

**DEVELOPING AN ENGLISH SPEAKING MATERIAL FOR THE GRADE
ELEVEN STUDENTS OF AUTOMOTIVE ENGINEERING AT SMK
SANJAYA NGAWEN IN THE ACADEMIC YEAR 2013 – 2014**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Education**



By

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2013

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**DEVELOPING AN ENGLISH SPEAKING MATERIAL FOR THE GRADE
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SANJAYA NGAWEN IN THE ACADEMIC YEAR 2013/2014**

A THESIS



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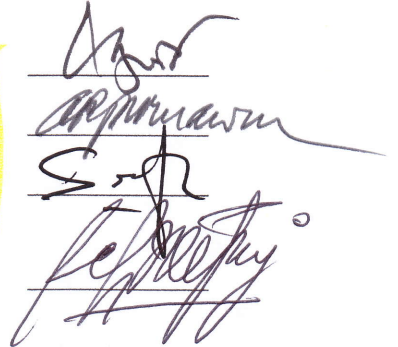
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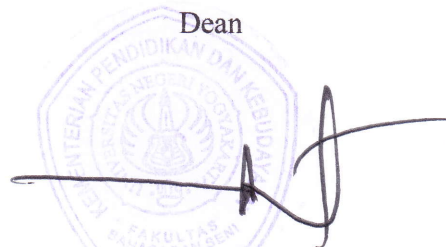


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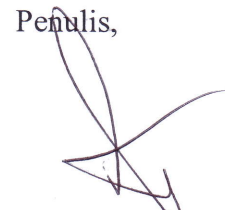
Judul Skripsi : *Developing an English Speaking Material for the Second Grade Students of Automotive Engineering in SMK Sanjaya Ngawen in the Academic Year 2013 – 2014.*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau di perguruan tinggi lain kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2014

Penulis,



Parwaka Budi Kusuma

DEDICATIONS

I dedicate this thesis to:

My father, my mother, my sister, and my little nephews and nieces, and to all people who supported me during the process of finishing this thesis...

Thanks for all, thanks for everything...

I just wish I could have done a better job for you....

MOTTOS

“Whatever the result is, just do the best.”

(Anonymous)

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Yogyakarta, March 2014

The Writer

Parwaka Budi Kusuma

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**DEVELOPING AN ENGLISH SPEAKING MATERIAL FOR THE
SECOND GRADE STUDENTS OF AUTOMOTIVE ENGINEERING IN
SMK SANJAYA NGAWEN IN THE ACADEMIC YEAR 2013 – 2014**

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This study aimed at (1) designing an English speaking material for the second grade students of automotive engineering in SMK Sanjaya Ngawen and (2) designing learning activities to improve the speaking skill of automotive engineering students in SMK Sanjaya Ngawen.

The study was research and development (R & D). The steps of the study are conducting needs analysis, writing the syllabus and the first draft of the material, expert judgment, and writing the final draft of the material. In this research, the instruments were interview guidelines, needs analysis questionnaire, and expert judgment questionnaires.

The results of the study indicate that (1) the students wanted to work abroad after they have graduated and they will always use English in their workplace, (2) The students' weaknesses in learning speaking were the lack of vocabulary, (3) the students needed the speaking material which was appropriate to their study program, and (4) the students needed some supporting activities in the material to help them improving their speaking skill like games or role play. To meet those needs, a five – section English speaking material was then developed; those are (1) Lead – in, (2) Lesson Proper, (3) Evaluation, (4) Homework, (5) Reflection, and (5) Summary. There were three units in the speaking material which was developed; each unit contains 14 – 17 tasks. The appropriateness of the speaking material was shown by the value of mean 4.35, which means that the speaking material was appropriate to the students' needs.

CHAPTER I

INTRODUCTION

A. 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.

English is one of the compulsory subjects in Indonesia. It has been taught broadly from elementary schools to senior high schools or vocational high schools. The guidance to teach English is stated in the standard of competence and the basic of competence which is issued by the government. An English teacher has to be familiar with the standard of competence and basic of competence before teaching in the classroom. For each school, the standard of competence and basic of competence are designed differently, so the English teacher has to be careful in preparing the syllabus, lesson plan, and instruction materials for teaching.

The aims of teaching English in vocational high school are to prepare the students with communicative competence to support them in achieving their competence skill and prepare the students to develop their

communication skill to the highest level. The other aim is to prepare the students to be able to apply their English skill to communicate in the intermediate level, either written or spoken. There are three aspects of teaching English in vocational high school; those are basic communication of novice level, basic communication of elementary level, and basic communication of intermediate level.

Considering the standard competence and basic competence of English, the English teachers and the headmaster of a vocational high school have to be selective in choosing and preparing the teaching materials, because in vocational high school, the students learn English to support and develop their competence skill when they have graduated from the school.

In SMK Sanjaya Ngawen, the students' English competence, especially speaking is relatively low. One of the factors is the lack of teaching material and teaching media which can help the students to learn English in order to develop their speaking skills.

Based on the interview that had been conducted during the observation, the students' learning motivation is relatively low. They do not realize that learning English is important for their future. Some occupations need English as a minimum requirement, either for the job seekers or for those who wants to develop their career in that, including the ability in speaking English. The other problem is the lack of motivation to practice the second language in daily conversation, so that the students are too shy and afraid to take part in speaking practice.

Another problem is the problem related to the teaching material. The teaching material, especially for speaking, is very limited. In the teaching and learning process, the use of students' worksheet (LKS) is dominant because the amount of course book is very limited. The content of the LKS is less relevant to the students' need, especially for speaking, so the improvement and development of the students' English speaking skill is limited.

Based on some findings above, the writer wants to try to develop an English speaking material for the second grade students of SMK Sanjaya Ngawen. The English speaking material developed is hopefully contributed to help the teaching and learning process of speaking in order to improve and develop the students' speaking skill for the students' need in the future.

B. Identification of the Problem

Before talking about the problems related to the students' speaking skill, the researcher wants to discuss the general situation of the school. The first is the location of the school itself. The school is located in a village which is still quiet, so there are almost none activities which can disturb the teaching and learning process in it. The classroom equipment is the same as the one in other schools; every classroom contains forty students aged 16 to 20 years old.

There are many problems related to the speaking skill in SMK Sanjaya. The first is the problems related to the students. The students do not realize the importance of studying English for their needs when they want to improve

their career after they have graduated from the school. The next problems related to the students are the lack of vocabulary and having low confidence in practicing speaking, so they have difficulties on how to maintain the oral communication process when they interact with other people.

The other problems are related to the teacher, the teaching media, and the teaching and learning process. The teacher seldom uses classroom English; the teacher speaks more in bahasa Indonesia or bahasa Jawa in the teaching and learning process of English. The use of teaching media for English course and the amount of teaching material, especially for teaching speaking is still low; the teacher only uses students' worksheet (LKS) in the teaching and learning process. In the teaching and learning process, the students are only asked to do the exercises in the students' worksheet (LKS) and also translating words and sentences from English to bahasa Indonesia. This situation makes the teaching and learning process of English, especially speaking, is less maximized and monotone, so it will resist the student in practicing the oral communication in foreign language for their needs.

Related to the materials for the teaching and learning process, as explained before, the teacher only uses students' worksheet (LKS) for teaching in every meeting. The amount of course book is very limited. The other problem is that the teacher seldom develops materials to support the teaching and learning process, especially speaking. Besides that, the content of the students' worksheet (LKS) is too general, not specified based on the

learning needs of the students of automotive engineering, so it will resist the students in practicing and developing their speaking skill.

In response to the conditions above, the researcher tries to develop an English speaking material for the students in SMK Sanjaya Ngawen. The researcher will also try to know the effectiveness of the material used for teaching speaking.

C. Limitation of the Problem

Based on some limitation, the researcher limits the problem into developing an English speaking material and task which is relevant to the curriculum and the learners' capacity. It is conducted to find out what the learners need on the speaking skills which are relevant for their needs in their future.

D. Formulation of the Problem

Based on the limitation above, the researcher formulates the problem as follows:

1. What are the target needs of the eleventh grade students of automotive engineering in SMK Sanjaya Ngawen?
2. What are the learning needs of the eleventh grade students of automotive engineering in SMK Sanjaya Ngawen?

3. How can an English speaking material for the eleventh grade students of automotive engineering in SMK Sanjaya Ngawen be designed?

E. Objective of the Research

Based on the problem formulation above, the objectives of the research are:

1. To find out the target needs of the eleventh grade students of automotive engineering in SMK Sanjaya Ngawen.
2. To find out the learning needs of the eleventh grade students of automotive engineering in SMK Sanjaya Ngawen.
3. To design an English speaking material to be relevant for the eleventh grade students of automotive engineering in SMK Sanjaya Ngawen.

F. Significance of the Research

This research is expectantly hoped to give a valuable contribution to the following parties:

1. To the students of SMK Sanjaya Ngawen, the result of the research can be used as media for learning English, especially speaking, as anticipation for their needs.

2. To the English teacher of SMK Sanjaya Ngawen, the result of the research can be an example on how to design English teaching and learning material, especially for speaking.
3. To the headmaster of SMK Sanjaya Ngawen, the result of the research can be used to give experiences in conducting research and development, especially in developing materials for the teaching and learning process of English.
4. To other researchers, the result of the research can be a reference on how to develop the English teaching and learning material, especially speaking.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Speaking

a. Definitions of Speaking

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

Speaking is a productive skill which involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, and Williams, 2005). Moreover, Chaney (1998) in Kayi (2006) defines speaking as the process of building and sharing meaning through using verbal and non verbal symbols in a variety of contexts.

Another definition is proposed by Harmer (2007: 343). He defines speaking as an activity which happens when two people are engaged in talking to each other. In this activity, speakers have to share their ideas, thoughts, or opinions during the speaking activity.

From those definitions above, it can be concluded that speaking is an activity involving two or more people to share their thoughts, ideas, or feelings by using verbal and non verbal symbols. There is an interaction among people in a speaking activity either verbal or non verbal which can be learnt by using some techniques or methods.

b. Problems Related to Speaking Skill

There are many problems related to the speaking skill which make speaking difficult, especially for students. Those problems have to be considered by the teacher when he or she teaches the oral skill to their students. Brown (2001: 270 – 271) listed problems related to speaking skill as follows:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced Forms

Contractions, elisions, reduced vowels. etc, all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance Variables

One of the advantages of spoken languages is that the process of thinking as people speaking allows them to manifest a certain number of performance hesitations, pauses, backtracking, and correction. Learners can actually be taught how to pause and hesitate.

5. Colloquial Language

Make sure that the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of the teacher's tasks is to help the learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and intonation

This is the most important characteristics of English pronunciation. The stress – timed rhythm of spoken English and its intonation partners convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum – without interlocutors – will decrease speaking skill of its richest component: the creativity of conversational negotiation.

Those are problems related to speaking skill, which makes speaking difficult, either for the learners or the teachers. Based on the explanations above,

the speaking skill has to be improved in order to enable the learners to interact and share the ideas and thoughts with other people in daily life.

c. Language Skills of Speaking

As in listening, reading, and writing, speaking also has language skills. These skills have to be considered in the process of teaching speaking so that the learners will not only be able to speak but also have ability in maintaining the process of oral communication so that the learners will be able to convey and negotiate meaning to others.

Brown (2001: 142 – 143) divides language skills of speaking into macroskills and microskills. The macroskills of speaking deals with larger elements such as fluency, discourse, functions, style and cohesion, nonverbal communication, and strategic options. Those macroskills of speaking are:

1. Appropriately accomplishing communicative functions according to situations, participants, and goals appropriately,
2. Using appropriate styles, registers, implicature, pragmatic conventions, conversation rules, floor – keeping and – yielding, interrupting, and other sociolinguistics features in face – to – face conversations,
3. Conveying links between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization and exemplifications,
4. Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal languages, and

5. The ability in developing and using speaking strategies.

Meanwhile, the microskills of oral communication refer to producing the smaller chunks of languages such as phonemes, morphemes, words, collocations, and phrasal units. Those microskills are explained below:

1. Producing differences among English phonemes and allophonic variants,
2. Producing chunks of language of different lengths,
3. Producing English stress patterns,
4. Producing reduced forms of words and phrases.
5. Using an adequate number of lexical unit (words)
6. Producing fluent speech at different rates of delivery.
7. Monitoring one's own oral productions and uses various strategic devices,
8. Using grammatical word, systems, patterns, rules, and elliptical forms.
9. Producing speech at natural constituent,
10. Expressing a particular meaning in different grammatical forms,
11. Using cohesive devices in spoken discourse.

Based on the explanation above, macroskills and microskills are two important parts of speaking skill which have to be considered by the teacher in teaching oral communication. By considering them, the learners will not only be able to speak to express their thought and feelings, but also have abilities in maintaining conversation based on the context of situation by using an adequate number of lexical unit, grammatical forms, and cohesion devices.

d. Teaching Speaking

Speaking is one of the four main skills in second language teaching. It can be learnt or taught by using many methods and media. But in some schools, teachers seldom use any method or media to improve the students' speaking skill. The students are only asked to memorize words and their meanings, do the students' workbook, or memorize dialogues. Now, the goal of teaching speaking is to improve students' communication skills in order to be able to express their thought, ideas, or feelings, and learn how to follow social rules in communication activities.

