



Diterbitkan oleh  
Fakultas Sastra, Budaya dan Ilmu Komunikasi  
Universitas Ahmad Dahlan Yogyakarta  
Alamat: Jl. Pramuka No. 42 Sidikan Yogyakarta 55161

ISSN: 1412-8268

ISSN: 1412-8268

Vol. 7, No. 1, Agustus 2014

# LITRAYA

*Jurnal Sastra dan Budaya*

L I T R A Y A Jurnal Sastra dan Budaya Vol. 7, No. 1, Agustus 2014



## JURNAL LITRAYA

**LITRAYA** merupakan jurnal ilmiah berisi artikel ilmiah Sastra dan Budaya, baik yang ditulis dalam bahasa Indonesia maupun Inggris. Tulisan bisa berupa hasil analisis, kajian dan penerapan teori, penelitian dan pembahasaan kepastakaan.

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## Daftar Isi

|   |       |
|---|-------|
| <b>Conversational Drills in Look Ahead 2: An Analysis</b><br>Adlia, S.S., M.Pd. and Dr. Noer Doddy Irmawati, M.Hum.   | 1-10  |
| <b>Values Integration in Pathway to English: Input for The Development of Value - Laden Workbook</b><br>Deni Ardiansyah, M.Pd. and Dr. Kasiyarno, M.Hum.                                    | 11-19 |
| <b>Cultural Content of Pathway to English : Basis in The Development of A Culture-Based Efl Teaching Guide</b><br>Eny Dwi Marcela, M.Pd., Dr. Kasiyarno, M. Hum. and Marissa S Del Rossario | 20-31 |
| <b>The Effect of Local Culture-Based Material to Reading Ability of The Eighth Grade Students of Junior High School</b><br>Faisal Rahman, M.Pd. and Dr. R.A. Noer Doddy Irmawati, M.Hum.    | 32-38 |
| <b>Gender Representation in English on Sky 1: A Seventh Grade English Textbook</b><br>Hasrul Sani, M.Pd. and Jose B. Ballesteros, Ph.D.   | 39-45 |
| <b>Thematic Analysis of Online Short Stories in Crossing Boundaries: New Voices from Indonesia</b><br>Hellaisna Nur'aini Garwan, M.Pd. and Dr. R. A. Noer Doddy Irmawati, M. Hum.           | 45-53 |



## CONVERSATIONAL DRILLS IN LOOK AHEAD 2: AN ANALYSIS

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Dr. Noer Doddy Irmawati, M.Hum.<sup>2</sup>

### **Abstract**

*This study examines conversational drills in Look Ahead 2 an analysis, this study are revealed in the conversational drills in term of theme, values development, and culture. This is the relevance of the conversational drills to communicative competence of the learners. Analysis of textbook is one way to know the quality of textbook which is used in teaching and learning process. In teaching and learning process, textbook has an important role because of some reasons. First, the textbook is an important and functional book for students in school. The textbook has function to support and apply the curriculum, so it is designed and created based on the curriculum.*

**Keywords:** Conversation, Drills

<sup>1</sup> Mengajar di SMA

<sup>2</sup> Dosen UAD

### **A. Introduction**

Language is an integral part of any culture. English has changed substantially in the last 1500 years of its use, reflecting patterns of contact with other languages and the changing communication needs of people. The significant changes in structure and use of language can be attributed to the effect of medium of communication. The global status of English has resulted in a huge textbook publication industry. A successful English language teaching (ELT) course-book can sell over a hundred thousand copies a year.

Textbooks play a pivotal role in the realm of language teaching and learning and they are looked upon as an indispensable vehicle for foreign language learning. Textbooks serve many roles in an English foreign language classroom, namely teacher, map, resource, trainer, authority, and ideology. Gray<sup>1</sup> holds that English language teaching publishers present a vision of the world in the texts they produce and despite being designed explicitly for the teaching of the language.

