

**LAPORAN
PROGRAM PENGABDIAN KEPADA MASYARAKAT
DANA UMBY**



**PENDAMPINGAN KELOMPOK PEDAGANG CENDERAMATA
MALIOBORO UNTUK PENYEDIAAN LAYANAN KOMUNIKATIF
WISATAWAN MANCANEGERA**

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**PRODI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PRAKATA

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DAFTAR ISI

	Halaman
A. HALAMAN SAMPUL.....	i
B. HALAMAN PENGESAHAN.....	ii
C. PRAKATA.....	iii
D. DAFTAR ISI.....	iv
E. DAFTAR GAMBAR.....	v
F. DAFTAR TABEL	vi
G RINGKASAN	vii
H. BAB 1. PENDAHULUAN.....	1
I. BAB 2. TARGET DAN LUARAN.....	4
J. BAB 3. METODE PELAKSANAAN.....	6
K. BAB 4. KELAYAKAN PERGURUAN TINGGI	9
L. BAB 5. HASIL YANG TELAH DICAPAI	10
M. BAB 6. RENCANA KEGIATAN SELANJUTNYA.....	10
N BAB 7. SIMPULAN DAN SARAN	10
O. DAFTAR PUSTAKA.....	10
P. LAMPIRAN	12

DAFTAR TABEL

TABEL No	JUDUL	HALAMAN
2.1	Target dan Luaran yang telah dicapai	4

DAFTAR GAMBAR

GAMBAR No	JUDUL	HALAMAN
1	Situasi di Malioboro Tempo Dulu	2

DAFTAR LAMPIRAN

LAMPIRAN	JUDUL	HALAMAN
1	Buku Pelatihan VEB (<i>Vendors English Book</i>)	11
2	Bukti <i>Acceptance Letter</i> dari penyelenggara Seminar Internasional ELTLT	42

RINGKASAN

Pendampingan Kelompok Pedagang Malioboro untuk Penyediaan Layanan Komunikatif Wisatawan Mancanegara

**Dr. Hermayawati, M.Pd.
Endah Pitriyani, S.Pd.**

Kegiatan pengabdian kepada Masyarakat ini bertujuan memberikan pendampingan pedagang cenderamata di Malioboro untuk belajar berbahasa Inggris secara mandiri (*English Self-Learning*) menggunakan *Vendors English Book* (VEB) yang merupakan hasil penelitian Pengabdian sebelumnya. VEB merupakan buku saku yang muatannya dirancang secara khusus bagi para pedagang asongan yang ada di sekitar Malioboro, dengan tujuan untuk memberikan layanan komunikatif kepada para wisatawan mancanegara yang sedang berbelanja cenderamata di lapaknya.

Sesuai dengan tujuannya, kegiatan dilakukan oleh pengabdian melalui empat tahapan LP2E (latihan, praktik, praktik, evaluasi) dengan menggunakan pendekatan CPE (*content, practice, and evaluation*) sebagai berikut: (1) melatih penggunaan VEB; (2) mendorong pedagang untuk mempraktekkan muatan VEB secara mandiri atau bersama teman; (3) mendorong pedagang lapak untuk mempraktekkan bahasa Inggris secara langsung kepada wisman yang berkunjung di lapaknya secara mandiri; (4) mengevaluasi hasil praktik berbahasa Inggris menggunakan VEB. Peserta program terdiri dari 8 orang pedagang cenderamata dan asongan yang bersedia untuk mendapatkan pendampingan dalam menyediakan layanan komunikatif kepada wisman. Waktu pelaksanaannya adalah 12 kali pendampingan selama 3 bulan berturut-turut dengan masa pengabdian secara keseluruhan 10 Bulan.

Hasil kegiatan pengabdian ini berupa: (1) peningkatan kemampuan berbahasa Inggris level *threshold* menggunakan VEB; (2) keberanian mitra dalam praktik berbahasa Inggris secara langsung kepada wisman; (3) luaran berupa Buku VEB yaitu buku pegangan bagi Mitra untuk berkomunikasi dengan pembeli wisman dan (4) prosiding UTIC (UAD TEFL International Conference) ke-4 UAD (*published*) 2017.

Kata Kunci: Wisman, VEB, *speaking skill, threshold level, needs*

BAB I. PENDAHULUAN

A. Analisis Situasi

Malioboro adalah salah satu tujuan wisata di Kota Yogyakarta yang merupakan kota tujuan wisata domestik dan mancanegara terkemuka setelah Bali dan Jakarta. Eksistensi Malioboro pada saat ini sedang dikembangkan menjadi salah satu kawasan yang juga menjadi salah satu tujuan wisata DIY. Kondisi semacam ini harus terus ditingkatkan melalui berbagai cara agar industri pariwisata DIY pada umumnya dan Kota Yogyakarta khususnya, terus meningkat baik secara kualitas maupun kuantitasnya demi peningkatan pendapatan Daerah, termasuk pendapatan dari para pedagang asongan yang mencari nafkah di sepanjang jalan protokol tersebut.

Nama “Malioboro” dalam bahasa Sansekerta, bermakna karangan bunga. Hal ini kemungkinan karena adanya hubungan dengan masa lalu ketika Keraton Yogyakarta. Dahulu, setiap Keraton mengadakan acara besar, Jalan Malioboro selalu dihiasi dengan bunga. Kata “Malioboro” juga berasal dari nama seorang kolonial Inggris yang bernama “*Marlborough*” yang pernah tinggal di sana pada tahun 1811-1816 M. Pembangunan Jalan Malioboro bertepatan dengan pendirian Keraton Yogyakarta, yaitu tempat kediaman Sultan Hamengku Buwono. (z.net/sejarah-malioboro-yogyakarta/).

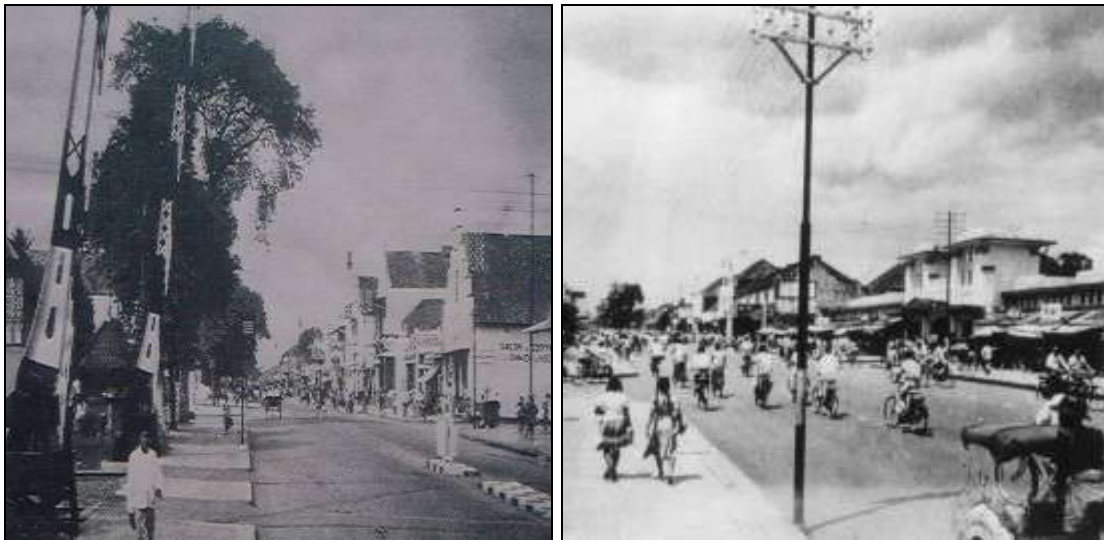
Perkembangan pada masa itu didominasi oleh Belanda dalam membangun fasilitas untuk meningkatkan perekonomian dan kekuatan mereka, seperti pembangunan stasiun utama (1887) di Jalan Malioboro, yang secara fisik berhasil membagi jalan menjadi dua bagian. Sementara itu, Jalan Malioboro memiliki peranan penting di era kemerdekaan (pasca-1945), yaitu sebagai pusat perjuangan rakyat Indonesia dalam rangka memperjuangkan kemerdekaannya melalui pertempuran yang terjadi di sepanjang jalan tersebut.

Jalan Malioboro sebelumnya merupakan jalan dua arah, tetapi sejak tahun 1980-an telah menjadi satu arah, yaitu dari jalur kereta api Stasiun Tugu ke selatan sampai Pasar Beringharjo. Di kawasan tersebut terdapat salah satu hotel kuno terbesar yang dibangun sejak jaman kolonial Belanda, yang diberi nama Hotel Garuda. Hotel ini terletak di ujung utara jalan di sisi timur, berdekatan dengan jalur kereta api di Stasiun Tugu.