According to Nunan (2003) in Kayi (2006), the main aim of teaching speaking is to prepare the learners to be able to:

1. Produce the English sounds and speech patterns.
2. Use words and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and the subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Based on the main aim of teaching oral communication above, a teacher has to design speaking activities which can cover the skills of speaking, either

macroskills or microskills. In designing speaking activities, there are seven principles which should be considered, as proposed by Brown (2001: 275 – 276):

1. Use techniques that cover the spectrum of learner needs, from language – based focus on accuracy to message – based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

For the principles above, teachers do not only teach how to speak English fluently, but also have to be taught on how to encourage the development of speaking strategies in order to know how to maintain the communication activity.

Besides considering the principles of designing speaking tasks above, teachers have to know their roles in teaching speaking, as proposed by Harmer (2007: 347 – 348):

1. Prompter.

Sometimes, students get lost on what they want to say next or sometimes they get lost their fluency in what they say. In this role, teachers have to help the students by offering the best options or

suggestions to help the students leaving out their sense of frustration if they come to the dead end of language or ideas.

2. Participant

In this role, teachers have to be good role models when asking students to produce language. It can be achieved by setting up an activity clearly with an enthusiasm. Another way to be good participants is by introducing new information related to the topic to help the students engaged to the teaching and learning process and also maintaining a creative atmosphere.

3. Feedback Provider

Here, teachers have to know how to give feedback for every student's speaking performance. The feedback given to the students has to be suitable with the students' performance. If there is a students who gets difficulties in his or her performance, the teacher has to give helpful and gentle correction to help the student maintain his or her communicative activity. For the students who performed well, teachers have to assess what they have done, and tell them that their performance went well.

In the process of teaching and learning oral communication, there is some guidance for teachers which have to be considered when they want to teach this skill to the learners, as proposed by Nunan (2003) in Kayi (2006):

1. Provide maximum opportunity to the students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in the class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was very great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract students from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in group or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.

11. Diagnose problem faced by the students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

By understanding the aims of teaching speaking, the principles of designing speaking activity, the roles, and the guidance, the teaching and learning activities in the classroom can be maximized in order to improve the students' speaking skill so that all microskills and macroskills of speaking can be achieved by the students.

e. Speaking in Vocational Schools

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 written or spoken, and to prepare the learners to be able to communicate in daily life, and 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 able to apply their ability of English to communicate, either spoken or written, on the intermediate level. There are three aspects of teaching English in vocational school; those are Basic English communication in novice level, Basic English communication in elementary level, and Basic English communication in intermediate level.

The second grade of vocational school is categorized into an elementary level. Here, the students have to be able in expressing transactional or interpersonal meaning in the form of request or command which is related to certain jobs, either formal or informal. The standard of competence and the basic of competence of the first semester of second grade of vocational school are shown in the table below.

Table 1.1: The standard and basic competencies of English in vocational school.

Standard of Competence	Basic of Competence
1. Communicating in English at Novice Level	1.1 Understanding basic expressions in the social interaction. 1.2 Mentioning things, people, characteristics, times, days, months, and years. 1.3 Describing things, people, characteristics, times, days, months, and years. 1.4 Producing simple expressions for basic functions. 1.5 Explaining activities which are being held. 1.6 Understanding memo and simple menu, schedule of public transportations, and traffic signs. 1.7 Understanding foreign words and terms and simple sentences based on some patterns.
2. Communicating in	2.1 Understanding daily simple conversation

<p>English at Elementary Level</p>	<p>both in professional and personal contexts with non-native speaker.</p> <p>2.2 Taking notes of simple messages both in direct interaction and communication using devices.</p> <p>2.3 Listing jobs description and educational background both in spoken and written language.</p> <p>2.4 Telling the past jobs and the plan for future jobs.</p> <p>2.5 Expressing feelings.</p> <p>2.6 Understanding simple instructions</p> <p>2.7 Making short message, directions, and lists in the acceptable dictions, spellings, and grammar.</p>
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The students of vocational school are categorized into adolescent learners.

As explained by Harmer (2007: 83 – 84), the characteristics of adolescent learners are still searching for their self identity and need to feel good and be valued of their self – esteem. Besides that, most of the adolescent learners understand the need for learning and, with the right goals, can be responsible enough to do what is asked for them. In response to the characters of the adolescent learners, teachers have to design materials with topics which the students can react to. The students have to be encouraged to respond to the texts and situations with their own thoughts and experiences, rather than just answering questions and doing abstract learning activities.

From the explanation above, it can be concluded that speaking in vocational school is important for the students for their needs when they have graduated from

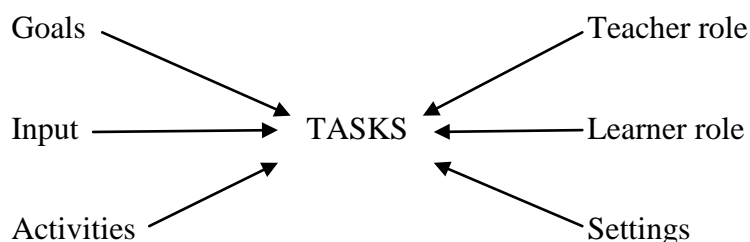
their school. By considering the characteristics of the vocational school students, it will help the teacher in designing speaking activity in order to improve the students' speaking skill so that the students are able to practice their speaking skill for daily communication.

2. Designing Task

Nunan (1990: 10) defines task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. From this definition, a task is a part of classroom activity which requires learners to be active participants in it while they are focusing on the meaning of the language itself.

Before designing a task or a learning material, it is important for a teacher or a material developer to know the components of a task. The component of a task is proposed by Nunan (1990: 48) as shown in a chart below:

Chart 2.1: The component of a task (Nunan: 1990):



a. Goals

Goals are the vague general intentions behind any given learning task.

They provide a point of contact between the task and the broader

curriculum. Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior. It can be concluded that besides provide a relation between the task and the curriculum, goals also related to a range of general outcomes or related to the description of teachers or learners behavior.

b. Input

Input refers to the data that form the point of departure for the task. Input for communicative tasks can be derived from a wide range of sources. The sources of an input can be taken from articles for newspapers, magazines, and journals, radio and television scripts, news stories and reports, research reports, short stories, press releases, and so on. From that explanation, it can be concluded that input is the data from any sources which can be used to develop any learning media or learning activities in order to help the students learn language effectively.

c. Activities

Activities specify what learners will actually do with the input which forms the point of departure for the learning task. There are three principal learning activities; those are information – gap activity; that is an activity of transferring given information from one person to another, or from one form to another, or from one place to another. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the

other. The next is reasoning – gap activity, which is an activity of deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher’s timetable on the basis of given class timetables, and the last is opinion – gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation, for example like a story completion. The activity may involve using factual information and formulating arguments to justify one’s opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

Other types of task activities are proposed by Pattison (1987) in Nunan (1990: 68), those are questions and answers, which based on the notion of creating an information gap by letting learners to make a personal and secret choice from a list of language items which all fit into a given frame, dialogues and role – plays, which can be wholly scripted or wholly improvised.

Another type of task activities is matching activities, which recognize the students to match items, or to complete pairs or sets. The next is communication strategies, which is designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback, and simplifying. The

other tasks activities are pictures and picture stories, which can stimulate any communication activities, for example spot the difference, memory test, or sequencing pictures to tell a story, puzzles and problems, which require learners to ‘make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning’, and the last is discussions and decisions, which require the learner to collect and share information to reach a decision.

From the explanations above, it can be concluded that activities are what the learners will do to the input in order to achieve the point of learning tasks. There are many kinds of activities which can be applied in the learning materials in order to improve the students’ language skills.

d. Teacher and Students’ Roles

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 1990: 79). It means that both teacher and students have to be active during the teaching and learning process in the classroom. In order to make the students more active in the classroom, teacher may use any activities which encourage the students about the nature of language and ways to learn. It is more effective than asking the students to memorizing and manipulating the language.

According to Richards and Rodgers (1986) in Nunan (1990: 84), the roles of the teacher are related to:

1. The types of functions teachers are expected to fulfill, such as, whether that of practice director, counselor, or model.
2. The degree of control the teacher has over how learning takes place.
3. The degree to which the teacher is responsible for content.
4. The interactional patterns that develop between teachers and learners.

It can be concluded that roles are the parts which should be considered by teacher and students in order to carry out the task and maintain the social relationship in the classroom. It is important for teacher to use any activities in order to make the students become more active rather than asking students to memorize and manipulate the language.

e. Settings

Settings refer to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside in the classroom. Related to the setting, there are two different aspects of the learning situation. The first is mode, which is refers to whether the learner is operating on an individual or group basis. The second is environment, which is refers to where the learning actually takes place. Considering those two different aspects of the learning situation, the tasks should have three particular benefits below:

1. They provide learners with opportunities for genuine interactions which have a real – life point to them,
2. Learners can adopt communicative roles which bypass the teachers as intermediary.
3. They can change the in – class role relationship between teacher and pupils. (Stevens (1987:171) in Nunan (1990:93))

Those are the components of task which should be considered by teachers and material developers. It can be concluded that the goals and the activities in a task or a learning material should be understood clearly by the teacher and the students. Besides that, the input should be encouraging to the students. Also, the role of the teacher and students, and the setting in the task should be understood clearly in order to make the teaching and learning process more effective.

3. English for Specific Purposes (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 decisions as to 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' needs. 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 economic, 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 for prestige, but also because English is the key of those three fields. As English become the international language, it creates a new 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 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 needed 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 learner

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 learners' needs would improve the learners' motivation and make 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. Needs Analysis on ESP

Before conducting a course design, needs analysis is needed in ESP in order to specify why the learners need to learn English. There are two kinds 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 the target situation.

In analyzing the target needs, there are three considerations which should be considered namely necessities, lacks, and wants.

a. Necessities:

This term belongs to what the learners have to know in order to function effectively in the target situation. Learners will also need to know the linguistics features – discourse, functional, structural, and lexical – which are commonly used in the situations identified.

b. Lacks

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

c. Wants

This term belongs to what the learners' need from an ESP course. Here, before starts designing an ESP course, teachers and material developers have to know what are needed by the learners from joining an ESP course.

2. Learning needs

Learning needs are the knowledge and abilities that learners will require in order to be able to perform to the required degree of competence in the target situation. The information about learning needs may be recorded in the form of language items, skills, strategies, or subject knowledge which is needed by ESP course designers.

c. ESP Course Design

Hutchinson and Waters (1987: 65) define course design as the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching – learning experiences, which the aim is to lead the learners to a particular state of knowledge. This process deals with producing a syllabus, adapting or producing materials according to the syllabus, developing the teaching method for the material, and evaluating the teaching and learning process by which the specific goals of ESP teaching will be measured. The steps of ESP course design will be explained below:

1. Designing Syllabus

A syllabus is a document which says what will, or at least, what should be learnt (Hutchinson and Waters, 1987: 80). There are some reasons why a syllabus is needed in the process of ESP course design:

- a. Language is a complex entity. Here, a syllabus provides a basis for the division of assessment, textbooks, and learning time.

- b. A syllabus also gives moral support to the teacher and learner, in that it makes the language learning task appear manageable.
- c. The syllabus can be seen as a statement of project routes, so that teacher and learner are not only having an idea of where they are going, but also how they might get there.
- d. A syllabus is an implicit statement of views on the nature of language and learning. It tells the teacher and the students not only what it is to be learnt but also why it is to be learnt.
- e. A syllabus provides a set of criteria for materials selection and/or materials writing.
- f. A syllabus is one way in which standardization of any institutionalized activity is achieved.
- g. There are some criteria to decide the success and the failure in a teaching and learning activity, so a syllabus provides a visible basis for testing.

2. Materials Design

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 reasons for this:

- a. A teacher or institution may wish to provide teaching materials that will fit the specific area of particular learners, and the materials may not be available commercially.

- b. Even when suitable materials are available, it may not be possible to buy them because of currency or import restrictions.
- c. 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 teach; they encourage learners to learn. The characteristics of a 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 the nature of language and learning. In writing a material, an author should be able to make a decision on what the language learning consists 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 materials for 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 of conveying information and feelings 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 an 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 needs requires in their field.

3. Methodology

In designing an ESP course, selecting an appropriate teaching methodology is important. There are some basic principles of language teaching which should be considered before selecting a teaching methodology for ESP, as proposed by Hutchinson and Waters (1987: 128 – 130):

a. Second language learning is a developmental process

Learners use their existing knowledge to make the new information comprehensible. The learners' existing state of knowledge is a vital element in the success or failure in learning, and the good teacher will consequently try to establish and exploit what the learners already know.

b. Language learning is an active process.