Textbook is a collection of knowledge and concepts. It is usually written by teachers, college professor, or education expert in specific field. Most teachers use textbook when they teach students. It guides them in delivering a lesson to their students.

Conversation is a daily casual form of communication to others. It is the most basic and widespread linguistic means of conducting human affairs' but though we speak and operate regularly in conversation, it is rarely that we plan or analyze. Conversation is constructed with spoken rather than written language. Speech is usually spontaneous and, by its nature, temporary because it has gone as soon as it has been spoken. Conversation is obviously far more than words.

Evaluation generally applies to the process of making a value judgment. Evaluation is the matter of judging the fitness of a something for particular purpose. In education, the term evaluation is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors. It is a sophisticated concept which includes the phases of selecting the information, analyzing, transferring, using and

making a decision on the quality of the curriculum. Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation. Evaluation process should be focused on gathering and reporting information that could help guide decision making in an educational program and curriculum development. Therefore, evaluation of textbook is also considered to function as a kind of educational judgment.

Content in the textbooks should be persuasive enough to induce all the requisite skills suited to an esteemed society in the students. If the textbook is too advanced or too simple for the students the teacher will inevitably be faced with problems. In the selection of a textbook, it is important to conduct an evaluation to ensure that whether it is suitable or not. In addition to being a learning instrument, textbooks are also used as supporting teaching instruments.

## **B. Methodology**

This research used content analysis. Content analysis is a research techniques for making replication and valid inferences from texts (or other meaningful matter) to the context of their use. As techniques, content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the research. As a researcher technique, content analysis provides new insights, increase a researcher understands of particular phenomena, or informs particular actions. Content analysis is a scientific tool, Klaus krippendoff Techniques are expected to be reliable. More specifically, research techniques should result in finding they are replicable. That is, researcher working at the different points in time and perhaps under different circumstances should get the same result when applying the same technique to the same data. Replicability is the most important from reliability.

## **C. Research instrument**

The procedure began with preliminary observation to find out the problem faced by the students and teachers in English subject at the school. The succeeding activities were continued taking documentation and conducted interview. Then the researcher identified the book that would be analyzed after observation in our English class.

## **D. Data collection**

The researcher used Look Ahead2 textbook of grade eleven by Erlangga.

## **E. Data Analysis**

The process of Analysis the textbook are the following steps:

1. Reading the conversational drills.
2. Extracting the themes.
3. Analyzing the lessons learned from the conversational drills.

## **F. Discussion**

This study aims to evaluate the 10 conversational drills in Look Ahead 2 of grade eleven students.

### Conversation I

Sandra : Eve, can I talk to you? I really need some advice about a problem I have.  
 Eve : Go ahead. Tell me your problem.  
 Sandra : My friend is always asking me to copy my homework. I want to tell her to do her own assignments but ... I'm afraid she will be angry with me.  
 Eve : I think you shouldn't always lend your homework all the time. You can help her to do the assignments until she can do them independently.

The theme of this conversation is courageousness. The conversation tells about Sandra who told her problem to Eve that her friend always asked her homework and Sandra wanted to tell her to do her own assignments by she was afraid her friend will get mad at her. The values development is moral strength, and the culture is applied in all countries.

### Conversation II

Jimmy : Dad, can I go to the movies with Tim and the guys tonight?  
 Daddy : No, you may not. You've been twice to the movies this week.  
 Jimmy : Please, dad. Please let me go. Tonight's the last night. I'll do anything you want me to.  
 Daddy : Will you clean the garage this afternoon before you go?  
 Jimmy : Uhmmm.... Okay, deal.  
 Daddy : Deal. You can go with your friends but don't be too late.  
 Jimmy : I won't, dad and thanks. You're the best.

The theme of the conversation is consensus. The story tells about Jimmi who asked favor to his dad. The values development is mutual agreement and the culture can happen everywhere.

