

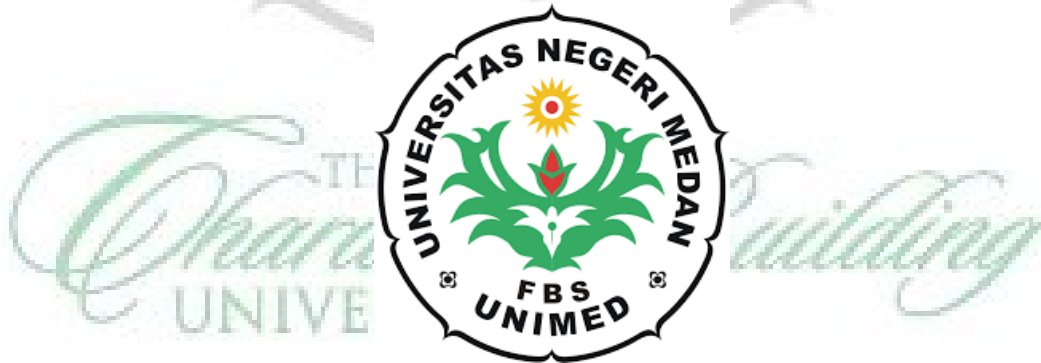
**DEVELOPING ENGLISH SPEAKING MATERIALS BY  
USING SCIENTIFIC APPROACH FOR AUTOMOTIVE  
ENGINEERING STUDYPROGRAM OF  
SMK SWASTA ROKITA SARI**

**THESIS**

Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan

By:

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**2022**

## DECLARATION

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## ABSTRACT

**Syafaiyah, Siti. Registration Number: 2141121046. Developing English Speaking Material by Using Scientific Approach for Automotive Engineering Study Program of SMK Swasta Rokita Sari. English and Literature Department, Faculty of Language and Arts, State University of Medan, 2022.**

The aim of this study was to develop the appropriate students' material in speaking skill using scientific approach for Automotive Engineering Study Program at SMK Swasta Rokita Sari. This study was conducted by using Research and Development (R & D) design through six stages; gathering data and information, analyzing data, designing material, validating by the experts, revising and final product. The subject of the study was grade ten of SMK Swasta Rokita Sari. The data were gathered by administering interview to English teacher and distributing questionnaire to 25 respondents to get the students' needs. The interview and questionnaire result prove that the students need English learning material which can motivate the students to understand about the English Speaking. The product has been validated by the experts. The result of the product was English speaking material to be used in mastering the English speaking in Automotive Engineering study program.

**Keywords : English Speaking Material, Scientific Approach, Research and Development (R & D).**



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The researcher hopes that this Thesis will be useful and give good impacts for those who read this especially for students of Medan State University.

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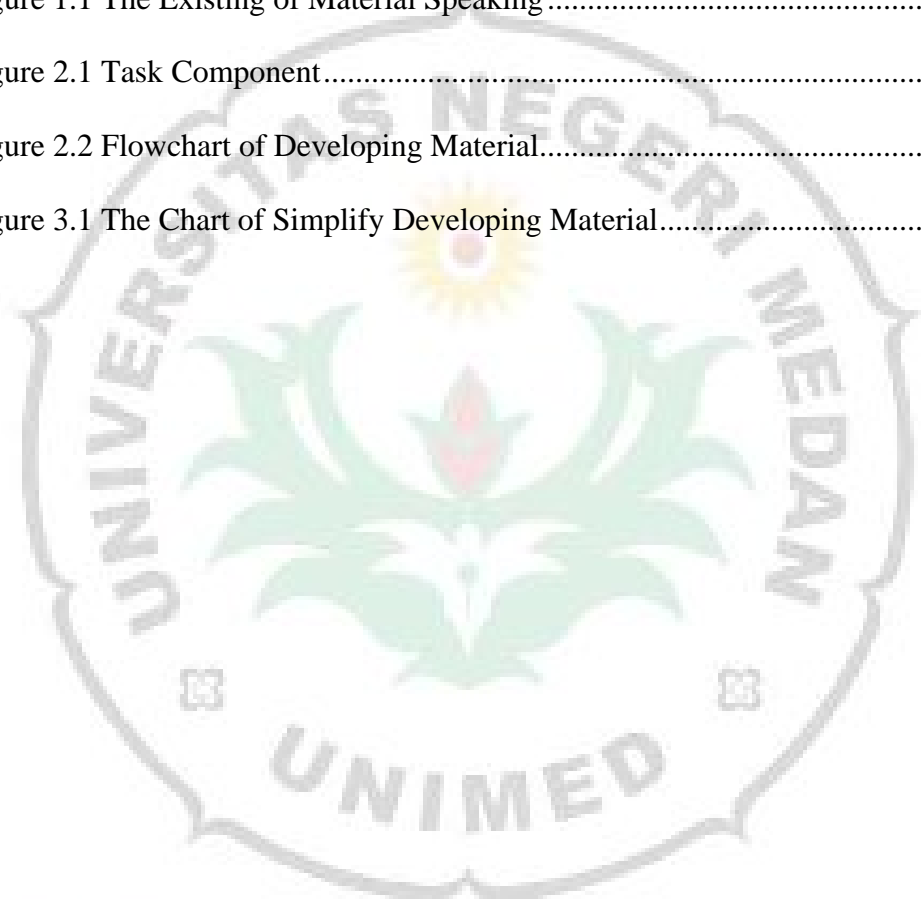
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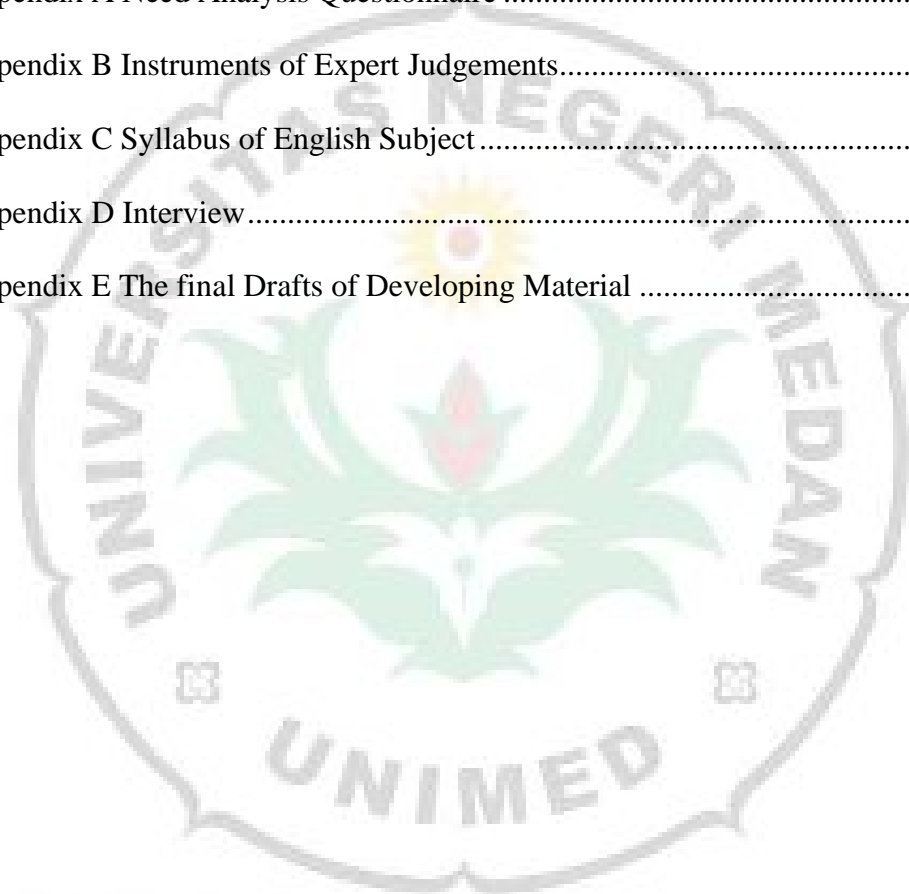
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# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is an important means of communication by which people can express their feelings, thoughts, or ideas, either spoken or written. English is one of the languages which are used broadly in many fields of profession around the world, and it requires people to master it well. So that, people can express their feelings, thoughts, and ideas to other people, especially in an international forum or when they work at an international company.

Learning English consists of four skills which have to be mastered by vocational high school students, they are listening, speaking, reading and writing. The learners are required to comprehend (listening and reading) the language and produce (speaking and writing) the language.

In Indonesia, English has been one of the compulsory subjects. It has been taught broadly from elementary up to senior high schools or vocational high schools. Vocational high school is an educational institution which develop students skill in order to prepare them mastering specific job after they graduate based on their skill programs. English for vocational high school is supposed to be taught to the students specifically based on the nature of their vocation so that they can use their English proficiency to continue their education or to compete in their workplace later on. In order to fulfill the expectation, the students have to master the four basic language skills of

learning English including listening, speaking, reading and writing speaking skills. In this case, the students are expected to be able to master one of skills to produce language which is known as speaking skills.

Yulia (2013) states that speaking is considered to be one of the four macro skills, necessary for effective communication in any language according to most research, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially on internet, English speaking skills should be developed along with other skills so that these integrated skills will enhance communication competence.

In mastering English speaking skill, the participants in the classroom (teacher and students) are required to build communicative atmosphere during the teaching and learning process. For example, designing effective activities, such as role play, turn taking, or conversation.

In contrast, Rahmatollah (2012) argued that most of the language teachers who are to run conversation courses still devote much of the class time immersing the students with non-communicative activities. So, based on the case above, the most important materials in speaking classroom that have to be developed in order to stimulate the students' enthusiasm in transactional speaking.

According to Richards (1990), "Transactional uses of language are those in which language is being used primarily for communicating information" (p.54). In order to interact with the customer successfully, students need to be

sable to give responses or information, so that is why the development of transactional speaking materials is urgently needed by students.

For teachers, applying Curriculum of 2013 in teaching learning process is quite challenges. Teachers are required to create a learning environment as creative as possible during the teaching learning process. Learning activities educational processes provide opportunities for learner to develop their potential into increasingly increasing abilities in attitudes, knowledge, skills and directed to empower all of them to expected competencies.

In addition, according to the Indonesian of Education System No. 20 of 2003, a curriculum includes some ways of methods as manual or learning activities in order to achieve some specific educational purposes. The recent curriculum applied in school is curriculum 2013. It points out that the aim of education is to develop three aspects of students competences which are attitude, knowledge and skill. Further, curriculum 2013 purposes scientific approach as the guidance in language teaching and learning process. The scientific method steps used in the language classroom are: i) Observing, ii) Questioning, iii) Experimenting/collecting data/information, iv) Associating/analyzing data/information, v) Communicating, and vi) Creating. In line with those stages proposed by government, the teacher should be able to implement all the stages in order to stimulate students to be more active in learning process .

To make the learning more meaningful and easily accepted by the students, it needs a learning approach that is related to the real life experience

of the students experiences with curriculum learning that had been suggested by National education curriculum 2013.

The observation was done through interviewed toward English teacher and also observed the existing textbook that is used to support their teaching and learning process. Besides, the writer also observed the syllabus. Based on the interview and observation, the writer found students speaking did not achieve the KKM. The KKM itself determined based on the regulation of the Minister of Education and Culture no.25, 2015 that is 70. The average score which the students got is 65 while the KKM is 70. It means that there were so many students that did not pass the speaking skill. Based on the writer interview with the teacher. There were so many problems that student face in speaking. The students need to be motivated and interested in speaking so they become the successful speakers. This is one of the interview result with the English teacher in the school.

**Picture 1. The interview result with the English teacher in the 10<sup>th</sup> grade of automotive engineering study program at SMK SwastaRokita Sari,**

8. Menurut anda kendala apa saja yang dihadapi siswa ketika melakukan skill berbicara (speaking)?

Jawaban:Kendala mungkin ada pada materi pembelajaran yang tidak sesuai dengan jurusan mereka dan penguasaan kosakata, kosakata mereka sangat sedikit sehingga mereka susah untuk memulai berbicara dalam bahasa inggris, kurang rasa percaya diri serta motivasibelajar,karena mereka bosan jika dihadapkan dengan materi-materi speaking yang tidak sesuai dengan jurusan mereka ,mereka juga berpikir materi tersebut tidak akan ada dampaknya bagi jurusan mereka dan juga pekerjaan mereka nantinya

While the existing book which they used in that school is “Buku Bahasa Inggris “ Written by Utami Widiawati Published by

Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, in 2016 which basically was implemented for senior high school students. After observing the existing book, it did not supply the relevant speaking material which related to the automotive engineering student. The topics are for general English not for specific English. In this study the writer only concerns with developing speaking material as one of topic that should be learned by the 10<sup>th</sup> grade student of automotive engineering study program.

22 Kelas X SMA/MA/SMK/MAK



## READING

### Task 1:

Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.

#### Text 1

*After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.*

Samuel : Alif, congratulations. You deserved it, Man.  
 Alif : Thank you very much. This is because you always help me.  
 Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.  
 Alif : *(replies with a happy tone)* Thank you. I cannot forget your collaboration with me, and I will still need your help.

*Other friends shake his hands and congratulate him too.*

Deni : That's wonderful, Alif.  
 Alif : Oh, thanks.  
 Santi : Good for you. Good luck.  
 Alif : Thank you very much.  
 Bejo : Well done.  
 Alif : Thank you for saying so.  
 Ivan : That was great. You must be very proud of your achievement.  
 Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

*His staff also congratulate him.*

Eny : Please accept my warmest congratulations, Sir.  
 Alif : It's very kind of you to say so. Thank you.

Bahasa Inggris 23

Figure 1.1 The Existing material SMK Swasta Rokita Sari Grade X

This text is not the competency standard for students of automotive engineering, in other words that, this text is too general for the students. The students need specific speaking materials which are related to automotive engineering department.

Based on preliminary data , it can be concluded that is crucial to develop English speaking material for automotive engineering student in order to gain effective and beneficial teaching and learning process that represent the reallife phenomena that they will face in their workplace later. The students not only achieve the learning objectives in English subject but also improve their knowledge about their major and their future.

Referring to developing speaking materials, scientific approach is suitable to be applied in developing English speaking materials for automotive engineering study program at SMK SwastaRokita Sari because this approach can help and motivate the students to cultivate high-level thinking skill. According to Kemdikbud (2013) Scientific approach help students to develop their own concept with regard to the subject matter so that it provides an opportunity for students to cultivate high-level thinking skills

Then, Purnamasari (2015) conduct a research developing English speaking material through scientific approach for beauty students. The research showed the existing materials were less comprehensive, not relevant with the students of beauty study program. Based on the researcher findings its recommended that scientific approach is implemented in teaching English for vocational school.

In need analysis, Haque (2014) found that the need analysis form academic perspective, definition and kind importance. It also emphasizes the processes and procedures of collecting information from different sources and shows how it affects the material design for curriculum and syllabus



Noho (2018) conducted a research about developing supplementary speaking material for vocational school students. By giving the relevant supplementary speaking material, the student interest in speaking can also be improved. So, this research aimed at developing the supplementary speaking materials based on 2013 curriculum, the researcher stated that vocational students really need the supplementary material to help them in learning English on their needs.

Harahap (2018) also conducted the study about English speaking material development. The English speaking learning materials were developed to fulfill the needs of the personel for suitable English speaking learning. They needed to improve their English speaking competence in order to be able to communicate the foreign buyers when they conduct craft exhibition in international craft trade fairs.

Those previous studies inspire the writer to conduct a research in developing English speaking material through scientific approach for the students of automotive engineering.

### **B. The Identifications of the problem**

Based on the observation which has conducted in Agustus 2018, the researcher found some problem related to the materials that the teacher used

1. The materials in textbook were too general for vocational students
2. The speaking materials in textbook were not appropriate to students need, interest, demands, especially in automotive engineering program.