Saat ini Malioboro menjadi kawasan wisatawan terbesar di Yogyakarta, dengan sejarah arsitektur kolonial Belanda yang dicampur dengan kawasan komersial Cina dan

kontemporer. Sepanjang jalan tersebut difasilitasi dengan trotoar di kedua sisi jalan yang penuh sesak dengan keberadaan warung-warung kecil yang menjual berbagai macam barang dagangan. Pada malam hari, kawasan tersebut dimeriahkan dengan adanya berbagai warung makan atau restoran terbuka, yang biasa disebut lesehan. Warung lesehan (pengunjung duduk di atas tikar yang digelar di pinggir jalan) yang dibangun menggunakan tenda biasanya dibuka dari sore hingga dini hari. Suasana warung lesehan di Malioboro ini telah menjadi penanda khusus bagi wisatawan domestic atau pun mancanegara. Pengunjung dapat duduk bersantai sambil menikmati berbagai hidangan yang berupa makanan dan minuman baik tradisional maupun internasional.

Selain warung lesehan yang kebanyakan dibuka pada sore hingga dini hari, pada siang hari, kawasan sepanjang trotoar Jalan Malioboro dipenuhi dengan pedagang pakaian, cenderamata dan makanan tradisional yang setiap harinya dipenuhi dengan para pelancong yang ingin berbelanja di kawasan tersebut, karena barang-barang yang ditawarkan dipandang unik dan relatif terjangkau harganya, terutama jika pembeli mampu menawar harganya. Hingga saat ini, Malioboro tetap menjadi kawasan wisata yang paling banyak dikunjungi pelancong, termasuk dari mancanegara.



Gambar 1. Situasi di Malioboro Tempo Dulu

B. Permasalahan Mitra

Perkembangan wisata di Kota Yogyakarta sudah semestinya mendapatkan perhatian serius baik dari pemerintah daerah maupun para pelaku usaha, termasuk pedagang yang

membuka lapak di sepanjang Jalan Malioboro. Untuk meningkatkan kenyamanan wisdom dan wisman, para pedagang perlu terus meningkatkan layanannya, khususnya dalam hal berkomunikasi dengan pembeli yang berasal dari mancanegara (wisman). Khususnya layanan bagi wisman, masih banyak pedagang yang belum mampu berbahasa asing, sekurang-kurangnya bahasa Inggris secara komunikatif, minimalnya pada tataran ambang (*threshold level*), yaitu penguasaan bahasa Inggris untuk bertahan hidup sehari-hari (Van Ek, dalam Hermayawati, 2009: 114). Hal ini perlu dilakukan karena kebanyakan wisman enggan menggunakan jasa pemandu wisata dari Kota Yogyakarta yang mungkin karena pertimbangan biaya. Sementara itu, kemampuan komunikatif verbal merupakan layanan yang utama mendapat perhatian dari para pemangku kepentingan. Oleh sebab itu, untuk menyediakan layanan komunikatif bagi wisman khususnya yang belanja di kawasan tersebut, perlu kiranya para pedagang cenderamata yang bersangkutan mampu berkomunikasi dengan mereka dalam bahasa Inggris.

Sayangnya hingga saat ini pelatihan bahasa Inggris bagi pedagang di kawasan tersebut sangat sulit diterapkan dengan alasan kesibukan mereka dalam melayani pembeli. Berdasarkan hasil kajian awal untuk perencanaan program ini, diperoleh informasi bahwa kebanyakan pedagang mengalami kesulitan dalam meluangkan waktu untuk mengikuti pelatihan secara intensif karena mereka harus berjaga di lapak mereka dari pagi hingga malam hari demi mencari nafkah untuk memenuhi kebutuhan hidup keluarga. Meskipun demikian, sebenarnya mereka memiliki keinginan yang tinggi untuk mampu berkomunikasi dalam bahasa Inggris sebagai sarana layanan wisman. Selama ini, mereka telah beberapa kali mendapatkan tawaran pelatihan intensif dari beberapa kalangan termasuk dari Tim Pengusul, namun hasilnya tidak sebagaimana yang diharapkan, karena adanya kendala waktu pelaksanaannya.

Atas dasar pertimbangan sebagaimana diuraikan di atas, Penulis beserta tim memberikan pendampingan bagi para pedagang yang bersedia berlatih bahasa Inggris secara langsung menggunakan buku panduan hasil penelitian sebelumnya, yang disebut VEB (*Vendors English Book*). Buku ini khusus dirancang sesuai dengan kebutuhan komunikatif pedagang asongan yang memuat tentang percakapan menyangkut jual/beli, seperti: (1) Sapaan terhadap calon pembeli (*Greeting & Leave Taking*), (2) tawar-menawar barang (*Offering/Bargaining*), menjelaskan barang dagangan (*Describing Things*), (3)

menjelaskan situasi/kondisi (*Describing situations*), (4) harga barang (*Price*), (5) uang kembalian (*Money Changing*), (6) menulis nota (*Writing Invoice/Receipt*).

Sesuai dengan tujuannya, sasaran khusus kegiatan pengabdian ini adalah kemampuan berbahasa Inggris level ambang para pedagang di Malioboro yang bersedia mengikuti program ini sehingga mampu meningkatkan kualitas layanan bagi wisman. Jika kualitas layanan komunikatif meningkat, diharapkan akan dapat meningkatkan jumlah pembeli khususnya wisman. Pada saat usul pengabdian ini dibuat, ada sekitar 8 orang pedagang cenderamata di Malioboro (*vendors*) yang bersedia mengikuti kegiatan pendampingan ini dengan usia rata-rata di atas 40 tahun.

C. Justifikasi Tim Pengusul dan Mitra dalam Menentukan Permasalahan Prioritas yang Harus Ditangani

Atas dasar permasalahan sebagaimana diuraikan di atas, Tim Pengusul beserta Mitra telah menentukan prioritas kegiatan yang perlu segera ditangani, yaitu kesediaan Mitra kelompok pedagang cenderamata di kawasan Malioboro untuk praktik langsung berbahasa Inggris secara mandiri (*self-learning*) khususnya kepada wisman yang mengunjungi lapak mereka dengan menggunakan buku panduan VEB (*Vendors English Book*). Kegiatan ini dilakukan karena adanya keterbatasan waktu mitra untuk menjalani tawaran pelatihan secara intensif dalam bentuk pertemuan tatap muka bersama. Namun demikian, mereka tetap menginginkan agar mereka mampu berbahasa Inggris, khususnya untuk melayani pembeli yang berasal dari mancanegara (wisman).

BAB II. TARGET DAN LUARAN

A. Kegiatan yang telah Dilakukan

Telah diuraikan di muka, bahwa tujuan program pengabdian ini secara khusus adalah untuk memberikan pendampingan kepada para pedagang cenderamata yang ada di Malioboro dalam mempraktikkan bahasa Inggris dalam rangka menyediakan layanan komunikatif bagi para wisman, khususnya yang berkunjung ke lapaknya. Prosedur pendampingan yang telah dilakukan adalah sebagai berikut. **Pertama**, mitra diminta mempelajari VEB (*Vendors English Book*) yang dibagikan secara cuma-cuma. **Kedua**, Pengusul mengetes kemampuan mitra dalam memahami muatan VEB sebagai dasar pengukuran analisis kebutuhan peserta. **Ketiga**, Penulis dan tim memberikan

pendampingan secara langsung bagi mitra untuk mempraktikkan muatan VEB pada saat ada wisman yang mengunjungi lapaknya. VEB merupakan buku panduan (hasil penelitian penulis dan tim sebelumnya) yang berbentuk *handy* (luwes dibawa kemanapun), bergambar dan berisi berbagai ekspresi bahasa yang telah disesuaikan dengan kebutuhan kelompok mitra. Untuk lebih jelasnya, ketercapaian target kegiatan program pengabdian ini dicantumkan pada Tabel 2.1.

Tabel 2.1. Target dan Luaran yang telah dicapai

No	Nama Kegiatan	Keterangan
1.	Menyusun kuesioner analisis kebutuhan pelatihan sebagai basis penyusunan materi pelatihan dalam Program Pelatihan bahasa Inggris <i>Threshold Level</i> ;	Sudah terlaksana
2.	Menyiapkan partisipan dan kelengkapan pelatihan	Sudah terlaksana
3.	Menyiapkan dan membagikan materi pelatihan VEB untuk dipelajari terlebih dulu	Sudah terlaksana
4.	Mengadakan pelatihan secara individual	Sudah terlaksana
5.	Mendampingi praktik langsung penggunaan bahasa Inggris mitra dengan wisman sekaligus evaluasi hasilnya	Sudah terlaksana
6.	Menyiapkan Laporan Pengabdian	Sudah terlaksana
7.	Menyiapkan naskah publikasi dalam prosiding seminar internasional pada forum UTIC	Sudah terlaksana
	Luaran	
1.	Laporan Pengabdian	Sudah terlaksana
2.	Naskah dalam <i>oral presentation</i> dalam seminar internasional UTIC UAD	Sudah terlaksana (<i>Published</i>)
3.	Materi Ajar VEB (<i>Vendors Eenglish Book</i>)	Sudah terlaksana

B. Jenis dan Spesifikasi Luaran

Jenis luaran kegiatan pengabdian ini adalah sebagai berikut: (1) jasa layanan berupa kemampuan berbahasa Inggris mitra pada tataran ambang (*threshold level*), yaitu kemampuan berbahasa Inggris untuk sekedar memberikan jasa layanan komunikatif bagi wisatawan mancanegara (wisman) yang berkunjung atau singgah di lapak mereka; (2) Materi pelatihan VEB; (3) Naskah publikasi berjudul “*Functional English Design for Domestic Migrant Workers*” dimuat dalam prosiding “*The 4th UAD TEFL international Conference*” dengan Tema “*ELT for Sustainable Development*” yang diselenggarakan pada tanggal 19-20 September 2017.