### Conversation III

Juliet : Nurse, what news is there? And what's that-the rope ladder?  
 Nurse : Yes.  
 Juliet : What's the matter? Why do you look so sad?  
 Nurse : Lady, ouch! My head aches!  
 Juliet : Oh, poor woman. But what's up?  
 Nurse : Oh! He's gone, he's killed, he's dead.  
 Juliet : Oh! My Romeo! Nurse, has Romeo killed himself?  
 Nurse : I myself saw the wound in his chest. What a terrible sight!  
 Juliet : Ooh! My heart will break.  
 Nurse : Oh, Tybalt, the best friend I ever had! I never thought I would see you dead.  
 Juliet : What? Romeo and Tybalt are both dead? My dearest cousin and my even dearest husband.  
 Nurse : No, it is Tybalt who is dead and Romeo who is banished for killing him!  
 Juliet : Oh, you mean Romeo...thank goodness for that but he ... killed Tybalt?  
 Nurse : Oh, these sad events make me feel older. Curse that Romeo!  
 Juliet : Please, don't say that.

The topic is murder. The story tells about Romeo who killed himself so the theme of this conversation is suspense. The story has no values development and the culture can happen even in other countries.

### Conversation IV

Edo : Hey, Don. I saw you at the 21 Cinema last night. Were you watching a movie?  
 Dono : Oh, yes.  
 Edo : Really? What film was it?  
 Dono : 'Malam Jumat Kliwon.'  
 Edo : It must be a horror film. Tell me about it.  
 Dono : Well, ... the story was about a beautiful girl walking home alone at night.  
 Edo : Oh, why did she do that? A girl walking home alone.... at night!  
 Dono : Well, I don't know for sure. Next time I'll ask the film director, okay?  
 Edo : Okay, okay, calm down, please. Don't be mad.  
 Dono : Well, on the way home she met three drunken men. You know what?  
 Edo : Of course, I don't know. You saw the film, I didn't!  
 Dono : Ha..ha.. ha.. you look so funny in such an expression.  
 Edo : Okay, let me continue. These three men raped her brutally.  
 Dono : Oh my ...! Poor girl!  
 Edo : And then, they killed the girl cruelly and threw her body into some bushes.  
 Dono : Really? Oh, damn them!  
 Edo : After that the girl's soul, of course, could not rest peacefully and turned into a ghost.  
 Dono : Oh, that's scary. Look, the hair on my neck is standing up.  
 Edo : Don't be afraid, buddy. At the end of the story, the ghost took revenge on them.  
 Dono : Well, it served them right after all.

The topic of the conversation is horror. The story tells about Edo who saw Dono at the 21 cinema last night. Edo asked Dono to tell the story about the movie. The theme of this conversation is suspense from this story we get no values development and the story of the movie is about Indonesian culture.

### Conversation V

Rose : Morning, Eric.  
 Eric : Oh, ... hi, Rose, good morning. How are you today?  
 Rose : I feel better today, thanks. Uhm... Is that today's newspaper? Yeah the one you are reading.  
 Eric : Yup!  
 Rose : Did you read that article in the paper about smoking? The person who wrote it must be crazy.  
 Eric : **I don't think so.** I think the government should do everything it can to discourage people from smoking.  
 Rose : Maybe so. But a law banning cigarettes does no good.  
 Eric : What do you mean? In my opinion, though you can't suddenly make smoking illegal but it is important for the government to establish law that prohibits smoking in public places like cinemas and hospitals.  
 Rose : **Yes, that's true.** But I think people should be allowed to smoke on trains and buses. Don't you think so?  
 Eric : Not at all. It's awful sitting next to someone blowing smoke all over you, if you don't smoke yourself.  
 Rose : Sure, I agree. But if you do smoke, and don't forget, it isn't a crime ...  
 Eric : Well, that's where the government can help. It should make 'NO SMOKING' compartments on all trains, buses, and aeroplanes and there should be more 'NO SMOKING' compartments than 'SMOKING'. Then, you'll really discourage people from smoking.  
 Rose : Yes, I suppose you're right. On that basis, we agree that there should be some real efforts to discourage people from smoking.  
 Eric : Well, I've got to go now and hand in these papers to our teacher. It's nice to have talked with you. Thanks, Eric.  
 Rose : Bye, Rose.

