

ENGLISH COURSE HANDOUTS USING TEXT-BASED LANGUAGE TEACHING

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Abstract: This research aims to develop English course handout for second semester students *Jurusan Budidaya Tanaman Perkebunan Politeknik Pertanian Negeri Payakumbuh* using text-based language teaching. The research method is R&D (Research and Development) applying ADDIE (Analyzing, Designing, Development, Implementation, and Evaluation) model. The writer conducted evaluation in all stages. In Analyzing stage, the researcher evaluated the result of needs analysis to move to the next stage. Experts provided their judgment on the developed handout in the development stage. In implementation stage, there was limited tryout of the handout to students. There were 83 students as respondents in analyzing stage, 2 English lecturers and 2 heads of study program. In implementation phase, there were 35 students of *Manajemen Perkebunan* involved as the respondents to discover students’ perception on the developed handout. Instruments of this research were questionnaire for needs analysis and perception, interview guidance, and validation checklist form. The result of needs analysis showed that there was a gap between existing materials and course objectives. This finding was the base for revising the syllabus and developing the handouts. According to the experts, the handouts were categorized as “valid” scored 78,48 out of 100. The result of perception’s questionnaire showed that students said that the handout was interesting and its instruction was easy to understand therefore it was easy to use.

Keywords: Handout, Research and Development, Text-Based Language Teaching

INTRODUCTION

Background

General English is the most common material given to students in Indonesia. Students in Politeknik Pertanian Negeri Payakumbuh (henceforth : *Politani*) are also given General English as the materials of their course for *Bahasa Inggris 1* and *Bahasa Inggris 2*.

Garis-garis Besar Program Pengajaran (GBPP) Bahasa Inggris which is used in *Politani* states the terminal objectives of the English course are students should be able to comprehend scientific articles related to their major and to enrich their vocabulary and expressions of the language. The grammar of the language is taught simultaneously according to the scientific articles they read. The levels of English set in *GBPP* are Intermediate and Pre-Advanced level, (*GBPP Bahasa Inggris Politani*, 2012). But the materials of English courses are all about the tenses and parts of speech, then students are trained how to construct the sentences using those formulas. It means that the existing learning material was not in line with needs of students in learning the subject and also the expectation of the institution toward the students. The existing learning material did not support the high expectation of what skill students should master after studying the language.

The researcher sees this phenomenon as the gap to start the research. Revising the syllabus and developing the new handouts will be a better solution for students and teacher as the user of the product. This assumption is made based on the opinion that the new handout will be designed based on the students’ needs and the objectives of teaching the language to students.

There are four research questions in this study. All the questions are explaining the process of developing the handouts. Therefore, the purposes of the research are discovering the students’ needs in learning English for their study, finding out the most suitable type of English course handouts for the learners in *Jurusan Budidaya Tanaman Perkebunan*, finding out the expert’s judgment on newly developed English course handout, and discovering the students and teachers’ perception about the new handout designed for the English course after it is implemented in a limited tryout.

The handouts developed during this study have some characteristics. They are as described in the following items;

1. Text-based language teaching is applied in this English course handout. The major activity students must do in every handout is reading (independently or controlled task) and it is connected to activities to stimulate other skills.
2. The handouts are also equipped with vocabulary and grammar focus section which make students easy to understand the items and makes them more focus to vocabulary and grammar of the lesson.

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3. The handouts apply text-based language teaching, by instructing students to read references from any trusted sources they can find related to the topic of each lesson.

REVIEW OF RELATED THEORY

English for Specific Academic Purposes

The basis of English for Agriculture is derived from English for Specific Purposes in which the materials of the course are engineered based on what learners need of particular discipline in studying English. More specifically, it can be said that teaching English for agricultural students is categorized into English for Specific Academic Purposes (ESAP).

Dudley-Evans & St. John (1998: 41) define that “ESAP refers to the teaching of the features that distinguish one discipline from others”. It integrates the skills of General English to the actual subject task in the specific discipline. It can be executed by adopting and transferring the skills students have learnt in General English to the understanding of actual reading texts, essay writing, and report making in their major.

Syllabus

Mostly in every subject, a syllabus is distributed to students in the very first session by the lecturer as guidance of the course for one semester. It contains information about the topic for each session, the learning objectives, learning activities in the class, reading list as the references for further reading. Hutchinson and Waters (2008: 80) mention that “a syllabus is a document which says what will (or at least what should) be learnt”.