BAB III. METODE PELAKSANAAN

A. Solusi/Kesepakatan Bersama

Telah diuraikan di muka, bahwa keinginan mitra untuk mampu berbahasa Inggris setara tataran ambang (*threshold level*) tidak didukung oleh ketersediaan waktu untuk mengikuti pelatihan atau kursus secara intensif dalam bentuk tatap muka bersama. Oleh sebab itu, solusi yang disepakati bersama antara mitra dan Penulis adalah berupa kegiatan pendampingan dalam meningkatkan kemampuan berbahasa Inggris dalam rangka menyediakan layanan komunikatif bagi para wisman yang berkunjung ke lapak mitra pedagang cenderamata di Malioboro Yogyakarta. Pendampingan dilakukan secara individu terhadap mitra yang sedang menerima kunjungan wisman, pada setiap akhir pekan.

B. Metode Pelaksanaan Kegiatan Pengabdian

Merujuk pada prosedur kegiatan sebagaimana diuraikan di muka, kegiatan ini menggunakan pendekatan CPE (*Comprehension, Practice and Evaluation*) yang urutannya dapat digambarkan sebagai berikut: *Comprehension* → *Practice* → *Evaluation*. Langkah *Comprehension* dilakukan dengan cara meminta mitra untuk mempelajari sendiri buku panduan yang diberikan (*self-learning*), yaitu VEB yang merupakan hasil kajian sebelumnya (Pitriyani & Hermayawati, 2017) yang diilhami dari buku hasil kajian Hermayawati (2009), yaitu *English for Migrant Workers*. Langkah kegiatan *Practice* dilakukan dengan cara mempraktikkan bahasa Inggris menggunakan berbagai ekspresi yang ada dalam VEB dengan didampingi oleh Penulis. Langkah kegiatan Evaluasi dilakukan dengan tujuan menilai kemajuan/kemampuan mitra dalam mempraktikkan bahasa Inggris kepada para wisman, khususnya yang berkunjung ke lapaknya. Evaluasi dilakukan dengan fokus kemampuan berbicara (*speaking*) dan menulis (*writing*). Muatan evaluasi sesuai dengan kebutuhan pekerjaan mitra sebagai pedagang, sebagaimana tercantum dalam VEB tersebut di atas.

VEB khusus dirancang dengan mempertimbangkan konsep pengajaran bahasa Inggris Harmer (2007) dan Hutchinson and Waters (2007) serta kaidah keilmuan sebagaimana rancangan *Focus Group Discussion* kelompok *Teachers of English as a Foreign Language Indonesia* (FGD TEFLIN, 2013) yang mempertimbangkan unsur-unsur pembelajaran bahasa, seperti: Tujuan, Materi Ajar, Proses Pembelajaran dan Evaluasinya.

C. Prosedur Kerja

Sesuai dengan target dan pendekatan pelaksanaannya, kegiatan ini telah dilakukan Penulis dengan prosedur sebagai berikut: (1) menyusun proposal kegiatan dan mengadakan kesepakatan kerjasama antara Penulis dan Mitra Program, yaitu sejumlah 8 orang pedagang cenderamata yang telah menyatakan diri sanggup menerima pendampingan sesuai target; (2) melakukan pendampingan menggunakan pendekatan CPE (*Comprehension, Practice and Evaluation*) sebagai tindak lanjut hasil kajian Penulis sebelumnya, menyangkut perancangan buku panduan VEB (*Vendors English Book*); (3) mengevaluasi hasil kegiatan pendampingan; (4) Menyusun Laporan Kegiatan Pengabdian serta mempublikasikannya dalam Prosiding seminar UTIC (UAD TEFL *International Conference*) ke-4 UAD pada tanggal 19-20 September 2017.

BAB IV. KELAYAKAN PERGURUAN TINGGI

A. Kinerja LPPM UMB Yogyakarta dalam kegiatan PPM

Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Mercu Buana (LPPM UMB) Yogyakarta termasuk salah satu lembaga yang telah berhasil meningkatkan kualitas kinerjanya sebagai pemangku kepentingan (*stakeholder akademik*) di bidang yang menjadi tanggung jawabnya, yaitu penelitian dan pengabdian kepada masyarakat. Dari tahun ke tahun, LPPM UMB Yogyakarta selalu mendapatkan dana penelitian dan pengabdian kepada masyarakat yang diperoleh secara kompetitif baik dari Kopertis Wilayah V DIY, Kota/Kabupaten maupun dari Direktorat Penelitian dan Pengabdian kepada Masyarakat, Direktorat Jenderal Pendidikan Tinggi (Ditlitabmas Dikti).

Selain dana dari Kementerian Riset, Teknologi, dan Pendidikan Tinggi (Kemenristekdikti), UMB Yogyakarta juga menyediakan dana untuk kegiatan penelitian maupun pengabdian kepada masyarakat (PPM). Dana PPM UMB Yogyakarta disediakan bagi para pengusul dana Kemenristekdikti yang tidak didanai. Dalam hal ini, kegiatan pengabdian Penulis dan Tim ini untuk Tahun Anggaran 2017 didanai oleh UMB Yogyakarta.

B. Kinerja Tim Pengusul dalam Melaksanakan Pengabdian kepada Masyarakat

Kinerja pengabdian Penulis yang telah dilakukan secara berturut-turut dari tahun 2010 sampai dengan 2017 adalah sebagai berikut: (1) “IbM Calon Pekerja Migran Kecamatan Moyudan, Kabupaten Sleman”; (2) ”IbM Kelompok Kerja Guru di UPT Wilayah Yogyakarta Barat untuk Meningkatkan Etos Kerja Profesional Guru”; (3) ”IbM Wisata Malam Alkid Kota Yogyakarta Menuju Kawasan Layanan Komunikatif Internasional” dan (4) ”IbM Pantai Goa Cemara untuk Layanan Wisatawan Mancanegara”; (5) Pengabdian dana UMBY berjudul “Pendampingan Kelompok Pedagang Cenderamata Malioboro untuk Penyediaan Layanan Komunikatif Wisatawan Mancanegara”.

Hasil pengabdian tersebut di atas telah banyak diterapkan di masyarakat dan didesiminasikan melalui berbagai jurnal, termasuk jurnal terakreditasi nasional serta dipresentasikan pada konferensi internasional di *University of Southern Philippines Cebu*, Philipina pada tahun 2011, forum NELTA (*Nepal English Language Teachers Association*) Kathmandu dan Chitwan Nepal tahun 2012 serta pada seminar/konferensi tingkat ASEAN yaitu Forum *ASEAN Integrity* yang dilaksanakan secara kolaboratif oleh Kemendiknas, Kementerian Luar Negeri dan Tiri Integrity pada tahun 2013 di Hotel Borobudur Jakarta.

Selain itu, pada tahun 2013 hingga tahun 2015 Penulis juga mendapatkan dana Penelitian Multitahun dengan skim Hibah Bersaing berjudul: ”Pelestarian Budaya Jawa Melalui Desain Buku Bahasa Inggris untuk Pelaku Wisata Mancanegara Kota Yogyakarta”. Berbagai hasil penelitian dan pengabdian Ketua Tim Pengusul diantaranya telah dipublikasikan melalui berbagai seminar internasional atas dana Ditlitabmas Dikti, yaitu: (1) Tahun 2012 mendapat dana Bantuan Seminar Luar Negeri (BSLN) di Kathmandu, Nepal sebesar Rp 16.000.000 (enambelas juta rupiah); (2) Tahun 2014 mendapatkan hibah BSLN sebesar Rp 22 juta untuk mendesiminasikan hasil penelitian Hibah Bersaing di Universitas Sultan Qaboos, Muscat, Oman pada tanggal 8-9 Mei 2014; (3) Mendapat hibah BSLN untuk presentasi hasil penelitian dan pengabdian pada bulan Juli, Tahun 2015 di Deakin University, Melbourne, Victoria, Australia sebesar Rp 18.000.000.