It is not enough for the learners just to have the necessary knowledge to make things meaningful; they must also use the knowledge. To make the clear concept of 'active', there are two kinds of activity in language learning; those are psycho – motor activity, which is, the observable movement of speech organs or limbs in accordance with the signals from the brain, and language processing activity, that is, the unobservable activity deals with the ability of organizing information into a meaningful network of language. Those two kinds of activity in language learning, in practical, should be judged based on how much the learners have to think, to use their cognitive capacities and knowledge of the world to make sense of the flow of new information.

c. Language learning is a decision – making process

This principle means that a language learner should be a decision – maker of what the new knowledge is, how it relates to the existing knowledge, what the underlying pattern is, the existing rule of appropriateness, which is the important information, and which one is not important.

d. Language learning is not just a matter of linguistics knowledge

The most fundamental problem is the mismatch between the learners' conceptual /cognitive level with the learners' linguistics

level. This is a particular problem in ESP, where the learners' knowledge of the subject specialism may be of a very high level, whereas their linguistics knowledge is null. Teaching must respect both levels of the learners' state.

- e. Language learning is not the learners' first experience with language

Language learners are already competent in one language. They do not know the specific forms, words, or possibly some of the concepts of the target language, but they know what communication is and how it is used. Learners' knowledge of communication should be actively exploited in second language learning, for example by getting students to predict, before reading or listening.

- f. Learning is an emotional experience

The focus of the teaching and learning process of ESP is to develop the positive emotions for the learners, for examples, by:

- Using pair and group work to build on existing social relationships.
- Giving students time to think and generally avoiding undue pressure
- Putting less emphasis on the product (the right answer) and more on the process of getting an answer.
- Valuing attitude as much as aptitude and ability.

– Making ‘interest’, ‘fun’, ‘variety’, primary considerations in materials and methodology, rather than just added extras.

g. Language learning is to a large extent incidental

Language learners can learn a language incidentally, while thinking about something else. The problems to be solved in a problem – solving approach do not have to be language problems. The important point is that the problems should oblige the learners to use the language and thereby to fix the language into the matrix of knowledge in their minds.

h. Language learning is not systematic

People learn language by systematizing knowledge, but the process is not systematic. Language learners have to make an internal system that may help them learn the language itself.

4. Material Development

a. Definitions of Material Development

According to Graves (2000:14), material development is the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Meanwhile, Tomlinson (1998:2) defines that materials belong to anything which is used by teachers or learners to facilitate the learning of a language. Materials can be in the form of cassettes, videos, CD – Roms, dictionaries, grammar books, readers, workbooks, or photocopied exercises. Other forms of material are newspapers, food packages, photographs, live talks by

invited native speakers, instructions given by a teacher, tasks written on cards, or discussion between learners. In other words, materials can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language.

Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways designed to promote language learning (Tomlinson, 1998: 2). Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide examples of language use or read a poem aloud. Those are the input that can be used in order to learn language effectively.

Related to materials development, Tomlinson (1998: 3 – 15) proposes some principles as follows:

1. Materials should achieve impact.

Impact is achieved when materials have a noticeable effect on learners that is when the learners' curiosity, interest, and attention are attracted. If the impact is achieved, there is a better chance that some of the language in the materials will be taken in for processing. Materials can achieve impact through:

- a. Novelty (e.g. unusual topics, illustrations and activities).
- b. Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text types taken from many different types of sources; using a number of different instructor voices on a cassette).

- c. Attractive presentation (e.g. use of attractive colors; lots of white space; use of photographs).
- d. Appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaged stories; universal themes; local references).

The impact for each learner is variable. In order to maximize the achieved impact the writer needs to know as much as possible about the target learners and about what is likely to attract their attention. The more varied the choice of topics, texts and activities the more likely is the achievement of impact.

2. Materials should help learners to feel at ease.

Materials can help the learners to feel comfortable in a number of ways, for example:

- a. By providing lots of white space than lots of different activities that are crammed together on the same page.
- b. By providing texts and illustrations that the learners can relate to their own culture than they are with those which are culturally exotic.
- c. By giving help to the learners to learn than always testing the learners.

Feeling at ease can also be achieved through content and activities which encourage the personal participation of the learners, through materials which relate the world of the book to the world of the learner

and through the absence of activities which could threaten self – esteem and cause humiliation. By enabling the students to connect what they have learned in the book to the real world and giving help to the learners to learn language, the materials can make the learners feel at ease.

3. Materials should help learners to develop confidence

In order to develop confidence to the learners, material developers can design activities which try to ‘push’ learners slightly beyond the learners’ existing proficiency by engaging them in tasks which are stimulating, which are problematic but which are achievable too. It can also help the activities that encourage the learners and to develop their existing extra – linguistics skills, such as those which involve being imaginative, being creative or being analytical.

4. Materials should require and facilitate learner self – investment

Here, materials can help the learners to achieve their self investment by providing them with choices of focus and activity, giving them topic control and by engaging them in learner – centered discovery activities. Other ways to achieving learner investment are involving the learners in mini – projects, involving them in finding supplementary materials for particular unit in a book and giving them responsibility for making decisions about which texts to use and how to use them.

5. Materials should expose the learners to language in authentic use

Materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written

texts they include. They can also stimulate exposure to authentic input through the activities they suggest. In order to facilitate acquisition the input must be comprehensible. Ideally, materials at all levels should provide frequent exposure to authentic input which is rich and varied. In other words the input should vary in style, mode, medium, and purpose should be rich in features which are characteristics of authentic discourse in the target language.

6. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

A teaching material should provide opportunities for such interactions in a variety of discourse modes ranging from planned to unplanned. Interaction can be achieved through, for example:

- a. Information or opinion gap activities which require learners to communicate with each other and/or teacher in order to close the gap.
- b. Post – listening and post – reading activities which require the learners to use information from the text to achieve a communicative purpose.
- c. Creative writing and creative speaking activities such as writing a story or improvising a drama.
- d. Formal instruction given in the target language either on the language itself or on another subject.

7. Materials should take into account that learners differ in affective attitudes

Each class of learners using the same materials will differ from each other in terms of long – and short – term motivation and of feelings and attitudes about the language, their teachers, their fellow learners and their learning materials, and of attitudes towards the language, the teacher and the materials. It is important for a material developer to be aware of the inevitable attitudinal differences of the users of the materials. A material developer should diversify language instruction as much as possible based upon the variety of cognitive styles and the variety of affective attitudes likely to be found among a typical class of learners by doing the ways below:

- a. Providing choices of different types of text.
- b. Providing choices of different types of activities.
- c. Providing optional extras for the more positive and motivated learners.
- d. Providing variety.
- e. Including units in which the value of learning English is a topic for discussion.
- f. Including activities which involve the learners in discussing their attitudes and feelings about the course and the materials.
- g. Researching and catering for the diverse interests of the identified target learners.

- h. Being aware of the cultural sensitivities of the target learners.
 - i. Giving general and specific advice in the teacher's book on how to respond to negative learners.
8. Materials should permit a silent period at the beginning of instruction

A silent period can facilitate the development of effective internalized grammar which can help learners to achieve proficiency when they eventually start to speak in the second language. The important point is that the materials should not force premature speaking in the target language and they should not force silence either. Ways of giving learners the possibility of not speaking until they are ready include:

- a. Starting the course with a total physical response (TPR) approach in which the learners respond physically to oral instructions from a teacher or cassette.
- b. Starting with a listening comprehension approach in which the learners listen to stories in the target language which are made accessible through the use of sound effects, visual aids and dramatic movement by the teacher.
- c. Permitting the learners to respond to target language questions by using their first language or through drawings and gestures.
- d. It usually involved introducing new vocabulary or structures through stories which the learners responded to by drawing and/or using their first language and through activities in which the

whole class mimed stories by following oral instructions from the teacher.

Those are the principles of material development which should be considered by a material developer or a teacher who wants to develop a learning material for his or her learners. By considering the principles of material development above, the learning material which will be compiled can help the learners to achieve the competences which are required in the language skill that they are studied.

b. The Process of Materials Writing

There are five general steps in designing learning material, as proposed by Tomlinson (1998: 97) below:

a. Identification

In this step, a material developer identifies what is needed by the learners. Here, the material developer also identifies what problem to be solved by creation of the materials.

b. Exploration

After the material developer identifies the learners' need, then the next step is exploring the area of need or problems in terms of language, meanings, functions, skills, etc.

c. Contextual Realization

In this step, the material developer starts writing the materials by finding suitable ideas, contexts, or texts with which to work.

d. Pedagogical Realization

In this step, the material developer finds appropriate exercises and activities and the writing of appropriate instructions for use.

e. Physical Production

The material developer begins to design material, involving considerations of layout, type size, visuals, reproduction, etc.

By considering the steps of designing material above, a material developer or a teacher will be able to design a learning material which is suitable with the learners' need in order to be able to use their language skills inside the classroom or in the real world.

c. Steps in Designing Materials

There are five steps in designing materials as proposed by Tomlinson (1998: 247). Those steps are explained as follows:

1. Needs analysis

In this first step, the material developer collects information related to the material which is needed by the teacher and the learners in the classroom.

2. Goals and Objectives

After conducting needs analysis, the material developer determines the goals and objectives of the material which will be designed.

3. Syllabus design

Here, the material developer starts designing syllabus which is based on the curriculum and the result of needs analysis. The syllabus, then, becomes a basic for the material which will be arranged.

4. Methodology/Materials

In this step, the material developer starts designing the learning material. The material developer also finds out the teaching method which is suitable to the teaching material itself.

5. Testing and evaluation

After designing the material, the material developers then conducted a try out. Here, during the try out session, the material developer also obtains feedback from the teacher and the students as a basic of evaluation in order to improve the material.

d. Materials Evaluation

This step is important in developing a learning material. It is conducted in order to know the strength and the weaknesses and the effectiveness of the material itself. Beside that, evaluation is needed to improve the material which has been arranged and tested. Tomlinson (1998: 227 – 231) proposed 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 in the verbal form, such as a 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 a task. Components which should be prepared in evaluating task are questions related to the material such as approach, purpose, focus, scope, 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 teacher's and the learner's opinions about the task. The information can be collected: (1) before the task is used, (2) while the task is used, and (3) on completion of the task.

4. Analysis of the information collected

One of the major decisions facing the evaluator at this stage of evaluation is whether to provide a quantitative or a qualitative analysis data. A quantitative analysis involves 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 technique 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 the questionnaire they had completed in finishing the task.

5. Conclusions and recommendations

In this last step, the difference between conclusions and recommendations should be defined clearly. Conclusions relate to what has been discovered as a result of the analysis, while recommendations 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 question.

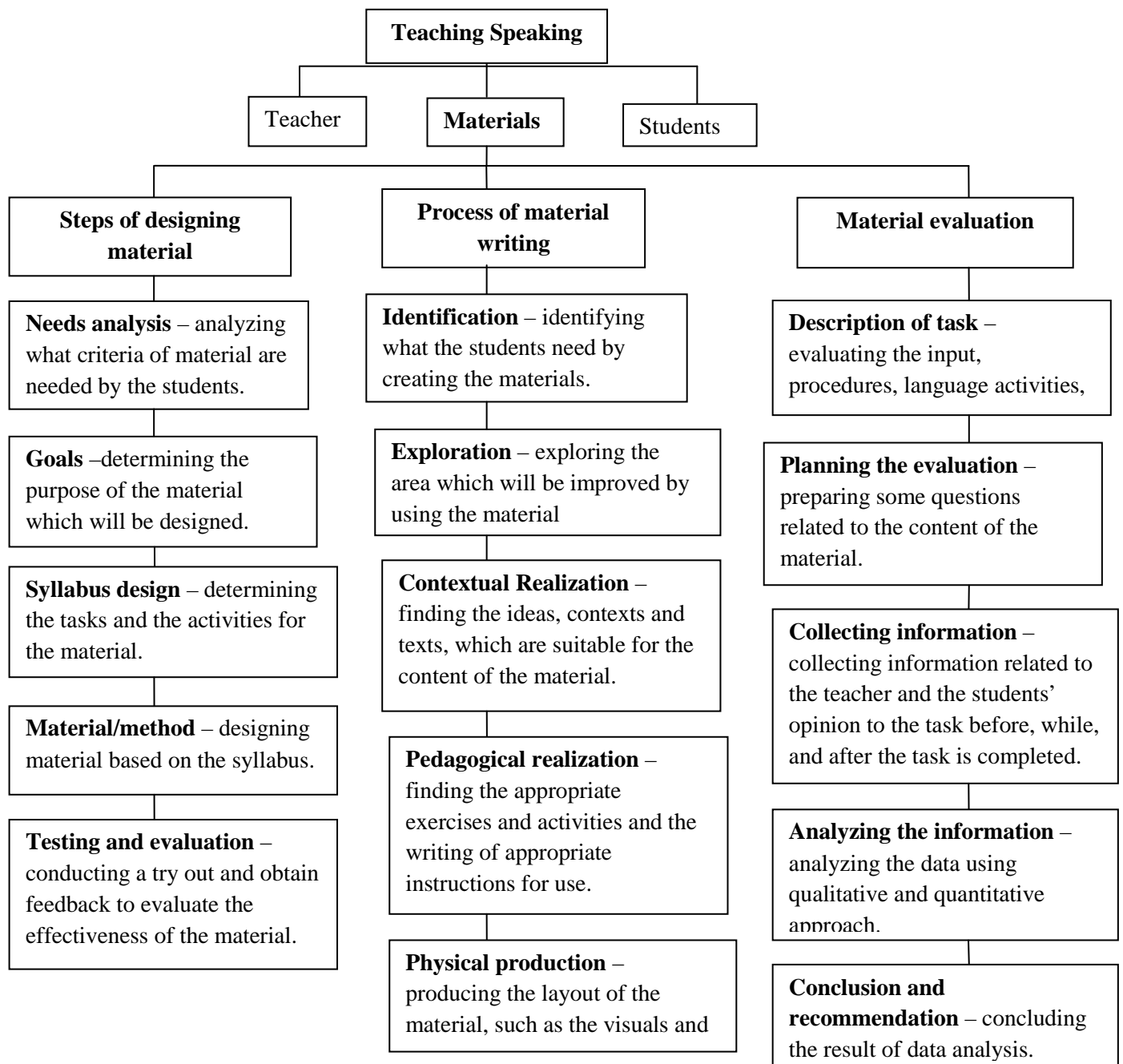
B. Conceptual Framework

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 program in order to encourage the students in learning English skills, especially speaking, for their needs.

