DEVELOPING READING MATERIALS FOR FASHION INDUSTRY STUDENTS OF SMKN 3 JEMBER BY USING HUTCHINSON AND WATERS' APPROACH

THESIS

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ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2017

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presented as one of the requirements to obtain S1 Degree of the English Education Program
of the Language and Arts Department
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved late father, Arba'i. Thank you for your blessing from up there.
2. My mother Mu'amalah and my step father Muksin. Thank you for your never ending love.
3. My beloved older brother, M. Oenas Adinugroho, my sister-in-law Intiara Filla Harlita, my little sister Einsy Yustisia Pinasti and my nephew Ezio Mikail Alkhalify. Thank you for cheering me up whenever I need.

MOTTO

Knowledge is my companion, it is with me wherever I go.

My heart is its container, not the bookshelf.

(Ali ibn Abi Thalib RA)[*]

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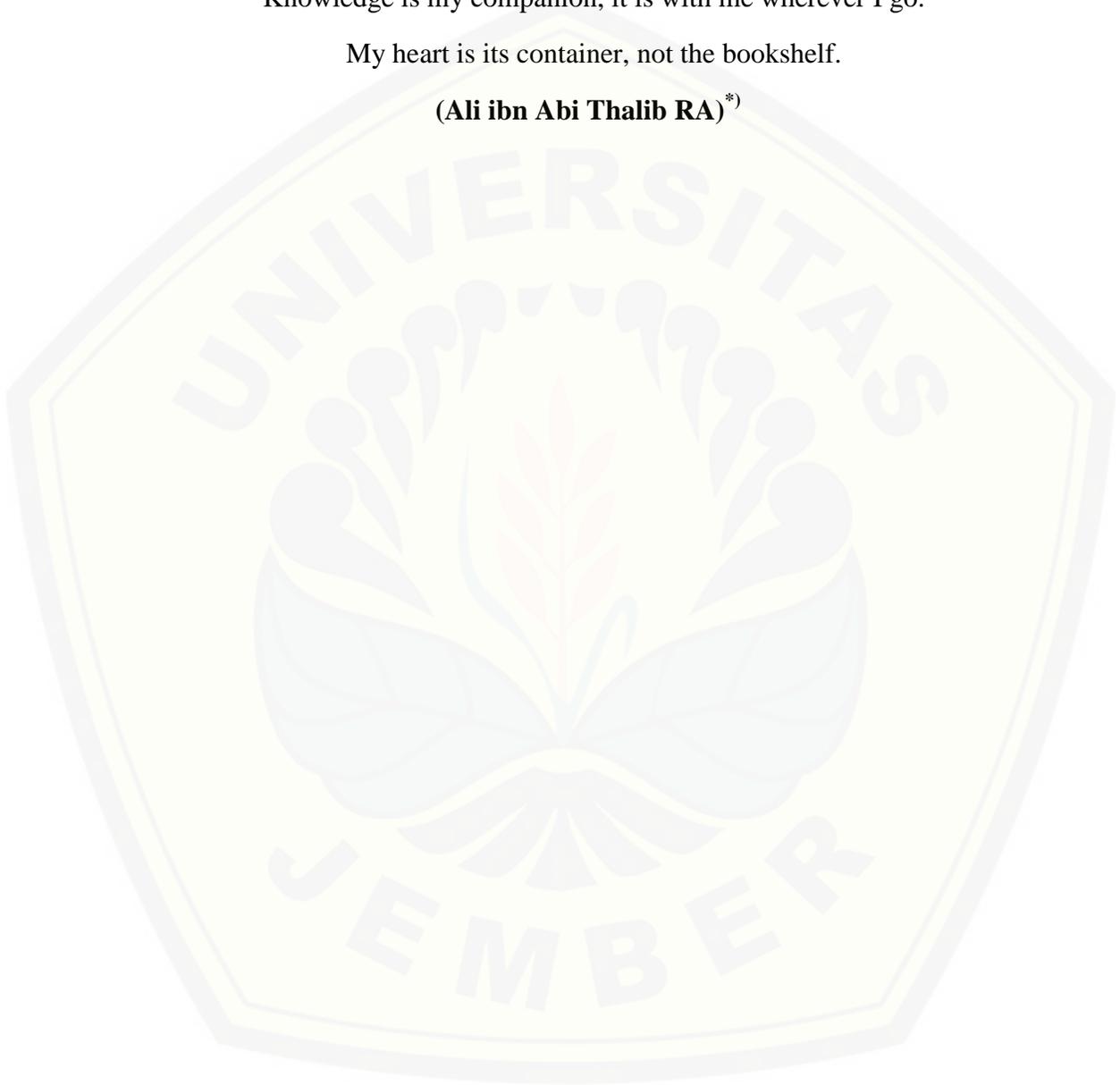
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The writer

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CONSULTANTS' APPROVAL

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SUMMARY

Developing Reading Materials for Fashion Industry Students of SMKN 3 Jember by Using Hutchinson and Waters' Approach; Hin Farah Intidara, 120210401020; 2017; 95 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Vocational high school (SMK) students are regarded as English for Specific Purposes (ESP) learners. Rather than teaching them with general English, they should be taught with English which is specific to their major. This research was intended to develop English for Fashion Industry students of SMKN 3 Jember with the aim to provide reading materials that will be suitable with the students' work field.

The reading materials were developed by using Hutchinson and Waters' language-centered approach which consist of five steps, they are: (1) Analyzing target situation; (2) Writing syllabus; (3) Writing or selecting texts to illustrate items in syllabus; (4) Writing exercises to practice items in the syllabus; and (5) Devising tests for assessing knowledge of the items in the syllabus. From the steps, the product of the research appeared to have four topics provided such as: "Kinds of Clothes", "Fabric Prints", "Customer Care", and "Sewing". There were five parts in each topic. They were Pre-Reading Activities, Reading Activities, Post-Reading Activities, Miscellaneous, and Glossary. In the end of the materials there was an achievement test to measure the students' understanding toward all the topics they have learned.

In this research, the reading materials were evaluated by the validators, in this case, they refer to an English teacher of SMKN 3 Jember and a lecturer of English Education Program Jember University. Positive attitude was shown by the validators toward the product of the research and they both agreed that the materials were suitable for Fashion Industry students of SMKN 3 Jember and could be applied in the teaching and learning process.

ACKNOWLEDGEMENT

Firstly, I would like to express my deepest gratitude to Allah SWT who always leads and grants me His blessing and guidance so that I am able to finish my thesis entitled "Developing Reading Materials for Fashion Industry Students of SMKN 3 Jember by Using Hutchinson and Waters' Approach".

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;

2. The Chairperson of the Language and Arts Department;

3. The Chairperson of the English Education Program;

4. The Consultants, Dra. Zakiyah Tasnim, M.A., and Drs. I Putu Sukmaantara, M.Ed. for the time, knowledge, guidance, advice and motivation in accomplishing my thesis from the first to the last part;

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7. My lovely friends, all students of ESA class 2012, Salehonians group, Ayu Fitrianifa, Yulia Rizky Wardhani, and Havid Arifian Rochman, who always support and care of me.

Lastly, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism would be appreciated.

Jember, May 2017

Hin Farah Intidara

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CHAPTER 1. INTRODUCTION

This chapter presents the introduction of the research. It is divided into four aspects consisting of background of the research, problem of the research, objective of the research, and significance of the research.

1.1 Background of the Research

In globalization era where technology, information, and communication are very easy to get, human resources are demanded to have adequate competencies in every working area so that they can survive in the tough global competition. One of the requirements to become professionals at the international level is to have competency in international communication. According to Roekel, (2010) one of the elements in having global competence is the proficiency in speaking foreign language to enhance cross-cultural communication skill. The ability of both oral and written in English is needed in order to compete with the other work forces since English is the standard language used in the whole world communication.

One option that has been promoted by the government of Indonesia related to provide labors is the existence of vocational high school (SMK) as the alternative of secondary education. In vocational high school, students are given specific expertise based on the fields with the intention that the graduates can be ready to get into the specific work places. This is where English takes part as the essential factor to complete the SMK students' mastery with the international communication proficiency in order to be internationally competitive workers.

As set out in The Regulation of National Education Minister No. 22 of 2006 (*Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006)* about the standard content of primary and secondary education, English is a compulsory subject which should be taught in vocational high schools where the position is in adaptive program. Adaptive program is the program which is applied equally to every expertise program in vocational high school but can be adapted according to the needs of each. Ideally

speaking, every vocational high school major can have different materials because of the diversity of their needs. In fact, based on the preliminary study at SMKN 3 Jember where this research is conducted, the materials used by the English teachers are the same in teaching all majors. In other words, the materials have no specification according to the students' major.

Considering this situation, since the government allows the English teachers to develop appropriate materials for SMK students, the researcher wanted to develop reading materials for Fashion Industry students at SMKN 3 Jember because the reading materials which are suitable for their major are still limited. The researcher chose Fashion Industry major because an ESP developer has to have deep understanding of the target fields in order to provide specific materials as said by Bell (2002) "…teachers should at least be interested in the subject matter they have been asked to teach and open-minded about finding out more." For example, if the developer wants to develop materials for Agriculture students, he should understand about the agriculture world. If he wants to develop materials for Tourism students, he should know about tourism. Therefore, the researcher wanted to develop materials for Fashion Industry because fashion is the field the researcher can engage in and has deep understanding to develop the materials.

Related to the limitation of the materials for Fashion Industry major in SMKN 3 Jember, it happens because the materials are taken from textbook which the content does not lead to any content about fashion. The teacher usually uses the same textbook in teaching all majors because there are many different majors and it is difficult to find the proper materials for each major so it is easier for the teacher to use the general materials. Moreover, the consideration of selecting reading skill for this research is based on the premise that in SMKN 3 Jember reading materials are given in small portion rather than the other skills because the teacher thinks that speaking is more important skill to be taught for vocational students. In consequence, the students are more drilled with speaking materials than reading. Whereas, the use of reading comprehension materials to Fashion Industry students of vocational high

school is essential to support the students' future career so that they can get involved in international communication as well as to support their education. It can be done by drilling them with reading comprehension materials since the students of SMK will also face the National Examination which consists of mostly reading comprehension test. That makes the emphasis on this research is on the development of reading comprehension materials.

The approach used in developing reading materials in this research was the approach presented by Hutchinson and Waters. They propose three kinds of course design approaches consisting of language-centered approach, skill-centered approach, and learning-centered approach. Meanwhile, in this research the researcher chose language-centered approach in developing reading materials for Fashion Industry students of SMKN 3 Jember since it is the simplest kind of course design process and the most familiar to English teachers and particularly prevalent in English for Specific Purposes (Hutchinson & Waters, 1987). Moreover, the researcher chose language-centered approach by considering the rationale where the procedure of the material design is concise. There are five steps that are recommended by Hutchinson and Waters that will be suitable to be applied in this research due to the time efficiency reason. Related to the material design, the steps of language-centered approach also will be straight to the point that can be done in short period of time with the deliberation of the learners' needs. It is because the process is systematic and it intends to connect directly the analysis of target situation to the content of the ESP materials. Thus, by using the steps of this approach, the researcher developed reading materials for Fashion Industry students at SMKN 3 Jember with the expectation that the reading materials could be appropriate to be used for the students of Fashion Industry program especially those who are in tenth grade.

1.2 Problem of the Research

Based on the background above, the research problem addressed in this research is 'How are the reading materials for Fashion Industry students of SMKN 3 Jember developed by using Hutchinson and Waters' approach?'

1.3 Objective of the Research

Based on the problem of the research, the objective of this research is to develop the reading materials for Fashion Industry students of SMKN 3 Jember by using Hutchinson and Waters' approach.

1.4 Significance of the Research

1.4.1 For the English Teachers

By conducting this research, the researcher expected that the reading materials developed by Hutchinson and Waters' approach could assist the English teacher to guide the students of Fashion Industry major to be accustomed to read. The reading materials which provide suitable content based on the students' major are expected to gain students' attention and also their motivation to follow the teaching and learning process especially on reading activities.

1.4.2 For the Tenth Grade Fashion Industry Students of SMKN 3 Jember

By applying the reading materials developed by Hutchinson and Waters' approach, the researcher expected that the students can get the proper materials for their major to support their future career. Besides, the materials can help them to have motivation in order to drill their reading skill. By being accustomed to read, they can be prepared to face the National Examination too in the next two years.

1.4.3 For Other Researchers

The researcher expected that the result of this research can be a reference for the other researchers in developing English materials to be applied in the teaching and learning process, especially on reading skill.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter deals with theories underpinning the research. They consist of: theories about theoretical framework of reading comprehension in English language teaching, theories about English for Specific Purposes (ESP), Hutchinson and Waters' language-centered approach, vocational high school curriculum, English in vocational high school, Fashion Industry program of vocational high school, developing reading materials by using Hutchinson and Waters' language-centered approach and conceptual review.

2.1 Theoretical Framework of Reading Comprehension in English Language Teaching

Reading, according to Pang et al. (2003) is "about understanding written texts. It is a complex activity that involves both perception and thought." Nunan (1991) sees that "reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation." Besides, Alyousef (2005) states that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or reading fluency. Based on the definitions about reading above, there is similarity between them that reading deals with the activity which requires the existence of written texts and the interaction between text and the reader.

Discussing about reading, it cannot be separated from comprehension. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Thus, it makes that reading comprehension process is not only about understanding the meaning word by word or but also the ability of relating each sentences, paragraphs in order to interpret the text as a whole. In addition, comprehension process also demands the previous knowledge stored in the learners' mind and how the learners settle with it in deriving the meaning of the text.

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Since reading is one of the important skills in English, the English learners should have reading skills in order to use it in communication. Mikulecky (2008) conveyed that reading skills are the cognitive processes that a reader uses in making sense of a text.

As the position of reading is one of the four skills of English that plays an important role in achieving educational goals, the use of reading skills for foreign English learners related to education is to help the students to gain information and knowledge from written resources. Most of the resources of learning English for foreign language learners are in the form of written texts, like textbooks which are mostly used in many schools in Indonesia. Even more, the indicator of the success of English language learning is through reading comprehension score like what government has assigned in the National Examination. That is why the students should be well-motivated in reading from the early beginning. Students should be drilled with reading texts so they can become accustomed to read in order to pass the standard criteria that have been stated by the government.

In relation to this research, the reading skills focused on developing reading materials for Fashion Industry students of SMKN 3 Jember were based on the curriculum used by the school which is *Kurikulum Tingkat Satuan Pendidikan* (KTSP).

There are several purposes for students to read. The purposes can be differentiated into two major factors. One is intrinsic factors and the other is extrinsic factors. Intrinsic factors are factors which come from the students themselves. Setyawati (2012) points out that the objectives of reading are classified into various kinds, such as getting general information from a text, getting specific information from a text and reading for interest. In getting general information, it happens if the students want to seek the core of the information in the text without alarming about the details in the text. In the contrary, when it comes to getting specific information the students are specifically looking for specific details in the text by ignoring other information until they find the information they are looking for. And reading for

interest happens when the students choose enjoyable text according to their preference like novels, magazines, and comics.