The topic of the conversation is government's law on banning cigarettes. The story tells about Eric's opinion that since smoking is illegal it is important for the government to establish a law that will prohibit smoking in public place like cinema and hospitals. We can conclude that the theme of this conversation is law adherence, the values development is adhering to the law and is an Asian culture and other countries.



### Conversation VI

Komar : Look at this newspaper. It says that some meatball sellers are suspected of mixing their meatballs with formalin.

Edmundo : Formalin? I've never heard of that. What is it?

Komar : It is a chemical substance which is used to preserve a dead body to avoid decaying.

Edmundo : And what is their purpose of using formalin in the meatballs?

Komar : To keep the meatballs preserved.

Edmundo : Hmmh ... is that a problem?

Komar : Of course, Edmundo! Formalin is very dangerous for our health. Consuming food which contains a formalin substance will poison our body gradually in the long run. The substance will go in our organ tissues and it will destroy the vital body organs such as the liver, brain, and kidneys.

Edmundo : Really?

Komar : And you know what, formalin can also trigger cancers in our body. It's one of the ten most dangerous additive ingredients forbidden in our food and drug law.

Edmundo : I don't get it, Komar. I mean, if formalin is so dangerous why don't they use other food preservatives instead of formalin?

Komar : Because it is a lot cheaper.

Edmundo : Oh, I see. Well, that explains everything, I guess.

Komar : I don't think so, Ed. I mean, I believe that the human life is the most important thing above all.

Edmundo : I can see your point, Komar, but can't you see, business is business and gaining profit as much as possible is extremely important.

The topic of this conversation is formalin's effect on human body. The story tells about Komar who read the newspaper which says that some meatball sellers are suspected of mixing meatballs with formalin and Edmundo said formalin? have never heard of that. What is it? The theme is health hazard, and from the story we get the values development of health consciousness and an Indonesian culture.

### Conversation VII

Waiter : Is everything O.K. here?

Man : Yes, thank you. Everything is fine.

Waiter : Is your steak satisfactory?

Woman : Quite good.

Waiter : How about your roast beef, Ma'am? Is it O.K. too?

Woman : It's just right. Just the way I like it.

Waiter : Will there be anything else, then?

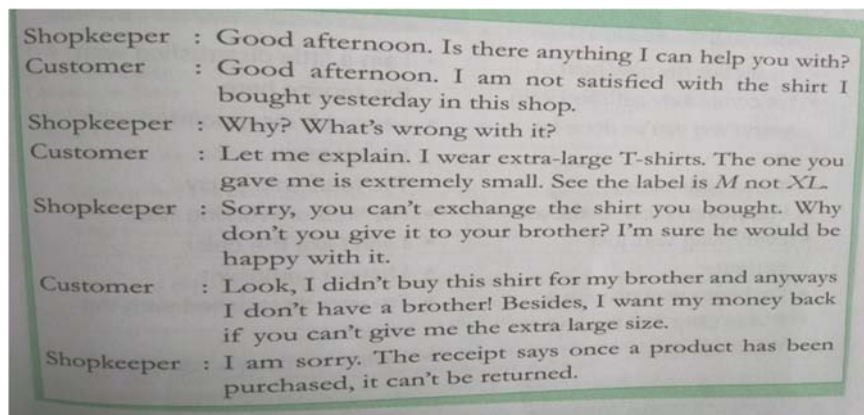
Man : No, not at the moment.

Waiter : Very well, then. Have a nice day.

Man : Thanks.

The conversation happened in a restaurant. The story tells about the waiter who asked the woman about the roast beef. The woman answered it's just right, just the way I like it. The theme of this conversation is quality services from the story we get values development is customer satisfaction and the culture is Asian.