In SMK Sanjaya Ngawen, the English learning materials, especially for speaking, were limited. The process of English teaching and learning was only using workbook (LKS) which the content is too general, not specific to the learners' needs and the students' major program.

This study is aimed at designing an English speaking material for the students of automotive engineering program in SMK Sanjaya, Ngawen. The English speaking materials will be designed based on the students' need in order to help them in learning speaking. The conceptual framework is shown on the diagram below:

Chart 2.2: The diagram of conceptual framework



CHAPTER III

RESEARCH METHOD

A. Type of the Research

Since the study is conducted to design English speaking material for the students of automotive engineering, the type of the study is research and development (R & D). Gall, Borg, and Gall (2003: 772) defines R & D as a process used to develop and validate educational product. The term “product” refers to the establishment of procedures and processes, such as a teaching method or a method of organizing instruction. Furthermore, Gay (1987: 10) defines R & D as an effort to develop effective products that are used in educational program including objectives, teaching materials, and so on.

B. Research Setting

SMK Sanjaya is located on Kampung village, Ngawen, Gunungkidul. It has three grades with three major programs; marketing, multimedia, and automotive. This school has 20 classes, 2 teacher rooms, a headmaster’s room, an administrative room, a health care unit, a school shop, and a school canteen.

The research will be focused on the second grade of automotive engineering which consists of 32 students. Based on the observation which was conducted on the first grade, the lack of English learning resource, especially for speaking, was one of the problems related to students’ speaking skill in the

classroom. The research will put an emphasis on designing an English speaking material. It will be conducted on the first semester of second grade students of automotive engineering. It is expected that by using the material which have been developed, it will help the teaching and learning process of English, especially speaking, will run effectively so that the students will be able to practice their speaking skills inside and outside the classroom.

C. Research Subject

As mentioned before, the aim of this research is to develop an English speaking material of the second grade students of automotive engineering in SMK Sanjaya, Ngawen. This research involves the researcher, the English teacher, and the students of automotive engineering in SMK Sanjaya, Ngawen.

D. Research Instruments

The instruments which will be used in this research are needs analysis questionnaire and expert judgments' questionnaire. The needs analysis questionnaire is distributed to the students to know what the students needs. It is distributed to analyze the students' needs, which will be very useful in the process of material writing. The organization of the needs analysis questionnaire is shown in the following table:

Table 3.1: The organization of needs analysis questionnaire.

Analyzing target situation:		
Topic Area	Number	Source
Necessities	22, 25	Hutchinson and Waters, 1987
Lacks	23	Hutchinson and Waters, 1987

Wants	24	Hutchinson and Waters, 1987
Analyzing task components:		
Topic Area	Number	Source
Goals	21	Nunan, 1990
Input	1, 2	Nunan, 1990
Activities	3, 4, 5	Nunan, 1990
Teacher role	7	Nunan, 1990
Students role	8	Nunan, 1990
Settings	9, 10	Nunan, 1990
General opinions and views about learning materials		
Topic Area	Number	Source
Variety of learning activities	11, 12, 13	Tomlinson, 1998
Presentation of the material	6, 14, 15, 16, 17	Tomlinson, 1998
Content of the material	18, 19	Tomlinson, 1998

The material developer will also distribute the experts' judgments' questionnaire. The questionnaire will be distributed to the lecturers as the content expert. The expert judgment questionnaire was arranged based on the standard of *BSNP* (*Badan Standar Nasional Pendidikan*), as in the following table:

Table 3.2: The organization of expert judgment questionnaire.

Topic Area	Source
Appropriateness of the material	<i>BSNP</i>
Input for the material	<i>BSNP</i>
Content of the material	<i>BSNP</i>
Layout of the material	<i>BSNP</i>

The expert judgment questionnaire is useful to know what the content experts' opinions and judgments about the material. The results of expert

judgments questionnaire will be used to evaluate the strength and the weaknesses of the material towards the teaching and learning process in SMK Sanjaya Ngawen.

E. Data Collection Technique

This research involves the English teacher and the students of SMK Sanjaya Ngawen. The data which will be taken is in the form of qualitative and quantitative. The qualitative data is gathered using questionnaires and interview with the English teacher. The data for this research are also taken by classroom needs analysis and in – depth interview with the English teacher.

F. Data Analysis Technique

In this research, there are two kinds of data analysis namely qualitative and quantitative data analysis. The quantitative data is obtained from needs analysis and expert judgment, while the qualitative one is obtained from the interview with the English teacher of SMK Sanjaya Ngawen. To analyze the quantitative data from needs analysis, the researcher uses percentages, while to analyze the quantitative data from the expert judgment process, the researcher uses frequencies and descriptive analysis.

Descriptive statistics (Brown: 2001) is a set of procedures that are used to describe or characterize the answers of a group of respondents to numerically coded questions. The central tendency measure which was used in the research is mean. There are five classification of mean proposed by Suharto (2006):

Table 3.3: The table conversion of mean (Suharto, 2006).

Scales	Categories	Interval of Mean
5	Strongly Agree	4.20 – 5.00
4	Agree	3.40 – 4.19
3	Neither Agree or Disagree	2.60 – 3.39
2	Disagree	1.80 – 2.59
1	Strongly Disagree	1.00 – 1.79

Meanwhile, the qualitative data was obtained from interview with the English teacher of SMK Sanjaya Ngawen. To analyze the qualitative data, the steps are collecting the data, reducing the data, data display, and drawing the conclusion. When the researcher collected the data and reduced the data, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcript. After the data was collected and analyzed, the last step is displaying the data and drawing the conclusion.

G. Steps of the Study

The steps in this research are designed by following the steps of research and development study, as proposed by Borg and Gall (2003: 570 – 571). However, the steps of the study are too long, so the researcher simplifies the step of the study as follows:

1. Need Analysis

In this first step, the material developer collects the information about students and what they needs from the course. The information is used as the basis of formulating instructional objectives.

2. Conducting Instructional Analysis

The material developer starts to identify the specific skills, procedures, and learning tasks which are involved in reaching the goals of instructions.

3. Analyze Learners and Contexts

At this stage, the material developer identifies the learners' skills and attitudes, the characteristics of the instructional setting, and the characteristics of the settings in which the new knowledge and skills will be used.

4. Writing Performance Objectives

In this step, the material developer starts to design the syllabus or the performance objectives based on the standard of competence and basic of competence in SMK Sanjaya Ngawen and also based on the result of needs analysis which has been conducted.

5. Develop Instructional Materials

After the performance objectives have been written, the material developer then develops the instructional material. The material which will be developed is based on the results of needs analysis and the standard of competence and the basic of competence which has been formulated before.

6. Conducting Formative Evaluation

In this step, after the instructional material has been designed, the material developer asks the material evaluator to give judgment in order to have the material improved.

7. Revising the Materials and Writing the Final Draft

In this final step, data from the formative evaluation are summarized and interpreted to identify the appropriateness of the material for the learners. Then, the data from the evaluation will be the basic for writing the final draft, which will be considered as the speaking material for the students of automotive engineering in SMK Sanjaya Ngawen.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter represents the result of needs analysis and the process of material writing. In this chapter, the writer also represents the results of expert judgments, the evaluation, and the revision of the learning unit in the material which has been designed.

A. Research Findings

1. The Results of Needs Analysis

a. Analyzing Target Needs

The first item which was analyzed was the target needs. Here, the material developer wanted to know the learners' goal in learning speaking, the learners need by learning English at school, what kinds of text type which they will found, the frequencies of using English as a means of communication in the workplace, and the students' weaknesses in learning speaking, as explained below.

1. Goals

Goals are related to the vague general intentions behind any given learning task. It is related to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or learner behavior. It can be

concluded that besides provide a relation between the task and the curriculum, goals also related to a range of general outcomes or related to the description of teachers or learners behavior.

Based on the result of needs analysis, the students' aim in learning English is to get the job easily based on their vocational program.

Table 4.1: The results of needs analysis on goal.

Question	Items	N	%
The purpose of learning English for my future is	a. To pass the national examination	32	12, 5
	b. To get the job based on the vocational program	32	46, 88
	c. To get the good passing grade	32	3, 13
	d. Others	32	28, 13

2. Necessities

Necessities belong to what the learners have to know in order to function effectively in the target situation. Related to that, 53, 13% students answer that they will deal with instructional manual of certain equipments or machines. Meanwhile, related to the frequencies of using English as a means of communication in the workplace, 37, 5% students answer seldom, and 53, 13% of them answer often.

Table 4.2.1: The results of needs analysis on the text type which will be found in the workplace.

Question	Items	N	%
The type of English text which will	a. Instructional manual of certain	32	53, 13

be found in the workplace is	equipments		
	b. Articles related to automotive	32	31, 25
	c. Business documents	32	6, 25
	d. Others	32	3, 13

Table 4.2.2: The results of the possible frequency of using English in the workplace.

Question	Items	N	%
The possible frequency of using English in the workplace when I have graduated from the school is ...	a. Seldom	32	13, 75
	b. Often	32	53, 13
	c. Never	32	0

3. Lacks

Lacks is related to the gap between the target proficiency and the existing proficiency. From the result of needs analysis, 37, 5% students answer that the main difficulties in learning English is the lack of vocabulary, 25% of them answer that their weaknesses is related to grammar, and 21, 88% students answered that their weaknesses is on pronunciation, as shown in the following table:

Table 4.3: The results of needs analysis on the students' difficulties in learning speaking.

Question	Items	N	%
One of my difficulties in learning speaking is	a. Lack of vocabulary	32	37, 5
	b. Incorrect pronunciation	32	21, 88
	c. Inappropriate grammar	32	25, 00
	d. Inappropriate use of expressions	32	3, 13

	e. Others	32	3, 13
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4. Wants

Wants related to what the learners' need from an ESP course. From the result of needs analysis, 50% students answer that they will use English as a means of communication when they work abroad, as explained in the table below:

Table 4.4: The results of needs analysis on the students' wants

Question	Item	N	%
After I have graduated, I will possible use English as a means of communication in	a. Domestic workplace	32	25
	b. University	32	12, 5
	c. Abroad workplace	32	50
	d. Others	32	3, 13

b. Learning Needs

Learning needs are the knowledge and abilities that learners will require in order to be able to perform to the required degree of competence in the target situation. It is related to input, procedures, setting, learner's role, and teacher's role. Here, the writer wants to describe the results of needs analysis related to the learners' needs.

1. Input

Input relates to the learning source which will be included in the material that will be written. From the needs analysis process that has been conducted, 78, 14% of the students choose short dialogue as the input for the speaking material.

Table 4.1.1a: The results of needs analysis on the learning input.

Question	Items	N	%
The type of input that I need to learn speaking is	a. Short dialogue	32	78, 14
	b. Monologue text	32	3, 14
	c. Pictures	32	9, 14
	d. Others	32	0

Meanwhile, the length of input which is needed by the students to learn speaking is about 150 – 200 words, as shown on the following table:

Table 4.1.2b: The results of needs analysis on the length of the input.

Question	Items	N	%
The length of input that I need to learn speaking is	a. Less than 150 words	32	18, 75
	b. 150 to 200 words	32	40, 63
	c. 200 to 300 words	32	12, 5
	d. More than 300 words	32	9, 38
	e. Others	32	6, 25

2. Procedures

Procedures related to activities which are needed by the students to learn speaking that will be included in the speaking material. From the results of needs

analysis, 37, 5 % students choose role – play as the activities which can help them to improve their speaking skill.

Table 4.2.1a: The results of needs analysis on the type of learning activities.

Question	Items	N	%
The type of activity that I need to improve my speaking skill is	a. Role – play	32	37, 5
	b. Games	32	18, 75
	c. Information gap	32	21, 88
	d. Demonstrating certain working steps	32	9, 38
	e. Others	32	0

Meanwhile, the type of role – play which is needed by the students is scripted role – play, as shown in the following table:

Table 4.2.2b: The results of needs analysis on the type of role – playing activities.

Question	Items	N	%
The type of role – play that I need to learn speaking is	a. Scripted role – play	32	56, 25
	b. Unscripted role – play	32	31, 25

The type of games that is needed by the students to learn speaking is matching games, as shown on the table below:

Table 4.2.2c: The results of needs analysis on the type of game.