Besides, there are also reasons those extrinsically causing students to read like they want to be successful and they fear of failure related to their study and the reality that they are going to be tested later. These both intrinsic and extrinsic reasons can be the factors of the students do reading activities. In the context of English for Specific Purposes (ESP), the reason of reading is to conceive information in specific texts with the content corresponds with their program with the reference to the curriculum. So, for this reason the researcher wanted to design proper reading materials that consist of suitable and varied texts and also exercises which lead to assist activities that could be used to help the students' reading comprehension skill.

2.2 English for Specific Purposes (ESP)

2.2.1 General Overview of ESP

The definition of English for Specific Purposes (ESP) according to Hutchinson and Waters (1987) is an approach to language teaching in which all decision as to content and method are based on the learner's reason for learning. The purpose of ESP is to support the skills depending on the learners' specialization field. So, the main concern of ESP is the students' needs as the main priority of consideration. In this case, the need of Fashion Industry students related to the language proficiency is to equip them with both oral and spoken English to support their competencies in fashion field.

Otilia (2015) views that English for Specific Purposes (ESP) can be defined as teaching and learning English as a second or foreign language for the purpose of using it in a particular domain. In other words, the use of ESP is to satisfy the target situation goals with certain context or disciplines. English for Specific Purposes is different from English for General Purposes (EGP). The distinction between ESP and EGP is if EGP usually has linguistics purposes with the use of wide and general vocabularies and wide grammar structures as the main concern. On the other hand,

ESP gives more emphasize on the specific content and vocabularies depending on certain field of study considering that it is going to be used practically in real world communication. Bracaj (2014) states that compared with EGP, ESP is more effective in increasing students' learning motivation because it relates to their fields of study and caters to their needs.

As Hutchinson & Waters has stated in the definition of ESP above, ESP must be seen as an approach not as a product (Hutchinson & Waters, 1987). The approach will facilitate the students in learning English based on what they want to learn. Thus, ESP is not a kind of language, methodology, or teaching materials. Ideally speaking, it is only an approach which brings knowledge that has been existed to produce steps in order to link the students' reasons for learning foreign language to the foreign language itself.

2.2.2 Types of ESP

Related to English Language Teaching, there are two types of ESP. As stated by Bracaj (2014) the types of ESP can be distinguished according to the motivation, position, and status of the learners which become reasons of learning English. The one is called English for Occupational Purposes (EOP) and the other one is English for Academic Purposes (EAP).

a.   English for Occupational Purposes (EOP)

The use of EOP is when the learners need English in the field of their job or profession. This kind of ESP involves the needs of work-related and training terms. So, the content of the English course will be dependent on the program or work field which the learners engaged in. EOP courses are developed to enable students to acquire language skills for specific careers (Tsou, 2009). For example, secretary, chef, nurse, flight attendant and engineer need language training in English that is relevant to their professions in order to support their proficiency on the job.

b. English for Academic Purposes (EAP)

The use of EAP generally involves within educational institutions in fulfilling academic needs. The position of English here is related to the students' discipline studies or specializations. The aim of this kind of ESP is to support the learners to be successful in the various academic competencies. In this situation, the role of English particularly can be seen as the provider of the accessibility of knowledge like what is contained in textbooks and the other materials. In other words, Knight et al. (2010) defines that the EAP learners study to enter professions, focusing on the language of academic performance in specific discourse communities (and sometimes preparing for near-future identified workplace needs).

2.2.3 Needs Analysis in ESP

It has been conveyed in the previous discussion above that ESP is different with EGP. The emphasis of the difference is in the term of needs of the students which makes ESP has its own typical characteristic. The special characteristic of ESP is on one of primary process called 'needs analysis.' Needs analysis has been seen as the attempt to identify the gap between what students know and can do at the present point of time and what they need ideally to be able to do in the target situation. (Basturkmen & Elder, 2004). The target of Fashion Industry students in this case are having expertise in performing work on the manufacture of clothing boutique and doing business in the field of fashion.

Rahman et.al (2009) convey that ESP Needs analysis leads to design a language course, which is more accommodating in the meeting of learners' needs. Ideally speaking, needs analysis process is the point of how to develop a course in ESP because it will uncover the students' needs and purposes of learning English. Thus, the information from the needs analysis can be guidance in defining the whole ESP material development.

Meanwhile, in order to make the word 'needs' much clearer, Hutchinson & Waters (1987) distinguish that there are two divisions of general heading of need, which are: target needs and learning needs. Below explanation presents more about target needs and learning needs.

a. Target needs. It covers three aspects such as: neccessities, lacks, and wants.

1) Neccessities is the type of need determined by the demands of the target situation. The demands of the target situation has been stated in the curriculum. It is also about what the learners has to know in order to function effectively in the target situation. It is a matter of observing what situations the learner will need to function in and then analyzing the constituent parts of them.

2) Lacks is what the learner knows already in the target situation. It would be useful to decide which of the necessities that the learner lacks.

3) Wants is the view of the learner of what their needs are.

b. Learning needs. It deals with what knowledge and abilities the learners require in order to perform to the required degree of competence in target situation. In other words, it is the route how the activity reflects target situation needs. The information may be in the term of language items, skills, strategies, subject knowledge, etc.

2.3 Hutchinson and Waters' Language-Centered Approach

Before talking about the approach used in this research, it is better if the researcher defines the definition of course design. The term 'course design' promoted by Hutchinson & Waters (1987) is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. In this research, the course design has the meaning of steps in which the reading materials will be developed by using Hutchinson and Waters' approach.

In developing reading materials, the researcher uses one approach that has been provided by Hutchinson & Waters (1987) which is language-centered approach.

In their book, they actually propose three types of approach namely language-centered approach, skill-centered approach, and learning-centered approach. The choice of language-centered approach is based on the several reasons that has been considered by the researcher.

Language-centered approach was chosen because this is the simplest kind of course design process and it is probably the one most familiar to English teachers and it is particularly prevalent in ESP (Hutchinson & Waters, 1987). It is called simple because in application, the language-centered approach consists of five steps consisting of:

a. Analyzing learners' target situation

b. Writing syllabus

c. Writing or selecting texts to illustrate items in syllabus

d. Writing exercises to practice items in the syllabus

e. Devising tests for assessing knowledge of the items in the syllabus

It can be seen from the steps above that language-centered approach does not require the researcher to teach or test the materials to the students in the classroom. Comparing to the two other approaches that Hutchinson and Waters propose (skill-centered and learning-centered) which require the researcher to teach and test the materials to the students, the language-centered approach was chosen considering that it is the simplest, not time consuming, and still concerning about the essence of ESP, which is the needs of students. It has been mentioned that the process' main focus is on the students' needs and it supports the students in order to achieve certain target-level performance. As said by Chirimbu & Chirimbu (2014):

> "Language-centered courses are characterized by a direct connection between the target situation and the content of the ESP course. It usually starts from the identification of the linguistic features of the target situation in order to describe the trainees' needs and to create a syllabus and evaluation procedures after the course materials are designed." (Chirimbu & Chirimbu, 2014).

2.4 Vocational High School Curriculum

Based on *Kurikulum Tingkat Satuan Pendidikan SMK 2006,* vocational high school (SMK) is a form of vocational education unit as defined in the explanation of the Regulation on National Education System No. 20 of 2003 that prepares the students to work in a particular field.

In KTSP for SMK, the subjects are divided into three groups, namely normative, adaptive, and productive. Normative program consists of subjects that form the students to have characters socially and individually in order to become members of the community such as: Religious Education, Citizenship Education, Bahasa Indonesia, Physical Education and Health, and Arts and Culture. Adaptive program consists of subjects that intended to the development of students' social environment, work environment, science, technology and art such as: English, Mathematics, Science, Social Studies, Computer Skills and Information Management, and Entrepreneurship. While productive program consists of subjects which are taught specifically according to each program expertise.

2.5 English in Vocational High School

It has been stated in the explanation above, English belongs to adaptive program in SMK. The aims of English for vocational high school students is to equip students the ability to communicate in English in the context of the communication material needed for program skills, both spoken and written.

English in SMK, according to KTSP has two purposes which intends the learners have the capabilities of mastering basic knowledge and skills to support the competency of its program expertise and applying the mastery of English ability and skills to communicate at intermediate level.

In SMK, English is graded from the level of proficiency. For first grade, the students are required to have the communication competency at novice level, then elementary level for the second grade, and last intermediate level for the third grade students. While in this research, the English reading materials are intended to the

tenth grade of Fashion Industry students where the students are regarded as novice level learners.

2.6 Fashion Industry Program of Vocational High School

Fashion Industry program is one of the programs offered by SMKN 3 Jember which aims to equip the students to have competencies in the field of Fashion Industry. The competencies are fashion drawing, pattern making, clothes making for men, women, adults, and children, embroidery, raw materials clothing selection, and quality control. The scope of work of the graduates can be like tailors, dress-makers, pattern cutters, pattern makers, embroidery workers, garment enterpreneurs, machine operators at fashion manufactures, and so forth.

Thus, in this research, the development of the English reading materials covered those competencies of Fashion Industry program.

