize for this uncomfortable seat. Would you please change the
seat over there, Sir!
~ I'm sorry
A. Sangat Penting B. Cukup Penting C. Penting D. Tidak Penting

h) Menyela untuk mendapatkan perhatian penumpang karena sesuatu hal, contoh:
~ Excuse me, Sir
~ Ladies and Gentlemen, Can I have your attention, please!
~ Excuse me, Mam, but you are not allowed to bring animals here.
A. Sangat Penting B. Cukup Penting C. Penting D. Tidak Penting

C. Jawablah berdasarkan pendapat dan pengalaman anda selama ini!

1. Menurut anda, apakah kemampuan berbicara dengan menggunakan bahasa Inggris dengan para penumpang asing merupakan kebutuhan mendesak bagi anda?
   a. Ya, karena.................................
      ..............................................................
      ..............................................................
      ..............................................................
      ..............................................................
      ..............................................................
   b. Tidak begitu mendesak, karena.................................
      ..............................................................
      ..............................................................
      ..............................................................
      ..............................................................

2. Menurut anda, apa sajakah yang harus kita kuasai supaya bisa berkomunikasi dengan menggunakan bahasa Inggris?
   a. ..............................................................
      ..............................................................
b. .................................................................
   
   c. .................................................................

D. Isilah kolom disebelah kanan dengan memberi nomor berdasarkan kepentingannya!

Fungsi bahasa yang anda rasa sesuai dengan pekerjaan anda sebagai Pramugari/Pramugara Kereta Api Eksekutif sehingga bisa membantu anda untuk dapat berbicara menggunakan bahasa Inggris dengan penumpang asing.

<table>
<thead>
<tr>
<th>Greeting (Memberi salam)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling time (Menginformasikan waktu)</td>
<td></td>
</tr>
<tr>
<td>Thanking (Mengucapkan terima kasih dan menjawab terima kasih)</td>
<td></td>
</tr>
<tr>
<td>Giving direction (Menunjukan arah)</td>
<td></td>
</tr>
<tr>
<td>Offering help (Menawarkan bantuan)</td>
<td></td>
</tr>
<tr>
<td>Taking order (Menawarkan Menu)</td>
<td></td>
</tr>
<tr>
<td>Apologizing (Meminta maaf)</td>
<td></td>
</tr>
<tr>
<td>Getting people’s attention and Interrupting (Menyela untuk mendapatkan perhatian penumpang karena sesuatu hal)</td>
<td></td>
</tr>
</tbody>
</table>

SERTIMA KASIH
Questionnaire for English Lecturers and Instructors

QUESTIONNAIRE

The aim of the questionnaire is to find out the English lecturers and instructors’ opinion about the materials designed.

Sex : a. Male       b. Female

Educational Background :

Teaching experience : year(s)

Choose one of the options by crossing the number, which indicates your degree of agreement. The number and the degree of agreement can be clarified as follows:

<table>
<thead>
<tr>
<th>Points of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>absolutely disagree / very poor</td>
</tr>
<tr>
<td>2</td>
<td>disagree / poor</td>
</tr>
<tr>
<td>3</td>
<td>doubt / average</td>
</tr>
<tr>
<td>4</td>
<td>agree / good</td>
</tr>
<tr>
<td>5</td>
<td>absolutely agree / very good</td>
</tr>
<tr>
<td>No</td>
<td>The lecturer's or instructor's evaluation on</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>The sequence of each activity has been well ranked according to the level of difficulty and controlled exercises</td>
</tr>
<tr>
<td>2</td>
<td>The materials have relationship with speaking skill</td>
</tr>
<tr>
<td>3</td>
<td>The conversation in each unit is suitable for Executive Train Attendants and related to their job</td>
</tr>
<tr>
<td>4</td>
<td>The expression and vocabulary are closely related to the learners' knowledge and experience, so that they will be easily understood</td>
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<td>5</td>
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<td>The page illustrations are quite attractive</td>
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<tr>
<td>9</td>
<td>The materials will help the learners improve their speaking skill</td>
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<tr>
<td>10</td>
<td>Generally, the instructional materials are well elaborated</td>
</tr>
</tbody>
</table>

1. Comment on or opinion about the designed set os instructional materials.

2. Suggestion or criticism

*Thank you very much*
GAMBARAN UMUM

Studi ini berjudul "Designing a Set of Instructional Speaking Materials for Executive Train Attendants Using Communicative Tasks". Inti dari studi ini adalah mendesain materi untuk panduan belajar yang dapat membantu meningkatkan kemampuan para pramugara/pramugari (prama/prami) kereta api eksekutif dalam berkomunikasi dengan para penumpang manca negara menggunakan bahasa Inggris. Materi tersebut disusun sedemikian rupa sehingga dapat sesuai dan memenuhi kebutuhan para prama/prami dalam melayani penumpang manca negara sesuai bidang kerja mereka.

A. LATAR BELAKANG

Penulisan materi ini dilatar belakangi oleh beberapa hal diantaranya adalah belum tersedianya materi sebagai panduan belajar bahasa Inggris bagi para prama/prami yang sesuai dengan kebutuhan mereka. Mengingat para prama/prami berasal dari berbagai latarbelakang pendidikan, pembuatan materi kemudian disesuaikan dengan keadaan para prama/prami sehingga mereka dikategorikan sebagai pemula (Beginners) dalam belajar bahasa Inggris. Pembuatan materi ini kemudian merupakan sebuah tawaran pilihan bagi para prama/prami dalam meningkatkan pelayanan kerja yang lebih baik kepada para penumpang manca negara.
Tuntutan kerja di lingkungan kereta api Taksaka 1 yang mengharapkan para prama/prami untuk bisa berkomunikasi dan berinteraksi dengan baik dengan penumpang manca negara, mendorong penulis untuk memfokuskan materi hanya pada penguasaan ketrampilan berbicara. Pemilihan ini didasarkan pada keadaan para prama/prami yang lebih membutuhkan pembelajaran yang bersifat praktis dan siap pakai sesuai dengan tuntutan dunia kerja mereka.

B. ISI


Mengingat fungsi utama dari pembelajaran bahasa Inggris bagi para prama/prami adalah agar dapat berkomunikasi secara lancar dengan para penumpang manca negara, materi ini hanya menekankan penguasaan ketrampilan berbicara (percakapan). Setiap unit diawali dengan Dialogue Practice, Language Focus, Language Exercises, dan Communicative Tasks. Dialogue Practice dan Language Focus memberikan gambaran kepada siswa mengenai unggakan-ungkapan dan ekspresi-ekspresi yang dapat digunakan dalam menciptakan komunikasi yang baik dengan para penumpang manca negara. Language Exercises ditampilkan untuk membantu siswa dalam memahami dan memperdalam penggunaan unggakan-ungkapan dan ekspresi-ekspresi tersebut. Communicative Tasks merupakan bagian dari latihan dimana siswa diberi kesempatan untuk mengembangkan apa yang telah mereka pelajari,
hal ini membantu siswa agar dapat berpikir kritis menggunakan imajinasi mereka sendiri-sendiri. Disamping itu, Communicative Tasks membantu siswa untuk belajar bahasa Inggris secara efektif sebab siswa dapat mempraktekkan langsung dalam situasi yang mirip dengan situasi kerja mereka.

C. TUJUAN

Tujuan yang ingin dicapai dari pembuatan materi ini diantaranya adalah:

1. Memperkenalkan ungkapan-ungkapan yang digunakan dalam percakapan bahasa Inggris dengan penumpang manca negara sesuai dengan bidang kerja mereka.

2. Membantu siswa agar dapat memahami dan mempergunakan ungkapan-ungkapan yang ada dalam percakapan bahasa Inggris sesuai dengan bidang kerja mereka.