3. The lack of vocabulary , lack of motivation and interest in speaking activity by students
4. The Problem of the Study

The problem of the study was formulated as following “*How are English speaking materials developed for the students of automotive engineering study program at SMK Swasta Rokita Sari through scientific approach*”

#### **C. The Objective of the Study**

In line with the research problem, the objective of this study was to developed English speaking materials for the tenth grade students of automotive engineering study program at SMK Swasta Rokita Sari.

#### **D. The Scope of the Study**

In this study, the researcher focused on developed the English learning material specifically on speaking skill for the automotive engineering students of vocational high school. The scope of the study was the learning materials on speaking skill for the tenth grade students of Automotive engineering major at SMK Swasta Rokita Sari.

### **E. The Significances of the Study**

The significances of the study are classified into two-theoretically and practically. Theoretically, this study enriches information on how to develop English speaking materials for the students of automotive engineering.

Meanwhile, the practical significances of the study are expected to contribute, 1) students of automotive engineering study program, as a source of information and reference to widen their horizon about the topics discussed in the research, 2) English teacher, as a source information and references in order to enrich their knowledge and horizon about topic discussed, 3) other researcher, as a references to conduct similar research.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

In conducting research, theories are needed to explain some concepts applied in the research concerned. This chapter present theories of the study in order to give some clearer concepts being applied in this study dealing with speaking and material development. The following terms are used to explain some basic theories related to the study.

##### 1. Speaking Skill

Speaking is one of the productive skills in the four main skills of language. It is taught broadly from junior high school to senior high schools or vocational high school. There are some definitions of speaking proposed by some experts.

According to Nunan (2003) speaking is a productive oral skill. It involves the process of transmitting ideas and information orally in a variety of situations to produce the verbal utterance to grasp the meaning.

Bashir et al (2011) defines that speaking is productive skill in the oral mode. The other explanation comes from Ahmadi and Leong(2017) who state that speaking is one of the most important skills to be developed and enhanced as means of effective communication. Kayi (2006) says that speaking refers to to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is different with teaching listening, reading, and writing. It needs

habit formation because it is a real communication. Speaking skill is a kind of productive skill so it should be practiced as often as possible.

### **a. Types of Speaking**

According to Brown (2000:271:274) there are six categories of speaking skill area. Those six categories are as follows:

#### 1) Imitative

This category includes the ability to practice intonation and focusing on some particular elements of language form. That is just imitating word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

#### 2) Intensive

This is the students speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the tasks in pair (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading and information from chart etc.

#### 3) Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or students-initiated questions or comments, giving instruction and

direction. Those replies are usually sufficient and meaningful such speech can be meaningful and authentic.

A : How are you today?

B : Pretty well, thanks, and you

#### 4) Transactional

Transactional dialogue, carried out for conveying or exchanging specific information, is an extended form of responsive language. Conversation for example, may have more of negative nature to them than does responsive speech.

A : What is the main idea in this essay?

B : The United Nations should have more authority

A : More authority than what?

B : Than it does right now

#### 5) Interpersonal

The other form of conversation mentioned above is personal dialogue , carried out more maintaining social relationship than for the transmission of facts and information. The example is:

A : Hi Sue, How its going?

B : oh, so so

A : Not a great weekend, huh?

B : Well, fat b it from me to critic, but I am pretty miffedabout last week

## 6) Extensive

Finally students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

The grade X of Vocational high School has the basic competencies in curriculum 2013 use transactional and interpersonal dialogue. Automotive Engineering program use a transactional dialogue because the dialogue of the textbook is a kind of a dialogue which is expression of compliment also function to get the knowledge and some of the dialogue use interpersonal dialogue because there are the expression only used to interact to each other in a social relationship.

### **b. Strategies in Teaching Speaking**

Kayi (2006) proposes the variety activities in speaking skills that may be used based on situation, those are group interaction, discussion, dialogue, role play, interview, and presentation.

#### **1. Group Interaction**

The aims of Group Interaction is to help the English Language learning classroom enjoy the practicing speaking in English, use interactive strategies to help students build fluency when speaking, spend time talking about favorite topics and practice as a group, so the class that feels more interesting. It also leads a discussion on favorite movies to everyone, give the every students the chance to retell the story in his own

words. They may need time to organize their thoughts and check pronunciation of uncommon words, and the story telling should be easy with familiar tales.

a) Discussion

Discussion is one of the activities in practicing the speaking skills. It may help the students think about what happened during the lesson and draw lessons that they can apply in other contexts. It also gives the students opportunity to discover for themselves the importance of human right values, to propose ways of actually living according to these values. The discussion also encourages to fully participate by giving them the opportunity. The aim is to arrive at conclusion, share ideas about an event, or find solutions in their discussions group. here the teacher can form groups or students and each group works on their topic for a given time period, and present their opinions to the class.

b. Dialogue

Dialogue may also be used to practice speaking skills. It hep the students practice in speech, pronunciation, intonation and stress. In “dialogue”, the students ask and response questions to reach a new levels of understanding. They inquire together to make their thinking processes, rather than assuming that they automatically know what is intended, they inquire to learn, rather than to make points or to confirm their own assumptions. Therefore, using dialogue either short or long in teaching



speaking skills, the students are also motivated to practice and have self-confidence to speak English.

c. Role play

Role play in the classroom involves students actively in learning process by enabling them to act in a real scenario. The teacher selects particular event or situation related to the topics of the study. The format of interaction can be varied depending on the time and resources available. The primary objective is to allow the learners to become actively involved in the learning process. Which leads to better and deeper learning. Role play is used in the learning process to provide participation and involvement in the learning process. It allows the learner to receive objective feedback about one's performance. Role playing can be used to diagnose interactive skills, to provide models and practice, and to motivate individuals to pay more attention to their interpersonal impact, one of its primary benefits is that it allows the learner to experience a real life situations in a protected environment, role play has appeal for students because it allows the students to be creative and to put themselves in another persons place for a while (Richard 2003)

d. Interview

Conducting interviews with people gives students a chance to practice their speaking skills not only in a class but also outside and helps them becoming socialized. It consists of a series of questions asked to determine

and discover information. After interviews, each students can present the results to the class.

d. Reporting

Reporting activity may be conducted in training the students speaking skills. the students are asked to report what they find or watch as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class/

e. Presentation

Presentation is other activities to develop their speaking skills. The teachers may give the students opportunities to present information in class, for example, hold an informal show and tell day where everyone brings something from home to share with the class. Give the class notice make the students can prepare and practice ahead of time. Offer class time let them ask the teachers questions on any particular words they need. Models for them.how and what the teacher want them do not make shy students stand in front of the classroom.

In conclusion, the seventh of those activities in speaking can provide in speaking lesson in the classroom by an English teacher. It is also to make the students can be active andavoide their boredom, however the teacher can set up the activity based on the students need. In automotive engineering study program the strategies in learning speaking skill is dialogue and role play .it shows that dialogue function to practice the

students in speech, pronunciation, intonation and stress while role play makes the students to be active and to act in a real scenario which is useful for the students to be usual in a real situation.

### **c. Speaking for vocational High School**

Students of vocational school are categorized into adolescent learners. As explained by Harmer (2007:83-84), a characteristic of adolescent learners are still searching for their self identity and need to feel good and be valued of their self-esteem. In response to the characters of the adolescent learners, teachers have to design materials with topics which the student can react to the students have to be encouraged to respond to the texts and situation with their own thoughts and experiences, rather than just answering questions and doing abstract learning activities.

There are two aims of Teaching English in Vocational high school, the first is to prepare the students with communicative competence in the contexts of material communication which are needed for its competence program, either or written and spoken, and to prepare the learners to develop communication to a higher level.

The second aim of teaching English in vocational school is to prepare students for having competencies such as mastering knowledge and basic ability of English to support the achievement of the competency program and prepare the students to be apply their ability of English to communicate, either spoken or with Senior high school students .

## 2. Curriculum 2013

### a. The Nature of Curriculum 2013

Curriculum has an important role in education. It can be one of the main key to achieve the success of education. Daryanto (2017) states that conceptually, curriculum is a response from education to society and country needs in developing its young generation. Pedagogically, curriculum is all planned learning which provide students the opportunity to develop their potential and abilities in a pleasant learning environment to achieve the qualities society and country expected them to possess.

The 2013 curriculum has been applied in Indonesia since 2013. The 2013 curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of problem (Kemdikbud, 2013). Kurniasih & Sani (2014) argue that in this curriculum, the students are encouraged to have a responsibility to the environment, interpersonal skills, and ability to think critically. It is characterized by the development of attitudes, knowledge, and thinking skills, and psychomotor skills in a variety of subjects. It should be relevant with the needs of life, developing abilities and interest, and responsive to the development of science and technology (Zaim, 2017).

The 2013 curriculum emphasizes more on competences and characters have important values to run and form the ethical and individual principle (Ratnaningsih, 2017).

## b. The Characteristics of Curriculum

The 2013 curriculum is designed with the following characteristics

- Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities.
- Schools are part of a community that provides a planned learning experience in which learned in school to community as a learning resource
- Develop attitudes, knowledge, and skills and apply them in school and community situations
- Provide enough free time to develop a variety of attitudes, knowledge and skills.
- Competence is expressed in terms of core class competencies detailed further in the subjects basic competencies.
- The core competencies of the class become the organizing elements of the basic competencies expressed in core competencies.
- Basic competencies are developed based on accumulative principles, reinforced and enriched between subjects and levels of education (horizontal and vertical organizations)

### c. The Principles of Curriculum 2013

Implementation of learning on the curriculum 2013 has different characteristics of the implementation of the curriculum 2006. Based on the results of the analysis of the expected conditions there are 14 main principles learned that teachers need to apply. There are 14 principles that are:

- From the students are told the students to find out
- From the teacher as the only source of learning to be learning based on various sources
- From a textual approach to a process as a reinforcement of the use of a scientific approach
- From content-based learning to competency-based learning
- From partial learning to integrated learning, subjects in the implementation of the 2013 curriculum into an integrated system component
- From learning verbalism to applicative skills
- Improvement and balance between physical skills (hard skills) and mental skills (soft skills)
- Learning that prioritizes the culture and empowerment of students as lifelong learners
- Lesson that apply values by giving exemplary (ingngarso sung tulodo), build a will (ingmadyomangunkarso), and develop students creativity in the learning process ( tut wurihandayani)

- Learning takes place at home, at school, and in the community
- Learning applies the principle that anyone is teacher, anyone is a student, and everywhere is a class
- Utilization of information and communication technology (ICT) to improve efficiency and effectiveness of learning
- Recognition of individual differences and students cultural background

#### **d. Scientific Approach**

Scientific approach is one of the approaches that facilitates students to acquire knowledge and skill based on scientific method of observing, questioning, reasoning, trying, and forming networks (concluding, presenting and communicating). Students are directed to process knowledge, discover and develop their own concept with regard to the subject matter so that it provides an opportunity for students to cultivate high-level thinking skills (Kemdikbud, 2013).

Wahyono (2017) states that the implementation of Scientific Approach Based Learning To Think High Levels In State Senior High School in Ketapang showed that the implementation of learning uses a scientific approach in learning will form an analytical thinking pattern and will bring the facts of the phenomenon that occurs.

Kemdikbud (2013) states there are five steps of applying scientific approach in teaching learning process, they are observing, questioning

, experimenting, associating and communicating. The activities of each steps can be explain as follows:

a. Observing

There are two main activities that should be done to lead for the observing steps. First, the teacher give students a wide opportunity to do observation. The observation can be done through reading, listening or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object. There are seven steps in observing process, (1) determining the object to be observed, (2) determining the process, (3) determining the way of observation, (4) limiting the object, (5) doing observation carefully, (6) reporting the result of observation, and (7) comprehending theresult

b. Questioning

Questioning function to encourage and inspire learners to actively learn and develop questions of and for itself, to raise skills of students in talking, asking question, and the other can answer logically, systematically using proper and correct grammar, to encourage students participation in discussing, arguing, developing the ability to think and draw conclusion, and to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious.



c. Experimenting

In experimenting, the steps are preparation, working, and follow up. There are five activities that can be done in experimenting, (1) Grouping students into several groups, (2) asking students to discuss, (3) recording the finding (4) supervising the learning process to ensure all learners are actively involved in the discussion, and (5) directing the group that need help

d. Associating

Associating is the ability to analyze and associate the information occurred within the group. Associating is the process of analyzing the information to find the relationship between one information to other information and to find the patterns of interrelationship of the information so that one can make conclusion from the patterns found.

e. Communicating

Communicating is the ability to conclude the facts that have been observed and experimented. There are four activities that can be conducted in communicating steps (1) asking the students to read their work on the class, (2) asking each group to listen well and provide additional input with regard to the work of each group, (3) giving explanation after the group discussion ended, and (5) structuring task and providing opportunities to the students to

demonstrate attitude skills, and understanding of the substance of learning given.

From the explanation above the steps of doing scientific approach in teaching learning process above. It can be seen that by doing scientific approach students are hoped to be actively involved in class activities by integrating skills, attitude, and knowledge.

### **3. English for Specific Purpose (ESP)**

#### **a. Definition of ESP**

Hutchinson and Waters (1987:19) define English for Specific Purposes (ESP) as an approach to language teaching in which all decision as a content and method are based on the learners reasons for learning. In other words, the content and the method in ESP should be based on the learners need. The background of ESP is based on the following reasons:

##### **a) The demand of brave new world**

After the second world war, the development of economics, science and technical activities in the world are growing fast.

The effect from the development of those three fields is that people are learning English not only prestige, but also because

English is the key of those three fields. As English become the international language, it creates anew generation of learners

who know specifically why they are learning language.

b) A revolution in linguistics

The teaching and learning process of English in ESP should be based on a specific groups of learners. If a Language varies from one language to another, it should be possible to determine the features of the specific situations and then make the features the basis of the learners course. In other words. The English need by a particular group of learners could be identified by analyzing the linguistics characteristics of their specialist area of work or study.

c) Focus on the learners

In ESP, learners are seen to have different needs and interests, which would have an important influence on their motivation to learn and on their effectiveness of learning. Here, the courses that are relevance to the learner needs would improve the learners motivation and make the learning better and faster.

From the explanation above , the development of ESP is influenced by the development in economic, science, and technical fields, which creates the learners who know specifically why they are learning English. The content and the method for ESP should be based on the learners needs in order to improve the learners motivation and make them learn language better.

## **b. Need Analysis in ESP**

In doing need analysis, it have to consider what are exactly the divisions of need. There are two kind of needs in ESP, according to Hutchinson and Waters (1987:54)

### 1. Target needs

Target needs belong to what the learners need to do in target situation. In analyzing the target needs, there are three considerations which should be considered namely necessities, lack and wants.