2.7 Developing Reading Materials by Using Hutchinson and Waters' Language-Centered Approach

According to Harsono (2007), as a field of study, materials development studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. It has been stated previously, in developing reading materials for Fashion Industry students of SMKN 3 Jember, the researcher uses Hutchinson and Waters' language-centered approach which has 5 steps. They are: analyzing learners' target situation, writing syllabus, writing or selecting texts to illustrate items in syllabus, writing exercises to practice items in the syllabus, and devising tests for assessing knowledge of the items in the syllabus. The following is the flowchart of developing reading materials using Hutchinson and Waters' language-centered approach.

```
┌─────────────────────────────────┐
│      Analyze target situation    │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│          Write syllabus          │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│     Write or select texts to     │
│    illustrate items in syllabus  │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│    Write exercises to practice   │
│       items in the syllabus      │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│     Devise tests for assessing   │
│     knowledge of the items in    │
│           the syllabus           │
└─────────────────────────────────┘
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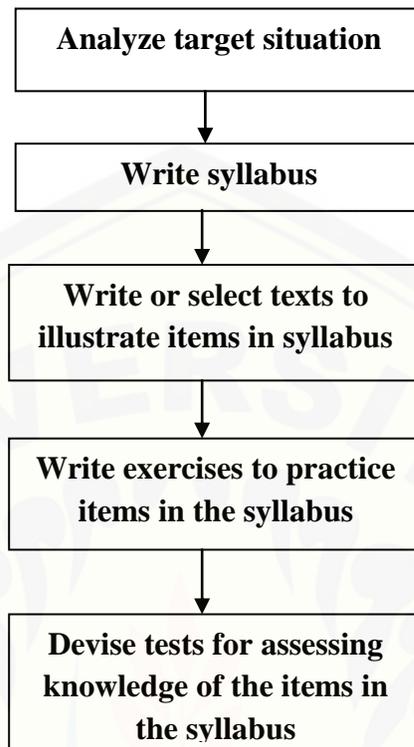
Figure 2.1: Language-centered approach (Hutchinson and Waters, 1987)

2.7.1 Analyze learners' target situation

From the flowchart above, it can be understood that the identification of the learners' target situation can be collected by conducting the needs analysis. It consists of a procedure or series of procedures intended to obtain information about both current performance and target performance (Barrantes, 2009). It is obvious that the needs analysis is a very crucial step because since ESP is based on the learners' needs, it becomes the first determination of how to design and develop materials, as well as to develop language test.

The accumulation of the information related to the target situation suggested by Hutchinson and Waters (1987) can be in the way of questionnaires, interviews, observation, data collection, e.g. gathering texts, informal consultation with sponsors, learners and others.

Furthermore, Hutchinson and Waters (1987) also provide the framework of how to conduct the needs analysis by using several questions which can be seen as the following:

a.   Why is the language needed?

This question deals with the learners' reasons in learning language. For example: for study, for work, for training, for a combination of these, or for some other purposes, e.g. status, examination, or promotion.

b.   How will the language be used?

This question deals with the medium, channel and types of text or discourse in using the language. For example: the language will be used for speaking, reading, writing, etc, will be used through telephone, face to face or others, and will be used in the form of academic texts, lecture, informal conversations, technical manuals, or catalogues.

c.   What will the content areas be?

This question is used to know the subjects where the language will be used and the level of students. For example: the subjects can be medicine, biology, architecture, shipping, commerce, or engineering and the level can be as technician, craftsmen, postgraduate, or secondary school.

d.   Who will the learner use the language with?

This question deals with whom the learners will have interaction with by using the language. They can use it with native speakers or non-native speakers; experts, layman, or students; business colleagues, teacher and student, trader and buyer, or superior and subordinate.

e.   Where will the language be used?

This question deals with the specific place where the language will be used. For example: physical setting (e.g. office, lecture theatre, hotel, workshop, or library), human context (e.g. alone, meetings, demonstrations, or on telephone), and linguistic context (e.g. in own country or abroad).

f. When will the language be used?

This question deals with the information about the time, for example concurrently with the ESP course or subsequently and about the frequency of using the language whether it is frequently, seldom, in small amounts, or in large chunks.

g. Why are the learners taking the course?

This question deals with the reasons underlying the learners learn the language. For example: compulsory or optional, apparent need or not, are status, money, promotion involved? What do learners think they will achieve? And what is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

h. How do the learners learn?

This question deals with the background of the learners, the concept of teaching and learning to them, what methodology will appeal them, and what sort of technique are likely to bore/ alienate them.

i. What resources are available?

This question deals with how many number and professional competence of teachers, the attitude of teachers to ESP, teachers' knowledge of and attitude to the subject content, the materials and aids available, and the opportunities for out-of-class activities.

j. Who are the learners?

This question deals with the learners' profile. For example: age, sex, nationality; what they know already about English; what subject knowledge they have; their interests and socio-cultural background; teaching styles they are used to; and their attitude to English or to the cultures of the English speaking world.

k. Where will the ESP course take place?

This question deals with the learners' surrounding environment. For example: It is pleasant, dull, noisy, cold, etc.

l. When will the ESP course take place?

This question deals with the time of the course be held. For example: time of day, everyday/once a week, full-time/part-time, and concurrent with need or pre-need. (Hutchinson and Waters, 1987)

2.7.2 Write syllabus

The second step after collecting data from needs analysis is designing syllabus. Syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities. (Nunan, 1988).

The purpose of syllabus in ESP according to Widodo (2007) "Syllabus is designed to investigate learners entry and exit levels, instructional contents, scopes and orders of instruction, and instructional content planning. "Hence, by writing syllabus, the materials and exercises will be easier to be selected as it allows the existence a set of certain criteria. Harmer (2001) mentions criteria of designing syllabus consisting of: learnability, frequency, coverage, and usefulness.

To write syllabus, it can not be separated from curriculum. In writing syllabus for Fashion Industry students of SMKN 3 Jember, it was based on the curriculum used in the school which is *Kurikulum Tingkat Satuan Pendidikan* (KTSP).

The format of the syllabus for Fashion Industry students grade X can be seen in table 2.1.

SYLLABUS	
School	: SMKN 3 Jember
Subject	: English
Class/Semester	: X/1
Time Allocation	: … x 45 minutes
Major	: Fashion Industry
Standard of Competence	: Communicating English at Novice Level

Basic Competence	Indicators	Learning Objectives	Learning Materials	Main Activities	Assessment

Table 2.1: The format of syllabus for developing reading materials for Fashion Industry students grade X of SMKN 3 Jember according to KTSP.

Dinçay (2010) states that all ESP course designers should know that the job of an effective ESP course design includes: (a) planning and designing an appropriate course suitable for the target ESP groups, (b) deciding on the practical type of syllabus that well meets the basic requirements of the ESP course participants. So, the syllabus should be as practical as possible since it is the bridge between the learners' needs, wants, and also government requirements as contained in curriculum.

2.7.3 Write or select texts to illustrate items in syllabus

After writing the syllabus, there must be the reading texts that become the part of product of this research. The texts should reflect the points that have been formulated in syllabus. This is the time where the researcher can select or write texts whether from the existing materials or create the new one.

In the previous explanation, the researcher has mentioned that there are several reasons for reading. In order to attract the students' attention to the materials, the texts should be motivating and in this case, the texts should be appropriate with the students' major, which is fashion. As stated by Far (2008), 'Combination of subject-matter (which learners are familiar with) with English language creates a meaningful context which highly motivating. This meaningful context increases motivation that is a positive indication of successful learning.'

Hutchinson and Waters (1987) purposed that in selecting texts, there are three criteria:

a. It should be occurred naturally.

b. It should be suited to the learners' needs and interests.

c. It should be capable of generating useful classroom activities.

In writing or selecting materials which consist of texts, pictures, and exercises, the researcher uses Hutchinson and Waters (1987) framework model which consists of four elements as follows.
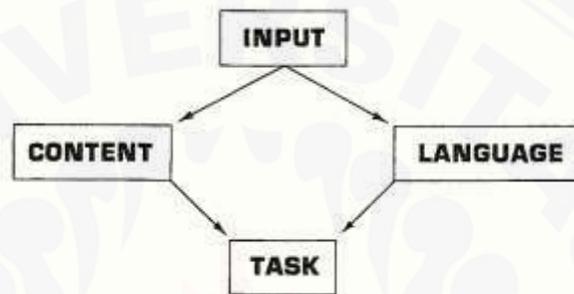

Figure 2.2: Hutchinson and Waters materials design model (1987)

1) *Input*. This may be texts, pictures, dialogues, videos, diagrams or any piece of communication data that can stimulate and dig the students' prior knowledge.

2) *Content focus*. After given a text, the students should grasp the information comprehensively. It can be a determiner of whether the students already understand the content or not.

3) *Language focus*. In *language focus* learners have the chance to take the language to pieces, study how it works and practice putting it back together again. In this research, the students are given vocabulary practice and language practice so they do not only grasping the meaning but also know the sentence pattern in the text.

4) *Task*. Materials should be designed, therefore, to lead towards a communicative exercise in which learners can exploit the content of the text.

2.7.4 Write exercises to practice items in the syllabus

After selecting texts, the next step is to write exercise for the reading materials. As stated in the explanation above, the use of task is very crucial due to the reflection of the texts content as a whole. The task also provides a clear objective for the learners and so helps to break up the often bewildering mass of the syllabus, by establishing landmarks of achievement (Hutchinson and Waters, 1987).

In writing the exercises to practice items in syllabus, the researcher applies the reading strategies since they will assist the students to engage the texts on an ongoing basis.

> Reading strategies are defined as a set of cognitive and purposeful actions that help readers construct and maintain meanings and make sense of the texts when they are engaged in reading tasks. Reading strategies are employed to help readers increase their comprehension of the texts before, during and after they read. (Kasemsap & Lee, 2015).

Hence, the researcher considers about the use of the three-stages reading: pre-reading, while-reading, and post-reading activity to develop reading exercises.

a. Pre-reading activities deals with the students' prior knowledge to elicit the provided text given. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay (Toprak & Almacıoğlu, 2009). Pre-reading activities include: asking leading questions, brainstorming, predicting text content, showing pictures, etc.

b. While-reading is the main activity in reading. In this stage, the activities include: giving exercises so that the students can find general and specific pieces of information, making sentences based on the vocabularies in the text, analyzing reference words, etc.

c. Post-reading activities expand the knowledge students have acquired through reading by allowing students to discuss and critically analyze the text content, thus deepening their understanding of the text (Monopoli, n.d.). Post-reading

activities include: summarizing, giving opinions, rearranging jumbled sentences, etc.

2.7.5 Devise tests for assessing knowledge of the items in the syllabus

The last step of developing reading materials is to construct a test. A test according to Brown (2004) is a method of measuring a person's ability, knowledge, or performance in a given domain. The test in the term of this research concerns on how the ability of the students in doing communicative task which is constructed based on the curriculum and the syllabus that has been constructed previously.

In constructing the test, the researcher suggests to use achievement test where the aims of the test is to measure students understanding to the materials that has been given to them. According to Harmer, (2001) achievement tests are designed to measure learners' language skill progress in relation to the syllabus they have been following.

The test as a part of the product of this research should have benefit not only for the teacher but also for the students. Like Douglas (2013) says:

> "Test developers must offer evidence that the tests they design provide consistent measurements of specific purpose language ability, that the inferences and decisions based on test performance are warranted, and that the consequences of the test are the intended ones and are beneficial for test takers."

For the teacher, the use of test can help him to know how much the students understand the materials and how many students can pass the standard criteria in the syllabus using the materials. For the students, the test can make them motivated to get satisfactory result. They also can find out how far they have managed to follow the lessons given by the teacher.

2.8 Conceptual Review

In this section, it deals with some terms that are used related to this research so that the readers can understand the idea clearly.

2.8.1 Reading Materials

Reading materials that are developed in this research refers to all the texts, pictures, exercises, and a test related to Fashion Industry program.

2.8.2 Hutchinson and Waters' Approach

The reading materials in this research were developed by using the language-centered approach provided by Hutchinson and Waters (1987). The approach consists of five steps that were done systematically to develop the reading materials for Fashion Industry students.

2.8.3 SMKN 3 Jember

SMKN 3 Jember is a vocational high school that one of the majors is Fashion Industry. The program aims to prepare graduate students to have a good knowledge and skills in fashion design, sewing techniques, making clothing and pattern techniques with hope that the graduates will be ready to work independently in the field of fashion.

2.8.4 *Kurikulum Tingkat Satuan Pendidikan (KTSP) Tahun 2006*

In this research the use of KTSP is very crucial because SMKN 3 Jember uses KTSP curriculum in teaching learning activities. As a guide from the government, KTSP also has the objectives or criteria that should be fulfilled by the students so that all the syllabus and materials development were based on the 2006 KTSP curriculum.

2.8.5 Tenth Grade Students of Fashion Industry

According to the students' classification of vocational high school by *Kurikulum Tingkat Satuan Pendidikan Tahun 2006,* tenth grade students of Fashion Industry program of vocational high school belong to Novice level learners.

CHAPTER 3. RESEARCH METHODOLOGY

This research methodology consists of four parts. They are research design, research participants, data collection method and data analysis method.

3.1 Research Design

The design of this research is developmental research. Research and Development according to Gall et.al, (2003):

> "an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards."