3. Membantu siswa agar pada akhirnya mereka mempunyai kemampuan untuk melayani penumpang manca negara dengan lancar sesuai dengan tuntutan bidang kerja mereka.
Appendix C

Lesson Plans
LESSON PLANS

GIO : At the end of the English Program the learners are able to communicate with the foreign passengers fluently.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Language Functions</th>
<th>Language Expressions</th>
<th>List of Vocabulary</th>
<th>Materials</th>
<th>SIOs</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting and Closing</td>
<td>- Greeting someone - Responding to greeting - Ending a conversation - Saying Goodbye - Asking and Giving personal information</td>
<td>- How are you? - How are you doing? - Good morning - Good afternoon - Good bye - Have a nice Weekend</td>
<td>- Greet - Meet - Work - See - Train - Hobbies</td>
<td>- Pictures - Dialogues - List of Expressions - Role cards - Games: Personal information sheet</td>
<td>At the end of the lesson, the learners are able to: 1. mention useful expressions used in greeting foreign passengers 2. mention useful expressions used in closing conversation 3. practice the useful expressions related to greeting and closing correctly</td>
<td>1. read and practice the dialogues on greeting and closing 2. read and mention the useful expressions on greeting and closing 3. complete and practice the exercises on greeting and closing 4. match up the greeting and responding 5. do role plays 6. play games on &quot;personal information sheet&quot;:</td>
</tr>
<tr>
<td>2</td>
<td>Telling Time</td>
<td>- Telling time to someone - Asking about time - Talking about daily activities</td>
<td>- What time is it? - What is the time? - It's 7 o'clock - At 10 o'clock - It's half past ten - It's quarter to one</td>
<td>- Foreign - Passengers - Attendants - Tell - Ask - Before - After - Arrive - Leave</td>
<td>- Pictures - Dialogues - List of Expressions - Timetable - Role cards</td>
<td>At the end of the lesson, the learners are able to: 1. mention useful expressions used in telling time 2. practice the useful expressions correctly 3. tell and give information about time to foreign passengers in appropriate ways tell the time</td>
<td>1. read and practice the dialogues on telling time 2. read and mention the useful expressions on telling time 3. complete and practice the exercises on telling time 4. read the train's schedule and answer the questions provided do role plays 5. tell and share experiences about working life</td>
</tr>
<tr>
<td>3</td>
<td>Thanking People</td>
<td>- Thanking - Responding to thanks</td>
<td>- I'm grateful for... - Thank you very much for...</td>
<td>- Souvenir - Gift - Service</td>
<td>- Pictures - Dialogues - List of</td>
<td>At the end of the lesson, the learners are able to: 1. mention useful</td>
<td>1. read and practice the dialogues on thanking people 2. read and mention the useful</td>
</tr>
</tbody>
</table>
| 4 Giving Direction | - Giving direction  
- Asking direction  
- Finding out about meaning |
|-------------------|---------------------------------------------------------------|
| 5 Offering Help   | - Offering to do something for someone  
- Accepting an offer of help  
- Finding out about meaning |
| 6 Taking Order    | - Taking order  
- Offering |

**Finding out about meaning**
- Thank you for...  
- Thanks a lot  
- You're welcome  
- Don't mention it  
- Sure

**Expressions of vocabulary**
- Enjoy  
- Thank  
- Interesting  
- Beautiful  
- Good

**Expressions used in thanking people**
- Expressions of crossword puzzle  
- Role plays

**At the end of the lesson, the learners are able to:**
1. mention useful expressions used in giving direction to foreign passengers
2. practice the useful expressions related to giving and asking direction correctly
3. mention vocabularies on giving direction
4. read and practice the dialogues on giving directions
5. complete and practice the exercises on giving direction

**Giving direction**
- Do you know where... is?  
- Which way is it to...?  
- Where is...?  
- Go straight ahead  
- Go ahead  
- Turn left  
- Turn right

**Left  
Right  
Direction  
Platform  
Railway  
Get to  
Help  
Confused  
Trip  
Lose

**Picture cards**
- Excuse me, I'm lost

**At the end of the lesson, the learners are able to:**
1. mention useful expressions used in giving direction to foreign passengers
2. practice the useful expressions related to giving and asking direction correctly
3. mention vocabularies on giving direction
4. read and practice the dialogues on giving direction
5. complete and practice the exercises on giving direction
6. number sentences to show the sequences on map
7. do role plays
8. play games on "giving and asking direction".

**Offering Help**
- What can I do for you?  
- Can I help you?  
- Let me help you!  
- Need some help?  
- May I be of assistance?  
- Yes, please  
- That's lovely  
- I'd be delighted

**Seat  
Accommodation  
Railway coach  
Luggage  
Rate  
Bring  
Know  
Heavy  
Nice

**Picture cards**
- Excuse me, I'm lost

**At the end of the lesson, the learners are able to:**
1. mention useful expressions used in offering help to foreign passengers
2. practice the useful expressions related to offering and responding help correctly
3. mention vocabularies on offering help
4. read and practice the dialogues on offering help
5. complete and practice the exercises on offering help
6. translate the English words into Indonesian by asking and answering questions
7. do role plays
8. play games on "giving advice".

**Offering**
- May I get the menu, now?  
- Breakfast  
- Lunch

**Picture cards**
- Excuse me, I'm lost

**At the end of the lesson, the learners are able to:**
1. read and practice the dialogues on offering help to foreign passengers
2. read and mention the useful expressions on offering help
3. complete and practice the exercises on offering help
4. translate the English words into Indonesian by asking and answering questions
5. do role plays
6. play games on "giving advice".
| 7. Complaining and Apologizing | 1. I apologize for...  
- I'm sorry. I didn't mean to  
- Sorry about that  
- That's quite alright  
- It's not your fault  
- Don't worry about that  
- No problem | - Schedule  
- Apology  
- Complain  
- Attention  
- Interrupt  
- Fix  
- Excuse  
- Dirty  
- Smell  
- Bad | - Dialogues  
- List of Expressions  
- List of vocabulary  
- Role cards  
- A group discussion | - At the end of the lesson, the learners are able to:  
1. mention useful expressions used in complaining and apologizing  
2. practice the useful expressions related to the passengers' complaining and apologizing to foreign passengers correctly | 2. read and practice the dialogues on complaining and apologizing  
3. read and mention the useful expressions on complaining and apologizing  
4. complete and practice the exercises on complaining and apologizing  
5. match up the complaints and responses  
6. give opinion in a group discussion |
<table>
<thead>
<tr>
<th>8</th>
<th>Getting people’s attention and interrupting</th>
<th>Can I have your attention, please?</th>
<th>Interrupt Attention Choose Delay Spend Check Raise Reduce Peak season Foreigner Salary Tax</th>
<th>Dialogues List of Expressions List of vocabulary Role cards Games: Lifestyle</th>
</tr>
</thead>
</table>

3. Mention vocabularies on complaining and apologizing

At the end of the lesson, the learners are able to:

1. Read and practice the dialogues on getting people’s attention and interrupting
2. Read and mention the useful expressions on getting people’s attention and interrupting
3. Practice the useful expressions related to getting people’s attention and interrupting correctly
4. Complete and practice the exercises on getting people’s attention and interrupting
5. Match up the words
6. Do role plays
7. Play games on “Lifestyle”
Appendix D

Presentation of the Designed Materials
Speaking Materials for Executive Train Attendants

By:
Yuliana Dovie Artyani
UNIT 1

good morning, sir ...!

How are you?

Fine thanks. And you?

In what situations do you greet passengers?

A. DIALOGUE PRACTICE

1. Read the following dialogues!

Dialogue 1

Sandra is an Executive Train Attendant. She meets her manager, Mr Edward, in an Executive Train.

Sandra : Good morning Mr Edward,
How are you?

Edward : I'm fine, thank you.
And you?

Sandra : I'm fine too. How was your trip?

Edward : It's fascinating. Thank you.

Sandra : Nice to hear that...
Dialogue 2

Ira and Meti work as an Executive Train Attendants in Taksaka. They meet each other in the office.

Ira: Hi, Meti, how are you?
Meti: Oh, hi Ira. I am fine, thank you. How about you?
Ira: I'm very well. How is your work so far?
Meti: Just fine. Let's not go into that. Well, I have to go now. I'm tired. Nice to meet you, Ira.
Ira: Nice to meet you too, Meti.