#### a. Necessities:

This term belongs to what the learners have to know in order to function effectively in the target situation. when the learners background knowledge do not suit with target situation then it can be considered as one of the learners lack

#### b. Lacks

This term belongs to the gap between the target proficiency and the existing proficiency, whether or not the learners need the instructions will depend on how well they can do it already

c. Wants

This term belongs to .what the learners about their owns need. Wants is the type of need that comes from the learners, what the learners wants is learning English

2. Learning needs

Learning needs refer to what students should do to achieve the target situation. when the learners have already known what their goal of study, the difficulties they have, and other things they want to know, there is also must be a route or road to link them. Through knowing the learning needs, a course designer should consider some other aspects such as the condition of the learning situation, the existing knowledge and skills, and the motivation of learning English. Learning needs also tell which learning methods and learning materials student have to learn in order to achieve the target situation

**4. . Material Development**

**a. Definition of Learning Material**

According to Tomlinson (1998:2) materials development refers to anything which is done by writers or teachers to provide source of language input and to use that source to promote language learning. In addition according to Ampa.Rasyid, Aryanto and Basri (2013) learning materials should teach students to learn, that they should the resource book for ideas and activities for learning, and that they should give teachers rationales for what

they do. Learning materials are also used to help transfer information and skills to others. These materials can be presented in print, live performance, on cassettes, CD-ROM, DVD, or in the internet

Tomlinson (1998:7-21) also states that proposes some principles of second language acquisition as the good characteristics of materials in language teaching. They are as follow:

1. Material should achieve impact
2. Materials should permit a silent period at the beginning of instruction
3. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left activities
4. Materials should not rarely too much controlled practice
5. Materials should provide opportunities for outcome feed back

#### **b. Material Design Model**

One of the characteristics of ESP is material design. A large amount of ESP teachers time is taken up in designing materials. There are a number of reason for this:

1. A teacher of institutions may wish to provide teaching materials that will fit the specific area of particular learners, and the materials may not be available commercially.
2. Even when suitable materials are available, it may not be possible to buy them because of currency or import restrictions

3. ESP materials may also be written for non-educational reasons,

There are some principles of designing materials for ESP course, as proposed by Hutchinson and Waters (1987:107-108)

- a. Materials provide a stimulus to learning. Good materials do not reach; they encourage learners to learn. The characteristic of good material are containing interesting texts, having enjoyable activities which engage the learners thinking capacities, and give opportunities for learners to use their existing knowledge and skills.
- b. Materials help to organize the teaching-learning process by providing a path through the complex mass of the language to be learnt. Good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning.
- c. Materials embody a view of nature of language and learning. In writing material, an author should be able to make a decision on what the language learning consist of. Materials should also reflect what the author think and feel about the learning process.
- d. Materials reflect the nature of the learning task.
- e. Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
- f. Materials provide models of correct and appropriate language use.

Related to the process of designing material of ESP course, Hutchinson and Waters (1987:108-109) proposes four elements of material design model, those are

a. Input

This can be in the form of a text, dialogue, video-recording, diagram, or any piece of communication data. The input provides a number of stimulus materials for activities, new language items, correct models of language use, a topic for communication, opportunity for learners to use their information processing skills, and opportunity for learners to use their existing knowledge both of the language and the subject matter.

b. Content Focus

Language is not an end in itself, but a means conveying information and feeling about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

c. Language focus

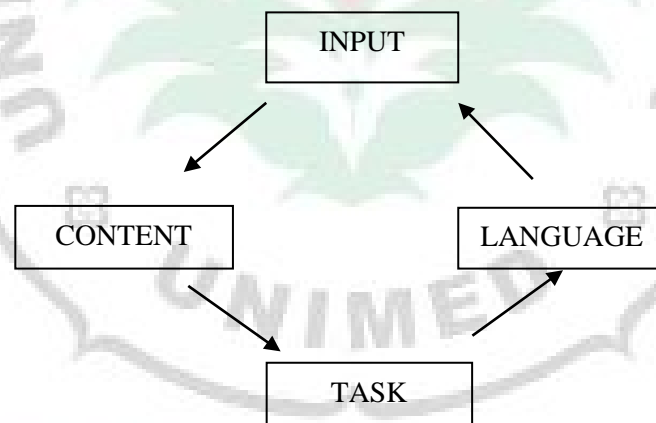
Good materials should involve both opportunities for analysis and synthesis. In language focus, learners have the chance to take the language to pieces, study how it works and practice it back together again.

d. Task



The ultimate purpose of language learning is language use. Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

Those are the components of task in ESP material which should be considered in designing an ESP material. By considering those components above, a material developer can design an ESP material which effective for the learners in order to achieve their target need requires in their field.



**Figure 2.1 Task components proposed by Nunan (2004:41)**

Goals refer to the general intention toward task ; they also provide a direct relationship between task and the curriculum. Goals can be determined after identifying the learners need. Therefore, it can be written both implicitly and explicitly and may relate to a range general outcome (communicative, cognitive, or affective) (Nunan, 2004)

Input refers the data in the forms of oral, written texts, visual and audio that set the tasks out, input for communicative tasks can be derived from a wide ofrange sources, such as magazines, newspaper, postcards, memo, driving license ,and the other sources that are obviously authentic(Hoven in Nunan, 2004)

Procedures specify what learners need to do with the input. Before going to activities types, there are three general ways to characterize activities, authenticity, skills use, and fluency/accuracy. The first, authenticity reflects those activities from what in real-world (outside-classroom), then be brought into classroom to let learners rehearse genuine communicative interaction and practice the skills that are needed in the real-world. The second, skill use is a way of characterizing activities whether they are focusing on skill getting or skill using. These are related to the distinction between control practice and transfer activities.

Control practice activities refer to activities in which learners manipulate phonological and grammatical forms. Transfer activities refer to those in which learners apply their linguistic from mastery to comprehension and production of communicative language. The third, fluency/accuracy refer to those activities that focus on developing fluency or accuracy.

Roles of learners and teacher refer to parts of them to carry out the tasks as well as the interpersonal and social relationship between the

teacher and learners do their roles will determine the success of the goals of the tasks. In communicative classroom activities, teacher has roles as facilitator of the communicative process, as participant, and as observer and learner (Breen and Candlin, 1980, in Nunan, 2004)

Setting refers to the arrangement of classroom to affect information in the tasks. It deals with how the students do the tasks, where the students will do the tasks, and in what kind of group the students will do the tasks, individual, in pairs, or small groups.

### **C. Material Evaluation**

This step is important in developing learning material. It is conducted in order to know the strength and the weakness and the effectiveness of the material itself. Besides that, evaluation is needed to improve the material which has been arranged and tested. Tomlinson (1998:227-231) proposes some principles of material evaluation as follows:

#### **1. Description of task**

In this step, the material developer evaluates the material by looking at some points below:

##### **a. Input**

Input here means the information that the learners are supplied with.

It can be the verbal form, such as series of directions, or non verbal like diagram or picture.

b. Procedures

This point is related on the activities that the learners are to perform in order to accomplish the task.

c. Language activity

This point is concerned to whether or not the learners engage in receptive language activity such as listening or reading, or in productive language activity such as speaking or writing.

d. Outcomes

Outcomes related to what the learners will have done on completion of the task. The outcome may be verbal, such as, performing, a role play, or non verbal, like drawing a diagram.

2. Planning the evaluation

Planning an evaluation to the material is very important in order to know the effectiveness of the material. It also has a beneficial impact on the choice and design of the task. Components which should be prepared in evaluating task are the questions related to the material such as approach, purpose, focus, evaluators, timing, and type of information.

3. Collecting Information

A task evaluation will need to consider collecting three types of information; (1) information about how the task was performed, (2) information about what learning took place as a result of performing the task, and (3) information regarding the teachers and the learners

opinion about the task. The information can be collected: (1) before the task is used, (2) while the task is used (3) on completion of the task.

#### 4. Analysis of the information qualitative

One of the major decisions facing the evaluator at this stage of evaluation is whether to provide a quantitative or qualitative analysis data. A quantitative analysis is involve the use of numbers. For example, it might be possible to develop a scale for rating the outcome of the task. the result of this data analysis techniques is presented numerically in the form of number of learners achieving highest, middle and lowest ratings. A qualitative data involves a more holistic and impressionistic approach. For example the evaluator might seek to represent the learners own evaluation of the task in terms of representative responses to open questions in this questionnaire they have completed in finishing the task.

#### 5. Conclusion and recommendation

In this last step, the difference between conclusions and recommendation should be defined clearly. Conclusion relate to what has been discovered as a result of the analysis, while the recommendation relate to proposals for future teaching, whether or not the task should be used again or abandoned, what changes need to be made to the task ( in terms of input and/or procedures), and what kind of follow up work is needed with the learners in the question.

## **B. Relevant studies**

There were some related studies that had been ever done about material development. One of the researchers who interested in this field study was Irmayanti (2012) conducted the study about English speaking material development. The objective of this study was to develop suitable English speaking learning materials for the personnel of small-scale craft industries and Department of Industry, Trade, and Cooperatives of Kebumen district. The English speaking learning materials were developed to fulfill the needs of the personnel for suitable English speaking learning. They needed to improve their English speaking competence in order to be able to communicate the foreign buyers when they conduct craft exhibition in international craft trade fairs.

Noho (2018) is also conducted a research about developing supplementary speaking material for vocational students. By giving the relevant supplementary speaking material, the students interest in speaking should be improved. So this research aimed at developing supplementary speaking material based on 2013 curriculum. The researcher stated that vocational students really need the supplementary material to help them in learning English based on their needs. This study inspired the writer in developing the supplementary material for automotive engineering program.

Muvidah (2017) stated that the purpose of the researcher study were to examine the existing speaking materials used today by the students of light motor vehicle program, to find out the speaking materials is needed by the students of light motor vehicle program and to develop the speaking materials

students of motor vehicle program based on quantum learning model . the data of this research was collected by questionnaires, documentation and interview. The result of the research showed that the existing material and the existing syllabus showed that both are less relevant for English speaking skill for light motor vehicle students. This previous study was different with this study in some domains such as: the total number of respondent, the research location, and research instrument.

Another research regarding to developing ESP materials had been done by Hasibuan (2015). The objectives of this study were to find out language skill and materials are needed by the software engineering students and to develop the relevant English speaking materials. The result of the research conveyed that the existing material were mostly irrelevant because the title and the content of the material were not appropriate and were not required for software engineering students. Then, the material and the syllabus were developed and validated by the experts, this researcher will be useful in designing the new material later, this previous study was different with present study in the subject of the study and the new material product.

.Related to those researchers previously, this research has a purpose to develop English speaking materials for students of vocational school has specifically in automotive engineering study program because it is very difficult to find the appropriate speaking materials of the students need. The researcher only focus on speaking skill and this

research will be applied a Research and Development to produce new materials and applying a term of ESP.

### **C. Conceptual Framework**

In the teaching and learning process of speaking in vocational high school (SMK), the materials also play an important role. The material should not too general; it should be based on the students needs and the students major programs in order to encourage the students in learning English skill, especially speaking for their needs. This is accordance with Hutchinson and Waters (1987) who state that ESP is an approach which is based on the students need. By using ESP approach, the English learning materials will be specified by, in this case automotive engineering program.

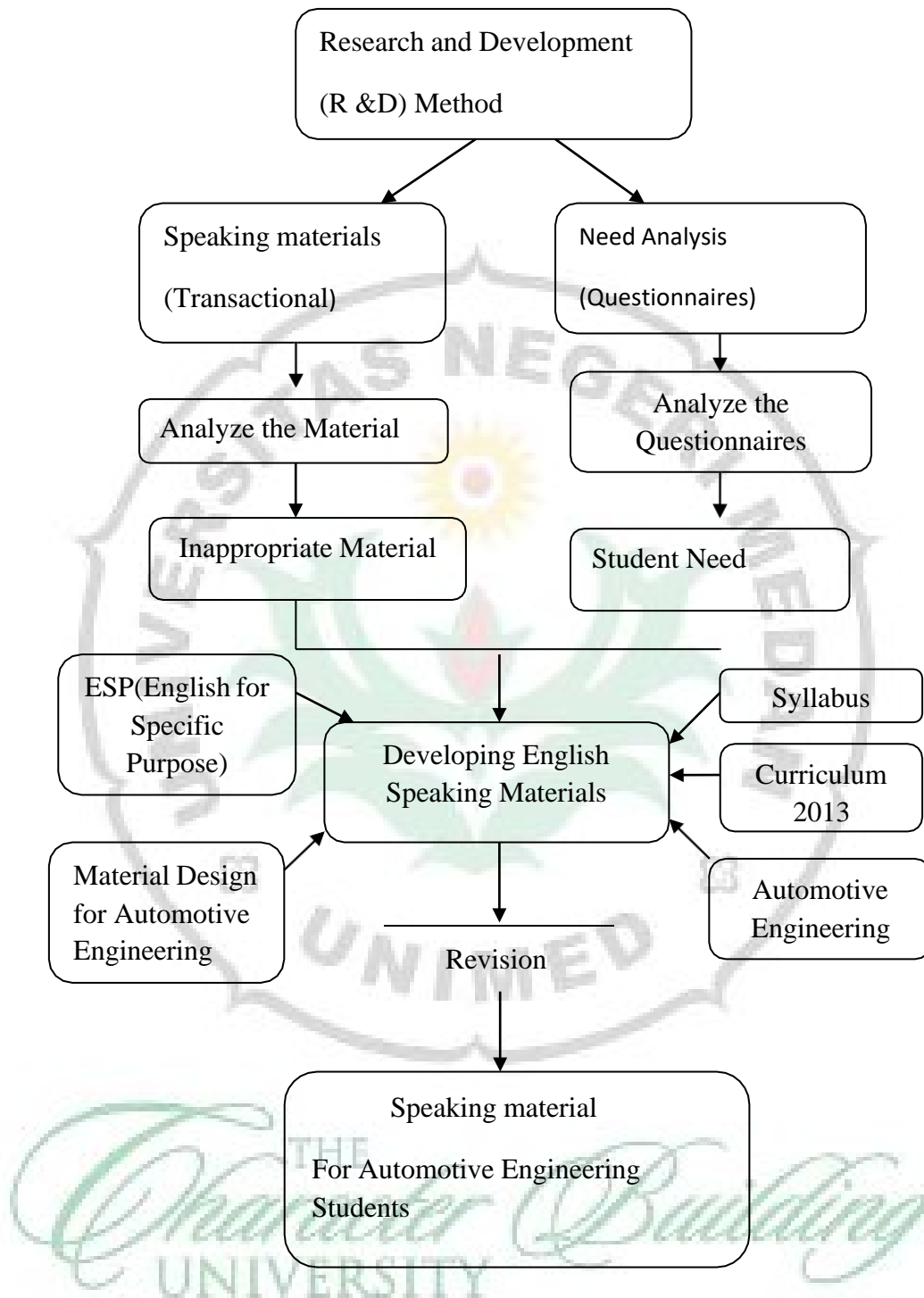
To collect the information of the students need, the researcher will distribute questionnaire to the students of automotive engineering study program at SMK SwastaRokita Sari. Then the needs analysis will be analyzed. After that, the researcher try to design English speaking materials based on the students need. The units that are develop refer to the curriculum 2013. Further, the process of developing the materials should consider many aspect, such as principles of materials development (Tomlinson, 1998), so that the developed materials will achieve the goals of learning. Moreover, in the process of developing materials, the system



approach proposed by Dick and Carey in Borg and Gall (2003) is used because it is relevant to achieve the goals of this study

After developing the units, the materials are evaluated to check whether the purpose and goal of the materials are achieved or not. In evaluating the materials, the criteria proposed by BSNP (2011) are used. The criteria cover the items about contents, and language, presentation, and layout. By using those criteria, the appropriateness of the material is measured





**Figure 2.2 Flowchart of Developing Material**

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study will be conducted by using Research and development (R&D). Research and development (R&D) is a development model in which the findings of research are used to design new product and procedures, which are systematically field-tested, evaluated and refined until they meet specify criteria of effectiveness quality or similar standard (Borg, Gall & Gall, 2003:59). This research aims at developing materials a textbook/module which is appropriate for Grade X students of SMK Swasta Rokita Sari

Educational research and development has several stages as follows:

1. Research and informing collecting
2. Planning
3. Developing preliminary form of product
4. Preliminary field testing
5. Main product revision
6. Main field testing
7. Operational product revision
8. Operational field testing
9. Final product revision
10. Dissemination and implementation

In addition, Borg and Gall also recommend to simplify the stages of research for thesis and dissertation in a smaller scope. The simplified stages are as follows:

- 1) Gathering information and data
- 2) Analyzing data
- 3) Designing
- 4) Validating
- 5) Revising
- 6) Final product

#### **B. Location and Subject of the Research**

This research will be conducted in SMK Swasta Rokita Sari which is located on Kecamatan BangunPurba, Kabupaten Deli Serdang. The reason why the school is chosen, because based on the preliminary observation, the researcher found the speaking materials used in the school are not appropriate to the students need. They used “Buku Bahasa Inggris” Published by Pusatkurikulum dan Perbukuan, Kemendikbud, in 2016 which basically is implemented for senior high school students. The subject of the research is the tenth grade students at automotive engineering study program.