Berbagai hasil karya tulis Penulis baik yang bersifat ilmiah maupun ilmiah populer telah relatif banyak dimuat di berbagai media, baik dalam Jurnal terakreditasi Nasional,

Internasional seperti pada: "Arab World English Journal (AWEJ)" dan "International Journal and Educational Research (IJER)" maupun Media Cetak (Koran) seperti "SKH Kedaulatan Rakyat" pada Kolom "Analisis" dan/atau "Opini". Berbagai pengalaman tersebut selanjutnya dapat dijadikan sebagai dasar untuk melaksanakan pengabdian kepada masyarakat melalui kegiatan pendampingan ini.

Dalam pelaksanaannya, kegiatan ini melibatkan seorang lulusan Program Studi Pendidikan Bahasa Inggris (yang sebelumnya telah melakukan penelitian pengembangan dan menghasilkan produk VEB) dan seorang mahasiswa PBI. VEB inilah yang selanjutnya digunakan sebagai materi pendampingan praktik berbahasa Inggris Mitra terhadap wisman.

V. HASIL YANG DICAPAI

Penulis sangat bersyukur karena dalam melaksanakan kegiatan tidak menemui hambatan serius, kecuali adanya keterbatasan dana serta kesulitan dalam mengatur waktu pertemuan antara tutor dan mitra secara intensif dan terfokus. Hal ini berbeda dengan kegiatan pengabdian di berbagai lokasi sebelumnya, yaitu pertemuan tatap muka selalu dapat dilakukan secara terfokus. Keterbatasan ini disebabkan oleh padatnya mitra dalam menyediakan waktu berlatih sembari bekerja menanti kedatangan pembelinya di lapak mereka. Namun demikian hal ini dapat diatasi dengan strategi '*learning by doing*' yaitu berjualan sekaligus berlatih berbahasa Inggris melalui VEB. Alhasil, mitra sasaran kegiatan telah mampu berbahasa Inggris sesuai kebutuhan pada tataran ambang (*threshold level*) dalam bentuk layanan komunikatif bagi wisman. Selain itu, kegiatan ini juga menghasilkan luaran berupa naskah prosiding dalam seminar internasional pengajaran bahasa Inggris pada forum UTIC ke-4 UAD yang pada tanggal 19-20 September 2017 serta naskah publikasi dalam JELE PBI FKIP UMBY, untuk terbitan 2017.

VI. RENCANA TAHAPAN BERIKUTNYA

Kegiatan pengabdian masyarakat ini bersifat monotahun, sehingga tidak dapat dilanjutkan secara bersama-sama lagi antara kelompok Mitra dan Penulis. Namun demikian, kesinambungan program diharapkan akan terus berjalan melalui monitoring praktik kegiatan langsung meskipun tanpa bimbingan penulis secara intensif. Jika mengalami kesulitan, mitra dapat meminta bantuan kepada penulis dan tim selaku tutor kegiatan.

VII. SIMPULAN DAN SARAN

Berdasarkan uraian tersebut di atas, dapat disimpulkan hasil kegiatan pengabdian ini sebagai berikut. **Pertama**, terdapat peningkatan kemampuan berbahasa Inggris para mitra yang terdiri dari 8 pedagang asongan/lapak Malioboro pada tataran ambang (*threshold*). **Kedua**, selain peningkatan kemampuan berbahasa Inggris sebagai sarana layanan komunikatif wisata mancanegara, kegiatan ini juga menghasilkan luaran berupa: (1) publikasi melalui *oral presentation* dan naskah dalam seminar internasional UTIC di UAD pada tanggal 19-20 September serta (2) naskah publikasi dalam JELE terbitan PBI FKIP UMBY 2017.

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LAMPIRAN

A. Bukti Luaran sebagai pembicara pada Seminar Internasional UTIC (*The 4th UAD TEFL International Conference*)



B. Abstrak Prosiding

FUNCTIONAL ENGLISH DESIGN FOR DOMESTIC MIGRANT WORKERS

ABSTRACT

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English has been, today, developing not only to learn by the non-native speakers as a scientific use but also as a common global communication, especially for migrant workers to fulfill the needs on ofshore working. This paper performs the results of the writer's study as an illustration on how to fulfill and handle the needs on such element (migrant workers) through English training facilitated by the materials that really needed and matched with the needs. Considering such need, the writer designed the materials

which was matched with the needs of communication related to their jobs abroad especially addressed to the false-beginners using functional language category. The study involved around 200 candidates migrant workers who joined the training in the 4 authorized private boards in which duties served the workers placement and protection and used developmental research method. This was conducted through ADDIE model procedures, namely: Analyzing needs, Designing and Developing materials prototype, Implementing it cyclically, and finally Evaluating it through testing. The result showed that the designed materials was able to improve the migrant worker candidates English skills. This judgement was defined by considering the aspects of: (1) the materials was designed based on the result of needs analysis; (2) the test result improved significantly from the average coefficient number of pre-test - post-test 4.4 to 7.8; (3) the FGD (Focus Group Discussion) which involved 10 relevant stakeholders agreed the designed materials what so called Functional English Language Materials (FELM) as the English training book for the candidates migrant workers who joined English training in the authorized boards.

Key words: needs analysis, FGD, ADDIE, developmental research, false-beginners

Biography

The writer is an Associate Professor in ELT, currently working for University of Mercu Buana Yogyakarta at the English Education Study Program as a faculty member. Besides, she focuses her studies more on the need of non-formal education rather than the formal ones, including ELT for migrant workers, vendors, tour guides, culinary services, parking attendants, tourism services, and employees.

C. Materi Pelatihan VEB (*Vendors English Book*)

PREFACE

In the era of globalization, English is a very important as a means of international communication. Therefore, English is one of the main subject in Indonesia as the secondary language where learning English effectively is a must.

The contents of this book emphasize the mastery of communicative competence as the main objective the book is to enable the students to communicate in English. Following the principle of 'learning by doing'. This book also provides students with integrated materials and activities for practicing. This way students will have an opportunity to practice English for communication.

The materials are divided into units relevant to topics students are familiar with. Each unit is divided into lessons for sub skills. Every unit consists of four skills; listening, speaking, reading, and writing. It aims to facilitate discussions in using English in general.

The four language skills are practiced in each unit, while language components such as structure, vocabulary, pronunciation, and spelling are presented in integration with these skills. The order of the presentation in each lesson always starts with the development of listening and speaking skills, followed by reading and writing skills. However, it is possible to make adjustments where necessary. Finally suggestions for the improvement of this book are most welcomed.

Yogyakarta, September 2016

Author

TABLE OF CONTENTS

COVER.....	i
PREFACE.....	ii
TABLE OF CONTENTS.....	iii
UNIT I	
Handicraft	1
UNIT 2	
Traditional Toys.....	11
UNIT 3	
Batik	19
UNIT 4	
Traditional Foods	27
GLOSSARY	34
REFERENCES	35
ANSWER KEY	36



Sources: <https://www.google.co.id/search?q=foto+turis+sedang+membeli+barang+di+malioboro>

HANDICRAFT

Indicators :

Listening :

Learners are able to complete the blank spaces in a dialogue while listening to the teachers' reading the dialogue with the expressions of greeting, asking and giving help, and asking about price.

Learners are able to answer the questions based on the available dialogue correctly.

Speaking :

Learners are able to use the expressions of greeting, asking and giving help, and asking about price available in the box to complete the blank spaces in a dialogue. Learners are able to practice the dialogue in front of their friends fluently and correctly.

Reading :

Learners are able to find the specific informations correctly based on the available passage.

Learners are able to get the general information by answering the available questions correctly.

Learners are able to get implied information by answering the questions correctly.

Writing

Learners are able to answer the blank spaces using present tense correctly.

Learners are able to arrange the jumbled sentences into coherent paragraphs.

Activity 1

Look at the picture and answer the questions below!



1. What do the tourists want to buy based on the picture?
2. What does the seller want to show to them?
3. How many tourists you can see from the picture?

Activity 2

Listen to your teacher and her friend who practice the dialogue below. Then complete the blank spaces with the expressions of greeting, asking and giving help, and asking and giving price that you heard!

- Vendor : Good morning Ma'm. (1)_____?
- Woman : (2)_____. Yes I need to find unique handicraft for my son.
- Vendor :I think your son will like a pedicab or motorcycle miniature Ma'm.
- Woman : I think motorcycle miniature is a good sound. (3)_____?
- Vendor :It is so cheaper Ma'm, only fifty thousands rupiah. (4)_____?
- Woman : (5)_____?
- Vendor : If you will buy two more, I will give you 20% discount, so the price will be eighty thousands rupiah.
- Woman : Okay. Please give me them.
- Vendor : Thank you Ma'm.

Activity 3

Answer the questions below after you listen to the teacher's reading dialogue!

1. What is the woman looking for?
2. Whom does the woman buy the miniature for?
3. Is there any discount for her?
4. How many percent of discount will the woman get?
5. How many miniature should be bought by the woman to get the discount?
6. How much money should the woman pay?