2. Practice the dialogues with your friend!

B. LANGUAGE FOCUS

1. Study the following useful expressions and practice using the expressions and the responses with your friend.

<table>
<thead>
<tr>
<th>Greetings</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning</td>
<td>Good morning</td>
</tr>
<tr>
<td>Good afternoon</td>
<td>Good afternoon</td>
</tr>
<tr>
<td>Good evening</td>
<td>Good evening</td>
</tr>
<tr>
<td>How are you?</td>
<td>Fine, thanks and you?</td>
</tr>
<tr>
<td>How are you doing?</td>
<td>Pretty good</td>
</tr>
<tr>
<td>How have you been?</td>
<td>Nice, thank you</td>
</tr>
<tr>
<td>Hello, Mr. Duff</td>
<td>Hello, Jenny</td>
</tr>
<tr>
<td>Hi, Bobby</td>
<td>Hi, Katy</td>
</tr>
</tbody>
</table>
Closings

- Until the next time
- Have a nice (week end)
- Good bye
- Good night
- See you later

Responses

- Good bye
- You too
- Good bye
- Good night
- So long, take care

2. List of vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>kata benda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>pagi</td>
</tr>
<tr>
<td>Afternoon</td>
<td>siang</td>
</tr>
<tr>
<td>Evening</td>
<td>sore</td>
</tr>
<tr>
<td>Thank you</td>
<td>terima kasih</td>
</tr>
<tr>
<td>Train</td>
<td>kereta api</td>
</tr>
<tr>
<td>Trip</td>
<td>perjalanan</td>
</tr>
<tr>
<td>Permission</td>
<td>ijin</td>
</tr>
<tr>
<td>Experience</td>
<td>pengalaman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>kata kerja</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet</td>
<td>bertemu</td>
</tr>
<tr>
<td>Great</td>
<td>menyapa</td>
</tr>
<tr>
<td>Want</td>
<td>menginginkan</td>
</tr>
<tr>
<td>Complete</td>
<td>melengkapi</td>
</tr>
<tr>
<td>Work</td>
<td>bekerja</td>
</tr>
<tr>
<td>See</td>
<td>melihat</td>
</tr>
<tr>
<td>Use</td>
<td>menggunakkan</td>
</tr>
<tr>
<td>Study</td>
<td>belajar</td>
</tr>
<tr>
<td>Try</td>
<td>mencoba</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>kata sitat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine</td>
<td>baik</td>
</tr>
<tr>
<td>Good</td>
<td>baik, bagus</td>
</tr>
<tr>
<td>Old</td>
<td>tua, lama</td>
</tr>
<tr>
<td>Fascinating</td>
<td>menyenangkan</td>
</tr>
</tbody>
</table>

Note:
Good night is the expression for leaving someone at night.
Good bye is the expression for leaving someone.
C. LANGUAGE EXERCISES

Exercise 1: Complete the following dialogues!

Situation 1: Andi works in an executive class. He meets his friend Devon. He is an old friend. He is on a trip to Jakarta for business.

Andi: Hi, Devon!! Haven't seen you in ages!
Devon: Oh, hi. It's been a long while!
Andi: ...........................................
Devon: I'm fine.
Andi: What do you do now?
Devon: ...................... businessman.
Andi: Well, ................. a nice trip.
Devon: ...........................................

Situation 2: Mrs. Harjono is Shelly's boss. Shelly needs to leave work early today to see the doctor. She asks permission to Mrs. Harjono, who is working at her desk.

Shelly: Good morning, Mrs. Harjono!
Mrs. Harjono: ..............................
Shelly: I need your permission to leave work early today.
Mrs. Harjono: What for?
Shelly: ..............................
Mrs. Harjono: Alright, I'll give you permission.
Shelly: ..............................
Mrs. Harjono: You're welcome.
Exercise 2: Practice the two completed dialogues with your friend!

Exercise 3

MATCH UP THE PHRASES FROM A WITH APPROPRIATE RESPONSES FROM B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My trip was great, isn't it?</td>
<td>a. Thank you.</td>
</tr>
<tr>
<td>2. Well, let's get started.</td>
<td>b. Yes, I must go too.</td>
</tr>
<tr>
<td>3. How's the family?</td>
<td>c. Sure, the flights.</td>
</tr>
<tr>
<td>4. Oh, I really need to take a coffee.</td>
<td>d. Thank you, I can only tell you.</td>
</tr>
<tr>
<td>5. Remember me to you.</td>
<td>e. Of course.</td>
</tr>
<tr>
<td>6. How was Dubai?</td>
<td>f. Oh, that's great. Are you?</td>
</tr>
<tr>
<td>8. Have a good trip.</td>
<td>h. Oh they are all right. thanks and yours?</td>
</tr>
</tbody>
</table>

D. COMMUNICATIVE TASKS

role-plays

PREPARE THE ROLE-PLAYS FIRST, THEN PRACTICE THEM WITH YOUR FRIEND.

Student A
You are an Executive
Train Attendant
Greet your foreign passenger when he/she gets in the train

Student B
You are a foreign passenger
Follow the greeting of the executive Train Attendant
Student A
You are Daniel, an Executive Train Attendant.
- You want to make a reservation for a flight.
- Greet the customer and offer assistance.

Student B
You are John, an Executive Train Attendant.
- Respond to the customer's greeting.
- Ask a question about the customer's travel needs.

Student A
You are an Executive Train Attendant.
- Your boss asks you to make a reservation for a flight.
- Greet the customer and offer assistance.

Student B
You are a boss.
- Respond to the executive train attendant.
- Ask a question about the reservation.

Game: Personal Information Sheet

Take turns interviewing your partner to get information about him/her using the Personal Information Sheet provided. You can use the expression below:

- What's your name?
- Where's your hometown?
- Tell me about your family.
- What are your hobbies?
- What travel experience do you have?
- Why do you study English?
- What do you want in the future?
Personal Information Sheet

NAME: ________________________________

HOMETOWN: ________________________________

FAMILY MEMBERS: ________________________________

HOBBIES/INTEREST:
1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

TRAVEL EXPERIENCE: ________________________________

REASON(S) FOR STUDYING ENGLISH: ________________________________

IN THE FUTURE: ________________________________

OTHER INFORMATION: ________________________________
UNIT 2  What time is it?

WHAT EXPRESSIONS DO YOU USE TO TELL TIME TO FOREIGN PASSENGERS?

A. DIALOGUE PRACTICE

1. Read the following dialogues!

Dialogue 1

A foreign passenger, Whitney, asks an Executive Train Attendant, Rita, about time.

Whitney: Excuse me, what time is it?
Rita: Let me see. It's half past two.
Whitney: Thank you very much.
Rita: You're welcome.
Dialogue 2
A foreign passenger asks an information about time to an Executive Train Attendant before train departure.

Passenger: Excuse me, Miss. What time does this train depart to Jakarta?
Wendy: This train will depart at 10:10 AM.
Passenger: What time does it arrive there?
Wendy: It will arrive (approximately) at 5 in the evening.
Passenger: Thank you very much for the information.
Wendy: You’re welcome. Have a nice trip.

2. Practice the dialogues with your friend!

B. LANGUAGE FOCUS

1. Study the following useful expressions and practice using the expressions and the responses with your friend.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What time is it?</td>
<td>It is eight o’clock</td>
</tr>
<tr>
<td>- What is the time?</td>
<td>At 10 o’clock</td>
</tr>
<tr>
<td>- Have you got the time?</td>
<td>It’s half past eight</td>
</tr>
<tr>
<td>- What time does the train arrive?</td>
<td>It will arrive at 8 am</td>
</tr>
<tr>
<td>- What time does the train depart?</td>
<td>It will depart at 7 pm</td>
</tr>
<tr>
<td>- What time should we meet?</td>
<td>At 9 am</td>
</tr>
</tbody>
</table>

2. Now read and study
What time is it?

- It’s three o’clock.
- It’s one o’clock.
It's two o'clock.

It's half past three.