### C. The Research Instrument

The instrument will be used in this study are:

#### 1. Questionnaires

There are two forms of questionnaires that used to collect the data, the first is questionnaires which will be distributed to the tenth grade students of automotive engineering study program in order to know the target needs and the learning needs of the students.

**Table 3.1 The Target Needs of the students**

Aspect of the Question	The Purpose of the Question	Source
Necessities	To find the students requirements related to the materials	Hutchinson and Waters (1987)
Wants	To find the students want related to the materials	
Lacks	To find the students lack related to the material	

**Table 3.2 The learning needs of the students**

Aspect of Question	The Purpose of the Question	Source
Input	To find the information about the kinds of input should be included in the materials	Nunan (2004)
Procedure	To find what the students should do within the task	
Learners role	To find the students view towards theirs roles	

in learning English

Setting To find out the setting of the material

The second questionnaire will be distributed to the expert to get data evaluation of the material and it was distributed to the lecturer and English teacher. The expert judgment questionnaire are arranged based on the standard of BSNP (*Badan Standard Nasional Pendidikan*)

**Table 3.3 The organization of the questionnaire**

No	The purpose of the question based on BNSP
1	To find out the appropriateness of the content of the material
2	To find out the appropriateness of the language of the material
3	To find out the appropriateness of the presentation of the material
4	To find out the appropriateness of the layout of the material

The questionnaire was useful to evaluate the strength and weakness of the material toward the teaching and learning process at SMK SwastaRokita Sari.

## 2. Interview

The interview will be administered to the English teacher. The function of interview is to get the data from the teacher about the existing material including

textbook and the teacher ideas about the appropriate material for the students of automotive engineering.

### 3. Document

The document such as existing materials or text book and syllabus, have function as the tools to collect data

#### D. Techniques of Data Analysis

##### 1. Need analysis questionnaire

The data from the need analysis questionnaire were analyzed through calculating the percentage of each answer in questionnaire by following the formula:

$$P (\text{Percentage}) = \frac{\text{Total score}}{Y} \times 100$$

Where: P = Percentage

*Total score* = Result of each point

*Y* = Total number of Respondents

100 = Fixed number

##### 2. The Expert judgment questionnaire

Likert-Scale used as the measurement to analyze the data of expert judgement questionnaire. The result of the questionnaire were calculated by using the formula by Suharto (2006 52-53)

$$R = \frac{X_h - X_i}{5}$$

Where: R = Range  
 X<sub>h</sub> = total score  
 X<sub>i</sub> = Total number of data  
 5 = Range of the Likert-Scale

**Table 3.4 The Categories of the Expert Judge (Suharto, 2006)**

No	Scale	Interval	Category
1.	1	$1 \leq x \leq 1.79$	Very Poor
2.	2	$1.8 \leq x \leq 2.59$	Poor
3.	3	$2.6 \leq x \leq 3.39$	Fair
4.	4	$3.40 \leq x \leq 4.19$	Good
5.	5	$4.20 \leq x \leq 5.00$	Very Good

### **E. The Steps of Developing Materials**

This research was conducted by adapting Borg and Gall's research theory (2003) with some modifications which proposes 6 steps of R & D, such as gathering data and information, need analysis, designing worksheet, validating to experts, revising and final product.



The explanations of this research are presented as bellow:

### 1. Gathering Data and Information

In this research, gathering data and information were made by observing the syllabus, curriculum, student's textbook, and how the writing worksheet which was used in teaching learning process is in Bahasa Inggris. This step aimed to get the primary observation about the needs of the learners as well as to do the needs analysis. The data and information were also the result of the students' need analysis, interview to the teacher and document analysis result. The students need analysis obtained from questionnaire which was given to the students of SMK Swasta Rokita Sari. The data was for getting their target needs and learning needs.

### 2. Need Analysis

The need analysis was conducted in order to know the students' needed. In this step, the sources of the data were the teacher and the students. The data was collected by using interview with the teacher and gave the questionnaires for the students. The interview and document analysis result, which were the questionnaire for the students, should be analyzed in order to know how the worksheet should be developed. The gathered data from the questionnaires in this stage analyzed by calculating the frequency of optional item which support the students' tendency on the kind of materials the students prefer.

### 3. Developing the Material

After analyzing the data, the next step was developing the students' worksheet based on the data collected. This process was done in order to produce students' writing worksheet. The students' writing worksheet would be developed by using the steps scientific approach. So, the students' writing narrative text worksheet was referred by every stages of scientific approach.

### 4. Validating the Material

In this step, the product was checked and validated by two experts. Those were the experts from State University of Medan and the teachers from the SMK Swasta Rokita Sari. The process of validating was conducted by using the experts' judgments questionnaire. The experts gave their judgment and suggestion for the materials whether the materials were balance to the requirements of appropriate materials propose by *Badan Standar Nasional Pendidikan* (BSNP) or not then, the results of the validation were the data for writer to revise the design.

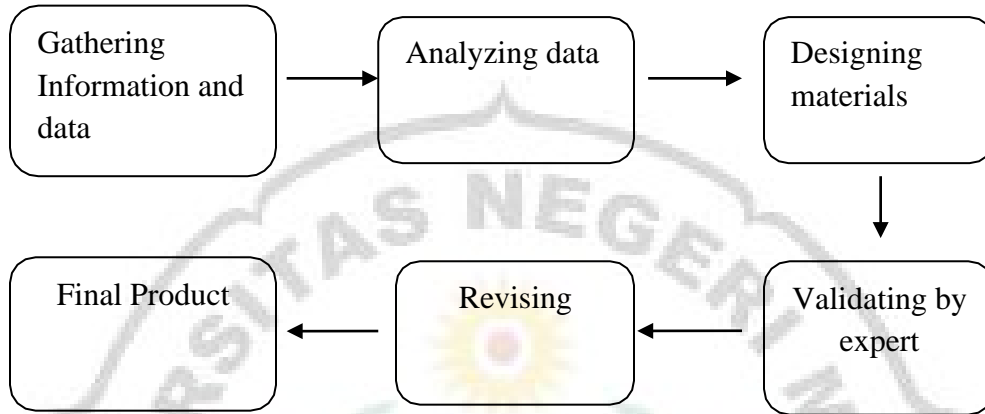
### 5. Revising Product

After the students' worksheet had been validated by the experts, it was revised in order to make students' material better.

### 6. Final Product

In the last step, developing students speaking material using scientific approach was presented as the final product.

Here is the chart of developing materials by Borg and Gall (2003)



**Figure 3.1 The Chart of Simplify Developing Material**

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## CHAPTER IV

### A. DATA ANALYSIS AND MATERIAL DEVELOPMENT

The speaking materials were developed through 6 phases, 1) Gathering information and data, 2) Analyzing Data, 3) Designing the material, 4) Validating by experts, 5) Revising, 6) Designing the final product.

#### 1. Gathering Information and data

Gathering information had been done before starting the research and has been found in the problem of the study as the preliminary data. There were some information which is collected by the researcher such as the existing material, syllabus, students questionnaire, teachers interview and learning activity. From the information gathered, it showed that, first, the materials in English of text book were not suitable for their learning needs. Second, the students are also lack of activities to support their practice in classroom which can make them have no confidence to speak up in English. So, based on the result of the observation which had been done, there should be materials development which can make fulfill students need to improve their achievement in speaking as well as to improve their motivation to learn English more effectively. Furthermore, the detail information was needed to develop the material based on students needs. Then the questionnaires were distributed to 25 students of Grade X in SMK Swasta Rokita Sari and interview session was administrated to the English teacher. The result will be discussed in the next phase.

#### 2. Analyzing Data

In conducting this research, the first step was collecting information and analyzing the data. The information was taken by distributing questionnaire for students and interviewing the teacher. The writer conducted the need analysis before developing the material. The purpose of conducting need analysis was to get information about the target needs and the learning needs.

### 1) Questionnaire Analysis

T. The writer distributed questionnaire for 25 students in class X of SMK Swasta Rokita Sari. The questionnaire consist of 19 questions which aim to get information about the targert and learning needs. The complete need analysis questionnaire can be seen on appendix A.

#### a. Target Needs

Target needs are what the learner needs to do in the target situation (Hutchinson & Waters, 1987). The writer identified the students about what is and what should be developed. The writer interviewed the English teacher and the teacher said that many students had lack competence in speaking English. The students were so difficult to practice speaking because the materials not suitable for them, it made the students rarely to practic speaking. Target needs were divided into three parts. They are necessities, lack and wants.

#### 1) Necessities

Necessities are defined as the type of needs determined by the demands of the target situation. In this research, the necessities means that the students of the Automotive Engineering program need the language that they learnt to be useful and could make the students easy to communicate to other in future, especially in their field of job. The following tables show students necessities in learning English.

**Table 4.1 The Students Necessity of Speaking**

Question	Items	Percentage (%)
Why do you need to learn English	a. To pass national examination	24
	b. To find a job easily according to your major	60
	c. To get a good score	16
	d. Other	0
After you have graduated, you wil possible use English in..	a. Workplace	48
	b. University	32
	c. Daily life	20
	d. Other	0
In your future job, communicating English that will possible you do is..	a. To give instruction in doing something	28
	b. Communicating with customerand colleague in machine shop	56
	c. Communicating to attract customer interest	16
	d. Other	0
As the students of Automotive Engineering English skill that you need	a. Speaking	64
	b. Reading	20

is..	c. Writing	16
	d. Listening	0

From the data on the table 4.1 shows that 60 students need to learn English because it is very important to communicate, 48% of student said that they will possible use English in workplace after they graduated. 56,66% of students will possible use English in communicating with costumer and colleague in machine shop or company either in domestic or overseas. Considering the important of communicating in English there are 64% of student choose speaking skill in their necessities.

## 2) Lack

Lack is the gap between what the learners know already and what they should know. The student view about their lacks are shown in the following table . in this research, the lacks means that the students of the Automotive Engineering have the lack of speaking skill because of some problem. The following tables show students lack in learning English.

**Table 4.2 The Students Lack of Speaking**

Question	Items	Percentage (%)
What is the difficulties in learning English speaking material?	a. Lack in mastering English vocabulary	52
	b. Lack in knowing the pronunciation	40
	c. Do not know the grammar well	8

---

d. Do not be able to use the appropriate expressions in a certain situation	10
---	----

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In term of students difficulties in learning English, from the table 4.2. It shows that 52% of the students stated that they are lack in mastering English vocabulary

### 3) Wants

Wants are the learners expect about language area that they want to master. The students of Automotive Engineering want the language that can make them motivate in learning and mastering English language. The following tables show students wants in learning English.

#### 4.3 The Students Want of Speaking

Question	Items	Percentage (%)
Generally as the students of Automotive Engineering program, you want the English speaking makes you..	a. Be able to vocabularies well, either in general or related the major	56
	b. Be able to master grammar well	36
	c. Be able to communicate with good pronunciation	8
	d. Other	0
In learning speaking English	a. Dialogue with term or vocabulary related to	60



you want the dialogue like..	automotive	
	b. Dialogue with picture	28
	c. Dialogue with audio visual	12
	d. Other	0

From the table 4.4 shows that 56% of students state that it is important that English speaking material should make them able to use vocabularies well, either in general automotive and 60 % of student want dialogue of English speaking material with the term or vocabulary related to automotive appropriate with their study program.

#### d. Learning Needs

Hutchinson and waters stated that learning need refer to what the learner need to do to learn, learning needs are represented through some components task. The analysis of learning needs of the students is divided into some points, that are input, procedure, learners role, teacher role and setting. Here the writer wants to describe the result of need analysis related to the learner needs

##### 1) Input

Input refers to the spoken, written and visual data that learners work with in the course of completing task the students view about the input that should be carried out in the designed task is shown in the following taks.

**Table 4.4 The Input of Speaking Material**

Question	Items	Percentage (%)
The input materials you that want to increase your speaking ability is..	a. Dialogue how to interactwith customer or colleague well	28

	b. Dialogue which the topic is about automotive	20
	c. Text monolog which the topic is mechanic or automotive	16
	d. The topic related to the major and future work	40
An ideal presentation of the speaking materials you are expected is..	a. Colorful pages and cover	24
	b. Provide the pictures and the illustration related to the topic	12
	c. Provide grammar exercise and vocabulary	48
	d. provide the explanation about the expression related to the topic	24
The form of the initialactivity ( warming up) you want for the learning materialis..	a. short question	32
	b. pictures	28
	c. a list of vocabulary	40
	d. the note of expression	0
The appropriate pictures which provide in learning speaking material accordingto you is..	a. the pictures related of the topic	56
	b. the caricature related of the topic	24
	c. the illustration picture related to the topic	20

d. others

0

From the table 4.4, the input material that students want to increase their speaking ability is can be seen that 40% of students choose dialogue how to interact with customer or colleague well, such a conversation between mechanic and and customer in machine shop. 40 % of students choose list of vocabulary to be added as warming up starting up in learning speaking. An ideal presentation of the speaking materials is can be seen that 48 % of students choose providegrammar, exercise and vocabulary. 40 % of students choose picture related to the topic as the appropriate picture to be added in learning speaking material .

## 2) Procedure

Procedures specify what learners actually do with input that forms the hint of departure for the learning tasks. The procedure that students of the automotive engineering want is the procedure that make them to be active in practically language in the class. The following tables show the students view about the procedures of what they should do with the tasks.

**Table 4.5 The Procedure of Speaking Material**

Question	Items	Percentage (%)
Why kinds of activity in learning English speaking do you want?	a. Practical a dialogue in pair in front of the class	28
	b. Role playing	24
	c. Changing information in a group	8
	d. The various activities	40
What kinds of pronunciation	a. Searching the pronunciation on a	36

activities do you want?	dictionary and practice it with friend	
	b. Listening and repeating the pronunciation from the teacher	44
	c. Learning how to pronounce every sentence including the stress and information	20
	d. Other	0
What kind of make your font do you want to make your speaking materials look interesting?	a. Comic san	28
	b. Lucida Handwriting	32
	c. Times New Roman	40
	d. Verdana	0

From the table 4.5 it can be seen that 40 students claim that they want the various activity in learning English and 44 of the students want the activity of pronunciation by listening and repeating the pronunciation from the teacher. and there font to makenspeaking material is can be seen that 40 % students choose times new roman.

### 3) Setting

Setting can be defined as the classroom arrangements specified or implied the task.it also requires consideration of whether the task to be carried out orally or partly outside the classroom. The setting of Automotive Engineering program refer to how the students do the task. The following table shows the students view about the setting of how task should be carried out.

**Table 4.6 The Setting of Speaking Material**

<b>Question</b>	<b>Items</b>	<b>Percentage (%)</b>
In English teaching and Learning process, you prefer to do the task	a. Individually	32
	b. Paired consisting of two people	40
	c. In a small group consisting of 3-4 people	28
	d. Other	0
The level of difficulties for each lesson activity in the speaking material	a. Not to easy and not to difficult	28
	b. Have a various from easiest to the most difficult	56
	c. Have a various the level of difficulty	16
	d. Other	0
In improving the learning motivation as well as to create an enthusiastic atmosphere	a. Quotes (proverbs from a well-known or from novels)	48
	b. Carricature	32
	c. Riddle	0
	e. Other	0

From that Table 4.6, it can be seen that 40 % of students prefer to do the task of speaking in learning process into paired consisting of two people. The

students want the level of difficulties for each lesson activity in the speaking to easiest to the most difficult and 48% of the students want quotes (proverbs from a well-known or from novels as the ice breaking in Learning English speaking to improve the learning motivation as well as to create an enthusiastic atmosphere of the students

#### 4) Learners role

Learners role refers to part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between them. The following table shows students opinion of their roles they expect to play while they are learning.