SPEAKING



Activity 1

Learn the expressions and the numbers below and practice it by yourself!

A. Expressions of Greeting

Greeting	Respond
➤ Good morning Sir	➤ Good morning
➤ Good afternoon Madam	➤ Good afternoon
➤ Evening Mam	➤ Evening
➤ Hello John	➤ Hello
➤ Hi	➤ Hi

Example :

Anna : Good morning John

John : Good morning Ana

B. Expressions of Asking and Giving Help

Asking Help	Giving Help	Refusing Help
➤ Excuse me. Would you show me a <i>blangkon</i> hat?	➤ Yes, I would.	➤ I'm sorry, I can't help you now.
➤ Can you help me?	➤ Yes, I can help you Ma'm.	➤ Sorry, I am busy right now.
➤ Would you help me, Sir?	➤ Sure, I would be glad to help you.	➤ I wish I could help you, but I should finish my job now.
➤ Help me please!	➤ Yes, how can I help you?	
➤ I really need your help.	➤ Yes, no problem.	
➤ Do me a favor, please!	➤ Okay.	

Example :

- a. Customer : Excuse me. Would you show me a *blangkon* hat?
 Vendor : Yes, I certainly.
- b. Customer : Can you help me Sir? Show me a bag which is made of handycraft!
 Vendor : I wish I could help you, but I should finish my job now.
 Could you wait for a moment please ?

C. Expressions of Asking and Refusing About Price and Discount

Asking About Price	Asking Discount	Refusing
➤ How much is it?	➤ Can you give discount?	➤ Apologize me. I can't give you a lower price.
➤ How much does it cost?	➤ Can you make the price lower?	➤ Sorry, nothing discount here.
➤ How much do they cost?	➤ How about..... rupiahs/dollars?	➤ I am sorry. It is a net price.
➤ How much is that all together?		

Example :

- Customer : How much is it, Sir?
 Vendor : Which one Sir?
 Customer : This sword.
 Vendor : Ohh *keris*. It names *keris* Sir. It is 250.000,- rupiahs.
 Customer : Can you give me a lower price?
 Vendor : Okay, I will give you 20% discount.
 Customer : Okay, I will take it. So how much the price after discount?
 Vendor : The price becomes 200.000,- rupiahs.

D. Numbers

1. Study the following numbers and repeat your teacher's pronunciation!

1.	one	21.	twenty one	60.	sixty
2.	two	22.	twenty two	66.	sixty six
3.	three	23.	twenty three	70.	seventy
4.	four	24.	twenty four	78.	seventy eight

5.	five	25.	twenty five	80.	eighty
6.	six	26.	twenty six	83.	eighty three
7.	seven	27.	twenty seven	90.	ninety
8.	eight	28.	twenty eight	99.	ninety nine
9.	nine	29.	twenty nine	100.	one/a hundred
10.	ten	30.	thirty	101.	one hundred and one
11.	eleven	31.	thirty one	105.	one hundred and five
12.	twelve	32.	thirty two	110.	one hundred and ten
13.	thirteen	33.	thirty three	118.	one hundred and eighteen
14.	fourteen	34.	thirty four	150.	one hundred and fifty
15.	fifteen	35.	thirty five	200.	two hundreds
16.	sixteen	40.	fourty	300.	three hundreds
17.	seventeen	41.	fourty one	1.000.	one thousand
18.	eighteen	46.	fourty six	1.001.	one thousand and one
19.	nineteen	50.	fifty	1.500.	one thousand and five hundreds
20.	twenty	55.	fifty five	2.600.	two thousands and six hundreds

2. Read the following numbers aloud!

10.000	ten thousands
15. 500	fifteen thousands and five hundreds
100. 000	one hundred thousands
1.000.000	one million
1.000.000.000	one billion
1.000.000.000.000	one trillion



Activity 1

Answer the following questions based on the picture you see, below!

1. What picture is it?
2. Do you have it for sale?

3. What is it used for?
4. What is it made of?
5. How much does it cost?
6. How is the way to wear it?



Activity 2 Match the list of words below with the meaning of words in the box.

- a. commodity
- b. miniature
- c. pedicab
- d. handicraft
- e. bracelet
- f. sword
- g. wooden
- h. temple
- i. nackle
- j. ring

candi
gelang
miniatur
kayu
cincin
kalung
becak
barang dagangan
kerajinan tangan
pedang

Activity 3 Fill the blank spaces by using expressions available in the box below and practice the dialogue in front of your friends with your partner!

Vendor : Good evening Sir. (1).....

Customer : I want to buy some unique bracelets for the gift.

Vendor : I suggest you to buy this bracelet. It is made of wooden seed and it has a unique carved in every seed.

Customer : That's good. Do you have the other designs?

Vendor : Yes I have Sir. That is with light brown colour and this one with the dark brown with the different carved.

Customer : (2).....?

Vendor : Ten thousands rupiah for each bracelet. (3).....?

Customer : I will buy two bracelets with light brown and two dark brown colour please.

Vendor : Okay I will pack them for you. (4).....

Customer : Here is the money.

Vendor : (5).....

Customer : You're welcome.

These are totally fourty thousands rupiah Sir.
Okay Sir, thank you.
How much is this?

Do you need some help?
How many pieces do you want to buy?

Activity 4

Make a dialogue using expressions of asking and giving help and price with your partner based on the following situation. You are a vendor and there is a tourist wants to buy your comodities and the tourist wants to bargain first!

Activity 5

Read a loud the text below!



Sagio Puppet

Sagio Puppet is a leather puppet shop in Kasihan, Bantul, Yogyakarta. This place is exist since 1974. It is the first place to order and make leather puppet. It also opens an opportunity to the others to learn how to make leather puppet.

There has a manager who names Sagio. He is also a puppet master. He learned the knowledge of making leather puppets and the characteristics of each puppet for 30 years from his father (Jaya Perwita) and his teacher from Yogyakarta MB Prayitno.

There have various sizes of Sagio's puppets with the various prices. The small leather puppet is sold start from 5.000 rupiahs. Then, the big size is sold start from 1.500.000 rupiahs. There also sell a set of leather puppets for a show. It is sold start from 2.000.000 rupiahs for golden leaf and 100.000.000 rupiahs for brown leaf. You can buy those puppets in Sagio Puppet and some hotels. There are other collections such as classical or decorative batik mask and leather as well as wooden handicraft are also available.

source: <https://www.yogyes.com/en/yogyakarta-shopping/sagio-puppet/>

Activity 3

Answer the questions below after you have finished read the text!

1. What does the text tell us about?
2. What do you know about Sagio Puppet according to the text?
3. When is Sagio Puppet established in Yogyakarta?
4. Who is the manager of Sagio Puppet?
5. Where is the location of Sagio Puppet?

6. Whom he learned the knowledge of making leather puppets and characteristics of each puppet from?
7. How much is the smallest leather puppet price?
8. How much is for one set of leather puppet price in Sagio Puppet?
9. What are the other collections of Sagio Puppet?
10. What does the last paragraph tell us about?

WRITING



Activity 1

Complete the blank spaces below with the available verbs in the box!

Malioboro Sreet

Malioboro (1)..... a shopping street destinations in Yogyakarta. It is a longest market that supply many commodities that we (2) such as bags, shirts, and more souvenir items, they have it all here with achievable price!

When we are (3) in Malioboro street, we will (4) many unique handirafts, batiks, sandals, sarongs, hats, bags etc that is (5) from leather, dry plants, shellfish, coconuts, and rattan with the low price and we can still (6) it.

Malioboro also (7) tourist destinations that always be visited by tourists. Malioboro will be crowded in holiday season during June-August. It is the busiest time in Malioboro street. Because tourists will (8) their times to shop and enjoy their holidays in this market.

If you (9) Malioboro, don't (10) to visit Beringharjo. Beringharjo is also a market nears in Malioboro. Beringharjo market becomes part of Malioboro that is worth to visit. You will find a complete commodities there such as clothes, bags to rattan products and silver jewelries, food and anything you thought you might find in Indonesia. So, you will get a nice trip when you can buy everything with achievable price.

source: <http://www.tourjogja.com/read/18/malioboro-the-24-hours-street.html>

forget visit waste becomes bargain made find walking need is

Activity 2

Arrange the sentences below become a good paragraph!

1. Along the way a lot of vendors who peddle merchandise.
2. Enjoy Souvenir Shopping at Malioboro, Most Beautiful Places - Malioboro, the name of a street in Yogyakarta, which is very famous everywhere.
3. Nevertheless there are also selling food to the visitors.

4. The majority of traders along this street is a typical souvenir merchants Yogyakarta example Dagadu shirts, unique shirts, Yogyakarta batik, handicrafts, etc.
5. Along the way there are actually two streets where they are Pangeran Mangkubumi street, and General Ahmad Yani street.
6. Malioboro street location is of Tugu Yogyakarta south until the crossroad of major post offices Yogyakarta.

source: <http://www.gemza.my.id/2015/08/malioboro-historical-attraction-in.html>

Activity 3

Look at the pictures below. Let's write a sentence based on the pictures available below.