It's a quarter TO one.

It's a quarter PAST one.

It's half past one.

3. List of vocabulary

Nouns  □ kata benda
Time   : waktu
Passenger : penumpang
Foreigner : orang asing
Information : informasi
Departure : keberangkatan
Before  : sebelum
After   : setelah
Schedule :jadwal
Holiday : liburan
Attendants : pelajaran

Verbs □ kata kerja
Tell  : mengatakan
See   : melihat
Ask   : bertanya
Depart : berangkat
Arrive: datang, tiba
Will  : akan
Give  : memberi
Know  : mengerti
Want  : menginginkan
Spend : menghabiskan
Help  : menolong
Leave : meninggalkan

Adjectives □ kata sifat
Nice   : menyenangkan
Interesting : menarik
Good   : bagus

Note:
A quarter = 15 menit
Half   = 30 menit
Past   = lewat
To     = kurang

Differentiate:
2 o'clock = jam 2
2 hours = 2 jam
5 o'clock = jam 5
5 hours = 5 jam
C. LANGUAGE EXERCISES

Exercise 1: Complete the following dialogues!

Situation 1: Britney wants to know the train’s schedule. Anton, as a Train Attendant, gives her the information.

Britney: Good morning, Sir!
Anton: ...........................................................
Britney: ............................................................deport?
Anton: Oh, .......................................................at eight o’clock.
Britney: ............................................................arrive?
Anton: ............................................................at four in the morning.
Britney: ............................................................
Anton: You’re welcome.

Situation 2: Roger wants to spend his holiday in Jakarta. This is his first time to go there. He asks to the train attendant when the train will arrive in Jakarta.

Roger: Excuse me, Miss!
Alina: ............................................................
Roger: ..........................................................arrive in Jakarta...?
Alina: The train will arrive (approximately) at ............
Roger: Thank you very much.
Alina: ............................................................

Exercise 2: Practice the two completed dialogues with your friend!

Exercise 3

Look at the train schedule and answer the questions in complete sentences. Number one has been done for you.
TRAIN SCHEDULE FROM JOGJAKARTA STATION

<table>
<thead>
<tr>
<th>Train</th>
<th>From Jogjakarta</th>
<th>Class</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argolawu</td>
<td>Soloabalapan</td>
<td>09.16</td>
<td>Eksekutif</td>
</tr>
<tr>
<td>Taksaka-2</td>
<td>Jogjakarta</td>
<td>10.10</td>
<td>Eksekutif</td>
</tr>
<tr>
<td>Taksaka-1</td>
<td>Jogjakarta</td>
<td>20.00</td>
<td>Eksekutif</td>
</tr>
<tr>
<td>Gajayana</td>
<td>Malang</td>
<td>21.30</td>
<td>Eksekutif</td>
</tr>
<tr>
<td>Argodwipangga</td>
<td>Soloabalapan</td>
<td>21.50</td>
<td>Eksekutif</td>
</tr>
<tr>
<td>BIMA</td>
<td>Sb. Gubeng</td>
<td>22.55</td>
<td>Eksekutif</td>
</tr>
</tbody>
</table>

1. **What time does Argolawu depart?**
   
   Argolawu departs at 09.16 and arrives to Gambir at 16.16.

2. **When is Taksaka-1 going to depart?**

3. **What time is BIMA going to arrive?**
   
   Please write three more questions of your own.

4. ............................................................................................

5. ............................................................................................

6. ............................................................................................

---

**D. COMMUNICATIVE TASKS**

*(role plays)*

Work in pairs. Take one role play each, then exchange the role if you are ready. Perform for the class.
TELL A FRIEND ABOUT YOUR EXPERIENCES AT WORK. USE THE GUIDED QUESTIONS IF NECESSARY:

1. WHAT TIME DID YOU START YOUR WORK?
2. WHAT TIME DID YOU FINISH YOUR WORK?
3. WHERE DID YOU HAVE LUNCH JUST NOW?
4. WHAT DID YOU DO AT WORK?
5. HOW MUCH DID YOU USE TO EARN?
UNIT 3

Thank you very much

THANK YOU FOR THE LOVELY SERVICE

YOU'RE VERY WELCOME, SIR

In what situations do you thank passengers?

A. DIALOGUE PRACTICE

1. Read the following dialogues:

Dialogue 1
Darren is on his way to Jogjakarta by Yaksaka 1 train to spend holiday with his family. He is impressed with the service.

Pandu : ...Well, here is our destination. I hope you enjoy your trip.
Darren : I enjoy it very much. The service is good and comfortable.
Pandu : Thank you very much. I hope you'll come to our country again next time.
Darren : Sure, I will come again to spend our holiday in summertime.
Pandu : Thank you. We'll wait. Good bye.
Darren : Bye.
Dialogue 2
Shinta, an Executive Train Attendant, gives a souvenir to a passenger as a gift from the train company.

2. Practice the dialogues with your friend!

B. LANGUAGE FOCUS

1. Study the following useful expressions and practice using the expressions and the responses with your friend.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm very grateful for .....</td>
<td>You're very welcome</td>
</tr>
<tr>
<td>I'm so grateful for .....</td>
<td>You're quite welcome</td>
</tr>
<tr>
<td>Thank you very much for .....</td>
<td>Don't mention it</td>
</tr>
<tr>
<td>Thank you for..........</td>
<td>It was my pleasure</td>
</tr>
<tr>
<td>Thanks a lot for .........</td>
<td>You're welcome</td>
</tr>
<tr>
<td>I really appreciate that ....</td>
<td>Sure</td>
</tr>
</tbody>
</table>
That was nice of you. Thank you

Thanks

Don't mention it.

It was nothing. What are friends for?

2. List of vocabulary

Nouns
- kata benda
  - Souvenir: cinderamata
  - Problem: masalah
  - Gift: hadiah
  - Trip: perjalanan
  - Service: jasa, pelayanan

Adjectives
- kata sitat
  - Beautiful: cantik
  - Lovely: menyenangkan
  - Interesting: menarik
  - Good: baik
  - Satisfied: puas

Verbs
- kata kerja
  - Take: mengambil
  - Use: menggunakan
  - Work: bekerja
  - Help: mendong
  - Get: mendapat
  - Serve: melayani
  - Sell: menjual
  - Type: mengetik
  - Write: menulis
  - Start: memulai
  - Enjoy: menikmati
  - Visit: mengunjungi
  - Bring: membawa

C. LANGUAGE EXERCISES

Exercise 1: Complete the following dialogues!

Situation 1: Toni is an Executive Train Attendant and he gives a souvenir from his train company to a passenger, Shakira.

Toni: Here is something for you.

Shakira: ..........................................................

Toni: It is ..........................................................

Shakira: You are a nice man.

Toni: .......................................................... from our company.
Situation 2: Mandy is a foreign passenger. She is really satisfied with the service. She tells her impression to you as a train attendant.

Mandy: ..............................................for the lovely service.
Julia: ..............................................................
Mandy: ..............................................................and interesting.
Julia: I hope you will join us again next time.
Mandy: ..............................................................
Julia: ..............................................................for joining our trip

Exercise 2: Practice the two completed dialogues with your friend!

Exercise 3

CROSSWORD PUZZLE: VERBS

Use these verbs to complete the crossword puzzle

Get Serve Study Use Help Write
Go Sell Take Work Type Start

Across clues
1. I...........work at 6 o'clock in the morning
5. I..........in an office downtown
6. Where can you ..........the number 13 bus?
7. Where do you..........English?
9. They............good food in our company cafeteria
10. Train Attendant.........passengers on an Executive class
Down clues

2. I........the subway to work
3. I.......all my letters on a computer
4. I.........home in a friend's car after work
5. I.........about 5 letters a week
7. We.........imported cars in our showroom
8. We.........English and Spanish in our office

D. COMMUNICATIVE TASKS

וצר role-plays

MAKE A ROLE PLAY BASED ON THE CARDS BELOW!