Research and Development in this research is related to educational purpose since it was done in an educational institution which also required the use of curriculum, syllabus, and learning materials. The aim of this research was to develop product, in this case, a sample of reading materials developed by Hutchinson and Waters' approach that are suitable for Fashion Industry students considering that the existing materials are seemed as unsufficient to promote the students' education and future career.

3.2 Research Participants

3.2.1 Tenth Grade Fashion Industry Students of SMKN 3 Jember

In this research, tenth grade students of SMKN 3 Jember were given the questionnaires of needs analysis in order to obtain their opinion toward English especially on reading. The result of their answers was used to determine the development of the reading materials.

3.2.2 Validators

Validators in this research refer to the lecturer of English Education Program Jember University and the English teacher of SMKN 3 Jember. They became

validators because they were assumed to be the experts on their field to check and evaluate the reading materials that had been developed. Both of the validators were given questionnaires in order to help the researcher to make adjustment in the reading materials by giving opinions, comments, and suggestions.

3.3 Data Collection Method

3.3.1 Documentation

Since this research is an educational research, the documents used were curriculum and textbook used by the school. The curriculum used in SMKN 3 Jember is *Kurikulum Tingkat Satuan Pendidikan (KTSP).* In developing reading materials for Fashion Industry students, the researcher reviewed the Standard of Competence and Basic of Competence in KTSP for vocational high school to select the topic of the designed materials then listed the indicators and learning activities to make syllabus. The textbook referred to the existing book that the teacher usually uses to teach English for Fashion Industry students. By reviewing the content of the book the researcher could fill the gap in the existing reading materials with the new reading materials.

3.3.2 Questionnaires

The researcher chose questionnaires because 'questionnaires are thought to be the least consuming ways of collecting information, and this is why learners' needs are usually specified through questionnaires which enable researchers to determine long-term aims and short-term objectives'(Tahir, 2015). The questionnaires in this research were divided into two groups. They were for Fashion Industry students and for validators. The questionnaires for the students were given in the beginning of the development process in order to know the needs, lacks, and wants of the students in English teaching and learning process. The questionnaires were in the form of close-ended questions.

The questionnaires for validators were given in order to make an evaluation of the developed materials. The questionnaires for validators were in the form of open-ended questions.

3.4 Data Analysis Method

In this research, the main data were gained from questionnaires and interview and they were analyzed by using descriptive qualitative analysis. The core of qualitative analysis lies in the processes of describing phenomena, classifying it, and seeing how the concepts interconnect (Dey, 1993). The data which were gained from students' questionnaires in needs analysis process and validators' questionnaires are presented in the form of narrative description.

CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The conclusion part concludes all the findings in the research. The suggestions part presents the suggestions for the English teachers of SMKN 3 Jember and for other researchers.

5.1 Conclusions

Since this research was intended to develop reading materials for Fashion Industry students by using Hutchinson and Waters' approach, the five steps of the reading materials development can be concluded as the following points.

The first step of developing the reading materials was starting from analyzing learners' target situation. In this step, the students' target situation was collected through needs analysis questionnaires to determine the needs and wants of the Fashion Industry students. The data found were used as the basis for selecting the materials for example: the existence of relevant pictures should be there to help the students learn better, the text type that the students wanted was in the form of conversational text, the length of the text the students thought ideal for them was between 150-300 words, the vocabulary and reading practices should be more emphasized, the technique they prefer to use when doing the task was in group/pairs, etc. So, the reading materials as the product of this research covered those aspects needed and wanted by the students.

The second step was writing syllabus. In this step the syllabus of the reading materials was constructed based on the vocational high school KTSP 2006 Curriculum for grade X and it was written in accordance to the data from the needs analysis. The syllabus covered basic of competence, indicators, learning objectives, learning materials, main activities, and assessment. Moreover, the topics were determined by reviewing the students' dressmaking textbook for first semester where

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four topics were set; "Kinds of Clothes', "Fabric Prints", "Customer Care", and "Sewing".

The third step was writing or selecting texts to illustrate items in syllabus. In this step, the researcher adapted the texts where the vocabularies and expressions were in relation to the specified topics above. The texts were written down based on the learners' needs which were between 150-300 words and in the form of conversational texts.

The fourth step was writing exercises to practice items in the syllabus. In this step, the researcher applied three-stages reading strategy: pre-reading, while-reading, and post-reading activities to develop the exercises. The exercises were written according to the syllabus and the topics and they were in the form of discussion, multiple choices, True/False, blank space filling, etc.

The last step was devising tests for assessing knowledge of the items in the syllabus. In this step, an achievement test was composed to measure the students' understanding to the materials that had been given to them. The test intended to measure vocabulary and conversational expressions mastery and reading comprehension skill.

5.2 Suggestions

In this part, some suggestions for the English teachers of SMKN 3 Jember and for the other researchers are presented.

5.2.1 For the English Teachers of SMKN 3 Jember

The English teachers are suggested to apply the reading materials developed by Hutchinson and Waters' approach to the students of Fashion Industry grade X as the alternative materials in order to make the students more interested to the teaching and learning process especially on reading activities by the reason that the contents are about fashion. Furthermore, it is expected that the English teachers who teach different majors consider about developing materials based on the students' specific

areas. For example: developing materials for Culinary Art, Tourism, Beautician, Computer and Network Engineering, Software Engineering, Multimedia, etc.

5.2.2 For Other Researchers

Since the researcher could not carry out the suggestion from one of the validator to add recount text because based on KTSP 2006 Curriculum, recount text is introduced in grade XI; it is suggested that other researchers can conduct researches addressed for grade XI or grade XII. And seeing that there are many ESP subject areas in vocational high school, other researchers are suggested to develop various and interesting reading materials by using Hutchinson and Waters' approach to other majors of vocational high school to support their education as well as to prepare them for real world field.

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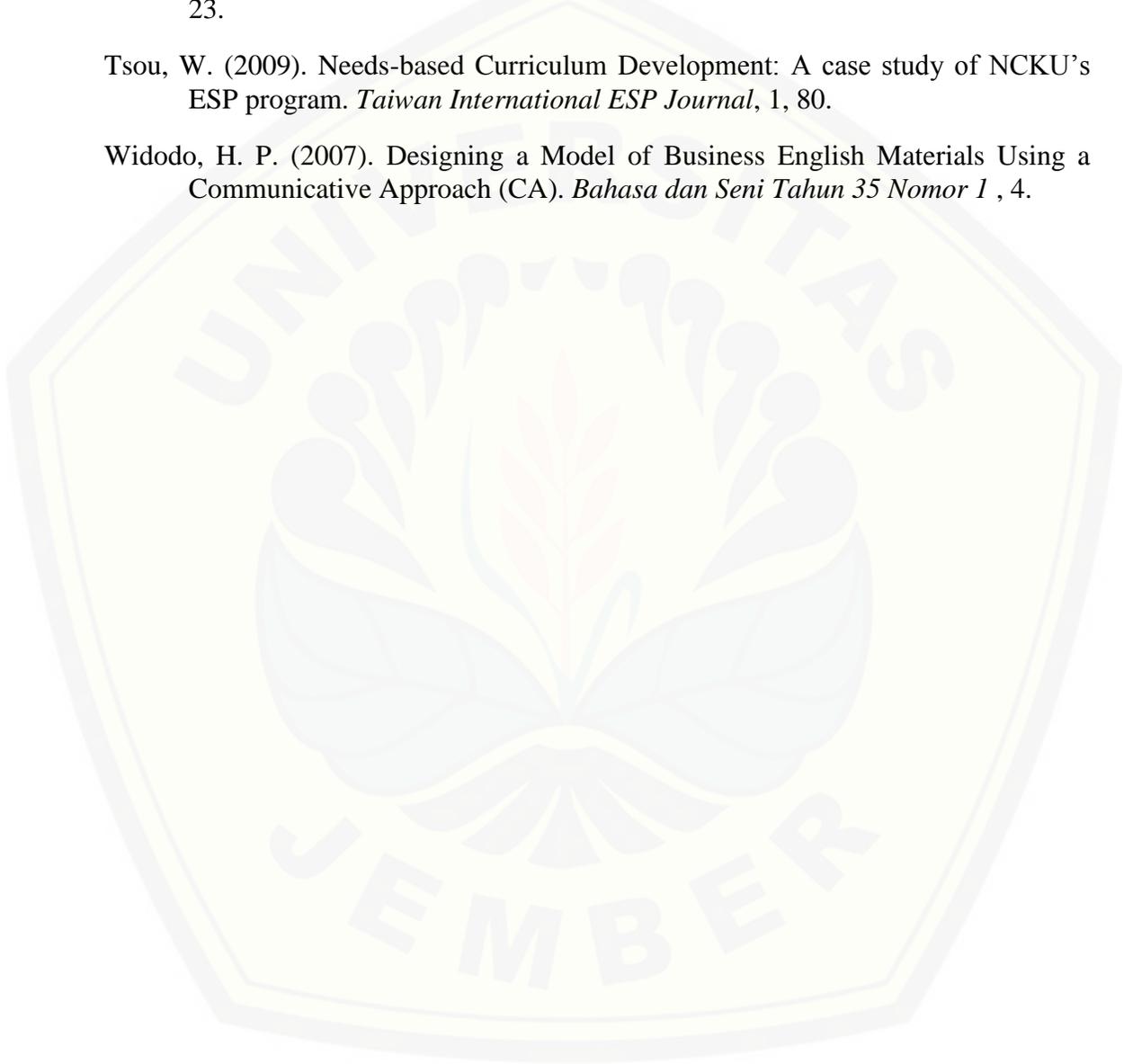
Appendices

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Developing Reading Materials for Fashion Industry Students of SMKN 3 Jember by Using Hutchinson and Waters' Approach	How are the reading materials for Fashion Industry students of SMKN 3 Jember developed by using Hutchinson and Waters' approach?	Developing reading materials for Fashion Industry students of SMKN 3 Jember by using Hutchinson and Waters' approach	The steps of Hutchinson and Waters' approach: a. Analyzing learners' target situation b. Writing syllabus c. Writing or selecting texts to illustrate items in syllabus d. Writing exercises to practice items in the syllabus e. Devising tests for assessing knowledge of the items in the syllabus	1. Validators: a. The lecturer of English Education Program Jember University b. The English teacher of SMKN 3Jember. 2. Grade X students of SMKN 3 Jember majoring Fashion Industry program.	Research Design: Developmental Research Data Collection Method: a. Documentation b. Questionnaires Data Analysis Method: Descriptive qualitative

Appendix B

NEEDS ANALYSIS QUESTIONNAIRE

Name   :
Class   :
Sex   :
Age   :
Major   :

Please fill out this questionnaire by giving a cross (x) to the answer that correspond to your opinion and experience during the English teaching and learning activities in the classroom. Your answers will not affect your score in the school report.

1.   In what condition do you think you need English for your major?
      a. to support my career
      b. to support my higher education
      c. to get good score at school
      d. others………………………………….………(please specify)
2.   What is your reason of reading English?
      a. to get information
      b. to understand the lesson at school
      c. to drill my English ability
      d. others………………………………….………(please specify)
3.   What do you think of the existence of pictures in the reading materials?
      a. very helpful
      b. not effective
      c. not helpful
      d. others………………………………….………(please specify)

4. What types of text do you like to read the most?

    a. academic text like in school textbook

    b. conversational text

    c. magazines/newspapers/articles on internet

    d. others………………………………….…….(please specify)

5. How long do you think the reading texts should be?

    a. <150 words

    b. 150-300 words

    c. >300 words

    d. others………………………………….…….(please specify)

6. What is your difficulty in reading English?

    a. limited vocabulary

    b. the material is not interesting

    c. less practice

    d. others………………………………….…….(please specify)

7. Whom do you think you will use English with?

    a. with native speakers

    b. with business colleagues or customers

    c. with the teacher and the other students at school

    d. others………………………………….…….(please specify)

8. Where do you think you will use English?

    a. at school

    b. at workshop

    c. at office

    d. others………………………………….…….(please specify)

9. What do you think of English which is suitable with your major?

a. very important

b. important

c. not really

d. others…………………………………….……….(please specify)

10. Do you think that by using English materials which are specific to you major will help you learn English better?

a. yes

b. no

c. I don't know

d. others…………………………………….……….(please specify)

11. What kind of technique do you prefer to use in reading activities in the classroom?

a. by the teacher speech

b. in groups/pairs

c. individual learning

d. others…………………………………….……….(please specify)

12. From which resources do you usually get the reading materials from?

a. from the English teachers

b. from text books

c. from the internet

d. others…………………………………….……….(please specify)

Thank You ☺

Appendix C

VALIDATOR'S QUESTIONNAIRE

This questionnaire is the instrument of the reading materials for Fashion Industry students of SMKN 3 Jember grade X developed by using Hutchinson and Waters' approach. I really expect your participation as the validator to fill this questionnaire as an evaluation toward the material development.

Validator's Identity

Name   : Mrs. Z. T. ....

Sex   : Male/Female

Education Background : S1/S2/S3

Teaching Experience   : ....years

Below are the questions related to the development of the reading materials for Fashion Industry students of SMKN 3 Jember grade X. I really expected that you will give your opinions about the topic being asked.

1. In your opinion, do the reading materials for X grade Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach meet the goals and objectives as stated in curriculum? Why yes/ no?
   Yes, the theme and the skills of reading developed in the reading exercises are relevant to the curriculum used in the school

2. What do you think about the relevance of the reading materials for X grade Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach to the needs of Fashion Industry students?
   The materials of the reading comprehension are relevant to the students' needs

3. What do you think about the level of difficulty of the reading materials for X grade Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach?

   The level of difficulty of the reading materials are relevant to the students' level

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4. Do you think that the texts and the activities in the reading materials for X grade Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach are relevant to the topic? Can you explain your answer?

Yes. they are relevant, because the materials discuss about fashion

5. Do you think that the texts and the activities in the reading materials for X grade Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach can facilitate the students to achieve the goals and objectives? Why yes/no ?

Yes, they are. The activities can facilitate the students to understand more about English for fashion

6. What do you think about the instructions? Are they clear enough to be understood? Why yes/ no?

Yes. they are clear. B, they need example to make it clearer

7. What is your opinion about the attractiveness of the texts and the activities in the materials? Are they interesting enough to motivate the students' learning? Can you explain your answer?

Yes. they are interesting because they have materials in the form of dialogues, games. They also have colourful pictures

8. What do you think about the pictures provided in the reading materials for X grade Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach? Can they help the students to understand the materials?

Yes they can help the students to understand the materials of reading comprehension easier

9. What is your opinion about the layout of the reading materials? Do the materials have proper size and the position? Why yes/no?

Yes. it is

10. What do you think about the grammatical structure and appropriateness of the language in the reading materials?

The grammar used in the reading materials are appropriate to the level of the students

11. What is your opinion about the tasks and evaluation? Can they measure the students' understanding to the texts? Why yes/ no?

The tasks are various and interesting. They are in the form of True - False, Multiple choice, Arranging steps in good order, finding words in jumble letters

12. What is your opinion about the contents of the text? Are they accessible to the learners? Can they apply their background knowledge in reading the texts? Why yes/ no?

Yes they are

13. What do you think about the vocabularies? Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? Why yes/ no?

The vocabulary used in the text are repeated in text, up to text ...

14. What do you think about the language features, generic structure, the length and the complexity of the text?

They are appropriate to the level of students and their major

15. What do you think about applying the reading materials developed by Hutchinson and Waters' approach to Fashion Industry students of SMKN 3 Jember grade X?

Yes, it is recomended because the results of developing the reading materials by using this approach can facilitate the students to understand more about English for Fashion Industry