(1)



(2)



(3)

LANGUAGE FOCUS

SUMMARY

Study the following expressions!

1. **Expressions of greeting:**
 Good morning !
 Afternoon Sir!
 Hello! Hullo! Hi!
2. **Expressions of asking, giving and refusing help:**
Asking help:
 Can I help you?
 What can I do for you?
Giving help:
 Could you help me?
 Can you show me.....
Refusing help:
 Apologize me, I can't help you Sir.

3. Expressions of Asking Price and Discount

Asking About Price:

How much is it?
 How much do they cost?

Asking Discount:

Can you give discount?
 Can you make the price lower?

Refusing :

Apologize me. I can't give you a lower price.
 I am sorry. It is a net price.

4. Number:

one	= 1
ten	= 10
twenty	= 20
a hundred	= 100
one thousand	= 1.000
one million	= 1.000.000
one billion	= 1.000.000.000

LISTENING



UNIT 2

TRADITIONAL TOYS

Indicators:

Listening :

Learners are able to identify expressions of like and dislike from the dialogue they heard correctly.
Learners are able to answer the questions based on the dialogue correctly.

Speaking :

Learners are able to use expressions of like and dislike correctly.
Learners are able to make a dialogue, then practice the dialogue with friend available fluently and correctly.

Reading :

Learners are able to find the specific information correctly based on the passage
Learners are able to find the general information by answering the questions correctly.
Learners are able to find implied information by answering the questions correctly.

Writing :

Learners are able to fill in the blank spaces using present tense correctly.
Learners are able to write a simple descriptive text correctly.

Activity 1

Look at the pictures and answer the questions below!

1. What are the girls doing?
2. What is the name of traditional toy in the picture?
3. How is the way to play the toy?



Sources: <http://www.expatriad.com/origlak.html>

1. What picture is it?
2. What is it made of?
3. How to play it?
4. How much does it cost?



Activity 2

Listen to your teacher and her friend who practice the dialogue below. Then identify expressions of like and dislike in the dialogue!

- Seller : Good morning sir, what are you looking for?
- Buyer : I heard that Yogyakarta has a traditional toy named *gasing*. Do you have it?
- Seller : Yes, that's right. I have two kinds of *gasing*. The first one is made of bamboo and the second one is made of plastic. Which one do you like?
- Buyer : I love both of them. But, I prefer bamboo to plastic. It's very unique. I'm crazy about the design. How much is it?
- Seller : It's just 15.000 rupiahs. Is there any toy you're looking for?
- Buyer : Do you have miniature of vehicle?
- Seller : Yes, of course. I have motorcycle, trishaw, train, and car. Which one do you look for?
- Buyer : I want to buy the car. How much the cost of the car?
- Seller : It costs 50.000 rupiahs. There are various colours, green, red, brown, and orange. Which one do you prefer?
- Buyer : Please give me the red one. I like it so much.
- Seller : Okay sir, so the total is 65.000 rupiahs for the *gasing* and the car.
- Buyer : Alright, here is the money.
- Seller : Thank you sir. Please come to me again if you need more traditional toys of Yogyakarta.
- Buyer : Okay, You're welcome.

Activity 3

Answer the questions below after you heard your teacher's reading the text!

1. What kind of traditional toy which is looked for by the buyer?
2. Which *gasing* that is bought by the buyer?
3. Why does the buyer buy the *gasing* which made by bamboo?
4. What are the buyer looking for after he got the *gasing*?

5. How much is the price of the car toy?
6. Which car toy does the buyer prefer to buy?
7. How many toys of vehicles are offered by the seller? What are they?
8. What colour of the car toy which are bought by the seller?
9. How much money should the buyer pay totally?
10. Where will you find the dialogue as written in activity 2?

SPEAKING



Activity 1

Learn the expressions below and practice it independently!

Study the following expressions!

Expressing likes	Expressing dislikes
<ul style="list-style-type: none"> • I like..... • I love..... • I adore..... • I'm crazy about..... • I enjoy..... • I'm mad about..... • I'm keen on..... 	<ul style="list-style-type: none"> • I don't like.... • I dislike..... • I hate..... • I can't bear..... • I can't stand..... • I detest.... • I loathe.....

Activity 2

Complete the blank spaces below with available expressions. Then, practice the dialogue below with your teacher.

Buyer :(1), do you sell a traditional toys of Yogyakarta? I need it as souvenir for my friends.

Vendor : Yes, of course, I have some of them. There are *kreketan*, *gasing*, *congklak*, and many kinds of miniature such as Tugu Jogja, Prambanan Temple, Borobudur Temple, and there are also many kinds of vehicle.(2)?

Buyer : Wow! They are amazing. May I take a look the miniature of Tugu Jogja?(3). I adore its meaning for Yogyakarta. How much is it?

Vendor : It's Rp. 5000 for one of it.(4)? Then, how about the *kreketan*? Why don't you buy it as a souvenir?

Buyer : No, thanks mom.....(5). Then, I will buy about 50 pieces of the miniature. So, how much that's all?

Vendor : Oh, I see. So, the total is Rp. 250.000.

Buyer : Okay! here you are.

Vendor : Thank you and come here again, please.
Buyer : Okay. You're welcome.

What kind of toys do you want?
Pardon me mom!
How many do you want to buy?
I don't like it because the sounds are too noisy.
I like it very much.

Activity 1

Make dialogue using expressions of like and dislike with your partner based on the following situation. You meet a Malioboro vendor who asks you to buy some traditional toys. But you don't like the toys because you prefer miniature of temple than the toys that sold by the vendor. Then, practice it in front of your teacher!

READING



Activity 1

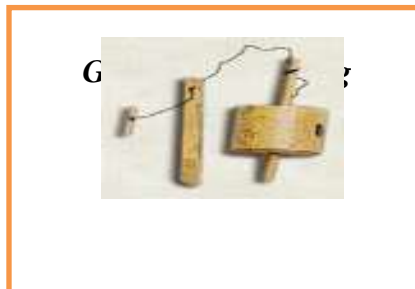
Read the list of words below and find its meaning in your dictionary!

small : kecil	attraction :
distinctively :	normally :
pitch :	whistle :
hole :	spin :
flat :	string :
commonly :	handle :
ground :	againts :

Activity 2

Read the passage below, then answer the questions based on the text!

1. What does the text tell about?
2. What is a *gasing* made of?
3. Why the *gasing* has a small hole?
4. How can the children spin the *gasing*?
5. Where can you buy the *gasing*?



Activity 3

Decide whether that statements are true or false based on the passage in activity 2!

1. *Gasing* is normally played by girls. (T/F)
2. The small hole makes the top whistle very distinctively as it spins. (T/F)
3. Normally a circle is drawn on the ground about 50 cm in diameter (T/F)
4. *Gasing* are sold in the temple and tourists attraction in Yogyakarta. (T/F)
5. The children who play *gasing* do against each other. (T/F)

WRITING**Activity 1**

Fill the blank spaces with the correct present form!

**Kuda Lumping**

This is a small replicas of the larger *kuda lumping* that are used in a trance dance on Java. It (1) _____ **is** _____ (be) cut out from woven bamboo mats and painted with striking colored patterns. Sequins, beads and other materials (2) _____ can (could) also be added to (3) _____ give (gave) the *kuda lumping* (4) _____ its (it) colorful appearance.

When given to a child, their imaginative minds (5) _____ are (be) the only limit as to what dramas this *kuda lumping* are the center of! Although intended as a toy, many of this delightful horse end up in suitcases to be given as souvenirs of an expat's trip to Indonesia or smaller more colorful versions can be used as eye-catching decorations on Christmas trees.

Sources: <http://www.expats.or.id/info/traditionaltoys.html>

Activity 2

Work in group of four and look at the picture. Then, write five similarities of two traditional toys below!

1.



2.



Activity 3

Make a short paragraph based on the traditional toys above!

SUMMARY

Study the following materials below.

1. Expressions of like and dislike are used to express your likes and dislikes. You can use the the expression such as: I like, I'm crazy about, I don't like, etc.
2. Adjective is a word used to tell you more about a person or thing, such as their appearance, coulour, size or other qualities, eg: red, big, small.
3. Descriptive text is a text that describe the characteristics of specific thing, for example specific person, animal or object.
4. Present tense is used to express general statements of fact and to express habitual or everyday activity.

Pattern:

1. S + is/am/are + O
2. S + V1(s/es) + O

LISTENING



UNIT 3

BATIK



Indicators:

Listening :

Learners are able to identify expressions of persuading and convincing correctly.
Learners are able to answer the questions based on the dialogue correctly.