Richards and Renandya (2002: 76) quote Yalden’s statement about the general definition of the syllabus which means that “a public document, a record, a contract, an instrument which represents negotiation among all the parties involved”. For teaching and learning process, syllabus could mean an agreement between students and the teacher on the topics of the subject for one semester. Teacher provides a series of topic to be discussed the whole semester and also provide additional information on the references students should read to enrich their knowledge.

The type of the syllabus designed for this research is the text-based syllabus because designing text-based syllabus is one way of establishing a coherent, cohesive and comprehensive framework. According to Feez and Joyce (1998: 18) “a text-based syllabus can be thought as a type of mixed syllabus”. It integrates the elements a language learning syllabus should have. It has the situation of what students will learn, the topic of the lesson, notion, function of the language, the grammar part, the vocabulary, and the activities provided for the students in order to reach the objectives of the lesson. This type of syllabus is suitable to text-based language teaching, even generally all well-known ELT syllabus are suitable and related to text-based according to Feez and Joyce (1998: 13).

Handouts

“Handouts are paper-based materials given to student before, during, and after the teaching session”. (Butcher, Davies, and Highton, 2006: 137). Besides to communicate information, handouts can be used as a tool to support an active way of learning. Teacher can distribute handouts in advanced, for instance a day or a week before the session. It aims to provide students a better way of preparation for the lesson. It also can be distributed after the session as the additional information about the lesson they have learned. Handout also can serve as a summary of key points. In any case, handout can include more detailed information than teachers may have to cover in the presentation. Handouts also can serve as the tools for the students to do the exercise of the lesson they are studying.

The type of handouts the researcher will develop for this study is the gapped handouts type. The components of the handout will consist of information about the course – title, theme, time, objective, etc -, additional information of the lesson and the exercises for practicing the language. Teacher can put some more information on the lesson of the day if necessary and provide the exercise as the tool of practice for the students in the classroom and also can be as homework. (Butcher, Davies, and Highton, 2006: 138).

Text-Based Language Teaching

By applying text-based language teaching, teachers will find easier way to bring the situation of language use to the classroom. Providing the suitable kinds of text to students will be a great help for the students in learning the language. To implement text-based language teaching in teaching English for students of *Politani*, researcher follows the description as proposed by Feez and Joyce in Richards (2005: 43). It consists of five phase; (1) building the context, (2) modeling and deconstructing of the text, (3) joint construction of the text, (4) independent construction of the text, and (5) linking to related text.

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A study conducted by Marina and Marmiene (2006: 14 (2): 104) from Lithuania to their students of Information Technology and Computing applying text-based in language teaching resulted in a conclusions. Some of them are (1) the essential features of a connected text helping students to raise their awareness of its structure and organization and to develop reading comprehension skills are defined, (2) in general, text-based activities are creative and thought-provoking, thereby it is raising the interest of students in language learning, and (3) it is concluded that the effectiveness of text-based activities depends on the level of students’ knowledge of English, their awareness of text structure and organization, linguistics guess and quality of the tasks.

RESEARCH METHOD

This study applies the Research and Development research design which aims to produce handouts used for students in Politani. The stages of the research adopted the ADDIE model, stands for Analyze, Design, Develop, Implementation, and Evaluation. (Pribady, 2009: 125). This framework was initially developed by Florida State University.

The cycle of ADDIE may take place continuously as a process to make the product become better. Needs analysis takes place before the researcher design the handouts to locate the suitable ones for students. Based on the result of the needs analysis, materials for teaching and learning English are designed properly. The next step to do is develop the materials based on the design carried out previously. Validating the product produced from this research was executed after development phase to check the validity of the handout developed. Revision is conducted based on the comments and suggestions if any. Testing the product to end user is an essential step to carry out as the step in implementing the newly developed materials.

Instruments used for the research – in the needs analysis and implementation stage - were questionnaires, interview guidance, and validation checklist forms. The interview guide was used in the analysis phase which was to confirm the lacks, wants, and necessities of learning English. There were two kinds of validation checklist forms applied in this research, validation checklist form for instruments - questionnaire and interview guide, and the one for developed handout.