Question	Items	N	%
The type of game that I need to learn speaking is	a. Board games	32	15, 63
	b. Guessing games	32	15, 63
	c. Survey games	32	15, 63
	d. Matching games	32	31, 25

	e. Labeling games	32	6, 25
	f. Exchanging games	32	3, 13

3. Settings

Settings refer to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside in the classroom. From the result of needs analysis, most students like to carry out the task in group, and the rests are in pairs and individually, as shown in the following table:

Table 4.3.1a: The results of needs analysis on how the students carry out the tasks.

Question	Items	N	%
I like to carry out the tasks	a. Individually	32	21, 88
	b. In pairs	32	25, 00
	c. In group	32	46, 88

Meanwhile, most of the student answer that they like to do the task at home, as shown in the table below:

Table 4.3.1b: The results of needs analysis on where the students carry out the tasks

Question	Items	N	%
The place that I like to do the tasks is	a. In the classroom	32	43, 75
	b. At home	32	46, 88
	c. In the library	32	0

4. Teacher and Students' Roles

Roles here belong to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 1990: 79). It means that both teacher and students have to be active during the teaching and learning process in the classroom. From the results of needs analysis for teacher role, most students like to answer that the role of the teacher in the classroom is as a motivator in the teaching and learning process, as shown in the table below:

Table 4.4.1a: The results of needs analysis on teacher's role.

Question	Items	N	%
The role of the teacher in every teaching and learning process is as a	a. Controller in the teaching and learning process	32	25,00
	b. Motivator for the students in the teaching and learning process	32	46,88
	c. Self – assessment given	32	0
	d. Others	32	3,13

Meanwhile, the appropriate role of students is as a listener and an active participant in the classroom, as shown in the following table:

Table 4.4.1b: The results of needs analysis on students' role.

Question	Items	N	%
The appropriate role of the students in the teaching and learning process is as a	a. Listener	32	0
	b. Participant	32	3,13
	c. Listener and participant	32	81,25
	d. Negotiator between teacher and	32	6,25

	students		
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c. The Design of Speaking Material

The design of speaking material related to the content of the material and the presentation of the material itself. Here, the writer wants to describe the results of needs analysis related to the design of speaking material.

1. Content of the material

Content of the material related to the topic and the learning activities which are appropriate to be included in the speaking material. Here are the results of needs analysis related to the content of the speaking material.

a. Topic

Topic is what will be discussed in the speaking material. From the results of needs analysis, 78, 13% students like to choose topic which is related to automotive engineering, while 9, 38% students choose topic which is related to the daily life.

Table 4.5.1: The result of needs analysis on learning topic.

Question	Items	N	%
The topic which is appropriate for the speaking material is about	a. Daily life	32	9, 38
	b. Automotive engineering	32	78, 13
	c. Business	32	0
	d. Information technology	32	3, 13

b. Learning Activities

Learning activities are activities which is appropriate for the students to develop their speaking skill. Those activities are divided into warming up activity and main learning activity. For the warming up activity, 46, 88% students choose short questions, as shown on the following table:

Table 4.6.1a: The result of needs analysis on the form of warming up activity.

Question	Items	N	%
For the warming up activity, the appropriate form is	a. Short questions	32	46, 88
	b. Pictures	32	6, 25
	c. Vocabulary lists	32	25
	d. Expressions lists	32	3, 13
	e. Grammar notes	32	9, 38

Meanwhile, for the main learning activity, 43, 75% students choose role – play and 25% students choose information gap, as shown on the table below:

Table 4.6.1b: The result of needs analysis on the appropriate learning activities.

Question	Items	N	%
Kind of learning activity which is appropriate for the speaking material is	a. Role – play	32	43, 75
	b. Information gap	32	25
	c. Demonstrating a simple working steps	32	21, 88
	d. Others	32	0

Meanwhile, for the level of difficulty of the speaking material, 59, 38% students are agree if there is a variety of difficulty level, from the easiest to the most difficult one, as presented on the following table:

Table 4.6.1c: The result of needs analysis on the difficulty level of the speaking material.

Question	Items	N	%
The difficulty level of the speaking material which is appropriate is	a. Neither too difficult nor too easy	32	12, 5
	b. Having varieties, from the easiest to the most difficult one.	32	59, 38
	c. Having variety of difficulty level	32	18, 75

2. Presentation of the Speaking Material

Presentation is related to the lay out of the material, kinds of pictures, page color, kinds of fonts, and intermezzos. Here are the results of needs analysis related to the appropriate presentation of the speaking material.

a. The lay out of the material

Related to the lay out, many students answered that the appropriate lay out for the speaking material is completed by pictures and illustrations, as shown on the table below:

Table 4.6.1d: The result of needs analysis on the appropriate lay out for the speaking material.

Question	Items	N	%
The appropriate lay out of the material is	a. Pages and cover are colorful.	32	0
	b. Completed with pictures and illustrations	32	46, 88
	c. Completed with grammar and vocabulary exercises	32	31, 25

	d. Completed with explanation about expressions for certain situations	32	9, 38
	e. Others	32	3, 13

b. Kinds of Appropriate Pictures for the Material

Related to the appropriate kinds of pictures for the material, 34, 38% students answered that the appropriate picture for the material is photograph, while 31, 25% students choose illustration as the appropriate one, as shown in the following table:

Table 4.6.1e: The result of needs analysis for the appropriate picture for the speaking material.

Question	Items	N	%
The appropriate picture for the speaking material is	a. Photograph	32	34, 38
	b. Caricature picture	32	15, 63
	c. Illustration	32	31, 25
	d. Others	32	0

c. The Appropriate Page Color

Related to the appropriate page color of speaking material, 50% students answered that the appropriate color is more than one, so that the speaking material will be more interesting, as shown in the following table:

Table 4.6.1f: The result of needs analysis on the appropriate page color.

Question	Items	N	%
The appropriate page color for the speaking material is	a. Only two colors	32	18, 75
	b. Only one color	32	0
	c. More than one colors	32	50

d. Kinds of Fonts

The kinds of fonts belong to the one which will be used to write imperative sentences in each task. Related to the appropriate kinds of fonts, 31, 25% students choose Times New Roman as the appropriate fonts, as shown in the following table:

Table 4.6.1gThe result of needs analysis on the appropriate kinds of fonts.

Question	Items	N	%
The appropriate kind of fonts which is used to write imperative sentences in every task is	a. <i>Comic Sans MS</i>	32	15, 63
	b. <i>Lucida Handwriting</i>	32	6, 25
	c. Times New Roman	32	31, 25
	d. <i>Script MT Bold</i>	32	25
	e. <i>Brush Script MT</i>	32	0
	f. Cooper Black	32	3, 13
	g. Arial	32	0

e. Intermezzos

Intermezzo in the learning material is needed in order not to make the students get bored. Based on the needs analysis, 31, 25% students answered that the appropriate kinds of intermezzos for the speaking material is quotes and cartoon picture, as shown in the following table:

Table 4.6.1h: The result of needs analysis on the appropriate kind of intermezzos for the speaking material.

Question	Items	N	%
The appropriate kind of intermezzos for the speaking material is	a. Quotes	32	31, 25
	b. Cartoon pictures	32	31, 25
	c. Crossword puzzle	32	25
	d. Others	32	0

Meanwhile, the appropriate position of intermezzo in the material is in every page, as shown in the table below:

Table 4.6.1i: The result of needs analysis on the appropriate position for intermezzo in the speaking material.

Question	Items	N	%
The appropriate position for intermezzo in the material is	a. In every pages	32	59, 38
	b. In every one pages	32	6, 25
	c. In every two pages	32	12, 5
	d. In every three pages	32	0
	e. Others	32	6, 25

2. The Course Grid

After needs analysis was conducted, the next step is writing the course grid. The course grid for the speaking material is on the appendix. It contains seven sections; those are units, topics, indicators, language functions, input text, language focus, and procedures.

a. Unit 1

The topic for the first unit is maintenance procedures of some engines. It is developed based on the basic of competency letter 2.6, “understanding simple instructions.” The purpose of choosing this topic is based on the students’ interest which was a topic about automotive engineering.

The unit title for unit 1 is “First, Open the Oil Drain Plug” This unit title indicates the expressions of describing process. Besides describing process, the unit title is also related with the expressions of asking and giving instructions and telling someone how to do something. The unit title is also based on the result of needs analysis that students need to know the manual instruction of certain machines.

The achievement indicators for unit 1 are that students are able to describe process of doing something, asking and giving instructions, and telling someone how to do something. Meanwhile, the language functions for this unit is generated from the basic competence and the syllabus for English teaching at SMK Sanjaya Ngawen; that is, describing process, asking and giving instructions, and telling someone how to do something.

For the input text, the inputs are in the form of short dialogues which contain the expressions of describing process, asking and giving instructions, and telling someone how to do something, while for the language focus, the grammar exercise is focused on the transition signal, and the vocabulary is selected based

on the topic and input text. Meanwhile, the procedures were divided into four parts: *lead – in, let's practice, evaluation, and homework.*

b. Unit 2

The topic for unit 2 is career in automotive engineering. This topic was chosen based on the needs analysis which shows that the students also want the topic about daily life. This topic is also developed based on the basic competency letter 2.5, "Expressing Feelings."

The title for unit 2 is "How to be a Professional Technician" is chosen because it indicates the expressions of asking and giving suggestion. In this unit, besides learn about how to ask and give suggestion, the students also learn how to express their opinion towards something, express their agreement and disagreement, and also learn how to express their argument to other people.

Achievement indicators for this unit is developed based on the syllabus, that is, students are expected to learn how to ask and give suggestion, expressing opinion, expressing agreement and disagreement, and also being able to express their argument to other people. The language function, as in the unit 1, is also generated from the basic competence and the syllabus for English teaching at SMK Sanjaya Ngawen, which is, asking and giving suggestions, expressing opinion, expressing agreement and disagreement, and expressing argument.

The input text for unit 2 is dialogues which contain the expressions of asking and giving suggestions, expressing opinion, expressing agreement and disagreement, and expressing argument. For the language focus, the grammar

exercise is focused on degrees of comparisons, while the vocabulary for unit 2 is selected based on the topic and input text. Procedures for unit 2 is the same as in the unit 1, those are *lead – in, let’s practice, evaluation, and homework*.

c. Unit 3

The topic for unit 3 is job interview. This topic was chosen based on the basic competence letter 2.3 and the result of needs analysis which shows that the students want to work abroad after they have graduated from the school. Furthermore, the unit title “Could You Tell Me a little about your Educational Background?” was chosen because it contains the expressions of asking about job description.

The achievement indicator for unit 3 is students are expected to learn expressions of describing jobs and asking and telling about job description and educational background. The language function of unit 3 is expressions of describing jobs and asking and telling about job description and educational background, which is generated from the basic competence and the syllabus for English teaching at SMK Sanjaya Ngawen.

Input text for unit 3 is dialogues which contain the expressions of describing jobs and asking and telling about job description and educational background. Meanwhile, for the language focus, the grammar is focused on simple present tense and simple past tense, and the vocabulary for unit 3 is selected based on the topic and input text. Furthermore, the procedures for unit 3 is divided into four

parts, as in the unit 1 and 2, those are *lead – in*, *let's practice*, *evaluation*, and *homework*.

3. The Unit Design

After the course grid was formulated, the next step is designing the learning unit of the material. The learning unit in the material is divided into six sections, those are:

a. Lead – in:

The function of this first section is to introduce the students with the topic of the unit and provide background knowledge and context before the students do the real tasks.

b. Lesson proper:

This section provides tasks to the students by which students can achieve the objectives of learning.

c. Evaluation:

This section provides evaluation for the students' performance after doing the tasks in a unit.

d. Homework:

This section provides self – assessment for the students to know how much they have learnt from the units.

e. Reflection:

This section provides self – evaluation for the students to know how much their improvement of speaking skill after learning one unit.

f. Summary:

This section presents the summary of the language items taught in the unit.

Meanwhile, the design process of each unit will be explained as follows:

a. Unit 1

The topic for unit 1 is “Maintenance Procedures of Some Engines”. It was chosen based on the students’ interest on the topic about automotive engineering. The title for this unit is “First, Open the Oil Drain Plug”. The title was chosen based on the students’ interests on how to operate and maintain certain engines and also based on the basic of competence letter 2.6 “understanding simple instructions”. The focus on Unit 1 is to make the students understand how to ask and give instruction to maintain or repair certain parts of a vehicle such as how to change something, what tools which are needed, and the steps to do it.

This unit contains of 16 tasks. The first section, that is, the Lead – In section contains of 3 tasks. As the warming up task, task 1, task 2, and task 3 are designed to build the students’ knowledge to the learning topic. In task 1, students are asked to discuss the questions with their pairs, while in task 2, the students are asked to match the picture with the words provided in the box. Meanwhile, task 3 is designed as a bridge to the next task; this task requires students to find the meaning of the words which will be found in the task 4 in the lesson proper.

The Lesson Proper section consists of 11 tasks, starting from task 4 to task 14. In the task 4, students are asked to study the dialogue with their pairs, answer the questions based on the dialogue, and practice the dialogue in front of the class. After doing the task 4, students are asked to identify the expressions of asking and

giving instructions in task 5 and study the explanation about expressions of asking and giving instructions in task 6. Both of tasks 5 and 6 are asked to be completed in a group of four.