Student A
Acting as an Executive Train Attendant
- A passenger asks you to bring him a magazine or newspapers
- Talk to him to wait for a moment
- Offer him some magazines and newspapers

Student B
Acting as a Foreign passenger
- Ask him a magazine or newspapers
- Choose one of the magazines
- Thank him/her for the magazine
**Student A**
Acting as an Executive Train Attendant
- Respond the compliment of your passenger
- Thank him/her for the compliment

**Student B**
Acting as a foreign passenger
- You really like the services
- Praise the food, facilities and its service

**Student A**
Acting as an Executive Train Attendant
- You can't do your job or join the trip because your boss asks you to attend an important meeting
- Ask your friend, Nani, to replace your job
- Thank her for her help

**Student B**
Acting as Nani, a friend
- Help your friend by replacing her on that day
- Reply to her thank

💬 **take turns**

💬 **Games: Finding My Soulmate**

- You're going to find your soulmate
- You're given 2 cards about "you" and characteristic of your soulmate "he/she"
- Using the "he/she" cards given. Go around the class and find your soulmate based on the "he/she" cards of yours by interviewing him/her (hobbies, age, job etc).
<table>
<thead>
<tr>
<th>YOU</th>
<th>HE/SHE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ________________________________</td>
<td>Name: ________________________________</td>
</tr>
<tr>
<td>Adress: ______________________________</td>
<td>Adress: ______________________________</td>
</tr>
<tr>
<td>You live in New Castle</td>
<td>You live in New York</td>
</tr>
<tr>
<td>You are 26 years old</td>
<td>You are 29 years old</td>
</tr>
<tr>
<td>You are not married</td>
<td>You are not married</td>
</tr>
<tr>
<td>You are a doctor</td>
<td>You are a bank manager</td>
</tr>
<tr>
<td>Hobbies: Swimming</td>
<td>Hobbies: crosswords</td>
</tr>
<tr>
<td>You like Salad</td>
<td>You like Hot Dog</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>YOU</td>
<td>HE/SHE</td>
</tr>
<tr>
<td>Name: ________________________________</td>
<td>Name: ______________________________</td>
</tr>
<tr>
<td>Adress: ______________________________</td>
<td>Adress: ______________________________</td>
</tr>
<tr>
<td>You live in New York</td>
<td>You live in New York</td>
</tr>
<tr>
<td>You are 26 years old</td>
<td>You are 29 years old</td>
</tr>
<tr>
<td>You are not married</td>
<td>You are not married</td>
</tr>
<tr>
<td>You are an accountant</td>
<td>You are a bank manager</td>
</tr>
<tr>
<td>Hobbies: reading, art</td>
<td>Hobbies: crosswords</td>
</tr>
<tr>
<td>You like Pasta</td>
<td>You like hot dog</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>YOU</td>
<td>HE/SHE</td>
</tr>
<tr>
<td>Name: ________________________________</td>
<td>Name: ______________________________</td>
</tr>
<tr>
<td>Adress: ______________________________</td>
<td>Adress: ______________________________</td>
</tr>
<tr>
<td>You live in New Castle</td>
<td>You live in New York</td>
</tr>
<tr>
<td>You are 26 years old</td>
<td>You are 29 years old</td>
</tr>
<tr>
<td>You are not married</td>
<td>You are not married</td>
</tr>
<tr>
<td>You are a police</td>
<td>You are a nurse</td>
</tr>
<tr>
<td>Hobbies: reading</td>
<td>Hobbies: cooking</td>
</tr>
<tr>
<td>You like pasta</td>
<td>You like pizza</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>YOU</td>
<td>HE/SHE</td>
</tr>
<tr>
<td>Name: ________________________________</td>
<td>Name: ______________________________</td>
</tr>
<tr>
<td>Adress: ______________________________</td>
<td>Adress: ______________________________</td>
</tr>
<tr>
<td>You live in New York</td>
<td>You live in New York</td>
</tr>
<tr>
<td>You are 29 years old</td>
<td>You are 29 years old</td>
</tr>
<tr>
<td>You are not married</td>
<td>You are not married</td>
</tr>
<tr>
<td>You are a bank manager</td>
<td>You are a nurse</td>
</tr>
<tr>
<td>Hobbies: crosswords</td>
<td>Hobbies: crosswords</td>
</tr>
<tr>
<td>You like Hot dog</td>
<td>You like Hot dog</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4

where is ...?

What expressions do you use to show directions?

A. DIALOGUE PRACTICE

1. Read the following dialogues !

Dialogue 1

Rio, an Executive Train Attendant, is on his way to the train. Before getting in the train, he helps Clark who asks information about ticket reservation.

Clark : Good afternoon, Officer !
Rio : Good afternoon, Can I help you ?
Clark : Yes, please. Do you know where the ticket reservation is ?
Rio : Oh, yes. Go straight ahead and turn left at the cafeteria.
The ticket reservation is right beside it.
Clark : Oh, I see. Thank you very much.
Rio : You’re welcome.
Dialogue 2

Shinoda does not know where the platform 3 is. He should get in the executive train in 10 minutes or he will lose the trip. Fajar sees Shinoda who is in trouble, then, he helps him.

<table>
<thead>
<tr>
<th>Fajar</th>
<th>May I help you, Sir?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shinoda</td>
<td>Oh, yes. Which way is it to platform 3?</td>
</tr>
<tr>
<td>Fajar</td>
<td>It’s next to platform 4. Just go ahead until you see the platform 2 over there, then take the first right turn. You can see the sign of platform 3 there.</td>
</tr>
<tr>
<td>Shinoda</td>
<td>Oh, Thank you very much.</td>
</tr>
<tr>
<td>Fajar</td>
<td>My pleasure.</td>
</tr>
</tbody>
</table>

2. Practice the dialogues with your friend!

B. Language Focus

1. Study the following useful expressions and practice using the expressions and the responses with your friend.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you tell me the way to ......?</td>
<td>You just turn left until you find T-junction</td>
</tr>
<tr>
<td>Do you know where ......is?</td>
<td>Keep going this street.</td>
</tr>
<tr>
<td>Which way is it to ......?</td>
<td>It’s next to the hospital.</td>
</tr>
<tr>
<td>I need direction to get to ......?</td>
<td>Go down this street and turn right until you find intersection</td>
</tr>
<tr>
<td>Where is ......?</td>
<td>It’s near the post office.</td>
</tr>
<tr>
<td>Is this the way to ......?</td>
<td>Yes, it is. Just go straight ahead the street</td>
</tr>
</tbody>
</table>
2. List of vocabulary

Nouns ☐ kata benda
- Direction : arah
- Ticket : tiket
- Reservation : pemesanan
- Platform : peron
- Sign : tanda
- Trip : perjalanan

Verbs ☐ kata kerja
- Help : menolong
- Where : dimana
- Get : mendapat
- Lose : ketinggalan
- See : melihat
- Know : mengetahui
- Tell : mengatakan
- Look for : mencari
- Pass : lewat
- Find : menemukan

Turn left : belok kiri
Turn right : belok kanan
Crossroad : perempatan
Junction : pertigaan
Roundabout : bundaran
Ramp : jalan landai
Behind : dibelakang
Next to : di sebelah
Opposite : berseberangan
Go straight ahead : lurus
Go along : susuri
Get to : tiba
In front of : di depan

C. Language Exercises

Exercise 1 : Complete the following dialogues!

Situation 1 : Brian is looking for a parking lot. He asks a train attendant who passes next to him.

Brian : Excuse me, Miss.................................?
Christine : Parking lot?.................................
Brian : Oh, I see...........................................
Christine : You're welcome.
Situation 2: Barbora does not know where she can find railroad platform 7. Julianna helps her to get there.

Barbara: Excuse me, Miss.__________________________
Julianna: Platform 7? _____________________________
Barbara: Is it the left side or right side?
Julianna: Oh, ________________________________
Barbara: __________________________ very much.
Julianna: ________________________________

THE MAP (SITUATION 1 AND 2)

Exercise 2: Practice the two completed dialogues with your friend!