Expert’s judgment data for development stage was gained by having the two experts to check the handouts. Validation checklist form was provided for the experts to give checklist on the items listed. During implementation stage, the validated handouts were tried out to students in the class. After the session, students were required to fill in the perception questionnaires. The data gained from the perception questionnaires were used to describe students and teacher’s perception toward the developed handouts.

DEVELOPMENT RESULT

Analyze Stage

The first phase of the research functions to find out the students’ needs in learning English. The needs analysis was executed by distributing the questionnaire to first semester students of *Jurusan Budidaya Tanaman Perkebunan*. It consists of two study programs, *Budidaya Tanaman Perkebunan* and *Manajemen Perkebunan*. Also, two English lecturers and two head of study programs were interviewed to gain data.

The result showed that learning objectives require students to be able to read scientific articles. Mastering reading skill would be a great advantage for students for they may absorb knowledge from reading sources written.

The existing material for *Bahasa Inggris 2* is mostly focused on listening skill. Unfortunately, the listening is all merely about tenses, present tense, present continuous, present and past perfect, and past tense. It means the materials are not relevant to what students need to learn. The materials do not support students to acquire the skills needed to broaden their knowledge on their major. Therefore, the researcher revised the existing syllabus to make it relevant to the needs analysis result.

In addition, text-based language teaching is applied to force students to like reading habit because good reading skill will give those students advantages to their academic life. Text-type expected to be available in the handouts are procedure text dealing with the working procedure of agricultural chores. Persuasive text deals with the skill students should posses to persuade and to convince people, for instance to cultivate certain commodities because their economic values.

The following table shows the gap found between needs analysis and situation analysis;

No	Situation Analysis	Need Analysis	The Gap Found
1.	The existing material is General English	vocational school students should not get General English, the materials should be designed	Materials of General English in <i>Bahasa Inggris 2</i> which is mostly about tenses cannot

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		based on their major	support students to achieve the skill they should have
2.	General English cannot support the needs	English skill is needed more to support students’ academic life.	Only smart part of the lesson is reading. Text-based language teaching is suitable to fulfill this gap
3.	Existing materials do not covers topics closely related to students’ major	Students have to understand very well vocabularies and expressions commonly used in their major	Topics for English course materials should be about students’ major
4.	GBPP states students ability to comprehend scientific articles related to their major as the terminal objective of the English course	English lecturer said that students need receptive skills (reading and listening) to support their access to reading sources.	English course materials should be focused more on reading skill

Design Stage

The data and the conclusion which presented in the analysis phase were a map for the researcher in designing the English course handout. It means that the result answers the second research question which is finding out the most suitable type of text-based English course handout for students in *Jurusan Budidaya Tanaman Perkebunan*. Before developing the handout, the researcher revised the existing syllabus used recently in *Jurusan Budidaya Tanaman Perkebunan*. The syllabus was revised to mixed syllabus type referred to what was explained by Feez and Joyce (1998: 22).

The next step was the researcher outlined learning outcomes based on each topic discussion. The learning outcomes were defined followed by the language objectives. The activities for each handout were also chosen and prepared carefully in order to giving the suitable, effective, and efficient items for the students to enhance the language skills mastering. The first thing to consider was the topic of the lesson to make the text, exercise, vocabulary focus, and the language focus would having correlation to one another.

The following table shows the topics and text titles available in the handouts;

Handout	Topic	Text Title
1, 2	The History of Agriculture	The Development of Agriculture
3, 4	Soil Analysis Report	Soil Analysis Report
5, 6	Preparing, Seeding, and Planting	Preparing, Seeding, and Planting
7, 8	Composting	How to Make Organic Compost at Home
9, 10	Agriculture and Economy	Pricing
11	Cropping System	Diversification
12	Cropping System	Future Plan
13, 14	Yummy Chocolate	Processing Chocolate
15	The History of Coffee	Coffee in Indonesia: Culture, Terroir, and People
16	The History of Coffee	Barista

Develop Stage

Handouts Development

In this phase, the researcher developed the designed handout to be real printed handout. They stating information about handout and lesson number, topic of the lesson, title of the reading text, skills focus of the lesson, and terminal objectives of the lesson.