In the task 7, the students are asked to arrange sentences into a correct order, while in the task 8, the students are asked to complete the dialogue and practice it in front of the class with their pair. Task 9 is the study pages about grammar. In this task, the students are asked to study about transition signal in a group of three. Move to task 10, the students are asked to practice matching and completion games in a group of 4 to 5 students.

Task 11 is about how to tell someone to do something. In this task, the students are asked to study the dialogue in pairs, practice the dialogue, and answer the questions based on the information on the text, and after that, they are asked to complete task 12, where they have to identify the expressions used for telling someone to do something in task 11. Next, in task 13, the students are asked to study the expressions used to tell someone to do something, and after that, they are asked to study the dialogue, stating true or false based on the information on it, and practice the dialogue in task 14.

Next, task 15 is for the evaluation. Here, the students are asked to work in pairs, make a dialogue by choosing one of the situations provided, and practice it in front of the class, while task 16 is for the homework. In this task, the students are asked to work in a group of three and find an article about procedures of engine maintenance. After that, they are asked to make a dialogue based on the article that they have found, and practice it in front of the class.

After doing all the tasks, students are asked to reflect how much improvement they have made in the reflection page by putting tick in the reflection table. Last, the learning points of unit 1 can be found in the summary page.

b. Unit 2

The topic for unit 2 is “Career in Automotive Engineering”. This topic was chosen based on the result of needs analysis which shows that the students want to continue to work abroad after they have graduated from the school. The title for this unit is “How to be a Professional Technician”. This title was chosen because in developing their career, the students need advice and suggestions from people around them, and the title for this unit was also chosen based on the basic of competence letter 2.6 “Expressing Feelings.” This unit is developed in order to make the students understand about how to asking for and giving advice or suggestions, either about how to develop their career in automotive engineering or anything related to automotive engineering.

This unit consists of 18 tasks. As in the unit 1, task 1, task 2, and task 3 are in Lead – In section. In this section, task 1 is designed to build the students knowledge to the learning topic. Here, the students are asked to discuss the questions in pairs and answer the questions orally. Task 2 is the matching activities. Here, the students are asked to match the picture in the table with the words provided in the box, while task 3 is find the meaning of the words that will be found in the next task.

Task 4 to task 15 is the Lesson Proper section. Task 4 is the continuation from task 3. Here, the students are asked to work in pairs, study the dialogue and answer the questions based on the information in the text, and after that, practice the dialogue in front of the class. After completing the task 4, the students are asked to complete task 5, which is, identifying the expressions of giving advice/suggestions in the previous task. Move to task 6 and task 7, the students are asked to study the explanation about expressions of asking and giving advice/suggestions in task 6 in a group of four, after that, they are asked to work in pairs and practice the expressions of using the expressions in task 7. To get more practice of asking and giving advice/suggestions, the students are asked to complete task 8. In this task, the students are asked to work in pairs, complete the dialogue, and practice it in front of the class.

Next, task 9 to task 15 is about asking and giving opinion. In task 9, the students are asked to work in pairs, study the dialogue and answer the questions, and practice the dialogue in front of the class, and after that, do the task 10, which is, identify the expressions of asking and giving opinion in the task 9. Task 11 gives the explanation about how to use expressions of asking and giving opinion. To get more practice, the students are asked to complete task 12 and 13. In task 12, the students are asked to work in pairs and give their opinion about what happened in the picture provided, while in task 13, the students are asked to study the dialogue, stating true or false based on the information in the dialogue, and practice the dialogue in front of the class. Task 14 and task 15 are for the grammar task. In task 14, the students are asked to study about comparative degree, and

after that, the students are asked to complete task 15, which is, change the adjective in the bracket using – er or add the adjective using more. Next, in task 18, the students are asked to play an information gap game based on the rules provided. Last, task 17 is for the evaluation section and task 18 is for homework. In task 16, the students are asked to work in a group of three, choose one of the situations provided, make a dialogue, and practice it in front of the class. Task 17 is almost the same as task 18 but in this task the students are asked to work in a group of four, find an advertisement or news from a newspaper or the internet, and make a dialogue based on what they have found using the expressions which have been learnt before, and then, practice it in front of the class. After completing all tasks, the students should reflect what improvement they have made by putting a tick in the reflection page, while the summary of all lessons in this unit can be found in the summary page.

c. Unit 3

The topic for this unit is “Job Interview”. It was chosen based on the results of needs analysis which shows that the students want to continue to work abroad after they have graduated from the school. Meanwhile, the title “Could You Tell Me a Little about your Educational Background?” was chosen because in a job interview season, the question is always asked, and also based on the basic competence number 2.3 “Listing Jobs and Educational Background both in Spoken and Written Language.” The aims of developing this unit is in order to make the students understand how to describe their job, explain their educational

background, explain why he or she leave their previous job to join to a certain company, and explain their strength and weaknesses in a job interview season.

This unit contains 19 tasks. As in the two previous units, the Lead – In section contains 3 tasks. As a warming up task, task 1 is to build the students' background knowledge. It requires the students to work in pairs, look at the picture, and answer the questions orally. Task 2 is the matching activities; here, the students are asked to match the picture with the words provided in the box, while task 3 becomes the bridge to the next task. In task 3, the students are asked to find the meaning of the words which will be found in task 4 in the table and pronounce it correctly after the teacher.

The Lesson Proper section contains of 14 tasks. It begins with task 4 which requires the students to work in a group of three, study the dialogue and answer the questions, and practice the dialogue in front of the class. After doing task 4, the students are asked to complete task 5 in pairs, which is identifying the expressions used to describe job in task 4. Task 6 is the grammar study page. In this task, the students are asked to learn about describing job using simple present tense. To get more understanding, the students are asked to complete task 7, describing pictures of some job in the table provided.

Meanwhile, in task 8, the students are asked to complete the dialogue with the words provided, and then, practice the dialogue with their pairs. In task 10 the students are asked to study the dialogue in pairs, state true or false based on the dialogue, and practice the dialogue. Next, task 12 to task 16 is related to job

interview. In task 12, the students are asked to study the dialogue, answer the questions and practice the dialogue in front of the class with their pairs. After completing task 12, the students are asked to do task 13, which is, identify the expressions of asking and telling about job description and educational background in task 12. Furthermore, task 14 provides the explanation about the use of expressions of asking and telling about job description and educational background in a job interview. After study the explanation in task 14, the students are asked to practice the dialogue and stating true or false based on the information in the dialogue in task 15. Task 16 gives the explanation about the use of past tense to describe educational background in a job interview.

There are three games in this unit. The first game is survey game which can be found in task 9. In task 9, the students have to ask the other students what he or she wants to be. When a student asks his or her friend, the student who is being asked has to tell the job description, and the student who is asking has to write it in the table and guess what job it is. The next game is in task 11 that is guessing game. Here, one of the student come in front of the class, tell the job description, and the other students have to raise their hand to answer it. The student who can answer it correctly will be scored 10, and will be minus 5 if they answer it wrongly, and the winner goes to the student who can answer correctly and get much score. After guessing game in task 11, the other game is board game, which is in task 17. In this task, the students are asked to play a game in a group of four by putting their marker on the 'start' box, close their eyes and touch a number with a pencil and move their marker. When a student land on a space, he or she

has to read the information aloud and if he or she answer it correctly, he or she has to move to one extra space but if he or she answer it incorrectly, he or she has to go back one space. The winner of the game is the one who come first in the 'finish' box.

The last two tasks, task 18 and task 19 become the evaluation section and homework page. For the evaluation, the students are asked to practice the dialogue about job interview based on the model provided in task 18, while for homework in task 19, students are asked to find a job advertisement from a newspaper or from the internet, and make a dialogue about job interview simulation based on the advertisement that they have found. As in the two previous units, after completing all learning activities in this unit, the students are asked to reflect what improvement they have made by putting tick in the reflection page, and to remind what they have learnt in this unit, they can read the important learning points in the summary page.

4. Expert Judgment

After the first draft of the material has composed, the next process is expert judgment. Here, the material developer asks for the assessment of each unit from the content experts. The assessment items cover the content, language, materials presentation, and the layout of the material itself. The results of expert judgment in each unit are presented below:

a. The Results of Expert Judgment of Unit 1:

The first judgment which was given to this first unit was related to the appropriateness of the content of the material. The following table is the result of the expert judgment process:

Table 4.7.1a: The results of expert judgment on the appropriateness of the content of the material in Unit 1.

No.	Items	Means	Description of Agreement
1.	The appropriateness of the material.	4.35	Strongly Agree
2.	The depth of the material.	4	Agree
3.	The accuracy of the material.	4.16	Agree
4.	The novelty of the material	4	Agree

Based on the expert judgment result above, the content of the tasks in Unit 1 was appropriate for the students of automotive engineering. After the content of the material was assessed, the next item which was assessed was the appropriateness of the language, as shown in the following table.

Table 4.7.1b: The results of expert judgment on the language appropriateness in Unit 1.

No.	Items	Means	Description of Agreement
1.	The appropriateness towards the students' ability	4	Agree
2.	The communicative aspects	4	Agree
3.	The accuracy of the language	3	Neutral (Neither agree or disagree)
4.	The unity of the material	4	Agree

For the language aspects, the value of mean for the appropriateness of the language, the communicative aspects, and the unity of the material were 4. It

means that the appropriateness of the language, the communicative aspect, and the unity of the material were quite good; however, the accuracy of the language is not quite good; it can be seen from the value of mean that was 3, because of many grammatical mistakes found in the Unit 1, so the revision related to the grammatical aspects was needed. Next after the language appropriateness was assessed, the other item which was assessed was the presentation of the material, as presented in the following table:

Table 4.7.1c: The results of expert judgment on the speaking material presentation in Unit 1.

No.	Items	Mean	Description of Agreement
1.	The presentation technique.	4	Agree
2.	The tasks presentation.	4	Agree

For the presentation of the material, the value of mean for both the tasks and the materials presentation in unit 1 were 4, so for this aspect, the presentation of the material is quite good. Meanwhile, the last assessed item in Unit 1 was the design, which included the layout, illustration, and typography of the material, as presented in the following table:

Table 4.7.1d: The results of expert judgment on the design of speaking material in Unit 1.

No.	Items	Means	Description of Agreement
1.	Layout of the material	4	Agree
2.	Illustration of the material.	4	Agree
3.	Typography of the material	4	Agree

Based on the result of expert judgment on the design of the material, the value of mean for each criterion was 4. It means that the layout, illustration, and the typography of the material in unit 1 were quite good.

From the results of expert judgment process in unit 1, it can be concluded that the content, language, presentation, and the layout of the material in Unit 1 were appropriate for the students of automotive engineering in SMK Sanjaya Ngawen. However, there are a lot of grammatical mistakes in the exercise which had to be revised in order to make the material better.

b. The Results of Expert Judgment of Unit 2

Actually, the results of expert judgment in Unit 2 were not different from Unit 1. The first assessed item was the appropriateness of the content, as shown in the following table:

Table 4.7.2a: The results of expert judgment on the appropriateness of the speaking material content in Unit 2.

No.	Items	Means	Description of Agreement
1.	The appropriateness of the material	4	Agree
2.	The depth of the material	4	Agree
3.	The accuracy of the material	4.13	Agree
4.	The novelty of the material	4	Agree

Each means in the four criteria in the table above was 4. It means the appropriateness, the depth, the accuracy, and the novelty of the material was good and appropriate for the students of automotive engineering in SMK Sanjaya Ngawen. The next item which was assessed after the appropriateness of the content was the appropriateness of the language, as shown in the following table:

Table 4.7.2b: The results of expert judgment on the language appropriateness in Unit**2.**

No.	Items	Means	Description of Agreement
1.	The appropriateness towards the students' ability	4.50	Strongly agree
2.	The communicative aspect	4	Agree
3.	The language accuracy	3	Neutral (Neither agree or disagree)
4.	The unity of the ideas	4	Agree

The results of expert judgment in the language appropriateness in Unit 2 were almost the same as the result of expert judgment of the language appropriateness in Unit 1. The mean for the appropriateness towards the students' ability development was 4.50, which means that the language is appropriate towards the students' development, while the mean for the communicative aspect and the unity of the ideas were 4, which indicates that the communicative aspect and the unity of the ideas were good. Meanwhile, the mean for the language accuracy was 3; that is neither agrees or disagrees, because of the grammatical mistakes found in the tasks in Unit 2, so the revision related to grammar was needed in Unit 2.

Next, after the appropriateness of the content and the language was assessed, another item which was assessed was the appropriateness of materials presentation, as shown in the following table:

Table 4.7.2c: The results of expert judgment on the speaking material presentation in Unit 2.

No.	Items	Means	Description of Agreement
1.	The presentation technique	4.25	Strongly Agree
2.	The tasks presentation	4	Agree

The result of mean for the presentation technique was 4.25 and the mean for the tasks presentation in Unit 2 was 4. It means that the presentation of the material in Unit 2 was appropriate for the students of automotive engineering program in SMK Sanjaya Ngawen.

Meanwhile, the last assessed item in Unit 2 was the appropriateness of the materials layout. The result of expert judgment towards the materials layout was shown in the following table:

Table 4.7.2d: The results of expert judgment on the speaking material layout in Unit 2.