Thank You

VALIDATOR'S QUESTIONNAIRE

This questionnaire is the instrument of the reading materials for Fashion Industry students of SMKN 3 Jember grade X developed by using Hutchinson and Waters' approach. I really expect your participation as the validator to fill this questionnaire as an evaluation toward the material development.

Validator's Identity

Name : Mrs. Y. A

Sex : Male/Female

Education Background : S1/S2/S3

Teaching Experience : ......10.......years

Below are the questions related to the development of the reading materials for Fashion Industry students of SMKN 3 Jember grade X. I really expected that you will give your opinions about the topic being asked.

1. In your opinion, do the reading materials for grade X Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach meet the goals and objectives as stated in curriculum? Why yes/ no?

   yes, since the reading materials seem to be composed based on the goals and objectives in syllabus

2. What do you think about the relevance of the reading materials for Grade X Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach to the needs of Fashion Industry students?

   To the best of my concern, this reading materials are relevant to the need of Dress making class Industry students.

3. What do you think about the level of difficulty of the reading materials for Grade X Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach?

   The level of difficulty of the reading materials is pretty difficult for Grade X Fashion Industry students of SMKN 3 Jember

4. Do you think that the texts and the activities in the reading materials for Grade X Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach are relevant to the topic? Can you explain your answer?

Yes, I think so. The reading materials can answer what are mentioned in the topic.

5. Do you think that the texts and the activities in the reading materials for Grade X Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach can facilitate the students to achieve the goals and objectives? Why yes/no ?

Yes, Because they are arranged in sequence suitable with the learning objectives

6. What do you think about the instructions? Are they clear enough to be understood? Why yes/ no?

Yes, I think they are clear enough since the dictions are used as they need.

7. What is your opinion about the attractiveness of the texts and the activities in the materials? Are they interesting enough to motivate the students' learning? Can you explain your answer?

Yes, many pictures appearing in the texts can arouse the students' curiosity to know further about the text.

8. What do you think about the pictures provided in the reading materials for Grade X Fashion Industry students of SMKN 3 Jember developed by Hutchinson and Waters' approach? Can they help the students to understand the materials?

Yes, the pictures can help students to relate their background knowledge and reading text.

9. What is your opinion about the layout of the reading materials? Do the materials have proper size and the position? Why yes/no?

The layout of the reading materials has proper size & position. It uses proper letter size so the students can read easier.

10. What do you think about the grammatical structure and appropriateness of the language in the reading materials?

Both of them are acceptable enough.

11. What is your opinion about the tasks and evaluation? Can they measure the students' understanding to the texts? Why yes/ no?

yes, they can. The evaluation given drives students to do / apply reading comprehension strategies ; such as scanning or skimming the text.

12. What is your opinion about the contents of the text? Are they accessible to the learners? Can they apply their background knowledge in reading the texts? Why yes/ no?

yes, they are. I think the students can apply the background knowledge since their field of study is due to fashion industry

13. What do you think about the vocabularies? Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? Why yes/ no?

Infact, vocabulary words which are presented are good & appropriate with students' field of study. However, To help students retain new vocab, it will be better if glossary is inserted in each chapter.

14. What do you think about the language features, generic structure, the length and the complexity of the text?

Due to the language features & generic structure, the reading materials have fulfilled some of them. As far as I remember, grade x also studies about recount. The texts in recount can be added.

15. What do you think about applying the reading materials developed by Hutchinson and Waters' approach to Fashion Industry students of SMKN 3 Jember grade X?

SUch reading materials are possible to be applied to Dressmaking / Fashion Industry students of SMKN 3 Jember grade X.

Thank You

SYLLABUS

School	: SMKN 3 Jember
Subject	: English
Class/Semester	: X/1
Time Allocation	: 8 x 45 minutes

Standard of Competence : Communicating English at Novice Level

Basic of Competence	Indicators	Learning Objectives	Learning Materials	Main Activities	Assessment
1.2 Mentioning things, people, characteristics, time, day, month, and year	TOPIC 1 • Identifying the names of common clothes correctly. • Comprehending the text about the differences between men and women fashion appropriately.	At the end of TOPIC 1 discussion, the students are able to: • Identify the names of common clothes correctly. • Comprehend the text about the differences between men and women fashion appropriately.	TOPIC 1 • Pictures of women and men fashion. • A table showing the names of common clothes. • A checklist table of men, women, or unisex clothes. • Text about the differences between men and women fashion. • True/False exercise about the text. • Jumbled letters game. • Fashion fun fact.	TOPIC 1 • Discussing the pictures and answering the leading questions with partners. • Giving a check (√) to the list of men, women, or unisex clothes. • Reading the text. • Answering the true/false exercise. • Finding words in the jumbled letters. • Reading fashion fun fact.	TOPIC 1 • Checklist table $(\frac{correct\ answer}{12}$x 100) • Answering T/F questions $(\frac{correct\ answer}{10}$x 100) • Finding words in the puzzle $(\frac{correct\ answer}{20}$x 100)

Basic of Competence	Indicators	Learning Objectives	Learning Materials	Main Activities	Assessment
1.2 Mentioning things, people, characteristics, time, day, month, and year	TOPIC 2 • Identifying the names of fabric prints correctly. • Comprehending the text of how to mix prints appropriately.	At the end of TOPIC 2 the students are able to: • Identify the names of fabric prints correctly. • Comprehend the text of how to mix prints appropriately.	TOPIC 2 • Pictures of fabric prints. • Text about how to mix prints. • Exercise about the text. • Vocabulary practice about the text. • Fashion Quiz	TOPIC 2 • Matching the pictures of fabric prints with their names. • Reading the text. • Answering the questions from the text. • Guessing the vocabularies from the text. • Doing the fashion quiz.	TOPIC 2 • Matching the names of fabric prints exercise $(\frac{correct\ answer}{10}$x 100) • Answering questions $(\frac{correct\ answer}{7}$x 100) • Guessing the vocabularies $(\frac{correct\ answer}{5}$x 100)
1.1 Understanding the expressions for the basis of social interaction	TOPIC 3 • Comprehending the text about the differences of men and women shopping appropriately. • Identyfying the expressions of fashion shopping correctly.	At the end of TOPIC 3 the students are able to: • Comprehend the text about the differences of men and women shopping appropriately. • Identify the expressions of fashion shopping correctly.	TOPIC 3 • A detective game. • Text about the differences of men and women shopping and how to handle them. • Exercise about the text. • The list of expressions of fashion shopping. • Text about the use of expressions of fashion shopping. • Exercises about the expression of fashion shopping. • Fashion quotes.	TOPIC 3 • Solving the detective game. • Reading the text about men and women shopping and how to handle them. • Answering the true/false exercise. • Reading the expressions of fashion shopping. • Filling the blank exercise with the correct expressions. • Reading fashion quotes.	TOPIC 3 • Answering T/F questions $(\frac{correct\ answer}{5}$x 100) • Filling the blank $(\frac{correct\ answer}{8}$x 100) • Labelling exercise $(\frac{correct\ answer}{10}$x 100)

Basic of Competence	Indicators	Learning Objectives	Learning Materials	Main Activities	Assessment
1. 5 Explaining simple activities that are happening.	TOPIC 4 • Identifying the sewing tools correctly. • Comprehending the text about the instructions of sewing kimono outer appropriately. • Reordering the steps of sewing correctly.	At the end of TOPIC 4 the students are able to: • Identify the sewing tools correctly. • Comprehend the text about the instructions of sewing kimono outer appropriately. • Reorder the steps of sewing correctly.	TOPIC 4 • Vocabulary exercise about tools in sewing. • The text about how to sew kimono outer in less than 30 minutes. • The exercise about the text. • Chart exercise about the correct order of sewing. • Fashion fun facts.	TOPIC 4 • Matching the pictures with the name of sewing tools. • Reading the text about how to sew kimono outer in less than 30 minutes. • Answering multiple choice questions based on the text. • Reordering the steps of sewing by using a chart. • Reading fun facts.	TOPIC 4 • Matching the names of sewing tools $(\frac{correct\ answer}{10}$x 100) • Answering questions $(\frac{correct\ answer}{7}$x 100) • Reordering sewing steps $(\frac{correct\ answer}{7}$x 100)
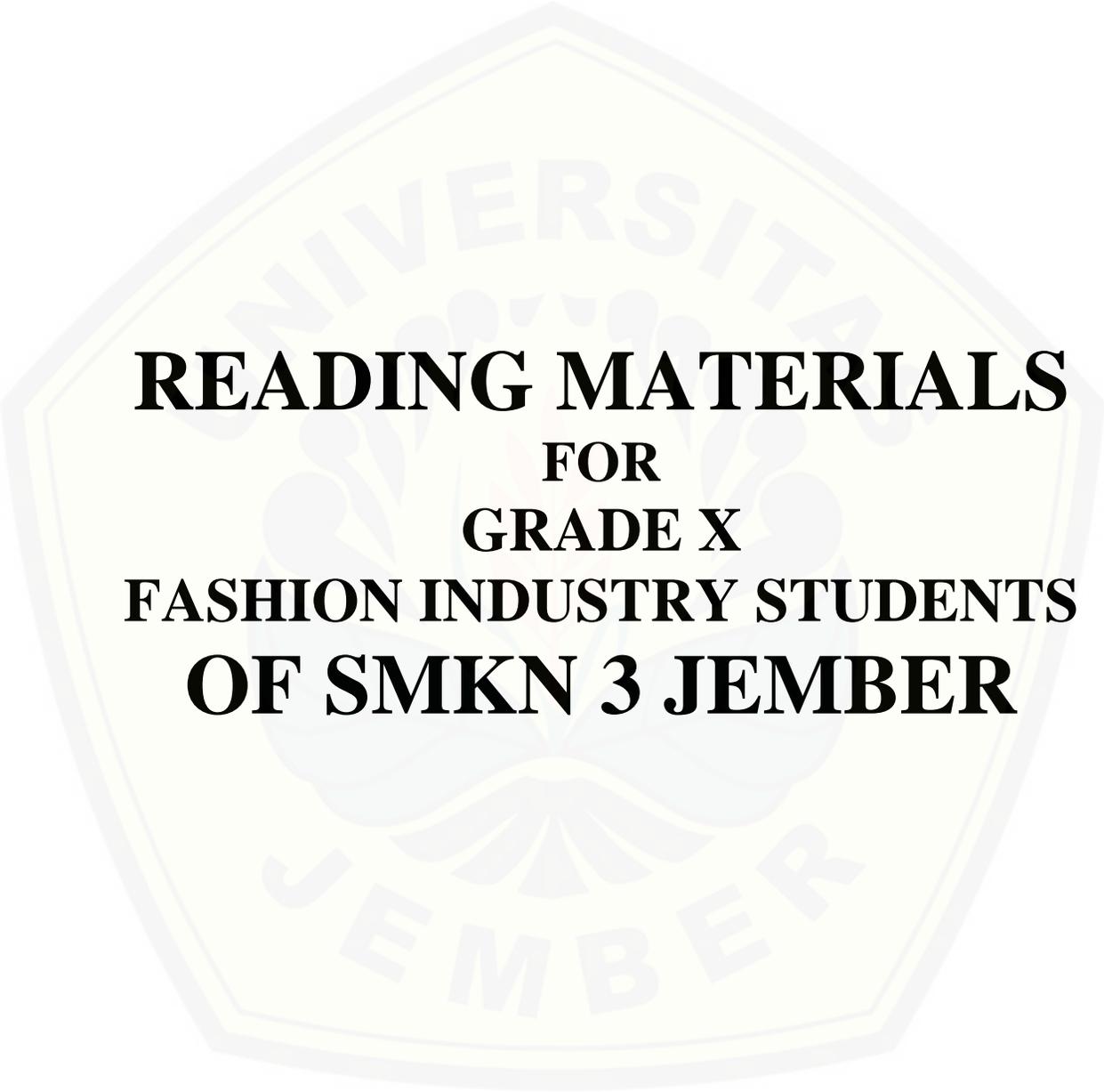
READING MATERIALS
FOR
GRADE X
FASHION INDUSTRY STUDENTS
OF SMKN 3 JEMBER

Topic 1: Kinds of Clothes	
Basic of Competence	1.2 Mentioning things, people, characteristics, time, day, month, and year.
Indicators	• Identifying the names of common clothes correctly. • Comprehending the text about the differences between men and women fashion appropriately.
Time Allocation	2 x 45 minutes
Class/ Semester	X / 1
Learning Objectives	At the end of TOPIC 1 discussion,the students are able to: • Identify the names of common clothes correctly. • Comprehend the text about the differences between men and women fashion appropriately.

In this topic you will learn:
- Kinds of common clothes
- The differences of men and women fashion
- Fun facts about clothing

Topic 1

KINDS OF CLOTHES

Pre Reading Activities

I. Pay attention to the pictures below and discuss the questions with your partner.

| 1 | 2 | 3 | 4 |

| 5 | 6 | 7 | 8 |

1. Do you know how to distinguish between women and men fashion?
2. Can you mention which fashion item commonly belongs to women, which one belongs to men, and which one is unisex?

II. Pay attention to the pictures below.

KINDS OF COMMON CLOTHES

dress	Jeans	Pajamas	blazer
jacket	Sweater	Coat	suit
pants	Shorts	Skirt	cardigan
shirt	Vest	Blouse	tie
bowtie	Corset	Gloves	overall
tank top	T-shirt	Hijab	socks

III. Give a thick (√) whether the item is commonly used by women, men, or unisex.

No	item	women	men	unisex	No	item	women	men	unisex
1.	 *example*		√		7.				
2.					8.				
3.					9.				
4.					10.				
5.					11.				
6.					12.				

Reading Activities

I. Read the text below carefully with your partner.

The Differences between Men and Women Fashion
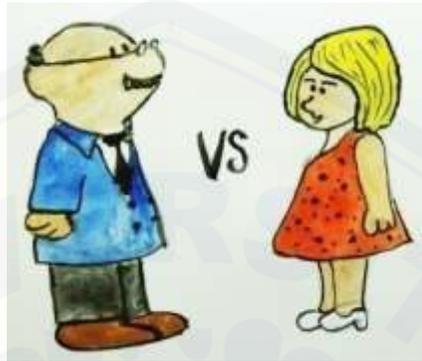
*(This conversation happens between two classmates, Lisa and Fiona)*

Lisa : "Hi, Fiona. What are you reading?"

Fiona : "Hi, Lisa. I'm reading an article in this magazine."

Lisa : "What is it about?"

Fiona : "It is about the common differences between men and women fashion."

Lisa : "What does the article say about that?"

Fiona : "This article says that there are four basic things which make men and women fashion different. The first thing is the garment length. Men clothes mostly look longer than the women ones. Men clothes consume a lot more materials than women one."

Lisa : "I see. Men clothes like suit, jeans, and pants require more fabrics. It makes sense too because comparing to their physical appearance, men are generally taller and bigger than women."

Fiona : "That is right. It makes women clothing are typically lightweight. And since women clothing tends to be a lot more revealing than men, they typically require less fabric too."

Men   VS   **Women**

Lisa   : "Okay. What is the second thing?"

Fiona : "The second thing is the style. Men casual and formal clothing are usually simpler than the women one. Women clothes are more mixed. Women garments could consist of fairy components, furs, glitters and a lot more that makes ladies much flashier."

 VS

Lisa   : "That is what I am thinking. Imagine if men are wearing furs or sequins! How horrific! Hahaha. What is the next thing?"

Fiona : "The third one is the prints. Women prints commonly are in the form of floral prints, polka dots, animal prints and usually with the use of bright and attractive colors. On the other hand, men wear blunt prints as well as the colors."

 VS

Lisa   : "But nowadays, men can wear prints from polka dots up to floral. Their outfits can be in bright yellow, purple, or even pink too!"

Fiona : "Yes. But this article says 'commonly'. Not all men want to wear pink, I think. Do you want to hear the last?"

Lisa   : "Well, okay tell me."

Fiona : "The last thing is the variety of items. Men clothing is mostly limited than women clothing. Men usually just wear two parts of clothing such as trousers and shirts which can consist of jeans, pants and so on supplemented by tops, T-shirts, etc. Otherwise, women clothing is very varied. They could have one particular piece dresses, two piece skirt and blouse, three piece short skirt, shirt and leggings or even as a lot of pieces as possible which includes accessories."

 VS

Lisa   : "Hmm. Overall, the article is nice."

Fiona : "That is why I subscribe this magazine. It is full of nice and interesting information about fashion."

Lisa   : "Hahaha. I have to start my subscription to this magazine too, then."

(Adapted from http://www.slideshare.net/coughwalrus92/difference-between-mens-and-womens-clothes)

Exercise

II. Circle T if the statement is true and F if the statement is false according to the text that you have read.

1. There are four basic things explained about the difference between men and women fashion in the article.	T / F
2. Men clothes consume a lot more material than women clothes.	T / F
3. Men clothes mostly look in shorter lengths when compared to women.	T / F
4. Women clothing are typically heavyweight.	T / F
5. Men clothing tends to be a lot more revealing.	T / F
6. Women clothes typically require more fabrics than man clothes.	T / F
7. The woman clothing has variety types.	T / F
8. Man clothes use bright and attractive colors.	T / F
9. Women clothing is very varied rather than men clothing.	T / F
10. Men usually just wear two parts of clothing.	T / F

Post-reading Activities

Work with your partner, find as many words as you can in this box according to the text you have read.

A	S	T	Y	L	E	X	Y	B	L	O	U	S	E	Q	M
G	R	S	S	V	V	F	A	S	H	I	O	N	X	R	A
A	Z	P	W	V	C	U	X	Z	Y	T	S	H	I	R	T
R	H	B	F	L	O	R	A	L	X	X	V	Q	R	V	E
M	X	Q	B	Z	L	S	Q	S	K	I	R	T	L	W	R
E	S	X	T	R	O	Q	B	V	Z	B	H	V	Z	Q	I
N	X	Z	R	V	R	F	O	R	M	A	L	H	Y	X	A
T	T	X	E	Q	R	A	X	Z	V	C	A	S	U	A	L
B	L	M	N	T	S	B	V	P	M	B	X	B	R	P	G
L	Q	R	D	P	Z	R	Z	X	C	V	B	N	M	R	L
T	O	P	S	G	L	I	T	T	E	R	S	W	Q	I	T
B	K	J	H	G	F	C	D	C	L	O	T	H	I	N	G
N	M	P	A	N	T	S	P	L	M	R	V	Q	W	T	X
V	Z	D	R	E	S	S	E	S	B	J	E	A	N	S	J

Fun Facts:

- The word 'jeans' comes from the cotton pants worn by "Genes," the local term for Genoan sailors.
- It was not acceptable for women to wear shorts in public until World War 2.
- The skirt is the second oldest piece of human clothing.

GLOSSARY

blouse	a woman's loose upper garment resembling a shirt
blunt	having very little intensity of color
cardigan	a knitted sweater fastening down the front, typically with long sleeves