**Table 4.7 Learners Role of Speaking Material**

<b>Question</b>	<b>Items</b>	<b>Percentage (%)</b>
When the teaching and learning process is carried out you prefer to?	a. participate in questioning activities	60
	b. participate in responding the teachers question	40
	c. did not participate in the teaching and learning process	0
	d.others	0

Based on the Table 4.7, it is shown that 60 % of the students prefer to participate in questioning activities when the teaching and learning process is carried out.

## 5) Teacher's role

Teacher's role refers to part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The following table shows students' opinion on roles they expect the teacher to play while they are learning.

**Table 4.8 The Teacher Role of Speaking Material**

Question	Items	Percentage (%)
When the teaching and learning process is carried out, you prefer the teacher to..	a. Motivate you everytime you doing the exercise	64
	b. Lead the students to doing the tasks	20
	c. Give suggestion, correction and comment in every result of students learning	16
	d. Others	0

Based on the Table 4.8 it can be seen that 64% of students want teacher to motivate them every time they doing the exercise in teaching and learning process.

## 2. Interview Analysis

Interview session was administrated to the English teacher too by the researcher . It was conducted to support the result of the questionnaires

analysis and also get the accurate data the interview was consist 8 questions. The teacher was response in interview session that given below:

**List of the Interview Analysis:**

- 1) How long has you taught in the school?  
Answer: I have been teaching here about 4 years
- 2) What kind of book that used by the automotive engineering students in learning English, Sir?  
Answer: They used English book by Educational Government “Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X, Kurikulum 2013.
- 3) According to you how the students enthusiastic when they are learning English in the class?  
Answer: Some of the students are interested to learn English but some of them do not especially in speaking skill
- 4) What is the biggest problem that the students face in learning English speaking?  
Answer: The biggest problem is about self-confidence, they have no confidence, they have no confident to speak when the teacher asks them to come in front of the class and practice the conversation, it means that they still in lack competence in speaking skill
- 5) Do you mean all of them can't speak English ?  
Answer: They cannot speak English fluently, but some of them can speak English a little bit, and the most of them are cannot
- 6) How do you help the student to improve their speaking skill?  
Answer: When I am the entering the classroom to teach. I always asks students to mention the vocabularies of the object in the class before starting the lesson
- 7) Do you know about English for specific purpose?  
Answer: Yes I know. It is about learning English based on student's need
- 8) Do the speaking materials that you teach are in line with their major Automotive Engineering?



Answer: Yes, I do. Because I teach based on the lesson plan but the supported materials are from the text book whereas their textbook.

By analyzing the data taken both from data gathered and data analyzed from the need analysis including the questionnaire and interview administered to the students and english teacher of Automotive Engineering study program, the researcher could identify that English textbook of students Automotive Engineering study program were not suitable for their learning needs. Besides that they are still low of English speaking skill which make them become less of confident to speak English in the classroom and they have lack of activities which support them in teaching and learning process. It was hard to the students to speak English because the materials were not appropriate to the automotive Engineering study program. Thus, the result of the need analysis were used by the researcher as guidance in developing appropriate English speaking material by using scientific approach for Automotive Engineering study program of SMK Swasta Rokita Sari.

### **3. MATERIAL DEVELOPMENT**

After evaluating the existing teaching and learning process and students' need for developed speaking material, the next step was material development. The material development done in to two stages, they were choose the appropriate core competence and English speaking material writing.

#### **1. Choose Core Competence**

Before developed the new material for Engineering , it should define which basic competence that should developed. The core competence choosed based on the most suitable for Automotive Engineering considering the english teacher suggestion. Some of core competence didn't develop

because its not suitable for Acutomotive Engineering. For example, the core competence for topic “talking about self”, it considered as general topic and difficult to match with Automotive engineering topic.

**Table 4.9: Topic for Developed Speaking Material**

Core Competence for Speaking	Core Competence for Automotive Engineering
1. Congratulating and Complimenting (Write oral and written text to congratulating and complimenting and responds usually use in workshop related to employee' work result)	1. Understanding, purpose, and role of Automotive Engineering 2. Special profession in Automotive Engineering (Machine technician, Mechanic staff)
2. Intention (Write oral and written text to Express intention, especially in office).	3. Business transaction of showroom company, field mechanic
3. Giving Announcement (Write oral and written text to giving announcement, especially use in office)	4. Applying announcement

## 2. English Speaking Material Writing

The speaking material writing follows the rule of Scientific Approach. There are some steps learning method based on scientific approach, but it can just used some steps based on necessities. And the scientific approach steps used in material writing are:

1. Warming up Activities

This section to gain the spirit of the students before starting the learning material with different tasks

2. Observing (Do You Know)

This section introduces simple tasks such as pictures related to the topic to stimulate students' curiosity.

3. Asking (Do You Know)

This section stimulates students to ask some questions related to the topic they will learn.

4. Exploring (Exploring)

This section consists of tasks to enlarge students' understanding about the material. The students try to look for additional information based on the context.

5. Associating (Break the Challenges)

This section consists of tasks with different difficulties. The tasks force students to think creatively and critically. The ability of students to solve the problem is the main point of this section.

6. Communicating (It's Your Turn)

This section consists of tasks for students to measure their understanding about the whole material. The students must prove their learning results by communicating their own related to the topic.

7. Reflection

In this section, students ask themselves some questions to see how much they have learned.

#### 4. MATERIAL VALIDATION

The next step after the researcher developed the first draft of the materials was evaluating the appropriateness of the draft according to the criteria released by BSNP. The evaluation was done by materials experts. The expert estimation was done by distributing the expert estimation questionnaire to the materials

expert. The questioner covered four aspect which were the Process, Product and content and Lay out.. The questionnaire could be seen in the Appendix E. The first expert was the permanent lecturer of English Education Department of State University of Medan. The second expert was the permanent teacher of SMK Swasta Rokita Sari.

a. Lecturer

The first validation was English lecturer from State University of Medan. There were criteria to consider the whether the material valid

**Table 4.10 English Lecturer's Validation Score**

No	Criteria	The Number of Criteria	Maximum Score	Score
1	Product & Content	8	40	35
2	Process	5	25	22
3.	Lingustic	3	15	12
4	Layout	4	20	19
Total		20	110	88
Average = $\frac{88}{20} = 4,4$ or percentage = $\frac{88}{110} \times 100\% = 80\%$				

The average of score validation was 4.4% or 80 % it was categorized as relevant or appropriate. Then the percentage shows that speaking materials were 80% valid based on English Lecturer's validation

b. Teacher

The second validation was from English teacher. There were criteria for consider whether the material was valid

**Table 4.11 English Teacher's Validation Score**

No	Criteria	The Number of Criteria	Maximum Score	Score
1	Product & Content	8	40	40
2	Process	5	25	23
3.	Lingustic	3	15	15
4	Layout	4	20	19
Total		20	110	97
Average = $\frac{97}{20} = 4,85$ or percentage = $\frac{97}{110} \times 100\% = 88\%$				

The table 4.10 shows that average value of the score was 4.85% or 88%. it was categorized as relevant. Then the percentage shows that speaking materials were 88% valid based on English Lecturer's validation

### c. Revision

In addition the experts were not only asked give their evaluation but also give their comments and suggestion about the developed materials. Their comments were about the weakness of the materials and suggestion of expert's feedback. The result of the expert's judgment comments and suggestions are presented below:

**Table 4.12: The revision of content, process, linguistic features and layout.**

No	Components	Expert 1/ revision	Expert 2 / revision
1	Content	-Some exercises are not for	-The content too difficult

	Speaking.		-Give more activity for students speaking in group
		-The step based on scientific approach are incorrect	
		-Use the grammar and language that suitable with students grade	
2	Process	Attractive activity	More task
3	Linguistic Features	Grammar and vocabulary	There was inappropriate vocabulary. Grammar error
4	Layout	No Revision	No Revision

#### d. Final Product

The final product was completed after revising the material. The material was already based on students' needs and appropriate to be used in the teaching learning process. Furthermore, it was able to develop English speaking material students

## B. Discussion

This study is aimed to find out the students' need and develop material the tenth grade students of SMK Swasta Rokita Sari . The material developed by the

researcher are appropriate and related to the students' interest since it is based on their need analysis. Analyzing the students' need based on their interest is one of the way to improve their learning motivation in order to increase their skill in studying English, especially speaking skill. The findings show that the learner need motivation to learn and one of the way is by using the interesting and interactive media.

Furthermore, this present study purposes the needs analysis to find out the needs of learners, both of target needs and learning needs in details. Then, by this material development, the need of the learners can be fulfilled. using interesting and attractive media.

At the end, the result of this study suggest the teacher to use the interesting and suitable based on students' needs and interests. Another goal is to enrich teacher knowledge about using and providing the that appropriate in order to be applied in the classroom. As professional teachers, it is the duty to enrich the students' knowledge and find ways to gain the students' enthusiasm and motivation in learning English.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

After analyzing the data, the conclusion was drawn as following:

The researcher developed the material by adjusting the material with the basic competences demands and the students' need. There were 25 students as the respondents in the class X . After conducting the need analysis, the course grid was written based on the syllabus in curriculum 2013 and the students' preferences about target need and learning need. After writing the course grid, the first draft of the material was written. The material was written under the five stages of scientific approach: observing, questioning, experimenting, associating, and communicating. Then the material was validated by the experts. In conclusion, based on the experts' evaluation, the developed material using Scientific Approach was appropriate to be used by the tenth grade students of SMK Swasta Rokita Sari.

#### B. Suggestions

##### 1. Students

Students should create a communicative circumstance in the English classroom by being involved actively in English activities. The designed material will not work well if the students do not participate actively in the



teaching and learning process. They also need to do the tasks earnestly to improve their own speaking skill.

## **2. English Teacher**

English teacher is one of the important points to make the teaching and learning process become successful. To achieve the goal study, the teachers should understand well the students' need in learning English more creative to force the students to speak using the suitable students' material. The teacher is suggested to add more sources to enhance the students' speaking skill. If it is possible, the teacher can develop the appropriate material by conducting observation and need analysis because if the materials can support students' needs, they can make further development of the materials.

## **3. Other Material Developers**

To the other developers, they can develop the other students' material in the other English skill, such as: reading, listening, and speaking. It is also suggested for other developers to emphasize the needs of the learners and the demands of the curriculum. The developers also have to be more creative in the form of worksheet to get the interest of students.

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Appendix A  
Need Analysis  
Questionnaire

THE  
*Character Building*  
UNIVERSITY

## ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS

### SISWA KELAS X SMK SWASTA ROKITA SARI

#### A. Data Pribadi Siswa

Isilah data diri anda sesuai dengan format dibawah ini.

Nama :

Usia :

Jenis Kelamin :

Alamat :

#### B. Kebutuhan Belajar Siswa

Pilihlah jawaban dengan member tanda silang (X) Pada jawaban yang anda pilih. Apabila anda memiliki jawaban yang berbeda dan tidak terdapat dalam pilihan jawaban didalam kuesioner ini, anda diperkenankan menulis jawaban anda dengan singkat.

1. Sebagai seorang siswa/I jurusan Tehnik otomotif mengapa anda perlu mempelajari Bahasa Inggris?: (jawaban boleh lebih dari satu)
  - a. Agar lulus ujian nasional
  - b. Agar lebih mudah mencari pekerjaan yang sesuai dengan bidang kejuruan yang saya tekuni
  - c. Agar memperoleh nilai yang baik
  - d. Lainnya. Sebutkan \_\_\_\_\_
2. Setelah anda lulus nanti, anda akan lebih banyak menggunakan Bahasa Inggris di..
  - a. Tempat Kerja
  - b. Jenjang pendidikan lanjutan
  - c. Kehidupan sehari-hari
  - d. Lainnya. (sebutkan)...

3. Saat bekerja nanti, komunikasi bahasa Inggris yang mungkin akan anda lakukan adalah ....
  - a. Member petunjuk penggunaan sesuatu
  - b. Berkomunikasi dengan customer dan rekan kerja di machine shop
  - c. Berkomunikasi untuk menarik minat pelanggan
  - d. Lainnya (sebutkan)
4. Sebagai seorang siswa jurusan Teknik Otomotif, skill (kemampuan) Bahasa Inggris yang paling anda butuhkan adalah:
  - a. Speaking (berbicara)
  - b. Reading (membaca)
  - c. Writing (menulis)
  - d. Listening (mendengar)

**Lack**

5. Dalam belajar berbicara bahasa Inggris (speaking), yang menjadi kesulitan utama bagi anda adalah...
  - a. Kosakata (vocabulary) yang masih terbatas
  - b. Pelafalan (pronunciation) yang masih belum tepat
  - c. Tata bahasa (grammar) yang masih belum benar.
  - d. Tidak tahu penggunaan ekspresi atau ungkapan yang sesuai dengan situasi yang dihadapi

**Want**

6. Secara umum, sebagai siswa/I jurusan teknik otomotif, anda menginginkan pembelajaran speaking bahasa Inggris yang menjadikan anda...
  - a. Mampu menggunakan kosakata dengan baik
  - b. Mampu menguasai grammar (tata bahasa) dengan baik.
  - c. Mampu berkomunikasi pronunciation dengan benar.
  - d. Lainnya (sebutkan)

7. Didalam pembelajaran speaking bahasa inggris, benyuks dialog yang anda inginkan adalah :

- a. Teks dialog yang disertai istilah-istilah dan kosakata otomotif
- b. Teks dialog yang disertai gambar-gambar
- c. Teks dialog yang disertai dengan audio-visual
- d. Lainnya (tuliskan)

**Input**

8. Input materi yang anda inginkan untuk melatih kemampuan speaking (berbicara) bahasa inggris adalah..

- a. Dialog berkomunikasi, seperti percakapan bagaimana melakukan interaksi yang baik kepada customer dan colleague
- b. Dialog dengan topic mekanik otomotif
- c. Teks monolog dengan topik mekanik otomotif
- d. Topic yang berkaitan dengan jurusan dan pekerjaan mendatang (tentang otomotif)

9. Penyajian materi pembelajaran speaking yang ideal menurut anda adalah..

1. Halaman sampulnya berwarna-warni
2. Dilengkapi dengan gambar-gambar dan ilustrasi sesuai dengan topic yang akan dibahas
3. Banyak latihan grammar (tata bahasa) dan vocabulary (kosakata)
4. Banyak penjelasan tentang ekspresi yang digunakan sesuai topic yang dibahas

10. Bentuk kegiatan awal (warming up/starting up) yang anda inginkan untuk materi pembelajaran adalah...

- a. Pertanyaan singkat
- b. Gambar kosakata
- c. Daftar kosakata
- d. Catatan ungkapan-ungkapan

11. Jenis gambar yang cocok untuk materi pembelajaran speaking menurut anda adalah..
  - a. Foto-foto sesuai dengan topic yang dibahas
  - b. Gambar karikatur/kartun sesuai dengan topic yang dibahas
  - c. Gambar ilustrasi sesuai dengan topic yang dibahas
  - d. Lainnya (sebutkan)

**Procedure**

12. Jenis kegiatan pembelajaran berbicara speaking seperti apa yang anda inginkan adalah..
  - a. Mempraktikkan sebuah dialog dengan teman didepan kelas
  - b. Bermain peran (role-playing)
  - c. Bertukar informasi dengan teman dalam kelompok (information-gap)
13. Kegiatan pengucapan kata seperti apa yang anda inginkan adalah?
  - a. Mencari pelafalannya dalam kamus dan mempraktekannya dengan teman
  - b. Mendengarkan dan mengulang pelafalan dari guru
  - c. Belajar bagaimana melafalkan setiap kalimat termasuk penekanan dan informasinya
  - d. Lainnya...(sebutkan)
14. Jenis huruf yang anda inginkan dalam materi pembelajaran agar tampilannya lebih menarik adalah..
  - a. Comic sans MS
  - b. Lucida Handwriting
  - c. Times new Roman
  - d. Verdana

**Setting**

15. Dalam proses belajar, anda lebih suka mengerjakan tugas secara..
  - a. individu
  - b. berpasangan
  - c. Grup kecil terdiri dari 3-4 orang
  - d. Lainnya...(sebutkan)




16. Tingkat kesulitan pada tiap aktivitas pembelajaran dalam materi pembelajaran speaking yang anda inginkan adalah..
- Tidak terlalu sulit atau terlalu mudah
  - Bervariasi dari yang paling mudah ke yang paling sulit
  - Bervariasi sesuai level kesulitannya
  - Yang lainnya...(sebutkan)
17. Dalam meningkatkan motivasi antusias siswa dalam belajar, ice breaking yang digunakan dalam materi speaking adalah...
- Quotes (dari novel yang terkenal)
  - Karikatur
  - Riddle
  - Yang lainnya...(sebutkan)

**Learners role**

18. Saat proses belajar mengajar berlangsung, anda lebih suka..
- Berpartisipasi dalam kegiatan tanya jawab
  - Berpartisipasi dalam merespon pertanyaan guru
  - Tidak berpartisipasi dalam proses belajar mengajar
  - Yang lainnya...(sebutkan)

**Teachers role**

19. Saat proses belajar mengajar berlangsung, anda lebih suka guru?..
- Memotivasi anda setiap kali anda melakukan latihan
  - Mengarahkan siswa untuk mengerjakan latihan
  - Memberikan saran, koreksi dan komentar setiap hasil pembelajaran siswa.
  - Yang lainnya (sebutkan.)