Exercise 3

NUMBER THE SENTENCES FROM 1 TO 6 TO SHOW THE SEQUENCES ON THE MAP

1. Just after the park, go down the small lane
2. First, turn right when you come out of the hotel
3. Turn right at the traffic light
4. You'll come to a small park on your right
5. Turn onto the first street on the left.
   My house is the second one on the left
   Number 17
6. Then go down Ford Street for two blocks

[Map diagram]
D. Communicative Tasks

role-plays

Prepare the role plays first, then practice them with your friend.

Student A
Acting as an Executive Train Attendant
- Give the direction to a foreign passenger
- Try to give direction as clear as possible

Student B
Acting as a foreign passenger
- You have just arrived from Jogjakarta. You want to eat in the cafeteria but you don't know the way
- Ask an Executive Train Attendant where

Student A
Acting as an Executive Train Attendant
- Give direction to a foreign passenger who is in a hurry to get in Executive class
- Show him/her the direction to the railroad platform 6

Student B
Acting as a foreign passenger
- You don't know where the railroad platform 6
- Unfortunately, you have to be on the train in 15 minutes
- Ask the direction to an Executive Train Attendant who passes next to you
- Thank him/her for the help
Student A
Acting as an Executive Train Attendant
- Give direction to the nearest hotel from the station

Student B
Acting as a passenger
- You need information about the nearest hotel from the station
- Ask an executive train attendant to show you the direction to go there

The map for role plays

Ticket Reservation  Office  Parking lot
Phone Counter  Platform 6  Cafeteria

👀 take turns
👀 Games: Excuse me, I'm lost !!!
Form student A

Ask your friend how to get to the places below. Then, mark them on your map.

The tourist office  The parking lot  The laundromat
The department store  McDonald's  The gas station
Form student B

Now ask your partner how to get to the places below. Then mark them on your map.

The plaza hotel    The library    The restroom
The bookstore      Burger King     The pay phone

gas station
museum
FIRST ST.

PINE ST.

department store  post office
laundromat
supermarket

SECOND ST.

Asia Hotel
parking lot

bank

drugstore
McDonald's

you are here

THIRD ST.
tourist office
UNIT 5

Can I help you?

Let me help you!

Oh yes please

When do you usually help passengers?

A. DIALOGUE PRACTICE

1. Read the following dialogues!

Dialogue 1

Vita, an Executive Train Attendant, helps Gabriel to find her seat in the Executive class.

Vita: Good evening. Can I help you?
Gabriel: Yes, where is Gil's seat?
Vita: Gil is over there. It's beside the train attendant who stands in front of the door.
Gabriel: Oh, thank you.
Vita: You're welcome.
Dialogue 2

Cruise is very confused to find F4 seat. Nanda tries to help him

Nanda : Good evening. What can I do for you?
Cruise : Yes, it's confusing me because this railway coach only until F3. I need to know where the F4 seat is.
Nanda : Well, F4 seat is in the next railway coach
Cruise : Oh, no wonder...it's confusing. Thank you
Nanda : You're welcome, Sir

2. Practice the dialogues with your friend!

B. LANGUAGE FOCUS

1. Study the following useful expressions and practice using the expressions and the responses with your friend.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can I do for you?</td>
<td>Oh yes, please</td>
</tr>
<tr>
<td>Is there anything I can do to ....?</td>
<td>Oh yes, please</td>
</tr>
<tr>
<td>Let me help you!</td>
<td>That's lovely/great/terrific</td>
</tr>
<tr>
<td>Can I help you?</td>
<td>Oh yes, do you know ....</td>
</tr>
<tr>
<td>May I help you?</td>
<td>Oh yes, please</td>
</tr>
<tr>
<td>Need some help?</td>
<td>Yes, sure</td>
</tr>
<tr>
<td>May I be of assistance?</td>
<td>I'd be delighted</td>
</tr>
</tbody>
</table>
2. List of vocabulary

**Nouns/kata benda:**
- Seat : tempat duduk
- Platform : peron
- Parking lot : tempat parkir
- Heavy loads : barang berat
- Accommodation : penginapan
- Railway coach : gerbong
- Luggage : barangbarang
- Porter : tukang angkatbarang
- Tip : tip wang
- Rate : tarif

**Verbs/kata kerja:**
- Bring : membawa
- Help : mendong
- Accompany : menemani
- See : melihat
- Show : menunjukkan
- Know : mengetahui
- Find : menemukan
- Know : mengetahui

**Adjectives/kata sifat:**
- Heavy : berat
- Nice : baik
- Interesting : menarik
- Confusing : membingungkan
- Great : bagus
- Terrific : sangat bagus

C. LANGUAGE EXERCISES

**Exercise 1:** Complete the following dialogues!

**Situation 1:** Donovan asks a train attendant to help him to know where the restorasi is.

Teddy : Good morning, Sir...........................................?
Donovan : Do you know................................................?
Teddy : Yes, sure. The restorasi is beside........................
Donovan : .................................................................
Teddy : .................................................................
5. Student 1
   What does seat mean?
   It means.....

6. Student 1
   What does heavy things mean?
   It means.....

7. Student 1
   What does rate mean?
   It means.....

8. Student 1
   What does railway coach mean?
   It means.....

9. Student 1
   What does porter mean?
   It means.....

10. Student 1
    What does trip mean?
    It means.....
D. COMMUNICATIVE TASKS

role-plays

MAKE A ROLE PLAY BASED ON THE CARDS BELOW!

Student A
Acting as an Executive Train Attendant
- Help a foreign passenger to find his/her seat
- Offer help first
- Try to show his/her seat as clear as possible

Student B
Acting as a foreign passenger
- Ask an Executive Train Attendant to find your seat
- Thank him/her for the help

Student A
Acting as an Executive Train Attendant
- Offer help to find the railway coach to a group of people who shares a certain railway coach in a special Executive class

Student B
Acting as a member of a group
- Ask an Executive Train Attendant to find a certain railway coach which has booked
- Thank him/her for the help

Student A
Acting as an Executive Train Attendant
- Help an elderly woman to take her picture in the Executive train

Student B
Acting as a passenger
- Ask an Executive Train Attendant who poses next to you to help you to take a picture of you
- Thank for his/her help
What advice would you give someone who is travelling abroad for the first time? Share the advice with your friend!

A) taking a taxi in a foreign country
B) staying in a hotel
C) walking on a crowded downtown street in a big city
D) going sightseeing
E) staying as a guest in someone's house
UNIT 6 Are you ready to order, Sir?

TAKSARA I MENU
FRIED RICE  Rp 10,000,00
BAKSO     Rp 7,500,00
PIZZA     Rp 10,000,00
ICE TEA    Rp 3,000,00
ORANGE JUICE Rp 4,000,00
HOT TEA    Rp 4,000,00
PEPSI      Rp 4,000,00

What would you say if you offer menu to a foreign passenger?

A. DIALOGUE PRACTICE

1. Read the following dialogues!

Dialogue 1

It’s lunch time. An Executive Train Attendant offers menu to a foreign passenger.

Paandra : Good afternoon, Mam
Mrs. Lopez : Good afternoon
Paandra : May I take your order now?
Mrs. Lopez : Oh, yes. I’d like to try fried rice, please
Paandra : And would you like orange juice to follow?
Mrs. Lopez : Yes, please
Paandra : Anything else?
Mrs. Lopez : That’s all.
Paandra : Thank you, mam
Dialogue 2

A passenger, Celine, asks for menu to an Executive Train Attendant who passes next to her.

Celine: Excuse me, I'd like the menu, please!
Lisa: Alright, here you are, Mam.
Celine: Thank you. Well, I'd like some snacks.
Lisa: What about chocolate?
Celine: Ok, I'll take it.
Lisa: And what would you like to drink?
Celine: Coca cola, please.
Lisa: Some snacks, chocolate, and coca cola. Anything else?
Celine: No, that's all.
Lisa: Thank you, Mam.