casual	clothes suitable for everyday wear rather than formal occasions
common	something which is normal to be done often by people
corset	a woman's tightly fitting undergarment extending from below the chest to the hips, worn to shape the figure
fabric	a cloth typically produced by weaving or knitting textile fibers
formal	designed for wear or use at serious occasions or events with rules or etiquette
furs	short, fine, soft hair of certain animals
garment	a piece of clothing
glitters	small, shining and reflected light particles
gloves	a covering for the hand that has separate parts for each finger
hijab	a head covering worn by Muslim women
lightweight	weighing less than average
overall	a garment consisting of trousers with a front flap over the chest held up by straps over the shoulders
pajamas	a suit of loose pants and shirt for sleeping in
revealing	allowing more of the wearer's body to be seen than is usual
sequins	small and shiny disk sewn as one of many onto clothing/ decoration
shorts	pants that reach only to the thighs or knees
skirt	a piece of clothing worn by women and girls that hangs from the waist down
style	a particular form or design of something
subscription	an agreement to make payment in order to receive/ participate in something regularly
suit	a set of outer clothes made of the same fabric and designed to be worn together, consisting of a jacket and trousers
sweater	a knitted garment typically with long sleeves, worn over the uppper body
unisex	designed to be suitable for both male and female
vest	a sleeveless, an undergarment, wearing over a shirt with front opening

Topic 2: Fabric Prints	
Basic of Competence	1.2 Mentioning things, people, characteristics, time, day, month, and year.
Indicators	• Identifying the names of fabric prints correctly. • Comprehending the text of how to mix prints appropriately.
Time Allocation	2 x 45 minutes
Class/ Semester	X / 1
Learning Objectives	At the end of TOPIC 2 the students are able to: • Identify the names of fabric prints correctly. • Comprehend the text of how to mix prints appropriately.

In this topic you will learn:
- Kinds of fabric prints
- How to mix prints
- Fashion Quiz about what style suits your personality

Topic 2

FABRIC PRINTS

Pre Reading Activities

Do it with your partner. Name these fabric prints below from the words in the box.

Chevron	Plain	Camouflage	Polka Dot	Stripe
Scale	Floral	Plaid	Leopard	Batik
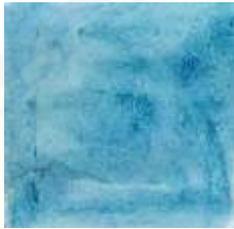
1) ………………
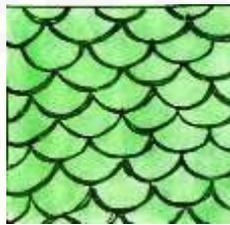
2) ………………..
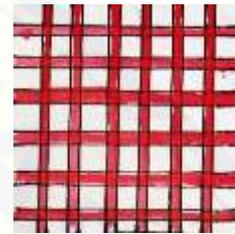
3) ………………..

4) ………………..
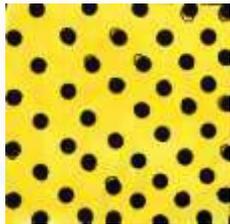
5) ………………...

6) ………………..

7) ………………...

8) …………………
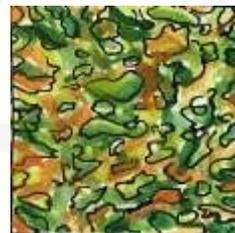
9) …………………

10) ………………..

I. Read the text below with your partner carefully.

4 Life-Changing Tips for Mixing Prints
You Need to Know

(The conversation below happens between Charles Manning, a fashion advisor of Cosmopolitan Magazine with his client, Celine.)

Celine   : "Charles, I have many outfits with different prints. I want to wear them at once. I want to make my style more challenging but without giving 'too much' impression. I don't know how to mix them. Are there any tricks to make it easier?"

Charles **:** "The first thing is you have to match colors, not prints, Celine. If the colors look good together, the prints will look good together too."

Celine   : "Any particular recommended colors?"

Charles : "I think it depends on your preference, but I will say mixing prints in pastels, black, and white will never go wrong."

Celine   : "Got it. How about the second tips?"

Charles : "The second is the simpler the prints, the easier they are to mix. This is why stripes, especially black and white stripes, go with everything. They are so simple and neutral. Simple prints go great with each other and with more complex prints like floral or animal prints."

Celine   : "I see. Glad that I have several black and white stripes outfits in my closet. Okay, what is next?"

Charles : "The third one is if you feel like your outfit is getting a little busy, try distributing your prints by doing one on the top and one on the bottom. Don't try more than that."

Celine   : "Note that. What else should I know?"

Charles : "Just the last thing. If print-on-print-on-print is just too much for you, that's fine. Just layer some solid-colored clothes and accessories to calm down your look."

Celine   : "Those are very helpful tips. I can't wait to do them. Thank you, Charles."

Charles : "My pleasure, Celine."

(Adapted from: http://www.cosmopolitan.com/style-beauty/fashion/advice/a6378/how-to-mix-prints/)

Exercise

II. Answer the questions based on the text you have read.

1. What does the text tell us about?

   …………………………………………………………………………………………

2. What does Celine ask to Charles?

   …………………………………………………………………………………………

3. How many tips does Charles give to Celine?

   …………………………………………………………………………………………

4. What are the colors that are recommended by Charles in mixing prints?

   …………………………………………………………………………………………

5. What prints go with everything according to Charles?

   …………………………………………………………………………………………

6. What should we do if our outfit is getting a little busy?

   …………………………………………………………………………………………

7. What should we do to calm down our look if the prints are too much?

   …………………………………………………………………………………………

Post-reading Activities

I. Guess the word according to the text you have read with the definition.

1. An idea, feeling, or opinion about something or someone.

   : I _ P _ _ _ _ _ _ N

2. Soft and delicate shade of colors.

   : P _ S _ _ _ S

3. Covering a surface or a body with several materials.

   : L _ _ _ R

4. Having the same color all over; plain.

   : S _ _ _ D – C _ L _ _ _D

5. Things that can be added to something else in order to make it more useful or beautiful.

   : _ C _ _ _ _O _ _ _ S

II. Follow this quiz so you know what fashion style that fits your personality.

"The Fashion Style that Suits Your Personality"

Choose a, b, c, or d to each question then add the score. Your final score describes your fashion style. Have fun!

1. If you look at your wardrobe, what colors will dominate there?	Score	2. What do your friends think about you?	Score	3. If suddenly someone gave you 1 million rupiahs to buy clothes, what would you buy?	Score
a. Neutral colors such as white, black, gray.	1	a. Very cheerful.	1	a. Buy cute accessories, clutch bags and necklaces.	3
b. Colorful ranging from pink, blue, brown, green, yellow, and so on.	3	b. Creative and always have a lot of strange ideas.	3	b. Buy branded denim or branded sneakers to make you look cool.	4
c. Shades of pastel colors such as pink, nude, light blue and others.	2	c. Flexible and not glued to the same rules.	4	c. Buy some dresses that can be worn when hang out with your friends.	2
d. Predominantly black.	4	d. Best place to tell everything because you are a good listener.	2	d. Buy anything which can make you look more intelligent and attractive.	1

4. In cold weather, what is the most suitable jacket you wear to make you look stylish?	Score	5. What song would you request if there is a performing arts event or a friend's birthday party?	Score	6. What do you like from your crush?	Score
a. Baseball jacket	4	a. One Direction's song	1	a. His/her favorite music	1
b. Parka	3	b. Taylor Swift's song	2	b. His/her sense of humor	4
c. Coat	2	c. Paramore's song	3	c. From his/her face. Handsome/beautiful	2
d. Sweater	1	d. Justin Bieber's song	4	d. His/her fashion taste	3

7. What case do you like to protect your favorite gadget?	Score
a. A case with plain colors.	1
b. A case with animal prints, floral theme, or anything colorful.	3
c. I do not give my gadget a case.	4
d. A case which has shape like a cat or rabbit ears, puff, or chain.	2

Once you know the answer scores of each question, add up the total score. Well, after finding the total score, you can check the answer below.

The Minimalist Chic (Total score: 7-11)	The Ladylike (Total score: 12-17)
: You are the type of girl that does not want complicated things, including in the terms of fashion. Hence, minimalist style could be your everyday style with neutral colors and simple mix n match. **Fashion items**: cropped pants and a simple top. 	You are a sweet person. Your pleasant personality tends to make you really suitable for ladylike style. With this style, you can highlight your feminine side. **Fashion items**: pretty pastel blouse and flare skirt.
The Risk Taker Style (Total score: 18-23)	The Boyish Look (Total score: 24-28)
You are a character who likes to experiment with new things. You are not afraid to try different things and create new things. Hence, an edgy and bold fashion style is very suitable for you. **Fashion items**: bold unique shoes, off-shoulder top, and unique hat 	Being a cool girl does not mean you do not care about looks. Instead, you are the character who does not want to join in the latest fashion trend. You want to create your own style, so boyish look is the best for you. **Fashion items**: boyfriend jeans, denim jacket, and beanie hat.

(Adapted from: http://kawankumagz.com/Fashion/Ini-Dia-Gaya-Fashion-Yang-Cocok-Sama-Kepribadian)

GLOSSARY

attractive	pleasing or appealing to look at
beanie hat	a soft, close-fitting cap or hat, which is usually made of wool, synthetic material, or fleece.
Bold	having a strong vivid appearance
branded	having a brand name products
camouflage	Often a type of color-scheme designed to make the wearer blend in with the scenery, to almost appear invisible to others
chain	metal links or rings that are connected to each other in a line
challenging	difficult in a way that is usually interesting or enjoyable
cheerful	noticeably happy and optimistic
chevron	a shape, pattern, or object in the form of a V or an upside-down V
closet	a cupboard or a small room with a door, used for storing things, especially clothes
clutch bag	a woman's strapless purse that is carried in the hand
crush	a desire to be with someone who you find very attractive
denim	a thick, strong cotton cloth, often blue in color, used especially for making jeans
dominate	to be in control or have the power to defeat others
Edgy	like to experiment of a trend
flare skirt	A type of skirt that fits a woman at her waist and flares outward in a tulip shape (or A-line) at the hem.
highlight	to attract attention to or emphasize something important
parka	a warm, often waterproof, jacket or coat with a hood (part for covering the head)
personality	the combination of characteristics or qualities that form an individual's character
plaid	a pattern on cloth of stripes with different widths that cross each other to form squares
pleasant	nice or enjoyable causing a feeling of happiness or pleasure
preference	a feeling of liking or wanting one person or thing over another
prints	to form a design or pattern upon, as by stamping with an engraved plate or block
Puff	a small, soft and fluffy pad
sneakers	a shoe with a rubber sole that is designed for people to wear while running, playing sports, etc.
stripe	a relatively long, narrow band of a different color, appearance, weave, material, or nature from the rest of a surface or thing
stylish	having good style or the fashionable
wardrobe	a large, tall cupboard in which clothes may be hung or stored

Topic 3: Customer Care	
Basic of Competence	1.1 Understanding the expressions for the basis of social interaction
Indicators	• Comprehending the text about the differences of men and women shopping appropriately. • Identyfying the expressions of fashion shopping correctly.
Time Allocation	2 x 45 minutes
Class/ Semester	X / 1
Learning Objectives	At the end of TOPIC 3 the students are able to: • Comprehend the text about the differences of men and women shopping appropriately. • Identify the expressions of fashion shopping correctly.

In this topic you will learn:
- How to handle men and women customers
- The expressions of fashion shopping
- Fashion quotes from famous people

Topic 3

CUSTOMER CARE

Pre Reading Activities

Solve this mystery with your partner.

Elsa is a manager of a famous fashion boutique. Now she is panic because an expensive diamond necklace has been stolen! She asks Ayu, the clerk who serves that day to find the thief. According to the surveillance camera, **the thief is someone who was in the shop for less than 1 hour and the only one who approach jewelry counter wearing red outfit**. There are 4 people who can be the suspect. Help Elsa to find the thief!

Miss Ida wanted to buy a dress for her prom. She found difficulty to choose the dress so she spent 1 and a half hours in the shop. She was not very nice person. She was very picky and made me tired. She's wearing red coat today.

Mr. Eddy shopped in a hurry. He bought a tie and a suit without even choosing! So, it took only 20 minutes for him to shop. He said he would have a job interview for tomorrow. Oh, he's wearing yellow jacket today.

Ayu, the clerk

Mrs. Anna was wearing red silk blouse when shopping here. I have no idea how she walked for about 50 minutes in the shop without getting cold at all! She bought many pairs of socks. She said the socks were for her nephews and nieces. She almost made our socks out of stock!

Mr. Andre was wearing a big sweater when he came to our shop. He said today was too cold. He bought sandals and earrings. Today was his wife's birthday he said. He was very sweet person I think. He spent 30 minutes in the shop. His sweater? Ah! It's red of course.

Who is the thief? How did you know?

Reading Activities

I. Read the text below carefully and discuss it with your partner.

Men vs. Women: Differences in Fashion Shopping

In fashion world, knowing the characteristics of the customers is important. Men and woman differ in their perspectives, motives, rationales, and actions in fashion shopping. By knowing the customers' characteristics, it will be easier for the fashion company to sell its products.

Men	Women
1. No rambling in finding items. 2. Lack of patience in choosing the desired items. 3. Easily influenced by the shopkeeper's persuasion, explanations and arguments. 4. Feel not comfortable without buying when entering stores.	1. Very rambling in selecting items. 2. More interested in trendy fashion. 3. Prioritize social status. 4. Not easily influenced by explanation / persuasion from the shopkeeper. 5. In selecting items, typically more interested in prints, shape or color, not the function of the items. 6. Like romantic things.
The best way to treat male customers:	**The best way to treat female customers:**
1. Immediately persuade or influence them by saying that the items they choose fit to their tastes. 2. Do not ask too much, just serve what they want. 3. Answer and explain all their questions directly with clear explanation.	1. Spare them enough time so they could choose the items they want 2. Be more patient with female customers because women are pickier in deciding something. 3. Give more special offers, such as: discount on specific products, or sale for some branded products which the model is a bit old.

(Adapted from *Tata Busana untuk SMK Jilid 1 /oleh Ernawati, Izwerni, Weni Nelmira ---- Jakarta :Direktorat Pembinaan Sekolah Menengah Kejuruan, Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Departemen Pendidikan Nasional, 2008.*)

Exercise

II. Circle T if the statement is true and F if the statement is false according to the text that you have read.

1. Women are not rambling in choosing the desired items. T / F
2. Men are difficult to be persuaded. T / F
3. Men feel bad if entering shops without buying. T / F
4. We have to ask too much when men are shopping in our shop. T / F
5. We have to be patient with women customers because they are picky. T / F

III. Pay attention to the following expressions of shopping.

Useful phrases a shop assistant can say: *"Can I help you?"* *"Are you looking for anything in particular?"* *"Do you need any help at all?"* *"We don't have any of these left in stock."* *(= There is no more of something.)*	*Useful phrases a customer can say:* *"I'm looking for …"* *"I'd like to buy…"*