The background features a large, faint watermark of the UNIMED logo. It is a circular emblem with a green plant in the center, a sun-like symbol above it, and the text 'UNIVERSITAS MEDAN' around the top and 'UNIMED' at the bottom.

# Appendix B

## Instruments of Expert Judgements

The logo for 'THE Character Building UNIVERSITY' is located at the bottom of the page. It features the words 'THE' and 'UNIVERSITY' in a simple, sans-serif font, while 'Character Building' is written in a large, elegant, cursive script.

THE  
*Character Building*  
UNIVERSITY

## INSTRUMEN PENILAIAN KELAYAKAN BAHAN AJAR

### UJI KELAYAKAN BAHAN AJAR BAHASA INGGRIS (SPEAKING)

#### PROGRAM TEHNIK OTOMOTIF

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#### I. IDENTITAS RESPONDEN

Nama :

Pekerjaan :

Keahlian :

#### II. PENGANTAR

Angket ini digunakan untuk mengumpulkan data dan informasi mengenai kelayakan bahan ajar bahasa Inggris Program Teknik otomotif (Speaking) bagi siswa jurusan Teknik Otomotif di SMK Swasta Rokita Sari.

#### III. PETUNJUK

1. Mohon kepada Bapak/Ibu agar membaca dengan seksama setiap pertanyaan/pernyataan sebelum Bapak/Ibu menjawabnya.
2. Berikut adalah kriteria tingkat kelayakan bahan ajar bahasa Inggris Teknik otomotif (Speaking). Lingkari salah satu angka pada kolom yang menyatakan tingkat kriteria kelayakan bahan ajar bahasa Inggris Teknik otomotif (Speaking). Lingkari salah satu angka pada kolom yang menyatakan tingkat kriteria kelayakan bahan ajar dengan skor 5,4,3,2,1.

Nilai 5: Sangat baik/relevan/sesuai

Nilai 4: Baik

Nilai 3: Cukup

Nilai 2: Kurang

Nilai 1: Sangat kurang

3. Dalam mengisi angket ini, kami mohon Bapak/Ibu untuk mengisi dengan sebenar-benarnya untuk perbaikan dan penyempurnaan bahan ajar bahasa Inggris Teknik Otomotif (Speaking) bagi siswa jurusan Teknik Otomotif.
4. Mohon Bapak/Ibu hanya memilih satu dari jawaban yang sudah Bapak/Ibu pilih, Maka Bapak/Ibu dapat mengubah pilihan lain dengan mencoret pilihan sebelumnya.
5. Bila ada keterangan/Informasi tambahan untuk setiap butir dari angket ini kami mohon Bapak/Ibu menuliskan dibawah kolom yang tersedia



NO	PERTANYAAN DAN PERNYATAAN	RENTANG NILAI				
A	DIMENSI PRODUK DAN NILAI					
1	Topik/materi berbicara dipilih dan dikembangkan sesuai dengan kebutuhan siswa dan didunia kerja	5	4	3	2	1
2.	Topik/materi berbicara memiliki variasi tingkat Kesulitan yang sesuai dengan level siswa	5	4	3	2	1
3.	Topik/materi berbicara yang dirancang oleh penulis Akurat, efektif dan menarik	5	4	3	2	1
4.	Bahan ajar memuat latihan-latihan untuk sesuai topik berbicara sesuai dengan level siswa	5	4	3	2	1
5.	Setiap latihan pada bahan ajar memiliki tujuan yang jelas untuk membantu siswa menguasai materi berbicara sesuai dengan topik	5	4	3	2	1
6.	Jenis tugas/latihan yang diberikan dapat membantu siswa meningkatkan keterampilan/berbicara dengan lebih mudah	5	4	3	2	1
7.	Kosakata yang dikembangkan mengacu pada setiap topik atau tema berbicara	5	4	3	2	1
8.	Latihan pengucapan (pronunciation practice) yang tersedia pada bahan ajar memenuhi kebtuhan siswa untuk terampil dalam pengucapan pada setiap topik	5	4	3	2	1
B	DIMENSI PROSES					
9	Bahan ajar berbicara dapat mendorong siswa untuk beraktifitas	5	4	3	2	1
10.	Bahan ajar berbicara memungkinkan terciptanya suasana dan lingkungan belajar yang santai dan menyenangkan	5	4	3	2	1

11.	Bahan ajar berbicara memungkinkan terciptanya suasana dan lingkungan belajar yang santai dan menyenangkan	5	4	3	2	1
12.	Bahan ajar berbicara memungkinkan siswa melakukan interaksi secara optimal terhadap sesama siswa lainnya	5	4	3	2	1
13.	Bahan ajar berbicara menggunakan instruksi yang tepat dan efektif pada setiap latihan	5	4	3	2	1
C.	DIMENSI LINGUISTIK					
14.	Bahan ajar menggunakan tata bahasa yang tepat dan sesuai	5	4	3	2	1
15.	Bahan ajar menggunakan (pronunciation) yang tepat dan sesuai	5	4	3	2	1
16.	Bahan ajar menggunakan pilihan kosakata yang tepat dan sesuai	5	4	3	2	1
D	DIMENSI PERWAJAHAN/LAYOUT					
17.	Rangkaian setiap latihan pada setiap unit disusun dengan baik sesuai dengan kebutuhan dan untuk mendukung latihan berikutnya.	5	4	3	2	1
18.	Penyajian gambar/table /chart sesuai dengan topik atau tema berbicara yang ada	5	4	3	2	1
19.	Penggunaan jenis dan ukuran font bahan ajar ideal dan proporsional	5	4	3	2	1
20.	visualisasi dan keindahan huruf bahan ajar secara umum baik dan menarik	5	4	3	2	1

**KOMENTAR/KRITIK/SARAN DAN REKOMENDASI**

Mohon Bapak/Ibu menuliskan komentar, kritik, koreksi rekomendasi atau saran terhadap bahan ajar yang Bapak/Ibu nilai demi kesempurnaan bahan ajar tersebut.

.....

.....

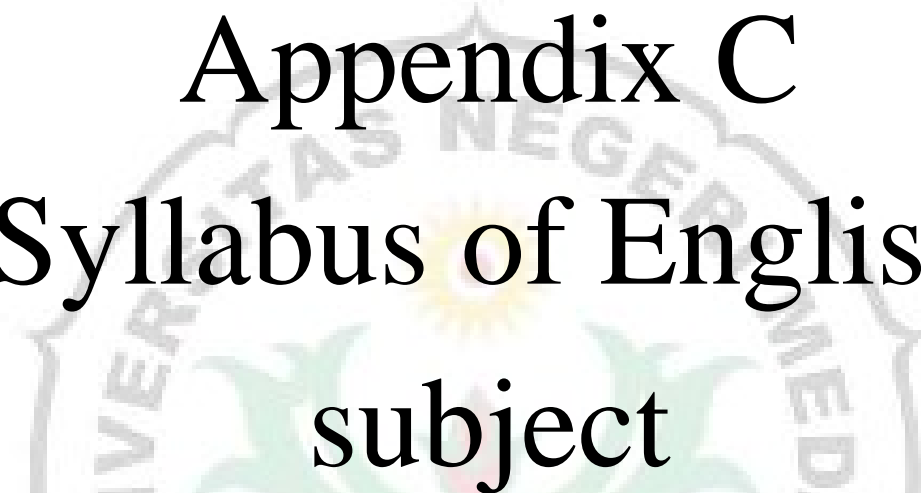
.....

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Medan,..... 2020

Validator



The logo of Universitas Negeri Semarang (UNIMED) is a watermark in the background. It features a central green plant with a yellow sun-like emblem at the top. The text 'UNIVERSITAS NEGERI SEMEDAN' is written in a circular path around the plant, and 'UNIMED' is written at the bottom. There are two small square symbols on either side of the bottom text.

# Appendix C

## Syllabus of English subject

The logo for 'THE Character Building UNIVERSITY' is a watermark at the bottom. 'THE' is in a small, simple font above 'Character Building', which is written in a large, elegant cursive script. 'UNIVERSITY' is written in a simple, bold, sans-serif font below the cursive text.

THE  
*Character Building*  
UNIVERSITY



## SILABUS

**Mata Pelajaran** : BAHASA INGGRIS - WAJIB

**Kelas** : X

**Kompetensi Inti** :

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon</p>	<p><b>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</b></p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ...</i> <i>I live in ...</i> <i>I have ... I like ....</i> dan sebagainya</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri</li> <li>Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/majalah berbahasa Inggris</a></li> <li><a href="http://www.dailylenglish.com">www.dailylenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> <li><a href="http://learnenglishbruncil.org/en/">http://learnenglishbruncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p><i>Unsur kebahasaan</i> :</p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense : <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who</i></p>	<p>dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari pemaparan jati diri dari berbagai sumber.</li> <li>Siswa memaparkan jati diri dengan teman melalui simulasi.</li> <li>Siswa berlatih memaparkan jati diri melalui tulisan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan.</li> <li>Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru</li> </ul>	<p>monolog yang menyebutkan jati diri didepan kelas</p> <ul style="list-style-type: none"> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri</li> </ul> <p><b>Pengamatan (observations)</b> :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>? <i>Which?</i> (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>setiap tahapan</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			penilaian lain		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi Internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya</b></p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>“Excellent! You really did it well, Tina.”</p> <p>“That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,”</p> <p><i>Unsur kebahasaan</i></p> <p>: Ucapan, tekanan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi memuji bersayap.</li> <li>Siswa mengikuti interaksi memuji bersayap.</li> <li>Siswa menirukan model interaksi memuji bersayap</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks memuji bersayap</li> <li>Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya .</li> </ul>	<p>1 x 2 JP</p>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/majalah ber</a></li> <li><a href="#">www.dailynghlish.com</a></li> <li><a href="#">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="#">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kata, intonasi	<p>ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya</li> </ul> <p><b>Pengamatan (observations)</b> :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care),	<b>Teks lisan dan tulis untuk menunjukkan perhatian (care)</b> <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru, teman dan orang lain. <i>Ungkapan</i> Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale. Are you OK? Not, really. I've got a headache.</i> <i>Unsur</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menunjukkan perhatian.</li> <li>Siswa mengikuti interaksi menunjukkan perhatian.</li> <li>Siswa menirukan model interaksi menunjukkan perhatian.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <b>Mempertanyakan (questioning)</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks menunjukkan perhatian</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <b>CARA PENILAIAN:</b> <b>Unjuk kerja</b>	1 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/majalah ber</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b> Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam</li> </ul>	<ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian</li> </ul> <p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		bahasa siswa. <b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan Komunikasi</li> </ul>		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar  2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan	<b>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</b> <i>Fungsi Sosial</i>  Menyatakan rencana <i>Struktur Teks</i> 'I'd like to tell my	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks</li> <li>Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang</li> </ul>	<b>Kriteria penilaian:</b> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/majalah berbahasa Inggris</a></li> <li><a href="http://www.dailiyeng.com">www.dailiyeng</a></li> <li><a href="http://americanen.com">http://americanen</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>name, 'I will tell him about my job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i> Kata kerja <i>I'd like to ..., I will ..., I'm going to ...;</i> tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> <li>Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa</p>	<p>n sesuatu</p> <ul style="list-style-type: none"> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan / penyampaian</li> </ul> <p><b>Cara Penilaian: Pengamatan (observasi)</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Upaya menggunakan Bahasa Inggris untuk menyatakan dan</li> </ul>		<p><a href="http://english.state.gov/file/ae/resource/files">english.state.gov/file/ae/resource/files</a></p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur</li> <li>• Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</li> <li>• Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia</li> </ul>	<p>menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan.</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas</li> <li>• Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>)</li> </ul>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p>	<p><b>Teks lisan dan tulis untuk mengucapan dan merespon ucapan selamat bersayap (extended) Fungsi Sosial</b></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p> <p>Ungkapan baku dari sumber-sumber</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).</li> <li>• Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>• <a href="#">Audio CD/VCD/DVD</a></li> <li>• <a href="#">SUARA GURU</a></li> <li>• <a href="#">Koran/majalah berbahasa Inggris</a></li> <li>• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>• <a href="http://americanenglish.state.gov/files/activities/resources">http://americanenglish.state.gov/files/activities/resources</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika meresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber</li> <li>Siswa bergantian</li> </ul>	<p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya</li> </ul> <p><b>Pengamatan (observations)</b></p> <p>:</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran</p>		<ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>membacakan ucapan selamat dengan unsur kebahasaan yang tepat</p> <ul style="list-style-type: none"> <li>Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p>	<p>penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.</li> <li>Kumpulan karya siswa yang mendukung proses</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>• Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</li> <li>• Siswa membuat kartu ucapan selamat</li> <li>• Siswa memperoleh feedback dari guru dan teman sejawat</li> </ul>	<p>penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

# Appendix D

## Interview



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### List of the Interview Analysis:

- 1) How long has you taught in the school?

Answer: I have been teaching here about 4 years

- 2) What kind of book that used by the automotive engineering students in learning English, Sir?

Answer: They used English book by Educational Government “Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X, Kurikulum 2013.

- 3) According to you how the students enthusiastic when they are learning English in the class?

Answer: Some of the students are interested to learn English but some of them do not especially in speaking skill

- 4) What is the biggest problem that the students face in learning English speaking?

Answer: The biggest problem is about self-confidence, they have no confidence, they have no confident to speak when the teacher asks them to come in front of the class and practice the conversation, it means that they still in lack competence in speaking skill

- 5) Do you mean all of them can't speak English ?

Answer: They cannot speak English fluently, but some of them can speak English a little bit, and the most of them are cannot

- 6) How do you help the student to improve their speaking skill?

Answer: When I am the entering the classroom to teach. I always asks students to mention the vocabularies of the object in the class before starting the lesson

- 7) Do you know about English for specific purpose?

Answer: Yes I know. It is about learning English based on student's need

- 8) Do the speaking materials that you teach are in line with their major Automotive Engineering?