Speaking :

Learners are able to use expressions of persuading and convincing correctly.
Learners are able to make a dialogue to practice in front of their friends fluently and correctly.

Reading :

Learners are able to find the specific information correctly based on the passage.
Learners are able to get the general information by answering the questions correctly.
Learners are able to get implied information by answering the questions correctly.

Writing :

Learners are able to write a simple advertisement correctly.

Activity 1

Look at the picture and answer the questions!

1. What does the woman do?
2. Do you know how to make a batik?
3. Where can you find batik in Yogyakarta?



Activity 2

Listen to your teacher who will read a dialogue. Then, identify and underline the expressions of persuading and convincing in the dialogue!

- Selly : I think you should buy a Batik dress.
Monica : Why should I?
Selly : Look! The price is not expensive beside it is very beautiful too.
Monica : I have some of Batik.
Selly : Yes, I know but this one is different.
Monica : Are you sure I should buy it?
Selly : Yes why not? You can wear it in the Anne's wedding party next week.
Monica : Well, I will buy it but you have to promise that you will do my make up and make me beautiful on it, ok?
Selly : Certainly.

Activity 3

Listen to your friends who practice the dialog in activity 2. Then, decide the statements are true (T) or false (F) based on the dialogue!

- 1. Selly persuaded Monica to buy a dress that made of Batik. (T/F)
- 2. Monica does not have interested in the dress for the first time. (T/F)
- 3. Monica have not Batik before buy the dress. (T/F)
- 4. The price of the Batik is expensive. (T/F)
- 5. Selly is succeeded convincing Monica to buy the dress. (T/F)
- 6. Monica will wear the dress for the Anne’s wedding party. (T/F)



Activity 1

Discuss the expression below and practice it with your partner!

Expression used in persuading and convincing

Expression Persuading	Expression Convincing
<ul style="list-style-type: none"> • You’d better..... • I think you ought to..... • It might not be a bad idea if..... • My advice would be to..... • Why don’t you..... • I wouldif I were in your position 	<ul style="list-style-type: none"> • I Don’t think you should..... • You’d better not..... • It It’s up to you but I wouldn’t..... • I wouldn’t advice..... • I convince you to.....

Activity 2

Practice the dialogue below with your partner!

Jassie : I don’t think you should sell your limited edition shoes.
 Natalie : Why don’t I? What’s wrong with my shoes?
 Jassie : Your mom bring it as souvenir when she went to Yogyakarta. Then it is also a limited edition shoes. It’s made of Batik with special design for you. I would never sell it if I were in your position.

Natalie : You are right, but I have told my mom about it and she does not have any problem with that.
 Jassie : Yeah, it's up to you but I wouldn't do it if I were you.
 Natalie : I see. But, I still will sell it because I never wear it again.

Activity 3 Work with your friends and make a dialogue using expression of persuading and convincing based one of the situation below!

1. You are a seller who sell kinds of wallet from Batik. Persuade and convince the visitors to buy your stuff.
2. You sell some kinds of clothes with Batik pattern. Convince your costumer to buy some clothes that you sell.
3. You are a costumer who will buy a batik bag. Persuade the seller to give you cheper price.



Activity 1

Identify the textbelow and answer the questions!

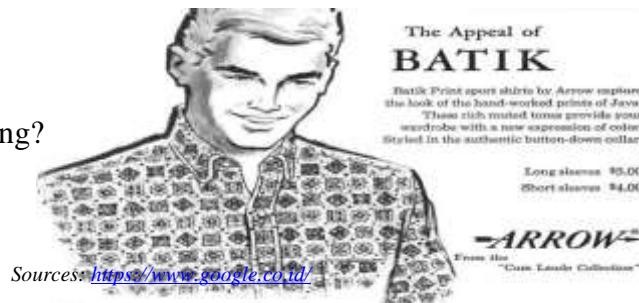


1. What kind of text is it?
2. Can you identify the structure of the text? Mention it if you can identify the structure!
3. What is the function of the text?

Activity 2

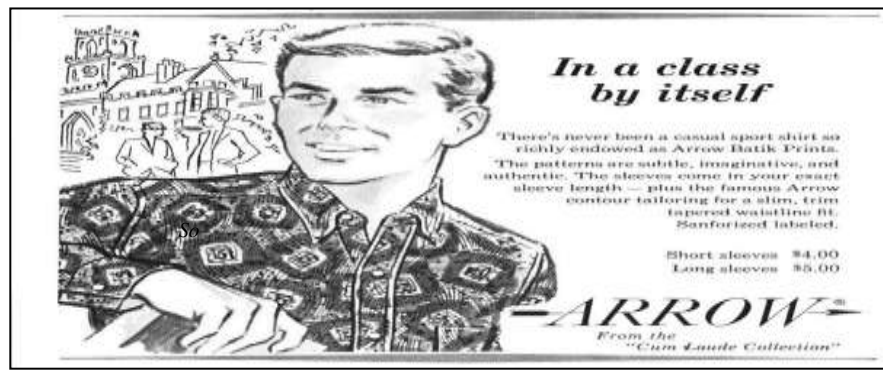
Read the advertisement below and answer the questions!

1. What does the text tell about?
2. Who makes the advertisement?
3. What is kind of product that advertising?
4. How much the price of long slave?
5. Why does the writer write the text?



Sources: <https://www.google.co.id/>

Activity 3 Read the passage and tell your friends about the information that contains of the passage!



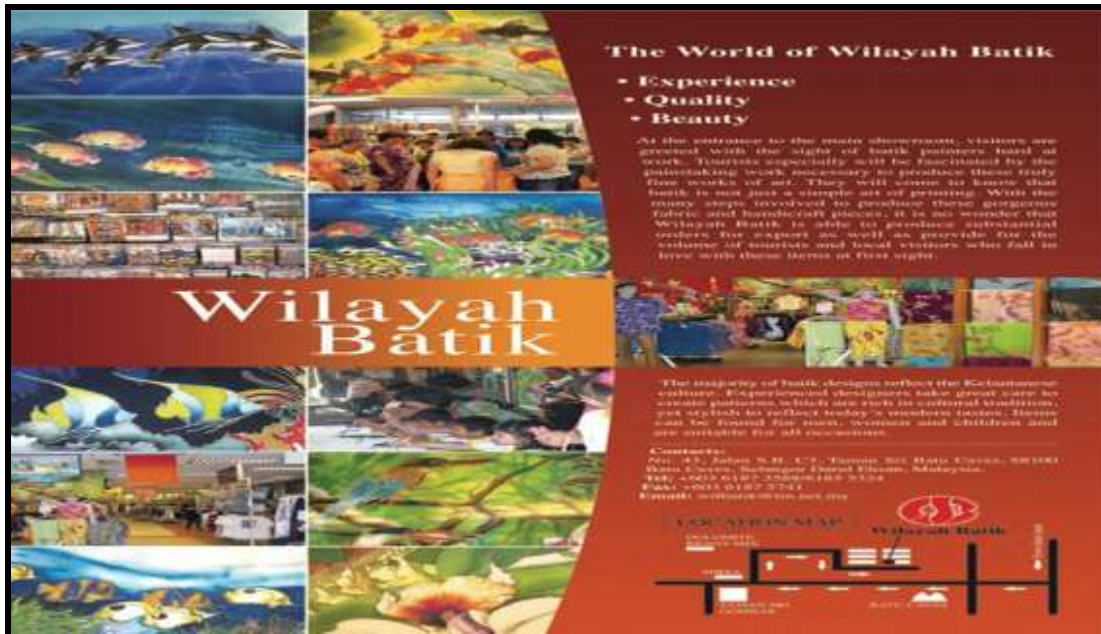
Sources: <http://www.ivy-style.com/wp-content/uploads/2014/07/batad2.jpg>



Activity 1 Find the meaning of the words below by matching the words on the right with the word on the left sides! Number is as an example!

1. entrance	a. kerajinan tangan
2. showroom	b. ruang/tempat usaha
3. visitors	c. kerajinan tangan
4. pinters	d. pabrik
5. fabric	e. telaten
6. handicraft	f. besar, penting, banyak, kokoh
7. substantial	g. pengunjung
8. painstaking	h. pintu masuk

Activity 2 Rewrite the information in the advertisement below using your own words!



Sources: <http://mybatik.org.my>

Activity 3 Make a simple advertisement based on your own business!

SUMMARY

Study the following materials below.

1. Expressions of persuading and convincing:

- You'd better.....
- I think you ought to.....
- It might not be a bad idea if.....
- I don't think you should.....
- You'd better not.....

2. The verbs 'convince' and 'persuade' are very similar in meaning, but there is a difference in using them. After 'persuade' we use the structure **to + infinitive** but after 'convince' we **cannot** use infinitive verb. We say '**convince someone that**'.