Indicating a piece of clothing customer can say: *"Do you have this in …"* *– medium / large / small / extra large / XL* *– blue / black / beige (other colors etc)*	*Talking about the price:* *"Is this in the sales?"* *"Is this on sale?"* *"There's a discount of 20% on this."* *"These jeans are discounted by 20%."* *"It's a bargain." (= the low price is a surprise)* *"It's cheap." (= doesn't cost much money)* *"It's expensive." (= costs a lot of money.)*
Trying something on: *"I'd like to try this on please. Where are the changing rooms?"* *"Can I try this on?"* *"It's the wrong size / It doesn't really suit me."* *Or, "Yes, I'll take it."* *"That dress really suits you!"* *"These jeans don't fit very well."* *"This jumper goes well with my trousers."* *"This color jumper matches your new trousers."*	*Paying:* *"Where I can pay?"* *"The cash tills are over there."*

IV. Pay attention to the following dialogue

Gigi	: "Well Bella, what do you think about this dress?"
Bella	: "Mmm, it's nice, but I think you need a slightly bigger size. The top is gaping."
Gigi	: "I think this is the only one. I'd better ask an assistant. Excuse me?"
Shop assistant	: "What can I do for you, Miss?"
Gigi	: "Do you have this in size L?"
Shop assistant	: "I'm afraid everything in this rack is out on display."
Gigi	: "Oh dear, it's just a bit too tight."

Shop assistant	: "I think we have a size L in red."
Gigi	: "Oh no. Red is just not my color."
Shop assistant	: "It's not bright red; it's a nice dark red. Here it is. There is a discount of 20% on this anyway, Miss."
Gigi	:"Can I try it on?"
Shop assistant	: "Sure. There's a changing room over there."
Gigi	: "It fits like a glove. What do you think, Bella?"
Bella	: "It looks really nice. I guess red suits you after all."
Gigi	: "Okay, I take this. Where I can pay?"
Shop assistant	: "The cash tills are over there."
Gigi	: "Thank you."
Shop assistant	: "You are welcome, Miss."

(Adapted from: http://www.english-at-home.com/shopping-conversations/
andhttp://www.learnenglish.de/vocabulary/clothes.html)

Exercise

V. Fill the blank of this conversation by choosing the best answer in the box.

Situation: Danny is going to buy some new jeans and a pair of sneakers.

Assistant   : Good morning._____(1)_____?

Danny   : I need____(2)_____ and a pair of sneakers.

Assistant   : Ok, Sir. _____(3)_____?

Danny   : I'm not sure about it; I think it is size 32.

Assistant   : _____(4)_____

Danny   : They fit perfectly thank you.

Assistant   : Ok, you are size 32 then.

Danny   : _____(5)_____?

Assistant   : Yes, all the shoes are at the back of the store. _____(6)_____.

Danny   : Yes. I'm exactly 44 in size and I usually buy Adidas.

Assistant   : All the sport shoes are in the left corner of the shop.

Danny   : Thank you. You have been very helpful.

Assistant   : Not a problem. Is there anything else I can assist you with?

Danny   : Oh, there is one thing. _____(7)_____.

Assistant   : Yes, we have a small designer section. It's next to the shoe department.

Danny   : Thanks. You've been very helpful.

Assistant   : _____(8)_____

1. a. Can I help you?	2. a. a new hat
b. Are you okay?	b. some new jeans
c. Is this the shop you are looking for?	c. a pair of socks
d. Do you have a member card?	d. a new shirt

3. a. What type of shoes do you need?
   b. What size of jeans do you take?
   c. Do you need a new pair of shoes?
   d. How many pairs of jeans do you want?

6. a. Sorry, we don't sell shoes.
   b. We only have shoes for women.
   c. We don't have many in stock.
   d. Do you know your shoes size?

4. a. Are you sure?
   b. I don't think so.
   c. Do you want to try them?
   d. Try these on to see if they fit you.

7. a. Do you have section with designer clothes?
   b. Do you have a swimwear section?
   c. I should go there.
   d. Can I pay by credit card?

5. a. Should I buy this?
   b. Do you accept credit card?
   c. Do you have sneakers in stock?
   d. Where is the cashier?

8. a. Yes we accept credit card.
   b. How can I help?
   c. You are welcome.
   d. The changing room is over there.

Post-reading Activities

Who says these sentences, the customer (C) or the shop assistant (A)?

1. How many units are you going to order? _____
2. I'd like to see what discounts you can offer to us. _____
3. What would the cost price per unit be? _____
4. I'm not sure I can meet that cost. _____
5. For that size, we have 10% discount. _____
6. I'm afraid my hands are tied on this one. _____
7. Can you show me the other one? _____
8. I want to try this one. _____
9. I'm sorry you are not allowed to try T-shirts or other stretch clothes. _____
10. It really matches my hair. _____

Fashion Quotes

"Fashion is not something that exists in dresses only. Fashion is in the sky, in the street, fashion has to do with ideas, the way we live, what is happening."
— **Coco Chanel**

"I don't believe in fashion. I believe in costume. Life is too short to be same person every day."
— **Stephanie Perkins**

"True friends are like diamonds – bright, beautiful, valuable, and always in style."
— **Nicole Richie**

"You can never be overdressed or overeducated."
— **Oscar Wilde**

GLOSSARY

approach	to move or become near or nearer to something or someone
arguments	a statement or series of statements for or against something
boutique	a small store that sells stylish clothing or other usually expensive things
cash tills	Electronic device used to calculate financial transactions
clerk	a person employed, as in an office, to keep records, file, type, or perform other general office tasks
corner	the point or area where two lines, edges, or sides of something meet
cost	the amount of money that is needed to pay for or buy something
counter	a table or display case on which goods can be shown, business transacted, etc.
earrings	a piece of jewelry that is worn on the ear
famous	having a widespread reputation
influence	the power to have an effect on people or things
motives	something that causes a person to act in a certain way, do a certain thing, etc.
patience	the ability to wait, or to continue doing something despite difficulties
perspective	a particular way of considering something
persuasion	the act of causing people to do or believe something
picky	very careful or too careful about choosing or accepting things
prom	a formal party held for older students at the end of the school year
rambling	too long and confused
section	one of the parts that something is divided into
Silk	a smooth, soft, and shiny cloth that is made from thread produced by silkworms
slightly	small in amount
spare	to leave someone to do his business
stretch	made of synthetic or composite yarn and very elastic
surveillance camera	a video camera that records people's activities in order to detect and prevent crime
suspect	a person who is believed to be guilty of a crime
tight	difficult to move : fastened, attached, or held in a position that is not easy to move
trendy	currently popular or fashionable
valuable	worth a lot of money

Topic 4: Sewing	
Basic of Competence	1. 5 Explaining simple activities that are happening.
Indicators	• Identifying the sewing tools correctly. • Comprehending the text about the instructions of sewing kimono outer appropriately. • Reordering the steps of sewing correctly.
Time Allocation	2 x 45 minutes
Class/ Semester	X / 1
Learning Objectives	At the end of TOPIC 4 the students are able to: • Identify the sewing tools correctly. • Comprehend the text about the instructions of sewing kimono outer appropriately. • Reorder the steps of sewing correctly.

In this topic you will learn:

- Kinds of sewing tools
- how to sew kimono outer in less than 30 minutes.
- Basic sewing steps
- Fun facts about sewing and clothing

Topic 4

IV. SEWING

Pre Reading Activities

Match the pictures with the names of sewing tools.

No.	Picture	Name	
1.		**Thread**	**Scissors**
2.		………………….	**Sewing Machine**
3.		………………….	**Thread**
4.		………………….	**Hem stitch**
5.		………………….	**Pins and Pincushion**
6.		………………….	**Needle**
7.		………………….	**Seam Ripper**
8.		………………….	**Measure Tape**
9.		………………….	**Marking Pencil**
10.		………………….	**Pattern**
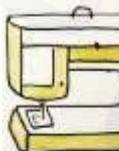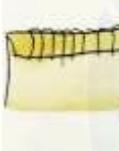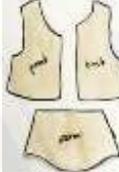
Reading Activities

I. Practice the following text with your partner.

SEWING KIMONO OUTER
IN LESS THAN 30 MINUTES

Mrs. Mala	: "Are you okay, dear? Why are you making your closet so messy like this?"
Noura	: "Oh, I'm sorry, Mom. I just can't find a perfect outfit for my yearbook photo session."
Mrs. Mala	: "Really? What do you need actually?"
Noura	: "Something good to wear on beach. That is the theme of this year. The beach."
Mrs. Mala	: "Why don't you wear floral outer with shorts or palazzo pants?"
Noura	: "I was thinking the same, Mom. I have shorts and palazzo pants but no outer."
Mrs. Mala	: "Why don't you make it yourself? We have our own sewing machine, right?"
Noura	: "Mom, the photo session is today at 3 pm. I'm running out of time."
Mrs. Mala	: "Who says making an outer should be time consuming? Come on, I'll teach you how to make a kimono outer in less than 30 minutes. Kimono outer is popular right now, right?"
Nuora	: "Yes it is. But, seriously, Mom? Under 30 minutes?"
Mrs. Mala	: "Exactly. Here are all we need: lightweight fabric, matching thread, scissors, marking pencil, pins, measure tape, and a sewing machine of course."
Noura	: "Okay. Then what should I do with these, Mom?"
Mrs. Mala	: "First, cut a rectangle of fabric roughly 120 cm x 150 cm. If you want shorter sleeves and a slimmer kimono, shorten the 120 cm side. If you want to change the body length of the kimono, change the 150 cm side."
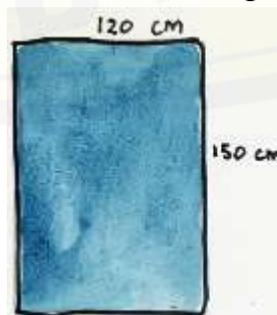
Noura	: "Okay. Done, Mom. I've cut it."
Mrs. Mala	: "Second, fold the rectangle in half, width-wise, and then cut the fabric in half so you have two identical rectangles. Each of them should be 60 cm x 150 cm."
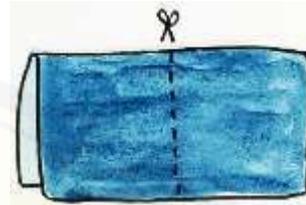
Noura	: "Got them, Mom."
Mrs. Mala	: "Good. Now the third step is with right sides together, sew down the long side, sewing the two rectangles together. Stop at the halfway mark."
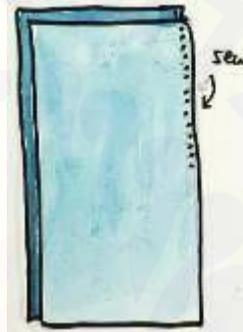
Noura	: "Ah! I can see how it ends to be a kimono!"
Mrs Mala	: "Yeah, now the last thing. Fold your kimono over width-wise again but now turn them inside out, making sure the open section is in the front. Hem the edges of the opening so your fabric won't fray. Then, with right sides together, sew the short sides together leaving a 25 cm wide opening for the arm holes. Don't forget to hem the arm holes, hem both short sides of the fabric and then sew up the sides. Done! Your kimono is ready!"
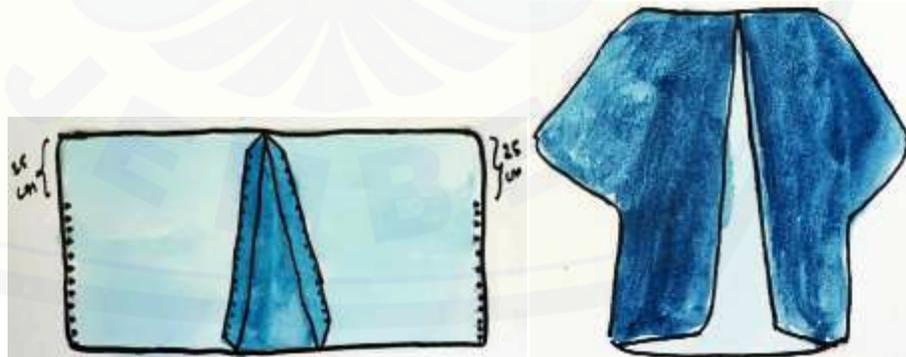
Noura	: "Wow, Mom! I never thought that it was so easy. Thank you, Mommy. You're such a great help."
Mrs. Mala	: "My pleasure, dear."

(adapted from https://www.babble.com/style/easy-handmade-kimono/)

Exercise

II. Choose the best answer to the following questions according to the text you have read.

1. Why did Noura make her closet so messy?
   a. Because she wanted to go to party
   b. Because she asked her mom to make an outfit
   c. Because she could not find proper outfit
   d. Because she wanted to make her own outfit

2. What did Noura need for her yearbook photo session?
   a. Full-colored outfit
   b. Shorts and palazzo pants
   c. A lightweight outfit
   d. Outfit to wear on beach

3. What did Mrs. Mala suggest to Noura when she said she had no outer?
   a. To make her own outer
   b. To bring a sewing machine
   c. To buy a new one
   d. To cut a lightweight fabric

4. Here are the materials to sew a kimono outer, *except*….
   a. matching thread
   b. sewing pattern
   c. lightweight fabric
   d. scissors

5. What should we do if we want shorter sleeves and a slimmer kimono?
   a. shorten the 120 cm side
   b. shorten the 150 cm side
   c. lengthen the 120 cm side
   d. lengthen the 150 cm side

6. In the second step, the measurement of the identical rectangles for each is…
   a. 30 cm x 60 cm
   b. 40 cm x 120 cm
   c. 60 cm x 150 cm
   d. 120 cm x 150 cm

7. What should we do to make our fabric won't fray?
   a. fold our kimono over width-wise
   b. hem the edges
   c. turn them inside out
   d. cut the fabric in half

Post-reading Activities

Rearrange the steps of basic sewing into a correct order based on the statements in the box.

Basic Sewing Steps

Prepare the tools and materials

⇩

⇩

⇩

⇩

⇩

⇩
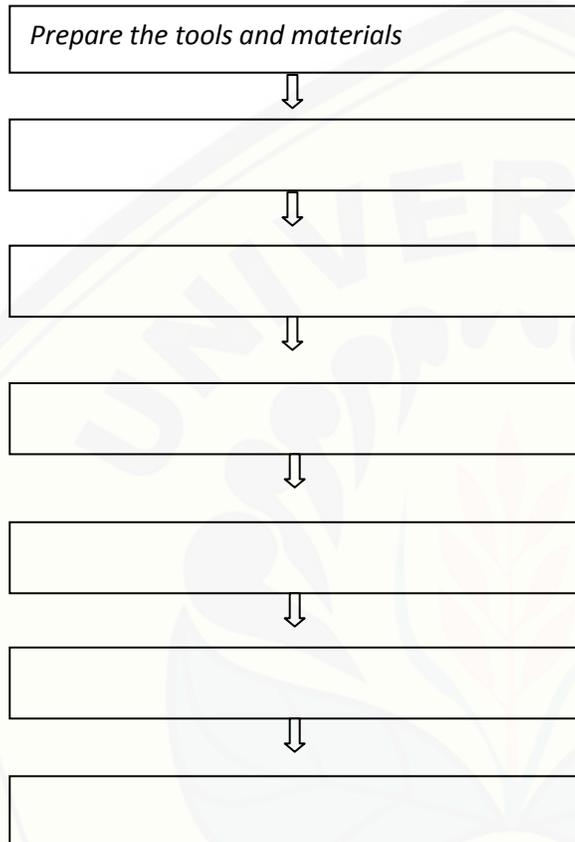
> ➤ Hem the edges
> ➤ Prepare the tools and materials
> ➤ Combine the parts together
> ➤ Determine the measurement
> ➤ Cut the fabric
> ➤ Sew the parts together
> ➤ Draw the pattern

Fun Facts:

> ➤ *The sewing machine was invented in 1790 by Thomas Saint.*

> ➤ *Zippers were invented in 1893 to speed up the process of buttoning shoes and boots, and they were soon adapted to pants and skirts.*

> ➤ *Early sewing needles were made of bone and ivory.*

GLOSSARY

edges	the line or part where an object or area begins or ends
fold	to bend something, especially paper or cloth, so that one part of it lies on the other
fray	to become or to cause the threads in cloth or rope to become slightly separated
halfway	in the middle between two points
hem	to fold back and sew down the edge of (cloth, a garment, etc.)
inside out	in such a manner that the inner surface becomes the outer
ivory	the hard white substance, a variety of dentin, composing the main part of the tusks of the elephant, walrus, etc.
kimono	a loose, light robe worn chiefly by women
measurement	a number that shows the size or amount of something
messy	characterized by a dirty, untidy, or disordered condition
needle	a small, very thin object that is used in sewing and that has a sharp point at one end and a hole for thread
opening	a hole or space in clothes
palazzo pants	long women's trousers cut with a loose, extremely wide leg that flares out from the waist
pattern	a guide or diagram that you follow to make clothes
pincushions	a small bag filled with a soft material that pins and needles can be pushed into when they are not being used
pins	a small thin piece of metal with a point at one end, especially used for temporarily fasten things
rectangle	a four-sided shape that is made up of two pairs of parallel lines and that has four right angles
roughly	not exactly but close in number, quality, meaning, etc.
seam ripper	a small tool used for unpicking stitches
sleeves	the part of a shirt, jacket, etc., that covers all or part of your arm
slim	thin in an attractive way
stitch	a piece of thread that is passed through a piece of material with a needle
thread	a long, thin piece of cotton, silk, etc., used for sewing
width-wise	in the direction of the width ; from side to side
yearbook	a type of a book published annually to record, highlight, and commemorate the past year of a school
zippers	a device used for fastening clothing, valises, etc., consisting of two toothed tracks or spiral metal or plastic coils

Reading Comprehension
Achievement Test

School   : SMKN 3 Jember
Subject   : English
Level/Semester   : X/1
Theme   : Fashion
Time   :40'

Choose the best answer by giving a cross (x) to a, b, c, d.

This text is for question 1, 2, and 3
 Do you like wearing fur? If yes, you should remember that behind the glamorous image of fur, there is a reality of animal pain, suffering and death. Every year, millions of animals around the world are killed all just to satisfy human greed. So, please if you care about the animals, do not wear real fur. If you are a fur fan, I suggest you to buy the imitation one. Let us stop the cruelty by only buy and wear animal-friendly clothes.
(Adapted from: http://www.dinamikabelajar.com/2015/02/soal-bahasa-inggris-smk-kls-x-semester.html)

1. What is the text about?
    a. A suggestion that we should not wear fur
    b. A warning of animal deaths
    c. A campaign to support fur
    d. A warning of hunting animals for their fur

2. Which of the following statement is <u>not true</u> based on the text?