Answer: Yes, I do. Because I teach based on the lesson plan but the supported materials are from the text book whereas their textbook





# Appendix E

## The Final Drafts of Developing Materials

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Siti Syafaiyah

# English for Automotive Engineering

A Supplementary Speaking Material

Grade X  
| 2013  
curriculum

## PREFACE

Praise to the almighty Allah SWT for his blessings and mercy so the material based on scientific approach in speaking material for grade X students could be complete. This material focus on speaking especially conversation and monologue. The material also consist 3 chapter. Chapter 1 entitled “Congratulating and Complimenting, Chapter 2 entitled “Expressing Intention” and chapter 3 entitled “Giving Announcement. The material not only developed based on students need, but also based on scientific approach which consist of six sesion namely Warm up , Observing ( Let start), Asking (Do you know), Exploring, Associating (Break the challenges), Communicating (It’s your turn)

The author would like to thank to all parties who have helped accomplishing this material especially to:

1. Dr. Isli Iriani Indiah Pane , M. Hum as first supervisor
2. Indra Hartoyo, S.Pd., M. Hum as first validator
3. Linson Simanjuntak, S.Pd as second validator

It is aware that this product was beyond perfection so that critics and suggestion are always expected for improvement. Hopefully, this material has contribution in training students’ speaking ability.

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## CORE OF COMPETENCIES

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## BASIC COMPETENCIES

- 4.2 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.
- 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.
- 4.5 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

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# CHAPTER 1

## CONGRATULATING AND COMPLIMENTING



### **Learning goals:**

**The students are expected to be able to write oral and written text to express and respond to extend compliments and congratulations by considering the social function, text structure and linguistic features based on context**

## A. WARM UP



## VOCABULARY

Study the pictures of the tools below and label them with the names provided in the box!

Combining spanner

Side cutting plier

Long nose plier

Allen keys

Screw driver

Jack

Whell brace

Timing light

Grinder



### Vocabulary and Pronunciation Practice

Repeat the words after your teacher to correcting your pronunciation. Memorize the words and the meaning.

WORDS	PRONUNCIATION	MEANING
Department	/dɪ'pɑ:(r)tmənt/	Bagian
Technician	/tek'nɪʃ(ə)n/	Ahli
Injection	/ɪn'dʒekʃ(ə)n/	Injeksi
Workshop	/'wɜ:(r)kʃɒp/	Bengkel
Customer	/'kʌstəmə(r)/	Pelanggan
Equipment	/'kwɪpmənt/	Peralatan
License	/'laɪs(ə)ns/	Lisensi
Quality	/'kwɒləti/	Kualitas
Showroom	/'ʃəʊru:m/	Ruang pameran
Machine	/mə'ʃi:n/	Mesin
Success	<b>suhk-ses</b>	Sukses
Promotion	<b>pruh-moh-shuhn</b>	Promosi
Previous	<b>pree-vee-uhs</b>	Sebelumnya
Accept	<b>ak-sept</b>	Menerima
Screwdriver	skru:draɪvə	Obeng
Jack	<b>jak</b>	Dongkrak
Hammer	<b>ham-er</b>	Palu



**Task 1. Look at the pictures below! What do you think about the pictures? What would you say if someone get success? Discuss in pairs and explain by your own words briefly!**



ASE Technician of the year.

[read more >>](#)





Do you know?

ASKING

**TASK 2.** Ask your partner some congratulating and complimenting statements. Then write based on the picture shown congratulating and complimenting responses in the table below.

Pictures	Congratulating	Complimenting



Look at some expression below

**Task 3. Read the conversation below loudly to train your pronunciations. Then list the congratulating / complimenting expressions used in the conversation**

Hello, Adam  
 congratulation on your  
 promotion as a project  
 manager. So proud of  
 you dear

Thankyou  
 Elisa.Its all your  
 support

You look beautiful  
 on tv today. Your  
 brand launching

Thanks. I need your  
 futher suggestion.

Do you like the suit I  
 sent you yesterday? I  
 doubt about it.

I really like it. You are  
 expert about fashion. I  
 never worried about it



**TASK 4 : Practice the following conversation in pairs. Pay attention to the expression used in congratulating and complimenting people and the responses.**

Mr. Prima The representative of technician reports the annual balance sheet of PT. Autoprima. The percentage customer of car service increase 50%. Mr. Prima, the CEO of the company congratulates each department for their effort during the year

Mr Prima : I would like to congratulate our company on this good achievement. I would say thanks for technician for your effort. Its's a good job

Technician : Thank you, sir. That's all the effort of the team and you support too.

Mr. prima : You've done your best, Technician Department. Our customer are very satisfied with your service. I really like your discipline and your skill. Well done!

Technician : Thankyou so much. We are glad to do that.

Mr.prima : my warmest congratulation is also delivered to sales department for your best skill and workhard

Technician : it's our pleasure. We did it as our commitment to the company as our life resource

Mr. Prima : Thankyou so much. I appreciate all your work and company can't reach a good achievement without your good and team work.

**Answer the following question based on the text above!**

1. Why does the manager of AutoPrima congratulate to employee?
2. Why does the manager give compliment to Technician Department?
3. How does the sales department respond to their manager's compliment?
4. List the congratulating/complimenting expressions on text above!

**TASK 5. Complete the conversation by fill the blank using the words in the box. Then practice the conversation**

Congratulation	work	Finished
Automotive	bankrupt	Expect

Jerry : Good morning, sir

Anton: Good morning. Its nice to join this company again. I'm happy can(1)\_\_\_\_\_

My study abroad and trusted for back here

Jerry : (2)\_\_\_\_\_on your graduation. We're glad to hear that.

Anton : Thank you, I wish can (3)\_\_\_\_\_with all the people here.

Jerry : We (4)\_\_\_\_\_a lot, during the year, the company faced the (5)\_\_\_\_\_

There is a significant change of management since you left company.

We almost have (6)\_\_\_\_\_

Anton : We need a great effort to improve the company's victory.

We can do it.

Jerry : we wish a lot.

**GRAMMAR:**

**Simple past tense:** Talk about a completed action in a time before now (My father died 2 years ago)

**Present Perfect:** An action or situation started in the past and continues in the present. I have lived in Bristol since 1984 (and I still do), or an action performed during a period that has not yet finished

**Present perfect continuous:** Refer to an unspecified time between “before now” and now (she has been waiting for you all day)

**Singular-plural:** Boat-boats, cat-cats, bus-buses, box-boxes, man-men, half-halves  
goose-geese

**TASK 6. Match the word in column A with the synonym in column B**

<b>A</b>	<b>B</b>
Bleed Screw	To sterilize equipment
Distortion	To connect and disconnect transmission system
Autoclave	A lubricant which reduces the friction
Clutch system	To create a temporary opening in hydraulic
Grease	An automatic internal for offset
Auto-Zero distorted	The action of distorting or the state of being
Brake	To prepare for a public performance
Air Gap	A magnetic or electric circuit

**TASK 7. Read the congratulation card below and answer the following question orally!**

We'd like to congratulate William Eric on winning the inaugural Auto prima machine award. This prestigious award was given to William for being the highest achieving student in lasts semester CERTIFIED AUTO PRIMA certification program. The award honors the late alpha prima, who brought the CERTIFIED AUTO PRIMA designation to Indonesia back in 1990 and work tirelessly automotive engineering profession



1. Who is giving the congratulating card?
2. To whom the congratulating card is given?
3. Why did she/he get congratulating card?

**TASK 8. Imagine that your friend is William Eric. Write a short conversation while you congratulate William and practice it in front of the class**



**TASK 9. Study the following explanation and discuss it in a small group or four person**

EXPRESSIONS OF  
CONGRATULATIONS

Congratulation is an expression that we use to give the congratulation utterance when he or she succeeds in doing something

CONGRATULATING	RESPONDING
<ul style="list-style-type: none"> <li>✓ I'd be the first to congratulate you on..</li> <li>✓ I'd congratulate you on..</li> <li>✓ Please accept my warmest congratulations.</li> <li>✓ Congratulations on..</li> <li>✓ Well done</li> <li>✓ Nice done, congratulations!</li> <li>✓ Good</li> <li>✓ Fantastic!</li> </ul>	<ul style="list-style-type: none"> <li>✓ How nice of you to say so.</li> <li>✓ Thank you very much for saying so.</li> <li>✓ I'm glad you think so</li> <li>✓ Oh, It's nothing special actually</li> <li>✓ Oh, I have a lot to learn yet.</li> <li>✓ Thankyou</li> <li>✓ Oh,not really</li> <li>✓ Oh, thanks alot</li> </ul>

**TASK 10. Complete the blanks in the following dialogues using the words in the box!**

Good luck	Congratulation	Popular business
It's good	Thanks alot	Wonderful



Andy: Hi, Yuni. What's your daughter doing these days?

Yuni: Oh, She's in college. In fact, She plans to graduate this October. She took automotive engineering program.

Andi: That's \_\_\_\_\_ ! (1) You must be very proud of her



Fuad: Hi Ary. \_\_\_\_\_? (2)

Ary: Oh, I'm going to take the driving test tomorrow.

Fuad: That's great, Ary \_\_\_\_\_ ! (3)



James: How is your business, Ria?

Ria: \_\_\_\_\_ (4) I've sold 8 items these two days.

James: Congratulations! That's a \_\_\_\_\_ (5) right now.

Ria: \_\_\_\_\_

## EXPRESSION OF COMPLIMENTING

**TASK 11. Study the following explanation and discuss it in a small group of four person!**

Compliment is an expression that we show or say to express /give praise. Compliment express approval and are aimed at showing that you like some aspect of other person appearance, belonging or work.

It is important to compliment colleague at work because it can be a fantastic reward that provides continued motivation for future tasks and giving positive feedback in response to a job well done

COMPLIMENTING	RESPONDING
<ul style="list-style-type: none"> <li>✓ You really did a good job today</li> <li>✓ I think you are very great at this!</li> <li>✓ What a beautiful design</li> <li>✓ You look so amazing today</li> <li>✓ I must congratulate you on being the smartest technician</li> <li>✓ Nice work</li> <li>✓ Your idea was great. I think you are genius</li> <li>✓ My compliments on your beautiful job</li> </ul>	<ul style="list-style-type: none"> <li>✓ It is very kind of you to say that.</li> <li>✓ Thank's alot of your appreciation</li> <li>✓ Oh Thanks</li> <li>✓ Thanks a bunch</li>   <li>✓ Oh Thankyou</li>   <li>✓ Oh not really</li> <li>✓ Really? Thanks, I'm glad you like it</li> <li>✓ Thankyou</li> </ul>

**dialogues based on the pictures below!. Then, practice the dialogues in front of the class!**



My compliments on your beautiful job. You are proper to be next delegation of International Technical Conference on Experimental Safety Vehicles.

*For example: My compliments on your beautiful job. you are....*



I am so glad to have you part of my team .



We are so grateful , the best technician join in our team.



Open now!!! License  
Zia Mobil. Get a  
licensed and good  
quality New car and

Rachmat's friend, Wahyu, opened showroom zia mobil which serve new car and used car . Yesterday, the grand's opening of Zia mobil held. Rachmat visited wahyu for congratulating. **Fill the blank sentences to complete the conversation with two synonymies word for each sentence:**

Rachmat : Hello, Wahyu. I;m so **proud/content** on you. **Congratulation on your showroom ziamobil opening.**

Wahyu : Thankyou, Rachmat. Our showroom still need improvement, quality car, and effort in managing a good showroom

Rachmat : I guess your\_\_\_\_\_will come true. I knew you are smart one since we were college.

Wahyu : You\_\_\_\_\_me too much .but I appreciate your compliment. How about you? Did you still be workshop head in Auto Prima showroom?

Rachmat : Yes, but there is a consideration for resign. The\_\_\_\_\_work never appreciates by the showroom.

Wahyu : Really? You know, I\_\_\_\_\_you so much. How about join my showroom? For now, they\_\_\_\_\_can't be higher than the previous one. But further, I can't pay you more.

Rachmat : How lucky I am to have you. I'll think about it later. For\_\_\_\_\_you are my best college mate ever.

Ambition	Bacon	Amazed	honest	salary
Contented	Proficient	Accomplished	accolade	proud
Desire	Sincere	Honor	Astonish	



**TASK 13. Find out the expression using in congratulating and complimenting from another sources such as internet or textbook. Then explain the difference**

**Can you explain the differences of congratulating and complimenting in English and Indonesia?**

### **REFLECTION**

At the end of this chapter, ask yourself these following questions to see how much you have learned

1. Do you know how to congratulate people and when you need that?
2. Do you know how to compliment people and when you need that? Read this chapter and do the activities again. Don't hesitate to see your teacher and classmates to discuss with them how to make you understand and able to use the expression better.

## **CHAPTER 2 EXPRESSING INTENTION**



### **Learning goals:**

**The students are expected to be able to write oral and written text to express and respond to intention of doing something by considering the social function**

**WARM UP**

Below are lists of words related to automotive engineering. Lets play odd man out game. Play this game in groups of four. Find the word that does not belong to the same category as the other word in the same group, that word is the odd word ( odd man). Cross out or circle the word and explain your reason. Look at the example!

**Example:**

Injection  
~~Workshop~~

1. Technician Workshop Kitchen	2. Vehicle Card Engine	3. Spare Part Accounting Showroom
4. Recipe Dealer Motorcycle	5. Tax Slipper clutch Double disc brake	6. Sew Air Injection Brake
7. Petroleum Sponge Air bag	8. Blush Brush Accelerator pump Acces panel	9. Distortion Biodiesel Primer
10. Concealer Piston Disc brake	11. Files Grinder Frying pan	12. Baking tray Drills Screw driver





Let's start

OBSERVING

**TASK 1. Look at the pictures below! Have you ever visit the place? If you go to the place, what are you going to do? Or what the people usually do in these place? Discuss with your partner!**



COMPANY  
.....  
.....  
.....



WORKSHOP  
.....  
.....  
.....



SHOWROOM  
.....  
.....

*Building*



Do You Know?

ASKING



Have you ever visit an important place? Can you describe your journey?

**TASK 2.**Based on the explanation of the picture in task 1, list noun, adjective, and verb you've mentioned in the tree below:



**TASK 3.** You will find these following words on task 6. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find the meaning in your dictionary

Words	Meanings
1. Accompany	
2. Information	
3. Supply	
4. Spare parts	
5. Dealer	
6. Prepare	
7. Employee	
8. Injection	

**TASK 4.** Read the following conversation and practice with your partner in front of the class!

#### WHAT ARE WE GOING TO DO TODAY?

Edy and Anna work as staff spare part in Suzuki Dealer , the big and exclusive Dealer center in the city. They met in the elevator before the work hours begin.

Edy : good morning Ed. You look gorgeous today.

Tony : Thank you Edy. Your hair style make you seem younger

Edy : You praise me too much. What's our duty today? Is there any important information when I absence?

Tony : of course we should manage the administration of new spare parts and and report them to the spare part administrator

And today, **what we should do?**

Tony : we are going to check the supply of spare parts last month and new ones after that make a list and report them to the spare part administrator

Edy : wow. I will prepare myself for that. It sounds like terrifying Tuesday.

Tony : no worries. We will boost our energy for tonight. We have good news.

Edy : Really? Are you trying me to fool me again?

Tony : I'm serious. We welcome our new head office, so our manager invited the entire employee join welcoming Gayatri restaurant. **Would you like to join us?**

Edy : I wish the hours pass quickly. I'd like to enjoy Gayatri's cuisine for soon. I can wait too long anymore.

Tony : So do me!

**TASK 5: Answer the following question based on the text above !**

1. What are Edy and Tony discussing?
2. Who already have the plan for today?
3. What are their plans?
4. What do sentences typed in bold express?
5. When do people use the expressions?

**TASK 6. Complete the conversation by filling the blank using the words in the box. Then practice the conversation!**

A: Hey, you look so serious. What is the matter?

B: Oh, I'm just thinking about something.

A: What is about?

B: I'm thinking that, I want to open the second workshop in my parent city

A: Wow, sound great!