No.	Items	Means	Description of Agreement
1.	The layout of the content	4	Agree
2.	The illustration of the content	4	Agree
3.	The typography of the material	4	Agree

The means for layout, illustration, and typography of the material and its content in Unit 2 were 4. It means that the layout of the material was quite good and appropriate for the second grade students of automotive engineering.

From the result of expert judgment above, the content, language, presentation, and the layout of Unit 2 were appropriate, but there are still many grammatical mistakes found in this unit, as in Unit 1, so to make Unit 2 more appropriate, revisions related to the grammatical mistakes in the tasks in Unit 2 was needed.

c. The Results of Expert Judgment of Unit 3

The assessed items in Unit 3 were not different from Unit 1 and Unit 3; those were the appropriateness of the content, language, materials presentation, and the materials layout. The first assessed item was the appropriateness of the content, as shown in the following table:

Table 4.7.3a: The results of expert judgment on the content appropriateness in Unit 3.

No.	Items	Means	Description of Agreement
1.	The appropriateness of the material	4	Agree
2.	The depth of the material	4	Agree
3.	The accuracy of the material	4	Agree
4.	The novelty of the material	4	Agree

The means for the appropriateness, the depth, the accuracy, and the novelty of the material were 4. It means the whole content of the material was appropriate for the second grade students of automotive engineering. After the content was assessed, the next assessed item was the appropriateness of the language, as shown in the following table:

Table 4.7.3b: The results of expert judgment on the language appropriateness in Unit

3.

No.	Items	Means	Description of Agreement
1.	The appropriateness towards the students' ability development	4.50	Strongly Agree
2.	The communicative aspect	4	Agree
3.	The language accuracy	3	Neutral (Neither Agree or

			Disagree
4.	The unity of the material	4	Agree

The result of the expert judgment in Unit 3 was not different from Unit 1 and Unit 2. The means for the communicative aspects and the unity of the material were 4. Furthermore, the mean for the appropriateness towards the students' ability development was 4.50. Those indicated that Unit 3 was appropriate towards the students' development. Also, the communicative aspect and the unity of the material in Unit 3 were quite good. Meanwhile, as in Unit 1 and Unit 2, the mean for the language accuracy were 3, which was neither agreed or disagree. It indicated that there were many grammatical mistakes in Unit 3 which should be revised.

The next item which was assessed in Unit 3 was the appropriateness of material presentation. The result of expert judgment in this aspect was shown in the following table:

Table 4.7.4c: The results of expert judgment on the materials presentation in Unit 3.

No.	Items	Means	Description of Agreement
1.	The presentation technique	4	Agree
2.	The tasks presentation	4	Agree

Both means for the presentation technique and the tasks presentation was 4. It means that the materials presentation in Unit 3 was appropriate for the second grade students of automotive engineering in SMK Sanjaya Ngawen. After the materials presentation was assessed, the last item in Unit 3 which was assessed

was the appropriateness of the materials layout. The results of expert judgment in this aspect were shown in the following table:

Table 4.7.4d: The results of expert judgment on the appropriateness of the layout in Unit 3.

No.	Items	Means	Description of Agreement
1.	The content layout	4	Agree
2.	The content illustration	4	Agree
3.	The typography of the material	4	Agree

The means for the content layout, illustration, and the typography of the material were 4. It indicated that the materials layout in Unit 3 was appropriate for the second grade students of automotive engineering in SMK Sanjaya Ngawen.

From the results of expert judgment above, the speaking material which was designed was appropriate for the second grade students of automotive engineering. The content, the materials presentation, and the materials layout were quite good and appropriate. Meanwhile, for the language aspect, the appropriateness towards the students' ability, the communicative aspect, and the unity of the ideas were quite good and appropriate, but the language accuracy aspect needs to be corrected because of many grammatical mistakes found in the exercise in each unit.

5. The Review of the First Draft of the Materials

The first draft of the material needs to be revised, there were still many mistakes found by the material developer in each unit based on the results of expert judgment. First, the title on each unit was not consistent. The title in each

unit should be theme, language functions, or language expressions. Then, the sources of the pictures in each unit were not mentioned. Besides that, each unit in the speaking material was not focused in one language function; it still contains two language functions. Meanwhile, the use of intermezzo in each page was not consistent. In one page, there were quotes, and in other pages, there were riddle or cartoon. Those mistakes need to be revised. Here, the material developer will present the evaluation and revision of Unit 1, Unit 2, and Unit 3. The evaluation and revision of each unit was presented in the following table:

a. The Evaluation and Revision of Unit 1:

Table 4.8.1: The evaluation and revision of Unit 1.

Task	Evaluation	Revision
Task 1	The source of the picture in task 1 was not mentioned.	The source of the picture in task 1 was mentioned.
	Grammatical mistakes in task 1 must be revised: 1. Have you ever <i>been repairing</i> your vehicle? 2. What part of the vehicle <i>that</i> you repair? 3. What tools <i>that</i> you need? 4. Can you explain how <i>do</i> you repair your vehicle?	The revision of the grammatical mistakes in task 1: 1. Have you ever <i>repaired</i> your vehicle? 2. What part of the vehicle <i>did</i> you repair? 3. What tools <i>did</i> you need? 4. Can you explain how you <i>repaired</i> your vehicle?
Task 2	The words in the box begin with capital letter.	The words in the box must be in small letter.
	The source of the picture in task 2 was not mentioned.	The source of the picture in task 2 was mentioned.

Task 3	The word <i>task</i> in the procedure begins with small letter.	The letter <i>t</i> in the word <i>task</i> in the procedure changed with capital letter.
	The words in the table begin with capital letter.	The words in the table changed with small letter.
Task 4	The procedure was “ <i>Read the following dialogue and answer the questions. Then, practice the dialogue with your pair in front of the class.</i> ”	The procedure changed into “ <i>Listen to the dialogue and answer the questions. The script is in the appendix.</i> ”
	The source of the picture in the task was not mentioned.	The source of the picture in the task was mentioned.
	The word <i>d</i> in the question <i>Have you prepare your wrench, the new engine oil, oil drain pan, and the funnel?</i> is missing.	The word <i>d</i> was added.
	The sentence <i>OK, I’ll tell you the way. First, open the oil drain plug by using wrench</i> need to be revised.	The sentence changed into <i>OK, I’ll tell you how to do it. Firstly, open the oil drain plug by using a wrench.</i>
	Some articles and punctuations were missing.	Some articles and punctuations were added.
	The word “ <i>plug</i> ” in the question <i>What should people do before plug the new oil filter?</i> should be changed.	The word <i>plug</i> was changed into <i>plugging</i> .
Task 5	The word “ <i>task</i> ” in the instruction begins with small letter.	The beginning word “ <i>task</i> ” in the instruction changed with capital letter.
Task 6	The instruction <i>In the task 4, you</i>	The instruction revised into <i>In Task</i>

	<i>find this following sentence</i> should be revised.	4, you find this sentence.
	The explanation <i>The other expressions used to ask for instruction</i> should be revised.	The explanation revised into <i>The other expressions used to ask for instruction are:</i>
	The expression <i>Do you have experience of...?</i> should be revised.	The expression was revised into <i>Do you have the experience of ...?</i>
	The words <i>first, second, third, fourth, ...</i> should be revised.	The words were revised into <i>firstly, secondly, thirdly, fourthly, ...</i>
Task 7	The task is arranging sentences into a correct order.	The task was changed into practice the dialogue and stating true or false. Arranging sentences was moved into task 8.
Task 8	The sentence number 4 <i>First, park your car in a flat surface. Then place a wheel chock behind the rear tire if you are fixing the front wheel bearing</i> should be revised.	The sentence number 4 was revised into <i>Firstly, park your car in a flat surface. Then, place a wheel chock behind the rear tire if you fix the front wheel bearing.</i>
Task 9	The task was about the transition signal.	The task was changed into completing and practicing dialogue. The transition signal was moved into task 10.
Task 10	Task 10 was about matching games.	Task 10 was changed into transition signal. The game was moved into Task 12.
	The instruction should be revised; <i>In the task 4, you find these sentence:</i>	The instruction was revised into <i>In Task 4, you find these sentence:</i>

	An article was missing.	An article was added.
Task 11	The task was about practicing the dialogue in pairs and answering the questions about telling someone to do something.	The task was changed into exercise for transition signal as the scaffolding from Task 10.
Task 12	The task was about identifying expressions for telling someone to do something.	The task was revised into matching games about asking and giving instruction from Task 10.
Task 13	The task was the explanation about expressions used for telling someone to do something.	The task was revised into listening and stating true or false.
Task 14	The sentence “ <i>That’s easy. It’s done, and what next?</i> ” should be revised.	The sentence was revised into “ <i>That’s easy. It’s done, and what’s next?</i> ”
	The preposition, article, and conjunction were missing.	The preposition, article, and conjunction were added.
	The instruction “ <i>State true or false based on the information on the dialogue above</i> ” should be revised.	The instruction was revised into “ <i>State whether the following statements are true or false based on the information on the dialogue above.</i> ”
Task 15	The articles in the exercise were missing.	The articles in the exercise were added.
Task 16	The instruction “ <i>Work in a group of three and find a procedure of repairing cars or engines. Make a dialogue based on the text that you have find, and practice it in front of the classroom</i> ” should be revised.	The instruction was revised into “ <i>Work in a group of three and find a procedure of repairing cars or engines. Make a dialogue based on the text that you have found, and practice it in front of the classroom.</i> ”

b. The Evaluation and Revision of Unit 2

Table 4.8.2: The evaluation and revision of Unit 2.

Task	Evaluation	Revision
Task 1	The instruction “ <i>Look at the following picture and discuss the questions below with your pairs</i> ” should be revised.	The instruction was revised into “ <i>Look at the following picture and discuss the questions below with your partner.</i> ”
	The source of the picture was not mentioned.	The source of the picture was mentioned.
	The words “ <i>Have</i> ” in question number 1 and 3 should be changed into “ <i>Do</i> ”.	The word “ <i>Have</i> ” in question number 1 and 3 was changed into “ <i>Do</i> ”.
Task 2	The instruction “ <i>Match the following picture with the words provided in the box</i> ” should be revised.	The instruction was revised into “ <i>Match the following pictures with the phrases provided in the box.</i> ”
	The phrases in the box begin with capital letter.	The beginning of the phrases in the box was revised with small letter.
	The source of the pictures was not mentioned.	The source of the picture was mentioned.
Task 3	The instruction “ <i>You will find these following words on task 4. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find the meanings in your dictionary</i> ” should be revised.	The instruction was revised into “ <i>You will find these following words in Task 4. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find the meanings in your dictionary.</i> ”
	The words in the table begin with capital letter.	The beginning of the words in the table was revised with small letter.

Task 4	The instructions “ <i>Read the following dialogue and answer the following questions. Then, practice the dialogue in front of the class with your pair</i> ” should be revised.	The instruction was revised into “ <i>Listen to the following dialogue and answer the following questions. Then, practice the dialogue in front of the class with your partner. The script is in the appendix.</i> ”
	The source of the picture was not mentioned, and the name of people in the dialogue was not the same as in the picture.	The source of the picture was mentioned, and the picture was changed based on the name in the dialogue.
	The sentence “ <i>I’m a new employee in this company and you’re my senior. I need your advice to support my future in working here</i> ” should be revised.	The sentence was revised into “ <i>I’m a new employee in this company and you’re my senior. I need your advice to support my future when working here.</i> ”
	The sentence “ <i>Well, I advise you to learn more about new technological terms of new vehicles, so that you can predict any engine failures and fix it well</i> ” should be revised.	The sentence was revised into “ <i>Well, I advise you to learn more about new technological terms of new vehicles, so that you can predict any engine failures and fix them well.</i> ”
	The sentence which should be revised: <i>1. OK, thanks for your advice Indra. Let’s go home now; it’s been 4 pm now.</i> <i>2. It doesn’t matter. Let’s go home, too!</i>	The sentences were revised into: <i>1. OK, thanks for your advice, Indra. Let’s go home now; it’s 4 pm now.</i> <i>2. No problem. Let’s go home, too!</i>
	In the questions, some articles and suffixes were missing.	Articles and suffixes were added.

Task 5	The instruction “ <i>In a group of three, identify the expressions used for asking and giving advice/suggestions in the task 4</i> ” should be revised.	The instruction was revised into “ <i>In a group of three, identify the expressions used for asking and giving advice/suggestions in Task 4.</i> ”
Task 6	The instruction “ <i>In a group of four, study the following explanation about asking and giving advice/suggestions</i> ” should be revised.	The instruction was revised into “ <i>In a group of four, study the following explanation about asking for and giving advice/suggestions.</i> ”
	The preposition and the suffix were missing. The choice of word was not appropriate.	The preposition and the suffix were added. The choice of word was attempted.
Task 7	Some words, suffixes, and punctuation mark in the task were missing.	The missing words, suffixes, and punctuation mark were added.
Task 8	The instruction “ <i>Complete the following dialogue with the words provided in the box, and then practice it with your pairs in front of the class</i> ” should be revised.	The instruction was revised into “ <i>Complete the following dialogue with the words provided in the box, and then practice it with your partner in front of the class.</i> ”
	The words in the box begin with capital letter.	The beginning of words in the box was changed with small letter.
	Some inappropriate word choice was found.	The word choice was attempted.
Task 9	The task was about studying the dialogue and answering the questions.	The task was revised into studying the explanation about degrees of comparison.
Task 10	The task was about identifying	The task was revised into exercises

	the expressions about asking and giving opinion in Task 9.	on degrees of comparison.
Task 11	The task was about the expressions of asking and giving opinion.	The task was revised into practicing an information gap game about asking and giving advice/suggestion.
Task 12	The task was about taking turns in asking and giving opinion.	The task was revised into practicing the dialogue and stating true or false.
Task 13	The task was about studying and practicing the dialogue about asking and giving opinion.	The task has revised into group work in a group of three and makes a dialogue on asking and giving advice/suggestions.
Task 14	The task was about studying the explanation about degrees of comparison.	The task was revised into doing homework in a group of four
Task 15	The task was about the exercises on degrees of comparison.	The task was deleted.
Task 16	The task was about practicing information gap on asking and giving opinion.	The task was deleted.
Task 17	The task was about group work, choose one of the situations, make a dialogue, and practice it in front of the class.	The task was deleted.
Task 18	The task was about group work and chooses one of the assignments provided.	The task was deleted.

c. The Evaluation and Revision of Unit 3

Table 4.8.3: The evaluation and revision of Unit 3.