    a. There are animals suffering behind fur clothes
    b. Millions of animals are killed for their fur
    c. People do not like wearing fur
    d. We should not buy or wear fur

3. What should we do to stop animal killing for their fur to make clothes?
    a. Remember that animals are in pain
    b. Stop wearing imitation fur
    c. Buy real fur clothes
    d. Buy and wear animal-friendly clothes

This text is for question 4 and 5
 Polka dot is a pattern consisting of circles. Polka dots are most commonly seen on children's clothing, toys, furniture, etc. The pattern rarely appears in formal contexts. It is generally used to more playful fashion such as bathing suits and lingerie. But sometimes white-on-black small dots appear on more formal clothing. Polka dots became common on clothing in the late nineteenth century in the United Kingdom.
(Adapted from: https://en.wikipedia.org/wiki/Polka_dot)

4. These are facts about polka dot, **except**…
   a. Polka dot is always appears in formal contexts
   b. In late nineteenth century, polka dot was commonly used
   c. Polka dot is used for playful fashion
   d. Polka dot is consisting of circles

5. The word **'common'** has closest meaning to…
   a. Unusual
   b. Rare
   c. General
   d. Infrequently

This text is for question 6 and 7

How to Handle Customers in the Shop

➤ **Show your best performance.** Dress neatly, walk confidently, make eye contact, and speak in clear voice. Your customers will feel as they are in the hands of a professional if you do this.

➤ **Start with a smile.** Teach yourself to smile and be glad to greet every customer.

➤ **Take your customers seriously.** Be pleasant when you respond, no matter how their words sounded to you.

➤ **Don't rush customers.** You should always be in a rush to help them, but they can take all the time they need. Make them as comfortable as possible when in the shop.

➤ **Say thank you.** Do not forget to say thank you after they have finished shopping.

(Adapted from: http://www.wikihow.com/Handle-Customers)

6. For whom the text is addressed?
   a. For the customers
   b. For the shop assistants
   c. For the managers
   d. For the advertisers

7. Why should we show our best performance to the customers?
   a. So they will finish shopping quickly
   b. So they will respond us seriously
   c. So they will give us a big tip
   d. So they will think we are professionals

This text is for question 8, 9 and 10

Pajamas are loose-fitting garments which are worn for sleeping. It is worn by both men and women. Traditional pajamas consist of a jacket-and-pants combination made of soft fabric, such as flannel or lightweight cotton. The jacket element usually has a pocket front and its sleeves have no cuffs. Pajamas also often contain bright prints like

images of sports, animals, balloons, polka dots, flowers, stripes, plaids, and other motifs may all be used for decoration. Many people choose to sleep in just the pajama pants, either with a t-shirt, or, for males, bare-chested. For this reason, pajama pants for men and boys are often sold as separates.

(Adapted from: https://en.wikipedia.org/wiki/Pajamas)

8. What is the purpose of the text?
    a. To show the readers about the origin of pajamas
    b. To entertain the readers about story of pajamas
    c. To persuade the readers to buy pajamas
    d. To inform the readers about pajamas

9. Which is the true fact about pajamas?
    a. It is worn for formal occasion
    b. Traditional pajamas consist of two parts of clothing
    c. Pajamas for men have no bright decoration
    d. Traditional pajamas have no pocket front but have cuffs

10. Why are pajama pants for men and boys often sold as separates?
    a. Because they contain bright prints like images of sports, animals, etc
    b. Because they made of soft fabric, such as flannel or lightweight cotton
    c. Because men and boys often sleep with a t-shirt or bare-chested
    d. Because the garments are too loose-fitting to be worn for sleeping

This text is for question 11-14

Just 30 years ago it was relatively rare to see an Indonesian woman wearing hijab. However, today it has become relatively common to see women in Indonesia wearing hijab. It happens because Indonesia is the largest Muslim population country in the world and it makes more and more people are wearing hijab and it has become a trend now. Even some people, who are not Muslim, are interested in wearing Muslim fashion too, for example, a famous brand like Dolce and Gabbana, have taken profit because of releasing hijabs and abayas last year. This is a big opportunity if we want to have business in Muslim clothing nowadays because the rise in popularity for hijab wear is a great potential for not only national but also global market.

11. What does the text tell us about?
    a. Indonesian people
    b. Hijab business opportunity
    c. Muslims in Indonesia
    d. Trend in Muslim fashion

12. Why it is common to see women in Indonesia wearing hijab today?
    a. Because it has been 30 years passed
    b. Because there are many people who have business in Muslim fashion
    c. Because famous brands releasing hijabs and abayas
    d. Because Indonesia's Muslim population is large so more people are wearing it

13. The word **'opportunity'** has the closest meaning with…
    a. Order
    b. Chance
    c. Demand
    d. Supply

14. These statements are false, **except**…
    a. 30 years ago it was relatively common to see an Indonesian woman wearing hijab
    b. Only Muslims who are interested in wearing Muslim fashion
    c. Hijab wear is a great potential for global market
    d. There is no opportunity if we want to have business in Muslim clothing

For questions no 15-20, choose the best answer to fill the missing word.

15. Julia : "……………………………………….."
    Daisy : "I am looking for a pair of sport shoes."
    Julia : "Sure here they are."
    a. Do you work here?
    b. How about one of these?
    c. Could you help me?
    d. Can I help you?

16. Arif : "……………………………………….."
    Andien : "Sorry, we are out of them. But there is 50% discount for socks today."
    Arif : "I probably will need socks for my next hiking. I better take a look first."
    a. Are you looking for something in particular?
    b. Do you have any gloves in stock?
    c. How much is it?
    d. How about one of these?

17. Putri : "These jeans are too tight,……………………………………."
    Alya : "Sure, no problem.How about this one?"
    Putri : "I think they fit perfectly. Thank you."

a. Do you have these in a size bigger?
b. What size are you?
c. Could I ask you something?
d. Would you like to try it on?

18. Ella: "How can I help you?"
Leo:"I am looking for a sweater."
Ella: "……………………………"
Leo: "M, I think."
Leo: "Here it is."
   a. Do you have a member card?
   b. Where can I find the counter?
   c. Do you have these in a size bigger?
   d. What size do you wear?

19. Karin: "I'm looking for a yellow shirt."
Sarah: "Sure, they are right here. What size are you?"
Karin: "L is my size for shirts."
Sarah: "Here it is. What do you think?"
Karin: "I like it. ……………………"
Sarah: "We have a large fitting room in that corner."
   a. Where can I try it on?
   b. Is someone looking after you?
   c. How about one of these?
   d. How much is it?

20. Carissa   : "How is the red skirt, Miss?"
Jasmine   : "..."
Carissa   : "Would another color do?"
Jasmine   : "Probably."
Carissa   : "Here is a skirt in light blue. And it's on sale. You can buy two for the price of one."
Jasmine   : "Really? I'll take it, then."
   a. The skirt suits you very well.
   b. The fitting rooms are over there.
   c. Sorry, we are out of it now.
   d. I think it doesn't really match my taste well.

-Good Luck-

TEACHER'S NOTE
OF THE READING MATERIALS FOR FASHION INDUSTRY STUDENTS
OF SMKN 3 JEMBER GRADE X

Topic 1: **KINDS OF CLOTHES**
Time allocation   : 2 X 45 Minutes

I. Pre-Reading Activities:

What the teacher should do :

1. Ask the students to pay attention to the pictures and discuss them with their partners.
2. Ask the leading questions to the students.

Answer key:

Leading question no.2:

- Picture no 1 is a woman wearing a dress. Dress belongs to women.
- Picture no 2 is a woman wearing a coat, a hijab, and pants. Coat is for unisex, hijab is for women only, and pants can be worn by both men and women.
- Picture no 3 is a woman wearing a blouse and pants. Blouse is commonly worn by women and pants can be worn by both men and women.
- Picture no 4 is a woman wearing a tank-top and a skirt. Both are worn by women.
- Picture no 5 is a man wearing a coat, a shirt, a vest, and pants. All the items can be worn by both men and women.
- Picture no 6 is a man wearing a shirt, a jacket, and pants. All the items can be worn by both men and women.
- Picture no 7 is a man wearing suit, a shirt, a tie, and a coat. All the items can be worn by both men and women except the suit.
- Picture no 8 is a man wearing suit, a shirt, and a hat. All the items are unisex except the suit.

II. What the teacher should do :

Ask the students to pay attention to the pictures and guide them to mention the names of common clothes.

III. What the teacher should do:

Ask the students to work in pairs and do the exercise, and then discuss the answer together.

Answer key:

Give a thick (√) whether the item is commonly used by women, men, or unisex.

1. men	2. women	3. unisex	4. women	5. unisex	6. women
7. women	8. unisex	9. unisex	10. unisex	11. unisex	12. women

Reading Activities:

I. What the teacher should do:

Ask the students to work in pairs and read the text.

II. What the teacher should do:

Ask the students to do the exercise together with their partners, and then discuss the answers together.

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Answer key:
Circle T if the statement is true and F if the statement is false.
1. T   2. T   3. F   4. F   5. F   6. F   7.T   8. F   9. T   10.T

Post-reading Activities:
What the teacher should do:
Ask the students to do the exercise with their partners.
Answer key:
Find as many words as you can in this box according to the text.
STYLE, BLOUSE, GARMENT, FASHION, SHIRT, FLORAL, SKIRT, FORMAL, CASUAL, TOPS, GLITTERS, CLOTHING, PANTS, DRESSES, JEANS, COLOR, FURS, FABRICS, PRINTS, MATERIAL

Fun Facts:
What the teacher should do:
Ask the students to read the fun facts and ask them whether or not they have understood about the lesson carried today. Tell the students too if they can find all the vocabularies in the glossary, after each topic has been done.

Topic 2: **FABRIC PRINTS**
Time allocation   : 2 X 45 Minutes

Pre Reading Activities:
What the teacher should do:
Ask the students to work in pairs and do the exercise. After they have finished, discuss the answers together.
Answer key:
Name these fabric prints from the words in the box.

1) plain   2) scale   3) plaid   4)chevron   5) polka dot
6) stripes   7) floral   8) batik   9) camouflage   10) leopard

Reading Activities:
I. What the teacher should do:
Ask the students to read the text with their partners.
II. What the teacher should do:
Ask the students to work in pairs and do the exercise. After they have finished, discuss the answers together.
Answer key:
Answer the questions based on the text
1. The text tells us about how to mix prints
2. Celine asks Charles about the tricks to make mixing prints easier
3. Charles gives 4 tips to Celine
4. The colors that are recommended by Charles in mixing prints are pastels, black, and white
5. According to Charles, stripes, especially black and white stripes go with everything.
6. If our outfit is getting a little busy try distributing our prints by doing one on the top and one on the bottom. Don't try more than that.

7. If the prints are too much, layer some solid-colored clothes and accessories to calm down our look

Post-reading Activities:
What the teacher should do :

Ask the students to do the exercise.

Answer key:

Guess the word according to the text with the definition.
1. IMPRESSION   2. PASTELS   3. LAYER   4. SOLID-COLORED   5. ACCESSORIES

Quiz Box:
What the teacher should do :

Ask the students to do the quiz, and ask the students about their answers. You do not have to score the result of the quiz, but you can check the students understanding about the topic by using the quiz. For example by asking: 'Do you like your blouse to be plain or with prints? What prints do you like the most for your style?' Etc.

<center>Topic 3: CUSTOMER CARE</center>
<center>Time allocation   : 2 X 45 Minutes</center>

Pre Reading Activities:
What the teacher should do:

Ask the students to work in pairs to solve a detective game. You can make the game more challenging by giving a prize for any pair who can solve the game in the first place. After finished the game, discuss it together. (You can always ask leading questions after pre-reading activities if it is necessary to introduce what the students are going to learn this meeting).

Key answer:

Who is the thief? How do you know?

The thief is Mr. Andre because the clue shows that the thief is **someone who was in the shop for less than 1 hour and the only one who approach jewelry counter wearing red outfit**. Mr. Andre spent 30 minutes in the shop, was wearing red sweater, and the only one who approached jewelry counter for buying earrings.

Reading Activities:
I. What the teacher should do:

Ask the students to read the text with their partners.

II. What the teacher should do:

Ask the students to do the exercise, and then discuss the answers together.

Answer key:

Circle T if the statement is true and F if the statement is false according to the text
1. F   2. F   3. T   4. F   5. T

III. What the teacher should do :

Discuss the expressions of fashion shopping with the whole class. You can ask the students to practice it too.

IV. What the teacher should do :

Ask the students to practice the dialogue with their partners.

V. What the teacher should do:

Ask the students to do the exercise.

Answer key:

Fill the blank of this conversation by choosing the best answer in the box.

1. a   2. b   3. b   4. d   5. c   6. d   7. a   8. c

Post-reading Activities:

What the teacher should do:

Ask the students to do the exercise.

Answer key:

Who said these sentences: The customer (C) or the shop assistant (A)?

1. A   2. C   3. C   4. C   5. A   6. A   7. C   8. C   9. A   10. C

Fashion quotes:

What the teacher should do:

Ask the students to read the fashion quotes and ask them whether they understand them or not. You can also motivate the students by using these quotes. After that, ask them whether or not they have understood about the lesson carried today.

Topic 4: **IV. SEWING**

Time allocation   : 2 X 45 Minutes

Pre Reading Activities:

What the teacher should do:

Ask the students to do the exercise.

Answer key:

Match the picture with the name of sewing tools.

1. thread   2. needle   3. scissors   4. seam ripper   5. sewing machine

6. hem stitch 7. pins and pincushion 8. pattern   9. Marking pencil 10. Measure tape

Reading Activities:

I. What the teacher should do:

Ask the students to practice the text with their partners.

II. What the teacher should do:

Ask the students to do the exercise.

Answer key:

Choose the best answer to the questions according to the text.

1.c   2. d   3. a   4. b   5. a   6. c   7. b

Post-reading Activities:

What the teacher should do:

Ask the students to do the exercise.

Answer key:

Rearrange the steps into a correct order based on the statements in the box.

1. Prepare the tools and materials
2. Determine the measurement
3. Draw the pattern

4. Cut the fabric
5. Combine the parts together
6. Sew the parts together
7. Hem the edges

Fun Facts:
What the teacher should do:
Ask the students to read the fun facts and ask them whether or not they have understood about the lesson carried today.

Reading Comprehension
Achievement Test
Time allocation: 40 minutes

Answer key:

1. a	6. b	11. b	16. b
2. c	7. d	12. d	17. a
3. d	8. d	13. b	18. d
4. a	9. b	14. c	19. a
5. c	10. c	15. d	20. d