B: Really? You think so?

: Yes but, why do you plan like that?

B: I'm just thinking that the best idea to secure the stock of our motorcycle injection air

A: I think it would be nice if we also make some compositions

B: Ok. Now I need to have to list all the equipment and permit places

A; Is there anything that I could do?

B: We also need make a job announcement for employees

A: It would be helpfull if you make it

A: Sure. With my pleasure

**TASK 7. Match the word in column A with the synonym in column B**

A	B
Accompany	An amount or quantify of something that is available to use
Information	To go somewhere with someone or something
Supply	Someone whose job is to manage a business, organization etc
Manage	To make something ready to use
Administrator	Knowledge or facts about someone or something
Prepare	To succeed in doing something
Employee	Someone who is paid regularly to work for a person etc
Fuel injection	To direct introduction of fuel under pressure into the combustion

## IF I WERE VALENTINO ROSSI, I WILL



Before heading to Sepang for the first MotoGP test of 2016, Valentino Rossi stopped by Indonesia to meet fans. Today 26<sup>th</sup> April, Movistar Yamaha MotoGP's Valentino Rossi was honoured for his major achievements as the face of Grand Prix racing during his appearance as a special guest of Yamaha Indonesia Motor Manufacturer (YIMM) at the annual 'Owner Dealer Business Meeting' (ODBM) held at The Mulia Resort in Bali. This year the event was hosted by Mr. Yoshihiro Hidaka, Executive Officer of Yamaha Motor Co. Ltd. and Executive General Manager of 1st and 2nd Business Unit, Motorcycle Business Operations Mr. Minoru Morimoto, Rossi attended the press launch of the above-mentioned brand-new models, in the presence of nearly 100 journalists from all over Indonesia, before posing for YIMM new TV campaigns. This trip marks Rossi's second ever visit to Bali. Upon arrival at Indonesia's beautiful island on Monday the 25<sup>th</sup>, the nine-time World Champion was immediately struck by the Indonesian fans' support and media's ever-increasing passion for motorsport, making his visit all the more rewarding. He will stay in Indonesia for a few more days before heading to the Sepang International Circuit, in Malaysia, to kick off the 2016 season with the first three-day Official MotoGP test of the year.

**TASK 8. Retell the experience of meeting Valentino Rossi using your own words. Using the following questions to help you retell**

2. When and where did the event happen?
3. What were the activities that happened?

**TASK 9. Answer the following question using “I will, I would like, I ‘m going to “**

1. If you had opportunity to accompany Valentino during the trip in Indonesia, how would you feel?
2. What would you say to him? What would you give him?
3. What would you expect him to do?
4. Would you expect him to do?
5. What if you were Rossi and meet your fans in Indonesia?
6. If you were Rossi. What would you do beside Yamaha ambassador?
7. If Rossi asked you bring him for holiday, which tourist destination that you should bring him?
8. If Rossi got injured while his travelling in Indonesia, what would you do as his guide?

**TASK. 10 Look at the pictures below! Make a dialogue and then write a dialogue based on the picture below! Then practice the dialogue in front of the class!**



*Building*

This is so great. I think others could benefit from learning about it. Can I share you work at our team meeting?.

For example: I'd like to tell you this is so great I think...



I'm so proud/glad/lucky to have you part of my team. Your work is really good  
Mr. Andi



We are so fortunate to have an innovator like you in our team

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Communicating

**TASK 11.** Tell your friend in front of the class about your plan/hope when you graduate from vocational high school, automotive engineering program. You can write the draft before practice it.

#### REFLECTION

At the end of this chapter, ask yourself these following question to see how effective your learning process is:

1. Are you able to identify the form and uses of would like to, and be going to ?
2. Can you make statements or question using would like to, and be going to?
3. Do you know when to use the expressions?

If your answer is “no” to one of these questions, read this chapter and do the activities again .

Don't hesitate to see your teacher and classmates to discuss with them how to make you understand and be able to use the expressions better.

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## MEMORY BANK

Repeat the words after your teacher to train your pronunciation. Memorize the words and the meaning. (Teacher should remind students in the further meeting to ensure they still remember the words)

WORDS	PRONUNCIATION	MEANING
Opportunity	/ˌɒpə(r)'tjuːnəti/	kesempatan
Accelerate	/ək'seləreɪt/	mempercepat
Characteristic	/ˌkærɪktə'rɪstɪk/	karakteristik
Features	/'fi:tʃə(r)/	fitur
Aerodynamic	/ˌeərəʊdaɪ'næmɪk/	aerodinamis
Presence	/'prez(ə)ns	kehadiran
Aggressive	/ə'ɡresɪv/	agresif
Brake	/breɪk/	rem
Optimum	/'ɒptɪməm/	optimal
Clutch	/klʌtʃ/	Kopling
Dialogue	/daɪə-'lɒɡ/	Dialog
Expression	ɪk-spreʃ-uh-n	Ekspresi
Intention	ɪn-ten-shuhn	Niat
Optimum	ɒp-tuh-muhl	Optimal

## CHAPTER 3

# GIVING ANNOUNCEMENT



**Learning goals:** The students are expected to be able write oral and written text to express and respond to announcement by consider the social function, text structure and linguistic features based on context



### WARMER

Find the words in this list based on the “Automotive Engineering”. The names can be up, down, forward, backward, or diagonal.

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

Sales manager

Customer service

Finance manager

HRD

Salesman

Technician service



Let's start

OBSERVING

**TASK 1. Look at the conversation between manager, secretary and branch head below! Then, answer the blank conversation!**

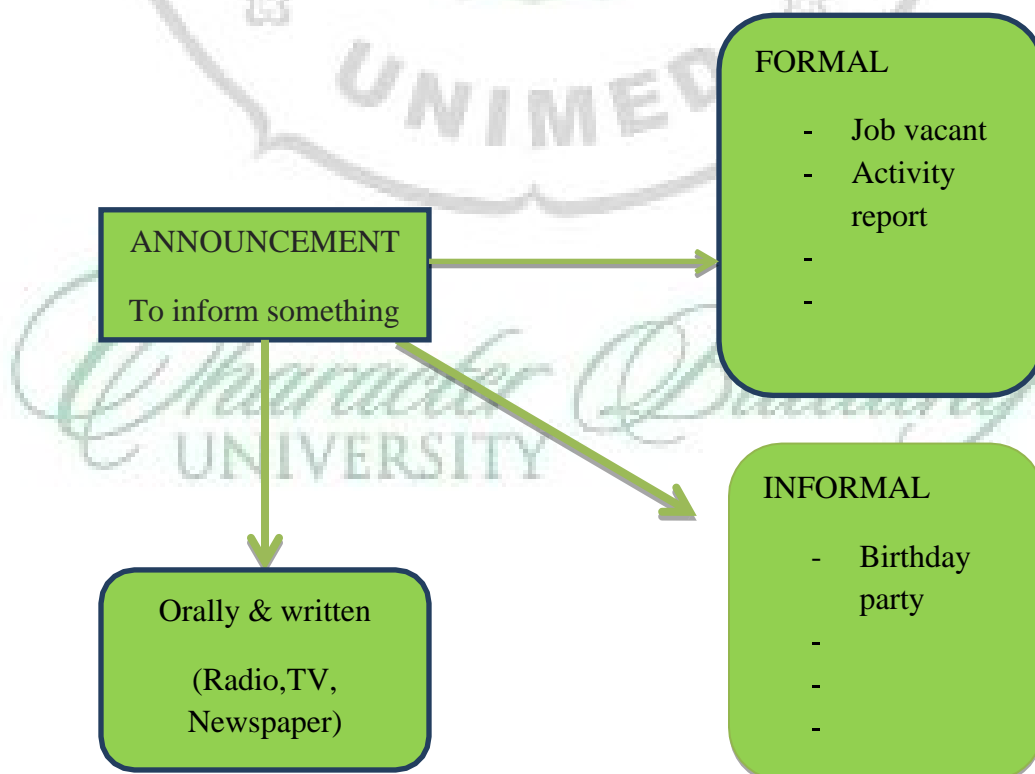


1. What is the manager wants to do?
2. What is the information that Anna should delivered?

## ASKING

**TASK 2 : Ask your friends some questions related to the topic that you will learn. Get some information about “Giving Announcement” and fill the blank diagram below**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





**TASK 3: You will find these following words on task 6. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find the meaning in your dictionary.**

Words	Meanings
1. Mechanic	
2. Information	
3. Attention	
4. Manage	
5. Handling	
6. Department	
7. Announcement	

**GKD**  
GEMALA KEMPA DAYA

**ASTRA Otoparts**

**GKD**  
**JOB VACANCY**

PT Gemala Kempa Daya, manufactures underbody automotive, subsidiary of PT Astra Otoparts Tbk. is calling smart young people to seize these career opportunity

**ENGINEERING STAFF**

**REQUIREMENT**

- Male, max 26 years old
- Diploma Degree, Mechanical / Manufacturing Engineering
- GPA min 2,9 (scale of 4,00)
- Fresh Graduate / experience are welcome to apply
- Able to think strategically with strong initiatives
- Willing to be placed at North Jakarta or Cikampek

**SUBMIT YOUR RESUME & RECENT PHOTOGRAPH TO :**  
hr.recruitment@lgp-astra.co.id  
Subject : ENG STAFF  
before : April, 30th 2018

Imagine that you are a radio broadcaster and you have to announce the job vacancy for the listener

**TASK4. Practice the conversation below in pairs in front of the class. You can make improvement for the dialogue based on your own words**

**CHECKED, PLEASE!**

Mr. Adam called his secretary Anna to clarify the differences amount of their balance sheet. Jonny was asking to tell Andy the mechanic staff in the company to ensure the problem. Anna met Jonny in Jonny's room.

Anna : Hi, Andy. Excuse me. Can I get in?

Andy : Yes, please. Is there any problem?

Anna : I need you to check your notes There are some transaction recording didn't mention in the balance sheet and made differentiation between the total purchase of spare parts Honda and Yamaha and balance sheet.

Andy : Really? I've done auditing process for the transaction in this month carefully.

Anna : I doubt that I understood the problem. I'm not the mechanic staff of this company. Mr. Adam just asked me to announce this information to you.

Andy : I'll discuss the problem with Johan. He is handling the item statement

Anna : Beside that we need the costs of motorcycle spare parts good changing reports. The marketing department needs it as the consideration for goods distribution

Andy :We are sorry for all the disorder report. The reconciliation in the end of month made us busier than before.

Anna : Just do your best Andy. You can solve this problem professionally.

Andy : Thankyou Anna. I'll check it again. I'll call you when I've done



Anna : All right, Andy. See you later.

After 2 hours , Andy meet Mr. Adam to report the result of the fault in the recording

Andy : Good morning, Sir. I need to discuss the fault of balance report

Mr. Adam : Allright Andy. You can explain me now

Andy : I've not the fault, audit the balance report, and marked. The problem is employee earning statement recording. The entry not recorded because the mechanic department still cancelled the report waiting for end of month to count of Suzuki double disc brake.

Mr. Adam : but they should report as the company's available time period.

Andy : Yes, they should. So, it's their mistake and I'll tell them. For another mistakes. I've fix it

Mr. Adam : Thank you Andy. **I need you to announce all the mechanic staff to attend the meeting after work.**

**TASK 5: Rearrange the sentences below to make it right the announcement after that, read the correct arrangement loudly and answer the following question.**

#### **Announcement for employees in a company**

I appreciate you for first for listening this attention and will do it rightly	
Attention!! Attention!!	
We hope that everybody can obey the regulation for your own safety.	
After the work hours end, please save your time for employee gathering tonight at 6 PM	
As the impact, the actual amount in the prime warehouse overloaded and the branch warehouse out of stock.	
Please use your safety cloack, eyeglass, and the other security tools before start the activity	1

Remind us the mess in our company about the fault of shipping and marketing. The employee often left their responsibility about the manufacturing flow	
In addition, watch out the sharp object, smell, radiation and the dangerous liquid	
The meeting held to discuss the employee works quality, the salary increasing, insurance and the mistake during the last period	

**TASK 6: Answer the following question based on the text above orally.**

For safety reason, the employees should using.....

1. The announcer really appreciate the employees for their...
2. There are... that the announcer delivered
3. The purposes of the meeting are...
4. There are the mess happened in the..

**TASK 7: Read the announcement below in front of the class loudly and understanding the structure of the announcement. You can find another source to get information of announcement**



## **HONDA ANNOUNCEMENT**

N.C.X CO.,LTD. is a leading company in the motorcycle industry , employing more than 850 qualifies. We are now seeking qualified and dynamic candidate to hold below position.

NCX HONDA/KOMATSU

1. Accounting manager (1 position)
2. Sale manager (1 position)
3. Field mechanic (10 position)
4. Engineer (4 position)
5. Logistic admin (1 position)

Address: Raya kebayoran lama Street, No 12 Jakarta Pusat

Contact: Andy Wijaya

ASSOCIATING

**TASK 8: Based on the announcement above, write down the opening, context and closing of the announcement**

TASK 8. Based on the announcement on the task 7, write down the opening, context and closing of the announcement

Part of announcement	Purposes	Detail

**TASK 9. Look at the picture below. Can you explain the differences of each announcement? Find out further information from another source to enrich your knowledge about announcement.**



Owner  
**Jorge Fajardo**  
**661-949-8338**  
 relations@tandautomotiveinc.com

8:00 AM - 6:00 PM  
**213 W. Pondera St.**  
**Lancaster, CA 93534**  
 www.tandautomotiveinc.com



Pink Balloons Girls 2nd Birt... by InvitationCentral Zazzle



Communicating

**TASK 10.** Choose one of the picture above and write your own announcement. Then write it orally in front of the class.

Give your comment to your friend while delivered her/his announcement in front of the class.

#### REFLECTION

At the end of this chapter, ask yourself this following question to see how effective your learning process is:

1. Do you know how to announce a piece of information orally?
2. Does an announcement have to contain information?
3. Do you know how to organize the information in an announcement?
4. Why people make an announcement?
5. Do you know the linguistic features of announcement
6. Where do you usually find announcement?

If your answer is “no” to one of these question. Read this chapter and do the activities again.



## MEMORY BANK

Repeat the words after your teacher to train your pronunciation. Memorize the words and the meaning. (Teacher should remind students in the further meaning to ensure they still remember the words)

WORDS	PRONUNCIATION	MEANING
Employee	/ɪm'plɔɪi:/	Karyawan
Machine	/mə'ʃi:n	Mesin
Develop	/dɪ'veləp	Berkembang
Mechanic	/mɪ'kæni:k	Mekanik
Regulation	/,regjʊ'leɪʃ(ə)n/	Regulasi
Important	/ɪm'pɔ:(r)t(ə)nt/	Penting
Advertising	/'ædvə(r),taɪzɪŋ/	Iklan
Purchase	/'pɜ:(r)tʃəs/	Membeli
Identify	/aɪ'dentɪfaɪ/	Identifikasi
Absence	/'æbs(ə)ns/	Absen
Security	si-kyoor-i-tee	Petugas keamanan
Informal	in-fawr-muhl	Tidak resmi

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## BIOGRAPHY

The writer's name is Siti Syafaiyah. She was born on August, 30<sup>th</sup> 1996 in Bangun Purba, Deli serdang. People usually call her Fia. She is the youngest daughter of Mr. Turiman Mrs. Jamilah. She has two brother namely Jaka Utami and M.Sofyan and one sister Tuti Indranai

Her formal education started from 2002-2008 in SDN No. 101990 B.Purba 2008-2011 she continued to junior high school in SMPN Then, she went to senior high school B. Purba in SMAN 1 B. Purba started from 2011-2014. After finishing the senior high school level, she proceed to the English Educational Study Program at State University of Medan and got her Sarjana in 2022.

Medan, January 2022  
The writer,

Siti Syafaiyah  
Reg. Number : 2141121046