The topic of handout 1 from lesson 1 for instance, is “The History of Agriculture”. The title of the reading text students found in handout 1 is “The Development of Agriculture”. In “Vocabulary Focus” section which is available in odd numbers of handouts (handout 1, 3, 5, etc), students are introduced to some terms commonly used related to topic of development of agriculture. Students can firstly guess the definition of the terms helped by some pictures available below in the vocabulary focus section..

Before starting reading the text provided in the handout, students must answer some questions in “Pre-Reading Activity” to dig their background knowledge about the history of agriculture in their homeland. For “Speaking Activity” in handout 1, there are two exercises students have to perform. The first one is

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composing comprehension questions and then work in pairs to answer the questions they have created. The second exercise is students work in pairs to share what they have learned from the text.

For “Writing Activity” part, students have to rewrite the history of agriculture based on their comprehension using their own sentences. Students get the opportunity to practice and to improve their writing skill to compose a short paragraph.

Experts’ Judgment

In order to check the validity of the developed handouts, the researcher was helped by two experts. The validation process was conducted by completing a set of validation checklist form which was developed based on guidance from *Panduan Pengembangan Bahan Ajar*, published by *Diknas* in 2008. The validator checked some aspects of the developed handouts.

The average score for the handouts is 78,48. Further information about the validation score is as follow; the average score for the content of developed handout is 77.08 which is categorized into valid. It means that the topics being put in the developed handout was suitable with the students’ need. For the language aspect of the developed handout, the average score is 84.37, included to the category of very valid. The score means that the language used in the handout was easy to understand.

The average score for presentation aspect is 70.00 which categorized as valid. The meaning of the score was the presentation of the developed handout needed to be improved. And finally, the average score of the mechanics of the developed handout is 82.50, categorized as valid. The average score gave us the meaning that mechanics aspects such as type and size of the font used, lay out, illustrations and pictures, space for taking notes, and the attractiveness of the developed handout was sufficient to be used permanently.

Handouts Revision

There were some comments and suggestions from the experts taken as the contribution toward the handouts. The researcher then revised the handouts according to expert’s judgment. True – False exercises were removed from handout 1 and handout 5. As the replacement, the researcher tried to facilitate the students in checking their comprehension about the reading text by giving them some comprehension questions.

The researcher added audio podcast about people giving agricultural counseling to a group of farmers in Handout 8. The audio podcast was about how to control insects by mixing plants. The Audio script was also provided only in case students needed helps. Next revision is adding the objective of learning the grammar focus or language focus of each handout to make students able to understand the reasons for studying it.

The last suggestions from Validator 2 was to make students to do free reading or independent reading which means students must read as many as reading sources they can find related to the topic of the lesson. Lecturer must inform it in advance to make students have sufficient time to find the reading sources and to read them. Students then must share to the classmates what they had read and classmates may question them about what they had read. In case students read the same article, it would be fine because their understanding about the text would not be exactly the same.

Implement Stage

Pre-Test

Before conducting the limited tryout to students, a pre-test was conducted to check the students’ knowledge on the vocabulary focus of the lesson. It is necessary to do the pre-test because students were used to General English material for their English course.

Tryout

A limited tryout was conducted after the English course handouts were checked and validated by the expert. Thirty five students from two classes of *Manajemen Perkebunan* study program were chosen as the participants of the limited try out. They then participated filling in the questionnaire about the developed handout.

Post-Test

Post-test for the implement stage was conducted to students to ensure that the lessons from the developed handouts help them to enrich their knowledge, especially on the vocabularies related to the lessons. The result showed that most of the students have improved their test result even though some students still got low result compared to their classmates. The lowest correct answer reached by two of the students, their result was 4, compared to pre-test result which was 2. Five students even got the perfect score, their post-test result was 10. Most of the respondents made improvement on the score of their test. Four students out of

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thirty five didn’t make any improvements. Three of them got lower score of post-test than pre-test score and one students got the same score.

Evaluation Stage

Students’ Perception

Most students are eager to study when they find interesting books and other helping tools in terms of color, pictures, and font used. Around 57.1% of students agreed that the layout of the developed handout was interesting; around 31.4% students said they strongly agree that the handout had an interesting layout. Meanwhile around 11.4% students said they disagree that this developed handout had interesting layout. The numbers meant that students of *Manajemen Perkebunan* regarded this developed handout which is one of the tools used in the English course to study the language as an interesting one.