Example :

- *I persuaded them **to stay** for another drink.*
- *She convinced the police **that** she was telling the truth.*

3. Advertisement is a text that has the objective to announce a something that appeals to many people and that adds a well known product in all public.
4. The purpose of the advertisement is to announce/advert about a case or a public, or in other words to introduce a product to the public in order to buy and attracted to the product being advertised.
5. The structure of advertisement : 1. Title 2. Explanation.

**TRADITIONAL FOOD**

Indicators:

Listening

Learners are able to identify expressions of asking and giving direction correctly.

Learners are able to answer the question based on the available dialogue correctly.

Speaking

Learners are able to use expressions of asking and giving direction correctly.

Learners are able to make a conversation to practice in front among the group fluently and correctly.

Reading

Learners are able to find the specific informations correctly based on the passage.

Learners are able to get the general informations by answering the questions correctly.

Learners are able to get implied informations by answering the questions correctly.

Writing

Learners are able to write a simple procedure text.

Activity 1

Look at the picture and answer the questions!



Sources : <http://indonesiaoriginalrecipes.blogspot.co.id>

1. What are in the pictures?
2. Where can you find that?
3. Do you know how to make the drink?
4. How do you make the food?
5. Are the foods are originally from Yogyakarta?

Activity 2

Listen to your teacher carefully and fill the blank spaces with the expressions that you heard!

- Tourist : Mam,(1) , how I can get to Bakpia Store?
Vendor : Go straight to this way until you find the crossroad. Then turn right after the crossroad.
Tourist : Oh I see, so(2)?
Vendor : Just go straight and you will find Hidayatullah hospital. Turn left in the T-intersection after the hospital. You will find the store in right road.
Tourist : Okay,(3).
Vendor : You're welcome.

Activity 3

Listen to your friends who reads the instruction how to make Gudeg. Then answer the questions!

How to Make Gudeg

- First of all, prepare the ingredients:
 - ½ kg jack fruit, slice
 - 1 tablespoon of tamarind, added with a little hot water
 - 2 tablespoon of brown sugar, liquefy with a little hot water
 - 6 sheet salam leaf
 - 1 liter coconut milk
 - 1 teaspoon salt
 - 8 onions
 - 4 garlics
 - ¼ teaspoon corianders
 - ¼ teaspoon caraway (jinten)
 - 10 candlenuts
 - 2 tablespoon frying oil
- Then, boiled young jackfruit up to ripe, lift, leak, then cast aside
- After that, dulcify the onion, garlic, coriander, caraway, and candlenut, then cast aside.
- Next, heat oil, then insert ingredient that refined, tamarind water, brown sugar, and salam leaf, cooked up to ripe.
- After that, insert jackfruit, stir, and then add the salt, stir again.
- Then, Pour the coconut milk, stir, then ripe until sauce coagulates and stir sometimes,
- And at last, *gudeg* ready to serve.

1. What are the ingredients to make *Gudeg*?
2. What should do next after complete the ingredients?
3. When we should insert tamarind water and brown sugar?
4. What should we do after pouring the coconut milk?
5. What is the last stage of making *Gudeg*?



Activity 1 Learn the expressions below and practice it by yourself!

Expression of Asking and Giving Direction

Asking Direction

- How do I get to ...?
- What's the best way to ...?
- What's the quickest way of getting to.....?
- Where is ...?
- Can you tell me the best way of getting to.....?
- Can you tell me how to make.....?
- Can you give me direction how to make.....?

Giving Direction

- Go straight on (until you come to ...).
- Turn back./Go back.
- Turn left/right (into ...-street).
- Go along
- Cross ...
- signpost
- Opposite
- Near

Activity 2 Complete the blank spaces below with available expressions. Then, practice the dialogue below with your partner!

Seller : Good morning sir,(1)?
 Costumer : Yes, I want to buy *Geplak*.....(2)?
 Seller : Yes, of course.....(3)?
 Costumer : I want 5 pack of *Geplak*.....(4)?
 Seller : Oh, yes.....(5). Then, weight grated coconut each 100 gram.
 After that, mix 150 grams sugar, 150 ml water, 1/8 tea spoon salt , 6 drops food

coloring and 100 grams of grated coconut. Cook while stirring until hairless. When the dough is hot, take two pieces of batter by tablespoons. Next, collect the dough until blended. Last, put the paper in the bread. Let it dry.

Costumer : Okay. Thank you. May I visit your home to see the process of making Geplak?

Seller : Yes of course. You can just go straight on this way and turn left in the T road. My home is right after the T road.

Costumer : Thank you very much mom. I'll visit you soon.

Activity 3

Make a dialogue using expressions of asking and giving direction about how to make a traditional food or how get a traditional food store.

READING



Activity 1

Read the list of words below and find the meaning in your dictionary!

blend : campurkan	take :
stir :	flatten :
mix :	test :
pour :	shape :
separate :	insert :
cook :	combine :

Activity 2

Read the passage below carefully and identify the structure of: the text!

How to Make *Wedang Ronde*

The ingredients to make *Wedang Ronde*:

Ingredients *Wedang Ronde*:

150 grams of glutinous rice flour

1/4 teaspoon salt

135 ml of warm water

Green dye (if required)

Red dye (if required)

Ingredients for Fill Wedang Ronde:

50 g peanuts (peeled), fried roasted
25 grams sugar
1/8 tsp salt

Ginger drink:

2,000 ml of water
400 grams sugar
400 grams of ginger, burnt, crushed
1 tsp salt
4 piece of pandan leaves
6 stalk of lemongrass,

Directions:

1. Fill *Wedang ronde*: blender mixture while still warm peanuts, sugar, and salt to form into small grains are not too fine. Then set aside.
2. Ingredients *ronde*, mix glutinous rice flour and salt. Stir until blended. Pour warm water little by little.
3. Separate the dough into three parts. One part is colored red, one green colored part, and the last part let white. Stir until blended so that each color dough evenly.
4. Take enough dough *ronde*. Flatten by hand. You can taste the contents. Shape dough into a *ronde*. Do not make the circle until the remaining dough.
5. Cook until the water boils. Insert the *ronde* ball that has been made. Boil until the round ball floats. Next, lift and drain ball round.
6. Material ginger: Combine water, sugar, ginger, *pandan* leaves and lemongrass poached materials with low heat until boiling and exit fragrance.
7. Put the stuffing ingredients and complementary *ronde* into the bowl, then pour the sauce into a bowl *ronde*, enjoy while hot.

Activity 3**Answer the questions based on the text in the activity 2!**

1. What does the text tell about?
2. What is the ingredients of *wedang ronde*?
3. What is the ingredients of the content of *wedang ronde*?
4. What should we do about the ingredients of the content of *wedang ronde*?
5. How many ginger that is needed to make hot ginger water?
6. Why does the writer write the text?

WRITING



Activity 1 Arrange the the jumble text below and write it in your text book!

Directions:

1. Weigh grated coconut each 100 grams
2. Mix 150 grams sugar , 150 ml water, 1/8 tea spoon salt , 6 drops food coloring and 100 grams of grated coconut. Cook while stirring until hairless.
3. When the dough is hot, take two pieces of batter by tablespoons.
4. Collect the dough until blended.
5. Put the paper in the bread. Let it dry

How to Make Geplak

Ingredients:

300 grams grated whole young coconut like *sawut*.
150 grams sugar
150 ml water
1/8 tea spoon salt
6 drops food coloring
(pink and green)

Activity 2

Read the passage in activity 1 and identify the action verbs in the passage. Then, Write it in your text book and find the meaning in your dictionary!

Activity 3

Write a simple procedure text based on the other traditional food that does not write in this book!

SUMMARY

Study the following materials below.

1. Expression of asking and giving direction:

- What's the quickest way of getting to.....?
- Where is ...?
- Turn left/right (into ...-street).
- Go along

2. Procedure text

Generic Structure:

-Goal/Aim

-Material/Ingredients/Tools

-Steps/Methods is a goal followed by a series of steps oriented to achieving the goal.

3. Grammar Review

- Imperative form. Ex: Cut, Pour, mix, etc.
- Action verbs: turn, put, don't, mix, etc.
- Connectives/conjunctions, ex: then, while, etc.

Note: *adverbials (untuk menyatakan rincian waktu, tempat, cara yang akurat), ex: for five minutes, two centimetres from the top, dsb.*

Glossary

attraction : daya tarik
blend : mencampurkan
combine : menggabungkan
commonly : biasanya
cook : memasak
distinctively : secara jelas
entrance : pintu
fabric : barang tenunan
flat : datar
flatten : meratakan
ground : memutar
handicraft : kerajinan tangan

handle : pegangan
hole : lubang
insert : memasukkan
mix : adonan

normally : biasanya
painstaking : sungguh-sungguh
pitch : melempar
pinters : pernak-pernik
pour : menuangkan
shape : membentuk
showroom : ruang pameran
small : kecil
sparate : memisahkan
spin : memutar
string : tali
stir : mangaduk
substantial : kokoh
take : mengambil
test : mencicipi
visitors : pengunjung
whistle : bersiul