### Conversation VIII



The topic of the conversation is unsatisfied service. The story tell about the customer who complained to the shopkeeper that she is disappointed with the shirt brought the other day in the shop. The theme of this conversation is quality service. From the story we get the values development of customer satisfaction, disappoint and is an Indonesian culture.

## Conversation IX

|         |   |
|---------|---|
| Pingkan | : Hey, what's up? Why are you looking so sad? Tell me your problem.   |
| Putri   | : Well, my teacher gave me an assignment to make a summary of a folktale. But I don't have any idea at all. I'm confused.   |
| Pingkan | : Hey, cheer up! I read a folktale last week. It was a legend from Java.  |
| Putri   | : Oh, did you? What's the title?  |
| Pingkan | : Uhm .... let me remember it for a moment .... Uhm ... yeah, I remember it now. It was <i>Keong Mas</i> .  |
| Putri   | : Really? Tell me the story, then.  |
| Pingkan | : Okay, the story is about Princess Galuh Candra Kirana of Daha Kingdom who was engaged to Raden Inu Kertapati, the crown prince of Kahuripan Kingdom. Their wedding almost failed because of Galuh Ajeng's jealousy. Galuh Ajeng was Galuh Candra Kirana's sister. |
| Putri   | : I guess I know why she was jealous. She loved the prince and wanted to marry him. Am I right?   |
| Pingkan | : A hundred percent correct. You know what? She then planned to jeopardize the wedding.   |
| Putri   | : How did she do it?  |
| Pingkan | : Well, she went to an evil witch. She ordered her to harm Galuh Candra Kirana with her evil withcraft spells.  |
| Putri   | : Did it work?  |
| Pingkan | : Yes, it did. Galuh Candra Kirana suddenly fell ill and all her body suffered from boils. She smelled very bad. Her father was very ashamed of her and got rid of her from the palace.   |
| Putri   | : How unfortunate for her!  |
| Pingkan | : So, she went into the forest and the spell continued to work. She suddenly changed into a golden snail ( <i>Keong Mas</i> ) and was stranded in the Dadapan forest. There she met an old poor woman. The woman kept the snail in her big earthen jar.             |
| Putri   | : How lucky the snail was. Well, go on.   |
| Pingkan | : The next day, something happened. The woman found nothing in forest for her dinner. So she went home sadly. You know what, to her surprise, there were delicious meals on her dining table. This happened for several days.                                       |
| Putri   | : She must have wondered where the food came from.  |
| Pingkan | : You bet! So to cut a long story, the woman pretended to go into the forest but on the way she returned home. She found Princess Galuh Candra Kirana preparing meals for her. She felt sorry for her and prayed to God to help Galuh Candra Kirana.                |
| Putri   | : Didn't Raden Kerta Ibnu do something?   |
| Pingkan | : Of course, he did. At the end of the story, he met again with Galuh Candra Kirana. They got married and lived in Kahuripan Kingdom.   |
| Putri   | : Well, at least the story has a happy ending. Thanks a lot, Pingkan. It has really inspired me.  |
| Pingkan | : That's what friends are for.  |

The topic of the conversation is Galuh Candra Kirana kingdom. The story tells about princess Galuh Candra Kirana of daha kingdom. In this story Galuh was engaged to Raden Inu Kertapani, the crown prince of Kahuripan kingdom. Their wedding almost failed because of Galuh Ajeng's jealousy. Galuh Ajeng was galuh candra Kirana's sister, and putri say I guess why she was jealous. She loved the prince and wanted to marry him. Am I right? The values development is curious, it is Javanese culture.