2. Practice the dialogues with your friend!

B. Language Focus

1. Study the following useful expressions and practice using the expressions and the responses with your friend.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to see the menu, Madam?</td>
<td>Yes, please</td>
</tr>
<tr>
<td>May (Can) I get the menu now?</td>
<td>Yes, I'd love to</td>
</tr>
<tr>
<td>I will get you the menu, Sir</td>
<td>Yes, thank you</td>
</tr>
<tr>
<td>Are you ready to order, Mam?</td>
<td>I'd like some snacks</td>
</tr>
<tr>
<td>What would you like to eat/drink?</td>
<td>I'd like coca cola, please</td>
</tr>
<tr>
<td>Would you like anything to drink?</td>
<td>Yes, I'd like tea</td>
</tr>
<tr>
<td>Anything else?</td>
<td>No, that'll be all</td>
</tr>
</tbody>
</table>
2. List of Vocabulary

<table>
<thead>
<tr>
<th>Nouns</th>
<th>kata benda</th>
<th>Verbs</th>
<th>kata kerja</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fried rice</td>
<td>nasi goreng</td>
<td>Interested in</td>
<td>tertarik pada</td>
</tr>
<tr>
<td>Beef steak</td>
<td>bistik</td>
<td>Write</td>
<td>menulis</td>
</tr>
<tr>
<td>Main course</td>
<td>hidangan utama</td>
<td>Read</td>
<td>membaca</td>
</tr>
<tr>
<td>Drink</td>
<td>minuman</td>
<td>Ask</td>
<td>meminta</td>
</tr>
<tr>
<td>Food</td>
<td>makanan</td>
<td>Get</td>
<td>mendapat</td>
</tr>
<tr>
<td>Ice</td>
<td>es</td>
<td>Offer</td>
<td>menawarkan</td>
</tr>
<tr>
<td>Breakfast</td>
<td>sarapan pagi</td>
<td>Need</td>
<td>membutuhkan</td>
</tr>
<tr>
<td>Lunch</td>
<td>makan siang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td>makan malam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chocolate</td>
<td>coklat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjectives kata sifat

Delicious : enak
Cold : dingin
Hot : panas
Ready : siap

C. LANGUAGE EXERCISES

Exercise 1 : Complete the following dialogues!

Situation 1 : Intan, a Train Attendant, offers the menu to a passenger:

Intan : ..............................................................?
Lance : Good afternoon.
Intan : ..............................................................the menu?
Lance : Sure; ..........................................................
Intan : ..............................................................
Lance : And I’d like to have ......................................
Intan : .............................................................. drink?
Situation 2: A passenger, Frank, would like to have dinner. He asks Natalia to offer the menu.

Frank: Excuse me, Miss.
Natalia: ..............................................................
Frank: I need the menu now.
Natalia: ..............................................................dinner?
Frank: ..............................................................steak, please
Natalia: ..............................................................
Frank: Coca cola, please
Natalia: ..............................................................Anything else ?
Frank: ..............................................................
Natalia: Thank you, Sir

Exercise 2: Practice the two completed dialogues with your friend!

Exercise 3

Use one or more words to complete the conversation between an Executive Train Attendant and a foreign passenger.

A: May I ...........your order, please ?
B: Yes, ..................a steak, please. I'd like it well done.
A: And ..................you like a salad ?
B: Yes, ........................
A: What ..........................drink ?
B: Yes, .............................coffee, .............
A: Anything else ?
B: No, that'll be............., thanks.
D. COMMUNICATIVE TASKS

role-plays

Prepare the role plays first, then practice them with your friend.

**Student A**
- Acting as an Executive Train Attendant
- Offer the afternoon menu to a foreign passenger
- Make a note for the passenger’s order

**Student B**
- Acting as a foreign passenger
- Order the afternoon menu

**Student A**
- Acting as an Executive Train Attendant
- Offer the menu to a passenger
- Make a note for the passenger’s order
- Read the menu to make sure you write the right order for 2 people

**Student B**
- Acting as a foreign passenger
- Take order for 2 people with different menu
- Make sure the Executive Train Attendant has written the right order
Student A
Acting as an Executive Train Attendant
♦ Offer the menu to a foreign passenger
♦ Respond the expression mistake from passenger
♦ Write and read the right order

Student B
Acting as a foreign passenger
♦ Order the menu. You choose beef steak and orange juice. Then, suddenly you change your order into coca cola for the drink
♦ Say sorry for the mistake
♦ Thank him/her

take turns

writing

♦ Write paragraph(s) about a particular place to visit in your country.
♦ Then, promote your particular place to visit in front of the class.
♦ Pretend that you are a delegation from your country to promote the particular place to visit to foreigners.
UNIT 1  I'm sorry, Sir...!

Sorry about that.  Oh no!  I'm sorry.  That's ok.

Oops!  Oh!  Sorry!  I'm sorry. I didn't

IN WHAT SITUATIONS DO YOU APOLOGIZE?

A. DIALOGUE PRACTICE

1. Read the following dialogues /

Dialogue 1

Markus, an Executive Train Attendant, apologizes for an elderly passenger who sits in the wrong seat.

Markus : Excuse me, Sir!
Old man : Yes.
Markus : This is inconvenient but you have sat in the wrong seat. It's L1 seat and according to this ticket, this seat belongs to Mr. Jeremy. I'm sorry, you have to move over there.
Old man : Oh, I thought this one is I1.
Markus : No, Sir. It is over there.
Old man : Well, ok... I'll move over there. Thank you.
Markus : That's ok, Sir.
Dialogue 2

Furtado finds her seat is uncomfortable to sit. She asks Rian, an Executive Train Attendant, to fix it immediately.

Furtado : Excuse me, Officer!
Rian  : Yes, Can I help you?
Furtado : Yes, I have a problem. I'm not really comfortable with this seat and I think the leg is broken.
Rian  : Alright, Ma'am. Let me see... Well, it's a little bit stuck, Ma'am. I'll fix it for you. (5 minutes later). There you go, Ma'am. I'm sorry for this problem.
Furtado : It's comfortable now. Thank you very much.
Rian  : You're welcome.

2. Practice the dialogues with your friend!

B. LANGUAGE FOCUS

1. Study the following useful expressions and practice using the expressions and the responses with your friend.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to apologize for........</td>
<td>That's quite all right.</td>
</tr>
<tr>
<td>I apologize for.......</td>
<td>You don't need to apologize</td>
</tr>
<tr>
<td>I'm sorry. I didn't mean to</td>
<td>It's not your fault.</td>
</tr>
<tr>
<td>Oh no! Did I do that? I'm sorry</td>
<td>Don't worry about that.</td>
</tr>
<tr>
<td>Oh! Sorry!</td>
<td>That's Ok</td>
</tr>
<tr>
<td>Sorry about that.</td>
<td>No problem</td>
</tr>
<tr>
<td>Ooops!</td>
<td>Forget it</td>
</tr>
</tbody>
</table>
C. LANGUAGE EXERCISES

Exercise 1: Complete the following dialogues!

Situation 1: A train attendant, Dani, handles the passenger’s complaint about the train which will depart late.

Robert: Excuse me, sir /

Dani: ..................................................................................................................

Robert: Why this train should depart late?

Dani: ...........................................a trouble in Gambir station.

Robert: ..............................................................................................................
Dani : ..............................................................

Robert : It's not your fault.

Situation 2 : A lady complains because her blanket is not clean enough and the smell is bad

Patsy : Excuse me, Miss.

Widi : ..............................................................

Patsy : ..............................................................

Widi : ..............................................................I'll change the blanket, Mam.

Patsy : ..............................................................

Widi : ..............................................................

Patsy : That's quite all right.

Exercise 2 : Practice the two completed dialogues with your friend!

Exercise 3

CHOOSE THE BEST RESPONSES FOR EACH COMPLAINT.

COMPLAINTS

a) This seat is broken. I'm not comfortable with this!
b) The arrival is too late. I'm gonna miss my meeting. Why this train is running so slow?
c) The food is too salt
d) Why you skipped the trip yesterday? We really needed more people in that trip. It's peak season of the trip. Don't you know that?

RESPONSES

........Oh, sorry I'll change the right order.

........I'm really sorry. I had An important to do yesterday.