Serious students write everything they hear during lecture on a paper or book, yet eventually they found that not all of them were necessary to be written. Therefore, sufficient space is important for students to have in their handouts. About 37.1% strongly agreed that they found the handout had enough space to make notes. About 45.7% students agreed to this statement and only 17.1% students said that they disagree to the statement the developed handout had enough space for them to write notes. It can be concluded that there was enough space for students to write any notes while listening to the lecture during the English course.

Around 60% of students agreed to the statement that the developed handout contained an easy to understand instructions. It means that more than half of the respondents said so. Meanwhile, the other the respondents said that they 20% strongly agree to the statement and another 20% were disagree to the statement that the developed handout contained an easy to understand instruction. It can be concluded that no revisions on the language of instruction were necessarily made by the handout developer.

Teacher’s Perception

As teaching materials for students, handouts are demanded to be able to attract students’ attention, handouts should be able to motivate students to learn as well as to ignite students’ curiosity toward the subject being learned.

To make it success, developer should create such a good handout in terms of content by doing the following: provide map or conceptual diagram to link the items in handout, provide annotated bibliography to help students find further information about the lesson, provide additional information to right the mistakes usually found in teaching materials, provide new and additional examples for difficult to understand concept, and provide a problem to be solved by students individually or in groups. (Prastowo, 2015: 92).

CONCLUSION

According to the study has been conducted, there are conclusions can be drawn. First, students at *Jurusan Budidaya Tanaman Perkebunan* need English skill to support their academic study. The course materials delivered to students should be based on their major, not General English. Therefore, the researcher developed English course handouts referring to English for Specific Academic Purposes for the students.

Second, the base for developing these handouts is text-based language teaching. The reason is based on the needs analysis result that students need receptive skill more than productive skill in supporting their academic study. Therefore, reading and listening are the major activities students have for the skill practice. Other skills could be explored simultaneously when students performing activities as instructed in the handouts.

Next, the developed English course handouts are categorized as valid to be used by the students. Very valid category was given to language and mechanics aspects, and valid category was given to content and presentation aspects of the developed handout.

Finally, students and teacher take the handouts as helpful tool to learn English because it has easy to understand language of instruction. Furthermore, the learning materials and the exercises provided can accommodate students to practice English and achieve the learning target.

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APPENDIX A – PRODUCT VALIDITY

DATA OF PRODUCT VALIDITY FROM VALIDATORS

No.	Component	Validator		Sum	Total	Score
		1	2			
A	Content					
1	Compliance with the syllabus	4	4	8	37	77,08
2	Compliance of the students’ need toward the material for English course	3	3	6		
3	Compliance of the material level to the students’ comprehension level	3	2	5		
4	The authenticity of materials	3	3	6		
5	The compliance of the exercises with the material	4	4	8		
6	Exercises are provided structurally	2	2	4		
B	Language					
7	Clarity of information	3	3	6	27	84,37
8	Clarity of each task instruction	3	4	7		
9	Effective and efficient of language used	3	3	6		
10	Easy to understand	4	4	8		
C	Presentation					
11	Clarity of text-based language teaching purposes	3	3	6	28	70,00
12	The order of presentation	3	3	6		
13	Interactivity of exercises	2	2	4		
14	Completeness of information	3	3	6		
15	Well-organized	3	3	6		
D	Writing Mechanics					
16	Interactive font (type and size)	3	3	6	33	82,50
17	Lay out	3	3	6		
18	Contains of illustration and pictures	4	3	7		
19	Available of space for taking notes	4	4	8		
20	Attractiveness of handout	3	3	6		
					Average	78,48

APPENDIX B – SAMPLE HANDOUTS

Jurusan Budidaya Tanaman Perkebunan Bahasa Inggris 2

Lesson	1
Handout	1
Text	The Development of Agriculture
Skill	Reading, Speaking, Writing
Terminal Objectives	Students will be able to: 1. Share their knowledge about the history and development of Agriculture. 2. Understand the vocabulary focus of the lesson 3. Improve their speaking skill by retelling the story of the text 4. Practice their writing skill by rewriting about the history

Independent Reading Assignment

The History of Agriculture

You have to read any kind of reading sources related to the History of Agriculture in advance. Share what you have read before coming to the class to your classmates. Questions, comments, and additional information about the topic if any addressed to the person sharing the knowledge are accepted.