## Conversation X

|              |   |
|--------------|---|
| Narrator     | : A long, long time ago, there was a peasant couple. They lived in a village near a forest. They lived happily. Unfortunately, they didn't have any children yet. Everyday, they prayed to God for a child. |
| Mother       | : Oh, God ... please give us a child. I promise I will always protect my child. Please answer our prayer. Thank you God.  |
| <b>Act 2</b> |   |
| Narrator     | : One day, The Green Giant, Buto Ijo, passed by their house. He heard what they were praying for.   |
| Mother       | : Oh, my God! Who are you?  |
| Giant        | : I'm Buto Ijo.   |
| Father       | : Who's that, honey?  |
| Mother       | : Oh husband, Buto Ijo is in front of our home. I'm scared, he will kill both of us.  |
| Giant        | : Whoa...ha...ha... don't be afraid. I'm not going to kill you. But I will fulfill your request to have a child.  |
| Father       | : What? Are you kidding?  |
| Giant        | : No...no... I'm serious, yes, I'm serious. If you don't believe me, it doesn't matter.   |
| Mother       | : All right... All right. My husband, let's see what he can do to help us.  |
| Giant        | : Look, here are some cucumber seeds. Plant these seeds, then you'll get a daughter.  |
| Father       | : Do you mean it? It's so easy.   |
| Giant        | : Yes, I mean it. But remember, on her seventeenth birthday, I'll come back to take the girl.   |
| Mother       | : Oh, husband...please I want a child. Let's try his offer.   |
| Father       | : But...but...alright, alright. Okay, I'll take your offer.   |
| Mother       | : Oh, thank you, Buto Ijo.  |
| Giant        | : Whoa...ha...ha... See you again seventeen years from now. And remember your promise.  |
| <b>Act 3</b> |   |
| Narrator     | : The couple planted the seeds. Months later, a golden cucumber grew in the yard. The cucumber was getting bigger and bigger each day. When it was ripe, they picked it.                                    |
| Father       | : Wife, take a look at this cucumber. What a big one.   |
| Mother       | : It is, husband. I think it's time for us to open it up. Don't you think so?   |
| Father       | : Yes, let's cut it into two.   |

|              |  |
|--------------|--|
| Narrator     | : Carefully, they cut the cucumber into two. To their surprise, they found a beautiful baby girl inside the cucumber. How joyful they were.  |
| Mother       | : Look, husband! There is a baby girl inside this cucumber.  |
| Father       | : Yes, there is. Oh, God, thank you so much... thank you so much.  |
| Mother       | : I think I will name her Timun Mas, husband.  |
| Father       | : I agree with you because she came from the cucumber and she is really cute and has fair skin.  |
| <b>Act 4</b> |  |
| Narrator     | : Years passed by and Timun Mas grew into a lovely girl. Her parents were very proud of her but their hearts hurt so bad when they remembered their promise to Buto Ijo. The couple then remembered that there was a sacred hermit living in the mountain. So, they went there for help. |
| Mother       | : Please, good hermit, help us. Don't let Buto Ijo take our dearest daughter. She's been with us for seventeen years.  |
| Father       | : Yes, good hermit. I can't do anything to prevent him. What shall we do? Please help us.  |
| Hermit       | : Please stop crying. Here is a bundle. There are four things and messages inside. They will help Timun Mas run away from the giant.   |
| Father       | : Thank you, good hermit.  |
| <b>Act 5</b> |  |
| Narrator     | : On Timun Mas's seventeenth birthday, Buto Ijo came for the couple's promise.   |
| Giant        | : Whoa...ha...ha... Hey, peasant... Where is your daughter? I come here to pick her up. Remember the promise you said to me.   |
| Father       | : Be patient... Buto Ijo...Timun Mas, my daughter is playing in the field.   |
| Giant        | : Huh... I know you're lying. But never mind I'll find her by myself.  |
| Father       | : Timun Mas, come here, child. Take this bundle. It contains chili seeds, salt, cucumber seeds, and shrimp paste. Throw each of them when the giant gets closer to you. These will help you get away from the giant. Run as fast as you can.   |



...praying for.

Mother : Oh, my God! Who are you?

Giant : I'm Buto Ijo.

Father : Who's that, honey?

Mother : Oh husband, Buto Ijo is in front of our home. I'm scared, he will kill both of us.

Giant : Whoa...ha...ha... don't be afraid. I'm not going to kill you. But I will fulfill your request to have a child.