........Well, we're sorry. There's trouble on the way to our destination.

........I'll try to fix it Immediately.

........Oh, sorry. I'm completely forgot.
D. Communicative Tasks

role-plays

Make a role play based on the cards below!

Student A
Acting as an Executive Train Attendant
- A foreign passenger complains about an uncomfortable seat
- Try to fix the uncomfortable seat but you fail

Student B
Acting as a foreign passenger
- Complain to the Executive Train Attendant that you sit in an uncomfortable seat
- Ask the Executive Train Attendant to fix it or find another empty seat

Student A
Acting as an Executive Train Attendant
- A passenger complains that you have given him/her a wrong menu
- Apologize for that mistake
- Give him/her the right menu as soon as possible

Student B
Acting as a foreign passenger
- Complain to the Executive Train Attendant who gives you a wrong menu
- Ask him/her to give you the right menu

Acting as an Executive Train Attendant
Announce through loud speaker that the train is going to be late due to accident in Gambir. Apologize to all passengers.
Work in a group of 4 (four). Give opinion about this case "KAI raises railway fares between 5% to 33%".
IN WHAT SITUATIONS DO YOU INTERRUPT PASSENGERS?

A. DIALOGUE PRACTICE

1. Read the following dialogues!

Dialogue 1

Artha, an Executive Train Attendant, is talking to Ninda in Takasaka 1 office. Then, Seto is coming to interrupt them for a while.

Artha: ....and then he told me that he was sorry!
Ninda: and what he did then?
Artha: He offered to buy me a double ice cream.
Seto: Excuse me, but could I ask you something?
Ninda: Sure, what is it?
Seto: Would you give this letter to Mr. Ahmad?
Ninda: Sure...to Artha! Then what did you do?
Dialogue 2

Eva and Ranti are talking in the office. They talk about their busy day. Then, Dodie comes to interrupt them.

Ranti: Eva, do you think that it's gonna be peak season of passengers.
Eva: Yes, I guess so. Today, I saw foreigners in my executive class. They would spend their holiday in Jogjakarta.
Ranti: Did you have conversation with them?
Eva: Yeah, I asked one of them why they chose Jogjakarta as their holiday place.
Dodie: I'm sorry to interrupt you, but do you know when can I meet the manager?
Eva: At 11 o'clock.
Dodie: Well, okay. I'll wait. Thank you very much.
Eva: Sure.

2. Practice the dialogues with your friend!

B. LANGUAGE FOCUS

1. Study the following useful expressions and practice using the expressions and the responses with your friend.

<table>
<thead>
<tr>
<th>Getting people's attention</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I have your attention, please?</td>
<td>Yes?</td>
</tr>
<tr>
<td>Pardon me, Mr. Smith</td>
<td>Yes? What can I do for you?</td>
</tr>
<tr>
<td>Excuse me, John</td>
<td>Yes?</td>
</tr>
<tr>
<td>Sir</td>
<td>Yes?</td>
</tr>
</tbody>
</table>
Interrupting a conversation

Pardon me, but.......
I'm sorry to interrupt you, but.....
I'm sorry, but............
Excuse me, but............
Am I interrupting?

Responses

How can I help you?
It's alright, what can I do for you?
It's okay
That's fine
No, it's all right.

2. List of vocabulary

<table>
<thead>
<tr>
<th>Nouns □ kata benda</th>
<th>Verbs □ kata kerja</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Give</td>
</tr>
<tr>
<td>Letter</td>
<td>Depart</td>
</tr>
<tr>
<td>Something</td>
<td>Arrive</td>
</tr>
<tr>
<td>Peak season</td>
<td>Interrupt</td>
</tr>
<tr>
<td>Reason</td>
<td>Talk</td>
</tr>
<tr>
<td>Holiday</td>
<td>Offer</td>
</tr>
<tr>
<td>Foreigner</td>
<td>Meet</td>
</tr>
<tr>
<td>Salary</td>
<td>Know</td>
</tr>
<tr>
<td>Tax</td>
<td>Choose</td>
</tr>
<tr>
<td></td>
<td>Delay</td>
</tr>
<tr>
<td></td>
<td>Spend</td>
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<tr>
<td></td>
<td>Check</td>
</tr>
<tr>
<td></td>
<td>Raise</td>
</tr>
<tr>
<td></td>
<td>Reduce</td>
</tr>
</tbody>
</table>

- Attention : perhatian
- Letter : surat
- Something : sesuatu
- Peak season : musim ramai
- Reason : alasan
- Holiday : liburan
- Foreigner : orang asing
- Salary : gaji
- Tax : pajak

- Give : memberi
- Depart : berangkat
- Arrive : tiba, datang
- Interrupt : menyela
- Talk : berbicara
- Offer : menawarkan
- Meet : bertemu
- Know : mengetahui
- Choose : memilih
- Delay : menunda
- Spend : menghabiskan
- Check : memeriksa
- Raise : menaikkan
- Reduce : menurunkan

Adjectives □ kata sifat

- Busy : sibuk
- Delayed : tertunda
- Bad : buruk
- Inconvenient : tidak menyenangkan
C. LANGUAGE EXERCISES

Exercise 1 : Complete the following dialogues!

Situation 1 : Mr. Anto is an executive manager. He is talking on the phone when Wuri enters his room to have signature.

Mr. Anto : (on the phone). Sure, I’ll visit you next week.
Wuri : Excuse me, Sir but ................................signature.
Mr. Anto : What for?
Wuri : .................................................................
Mr. Anto : Here you are.
Wuri : .................................................................
Mr. Anto : (on the phone) I promise to come to your wedding ok.

Situation 2 : The supervisor asks Aldo to call Pino who is serving a passenger.

Aldo : .................................................................
Pino : What about this passenger? I’m serving now.
Aldo : .................................................................Don’t worry.
Pino : .................................................................
Aldo : You’re welcome.

Exercise 2 : Practice the two completed dialogues with your friend!

Exercise 3 : Matching the words below!

1. ATTENTION

2. INTERRUPT

A. Gaji

B. Berangkat
3. DELAY
4. CHECK
5. ARRIVE
6. DEPART
7. RAISE
8. HOLIDAY
9. SALARY
10. BUSY

C. Tiba
D. Sibuk
E. Perhatian
F. menaikkan
G. Menyela
H. Menunda
I. Liburan
J. Memeriksa
D. COMMUNICATIVE TASKS

role-plays

MAKE A ROLE PLAY BASED ON THE CARDS BELOW!

**Student A**
Acting as Mina, an Executive Train Attendant
✦ You are talking with your friends in the office
✦ Talk about the new manager
✦ End the conversation with your friends

**Student B**
Acting as a boss
✦ Interrupt the Executive Train Attendants
✦ Call her to come to your office

**Student A**
Acting as an Executive Train Attendant
✦ You have to take pillows because the train will arrive soon
✦ Interrupt a foreign passenger
✦ Say sorry for disturbing

**Student B**
Acting as a foreign passenger
✦ Respond the interrupting
✦ Say it is all right

ACTING AS AN EXECUTIVE TRAIN ATTENDANT
YOU GET PASSENGERS' ATTENTION THROUGH LOUD SPEAKER THAT THE TRAIN IS ABOUT TO DEPART FROM STATION. REMAIN THE PASSENGERS TO CHECK THE TICKET AND SEAT DOWN.
take turns

Games: Lifestyle

LIFE'S SIMPLE PLEASURE

DO YOU LIKE ANY OF THESE SIMPLE PLEASURES?

0 HAVING A NICE HOT BATH AFTER WORK
0 DRINKING A FIRST CUP OF COFFEE IN THE MORNING
0 PHONING YOUR FAMILY
0 LISTENING TO FAVOURITE MUSIC
0 GROWING PLANTS
0 GOING TO THE MARKET
0 COUNTING YOUR MONEY
0 SITTING IN THE PARK

IN SMALL GROUPS, TALK ABOUT YOUR SIMPLE PLEASURES. THINK OF AS MANY AS YOU CAN. DO YOU HAVE TIME FOR ALL TIME?