Vocabulary Focus

Focus of this session is to introduce some terms on agricultural activities.

agriculture	crop	cultivate	ditch
domesticate	harvest	irrigation	water supply



Discuss the following questions before reading the text.

1. When did farming first begin in your region?
2. What did farmers first grow in your region?
3. Do farmers still grow them now?
4. Do the plants become the icon agricultural product from your region?

Pre-Reading

The Development of Agriculture

Reading

Agriculture began in the area known as Fertile Crescent. The area is a hot, dry desert. But it has two of the requirements for farming: good soil and a water supply.

Many early farmers used the Nile River as a water supply. The Nile River floods at the same time every year. Farmers planted crops before the floods. This helped their plants to survive in the desert. Later, farmers created irrigation ditches. They moved water from the Nile River to their fields. They could cultivate crops any time of the year and harvest extra food.

Producing extra food was important. Later, farmers fed animals with it. These domesticated animals became another important part of agriculture.

• Match the words in (1-6) with the definitions in (A-F)

- | | |
|--------------------|---------------------|
| 1. ___ agriculture | 4. ___ produce |
| 2. ___ crop | 5. ___ domesticated |
| 3. ___ cultivates | 6. ___ plant |

Exercise

- A. a large group of cultivated plants
- B. to put seeds in soil
- C. growing plants and raising animals
- D. to make something
- E. to raise a crop from seeding to harvest
- F. to tame an animal

Speaking Activity

- Each of you should write two to three comprehension questions about the above text. You can take turn asking the questions with your partners in group of three.
- Read the passage again, and then in pairs tell your partner the things you have learnt from the text. You may also compare the story from the above text to agriculture in your homeland.

Writing Activity

- You have to rewrite The History of Agriculture in your own sentences based on what you learned from reading source you found for Independent Reading Assignment and the short text provided for you.

Jurusan Budidaya Tanaman Perkebunan Bahasa Inggris 2

Lesson	8
Handout	16
Text	Barista
Skill	Reading, Listening, Speaking, Writing
Grammar Focus	Quantifier
Terminal Objectives	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Share their knowledge about the prospect of barista as the future career 2. Practice the grammar focus of the lesson 3. Improve their listening skill 4. Improve their speaking skill by explaining barista is a good job as future career 5. Improve their writing skill by composing paragraphs about history of barista

The History of Coffee: Barista

Independent Reading Assignment

You have to read any kinds of reading sources you can find related to Barista, including its history in the world and in Indonesia in advance.

Share what you have read before coming to the class to your classmates. Questions, comments, and additional information about the topic if any addressed to the person sharing the knowledge are accepted.

Grammar Focus

Grammar Focus of this session:

Quantifier

Using units of measure with non-count nouns

Example: I had two cups of coffee

Margaret made three pieces of toast

Using units of measure for non-count nouns

To mention a specific quantity of non-count nouns, speakers use units of measure such as two cups of or one piece of. A unit of measure usually describes the container (a cup of, a bowl of), the amount (a pound of, a quart of), or the shape (a bar of soap, a sheet of paper).

• Exercise on units of measure for non-count nouns

Complete the following sentences with the units of measure provided in the box.

bag bottle box can/tin jar

1. a _____ of olives
2. a _____ of crackers
3. a _____ mineral water
4. a _____ of jam or jelly
5. a _____ of tuna fish
6. a _____ of soup
7. a _____ of sugar
8. a _____ of wine
9. a _____ of corn
10. a _____ of peas
11. a _____ of flour
12. a _____ of soda pop
13. a _____ of paint
14. a _____ of breakfast cereal

Pre-Listening Activity

• Pre-Listening activity

Discuss the following question before you listen to the audio about barista.

1. What does the word "barista" mean?
2. Where does the word originally from?
3. What are the requirements a person must have to be a barista?
4. Is it a promising job in the future? Why?

Listening Activity



Listen and watch an audio or video showing a barista makes coffee and coffee drinks. You should take notes while listening or watching so you will be able to explain to your classmates later about barista and his/her works.

Speaking Activity

Discuss in pairs about the history of barista. Explain to audience that this job is interesting and will be good as future career.



Writing Activity

- Find any reading sources you can on the internet about the history of barista and its future possibility as career.
- Compose a short paragraph describing about this profession.