Father : What? Are you kidding?

Giant : No...no... I'm serious, yes, I'm serious. If you don't believe me, it doesn't matter.

Mother : All right... All right. My husband, let's see what he can do to help us.

Giant : Look, here are some cucumber seeds. Plant these seeds, then you'll get a daughter.

Father : Do you mean it? It's so easy.

Giant : Yes, I mean it. But remember, on her seventeenth birthday, I'll come back to take the girl.

Mother : Oh, husband...please I want a child. Let's try his offer.

Father : But...but...alright, alright. Okay, I'll take your offer.

Mother : Oh, thank you, Buto Ijo.

Giant : Whoa...ha...ha... See you again seventeen years from now. And remember your promise.

**Act 6**

Narrator : The giant chased Timun Mas and he was getting closer and closer. Timun Mas then took a handful of salt from the bundle. She spread out the salt. Suddenly a wide sea appeared between them. The giant had to swim to reach her.

Giant : Ho...ho...You think you can run away from me. No way... Whoa...ha...ha...ha... C'mon I'll get you.

Timun Mas : Oh, no... He's closer right behind me.

Narrator : Timun Mas was still running, but now the giant almost caught her. Quickly, she took the chili seeds and threw them at the giant. The seeds suddenly grew into some trees and trapped the giant. The trees grew some thorns as sharp as a knife. The giant screamed painfully.

Giant : Ouch...Ouch...This girl is not nice! You want to play with me. Okay, what's the game, huh?

Timun Mas : Oh, no! He is still chasing me. I must run....

Narrator : But the giant was very strong. Again he almost caught Timun Mas. So, Timun Mas took the cucumber seeds. She threw them onto the ground and suddenly they became a wide cucumber field.

Giant : Hey, what's this? Cucumbers are everywhere. Hm... delicious. Okay, I'll stop a moment. I'm thirsty. Hm... yummy, yummy...

Timun Mas : Hosh... hosh... Oh, I'm out of breath. But the giant was eating the cucumbers. This is my chance to run away.

Giant : Whoooooah...! I'm very sleepy. I want to sleep first. After that I'll find Timun Mas. Wait for me girl, I'll come and make you my dinner tonight.

Narrator : Timun Mas kept on running as fast as she could. But soon she was very tired herself. And things were getting worse too! The giant had woken up.

Giant : Whoooooah...! Hm... I'm fresh again. Hey... Timun Mas. You can't run from me. I'll get you. Hohoho... where are you...? C'mon... C'mon, girl.

Timun Mas : Oh, God. He has woken up. What shall I do, God? Please help me. This is my last hope.

Narrator : Desperately she then threw her last weapon, the shrimp paste. The paste turned into a big swamp.

The topic of the conversation is Buto ijo. The story tells about a Giant who wanted to give the couple a daughter from the cucumber. The theme of the conversation is generosity, from the story we get the values development of kindness and it is a Javanese culture.

### G. Findings

The findings of this study were as follows: 1. The manifestations revealed in the conversational drills: 1.1. On theme, Courage, Consensus, Murder, Suspense, Law Adherence, Health Hazard, Quality Service, Sacrifice, and Generosity, 1.2. On Values Development. Honesty, Mutual Agreement, Adhering to the Law, Health Consciousness, Customer Satisfaction, Kindness, and Giving. 1.3. On Culture. Javaness, Indonesian, Asians, and all countries; 2. The relevance of conversational drills o communicative competence of the learners are: use the language in casual talk, achieve fluency and enrich vocabulary, engage to real communication situation, apply learning easily, and develop quick and automatic responses; 3. Other conversational drills can be developed based on the findings of the study.

### H. Conclusion

Based on the findings, the following conclusions were drawn:

1. The manifestations in terms of theme, values development, and culture were revealed in the conversational drills.
2. The conversational drills are relevant to the communicative competence of the learners.
3. Other conversational drills were developed based on the findings of the study.

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