Tasks	Evaluation	Revision
Task 1	The instruction “ <i>Study the following picture and answer the questions with your pair</i> ” should be changed.	The instruction was revised into “ <i>Study the following picture and answer the questions with your partner.</i> ”
	The questions which should be revised: <ol style="list-style-type: none"> 1. <i>How many people are there in the picture?</i> 2. <i>What is the activity probably take place?</i> 3. <i>What is the interviewer usually ask?</i> 4. <i>How does the activity ended?</i> 	The questions were revised into: <ol style="list-style-type: none"> 1. <i>How many people are there in the picture?</i> 2. <i>Where does the activity probably take place?</i> 3. <i>What does the interviewer usually asks.</i> 4. <i>How does the activity usually end?</i>
Task 2	The article “- s” in the instruction was missing.	The article “- s” in the instruction was added.
	The words in the box begin with capital letter.	The beginning of the word in the box was changed with small letters
	The source of the picture was not mentioned.	The source of the picture was mentioned.
	One of the pictures in task was different with the other picture.	The picture was changed with the photograph
Task 3	The word “ <i>Task</i> ” in the instruction begins with small letter.	The word “ <i>Task</i> ” in the instruction begins with capital letter.
	The words in the table begin with capital letter.	The beginning of the word in the table was changed into small letter.

Task 4	The instructions “ <i>Read the following dialogue and answer the questions based on the information in the dialogue. Then, practice the conversation with your partner in front of the class</i> ” should be revised.	The instruction was revised into “ <i>Listen to the following dialogue and answer the questions based on the information in the dialogue. The script is in the appendix.</i> ” The conversation was also changed.
	Some inappropriate word choice was found, some article and suffixes were missing.	The inappropriate word was attempted, and the missing article and suffixes were added.
	The questions which need revision: <i>1. Where does Agus and Rino work?</i> <i>2. How long does he work for the company?</i> <i>3. How long the time that Agus need to design car’s body and interior?</i>	The questions were changed into: <i>1. What job that will be applied by the interviewee?</i> <i>2. What is the interviewee’s educational background?</i> <i>3. Mention what the duties of the interviewee are if he is accepted in the company.</i> <i>4. Why is the interviewee interested in joining the company?</i> <i>5. How does the interviewee explain his strengths and weaknesses?</i>
Task 5	The instruction “ <i>In pairs, identify the expressions used for describing job in the task 4</i> ” should be revised.	The instruction was revised into “ <i>In pairs, identify the expressions used for describing job and educational background in the Task 4.</i> ”
Task 6	The task was about studying the	The task was revised into studying

	explanation about describing jobs using simple present tense.	the explanation about describing job and educational background.
Task 7	The task was about describing jobs using simple present tense.	The task was revised into completing and practicing the dialogue.
Task 8	The task was completing and practicing the dialogue.	The task was revised into studying explanation about simple present tense.
Task 9	The task was about survey game.	The task was revised into describing jobs using simple present tense in pairs.
Task 10	The task was practicing the dialogue and stating true or false.	The task was revised into practicing survey game.
Task 11	No revision.	No revision.
Task 12	The instruction " <i>Practice the following dialogue and answer the questions based on the information in the text</i> " should be revised.	The instruction was revised into " <i>Practice the dialogue with your partner and state whether the following statements are true or false.</i> "
Task 13	The word " <i>task</i> " in the instruction begins with small letter.	The beginning of the word " <i>task</i> " in the instruction was revised into " <i>Task.</i> "
	The task was identifying expressions used for asking and telling about job description and educational background.	The task was revised into explanation about simple past tense.
Task 14	The task was the explanation about the expressions used for asking and telling about job description and educational	The task was revised into exercises on simple past tense.

	background.	
Task 15	The task was about practicing dialogue and stating true or false.	The task was revised into practicing board game.
Task 16	The word “ <i>task</i> ” in the explanation begins with capital letter, and some articles, prepositions, and suffixes were missing.	The beginning of the word “ <i>task</i> ” in the explanation was revised into “ <i>Task</i> ”, and some articles, prepositions, and suffixes were added.
	The task was the explanation about simple past tense.	The task was revised into making a dialogue in pairs based on the model provided.
Task 17	The instruction was not closed with closing mark.	The closing mark was added.
	The task was about practicing board game.	The task was revised into finding a job advertisement from newspaper or the internet in a group of four, make a dialogue based on the job advertisement, and practice it in front of the class.
Task 18	The task was make a dialogue in pairs based on the model provided and practice it in front of the classroom.	The task was deleted.
Task 19	The task was finding a job advertisement in a group of four, make a dialogue based on the advertisement, and practice it in front of the classroom.	The task was deleted.

B. Discussion

The aims of teaching English in the vocational school are to prepare the students with communicative competence and to prepare the students to be able to communicate in English in their daily life. This research was focused on developing an English speaking material for the students of automotive engineering in vocational school. Therefore, the English for Specific Purposes (ESP) approach was applied in this research.

The first step of this research was needs analysis in which the purpose of this step was to specify why the learners need to learn English (Hutchinson and Waters, 1987). The process of needs analysis was divided into two; those were target needs, which belong to what the learners need to do in the target situation, and learning needs, which belong to the knowledge and abilities that learners will require in order to be able to perform to the required degree of competence in the target situation.

The results of needs analysis which had been conducted in SMK Sanjaya Ngawen showed that the students' purpose of learning English was to get the job based on the vocational program which is automotive engineering, such as understanding how to operate and maintenance vehicles. After the students have graduated from the school, they want to work abroad. In addition, their weakness in speaking skill was the lack of vocabulary, especially the one which is related to

their vocational program. Therefore, the topic of the speaking material which was designed was related to automotive engineering.

After the needs analysis had been conducted, the next step was formulating a course grid and writes the first draft of the speaking material. The speaking material contains of three units. There were 16 to 19 tasks in each unit in the material. Each unit consists six sections; those were *Lead – In, Lesson Proper, Evaluation, Homework, Reflection, and Summary*.

After the material had been written, the next step was expert judgment process. Here, the material which had been developed was assessed by the material and content expert. The criteria for expert judgment were based on the BSNP standard. Based on the results of expert judgment, the content, the language, the materials presentation, and the materials layout were appropriate but in the first draft, the material was not focused on one language functions, and there were many grammatical mistakes which need to be revised. Therefore, the revision was needed to improve the quality of the material in order to make it more appropriate for the students of automotive engineering in SMK Sanjaya Ngawen.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this last chapter, the target needs, the learning needs, and the appropriate characteristics and design of English speaking materials were presented in the conclusion. Also, the suggestions to the English teacher and other researcher will be presented in this chapter.

A. Conclusions

1. The Target Needs

The target of this research was the second grade students of automotive engineering in SMK Sanjaya, Ngawen. From the results of needs analysis, the students' purpose of learning English was to get the job based on their vocational program. Therefore, they need a learning topic which was relevant to their vocational program that is automotive engineering. After they have graduated from the school, they wanted to work abroad, so they need to learn English intensively, especially to develop their speaking skill.

2. The Learning Needs

Based on the results of needs analysis, the length of the learning input which was needed by the students to learn speaking was 150 to 200 words. The form of the input which was needed to learn speaking was short dialogues. Furthermore, the activities which were needed by the students to learn speaking were role – play and games. The type for role – play activity

which was needed by the students was scripted role – play, and the type of game which was needed was matching games. Those two activities were applied to the English speaking material which had been written.

3. The Appropriate English Speaking Materials:

To understand whether the English speaking material was appropriate or not, there were two criteria which can be used to see it; those were the characteristics and the design of the material itself.

The appropriate characteristics of an English speaking material are:

- a. The English speaking material was developed based on the standard of competence and the basic of competence and also based on the students' learning needs.
- b. The English speaking material was developed by exploring texts which were related to the students' daily life.
- c. The English speaking material helped the students to learn language functions effectively.
- d. The content of the English speaking material were taken from the newest sources.
- e. The language which was used in the English speaking material was appropriate to the students' language skills and cognitive development.
- f. The language which was used in the English speaking material was clear, easy to understand, and accurate.
- g. The ideas of the material were good and unite.

Meanwhile, the appropriate designs of an English speaking material are:

- a. The activities in each unit of the material were covered into Lead – in, Lesson Proper, Evaluation, Homework, Reflection, and Summary.
- b. The tasks in each unit of the material were presented equally.
- c. The tasks in each unit of the material encourage the interaction process in English.
- d. The tasks in each unit of the material encourage the students to be active learners inside and outside the classroom and also encourage the students to know their strength and weaknesses in learning English.
- e. The illustration used in the material can increase the students' understanding on the learning topic.

B. Suggestions

The result of this research is hopefully give contribution for some parties, especially to the English teacher and to the other researchers, as in the following explanation:

1. To the English Teachers

English teachers of vocational high schools should try to develop English learning materials which appropriate to the needs of the students, especially for speaking. In developing an English learning material, teachers are suggested to refer to the research findings about the characteristics of appropriate English learning materials.

2. To the Other Researchers

Other researchers are expected to be able to develop an English learning material, especially for speaking for other study programs which

have the problems with the availability of appropriate English learning materials. They are also expected to find the other characteristics of appropriate learning materials based on the needs of the students, especially in designing English speaking materials.

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APPENDIX I:

Permission Letters

APPENDIX II:

Needs Analysis

Questionnaire

KUESIONER ANALISIS KEBUTUHAN MEDIA PEMBELAJARAN.

Nama :

Kelas :

Nomor Absen :

Isilah kuesioner ini dengan cara memberi tanda silang (x) pada salah satu jawaban yang sesuai dengan pengalaman teman – teman selama mengikuti kegiatan pembelajaran bahasa Inggris di kelas. Jawaban tidak mempengaruhi nilai teman – teman yang ada di dalam raport.

1. Input materi yang saya inginkan untuk melatih kemampuan *speaking* (berbicara) bahasa Inggris adalah ...
 - a. dialog pendek.
 - b. teks monolog.
 - c. gambar – gambar.
2. Panjang input materi yang saya inginkan untuk melatih kemampuan *speaking* (berbicara) bahasa Inggris adalah ...
 - a. kurang dari 150 kata.
 - b. 150 – 200 kata.
 - c. 200 – 300 kata.
 - d. Lebih dari 300 kata.

3. Aktivitas yang saya inginkan dalam materi pembelajaran untuk melatih kemampuan *speaking* (berbicara) bahasa Inggris adalah ...
 - a. bermain peran (*role – play*).
 - b. permainan (*games*).
 - c. bertukar informasi (*information gap*).
 - d. mendemonstrasikan langkah – langkah kerja sederhana.
4. Bentuk kegiatan bermain peran (*role – play*) dalam materi pembelajaran yang saya perlukan untuk melatih kemampuan berbicara (*speaking*) bahasa Inggris adalah...
 - a. *role – play* dengan teks (*scripted role play*).
 - b. *role – play* tanpa teks (*unscripted role play*).
5. Bentuk kegiatan permainan (*games*) dalam materi pembelajaran yang saya perlukan untuk melatih kemampuan berbicara (*speaking*) bahasa Inggris adalah...
 - a. *board games*.
 - b. *guessing games*.
 - c. *survey games*.
 - d. *matching games*.
 - e. *labeling games*.
 - f. *exchanging games*.
6. Jenis gambar yang cocok untuk materi pembelajaran *speaking* menurut saya adalah...
 - a. foto – foto sesuai dengan topik yang dibahas.
 - b. gambar karikatur/kartun sesuai dengan topik yang dibahas.
 - c. gambar ilustrasi sesuai topik yang dibahas.
7. Dalam materi pembelajaran *speaking*, peran guru dalam setiap kegiatan pembelajaran adalah sebagai ...
 - a. pengontrol setiap kegiatan siswa.
 - b. motivator bagi siswa dalam mengerjakan setiap kegiatan pembelajaran.
 - c. pemberi tugas bagi setiap siswa.

8. Dalam materi pembelajaran speaking, peran siswa dalam setiap kegiatan pembelajaran adalah sebagai...
 - a. pendengar (hanya memperhatikan setiap penjelasan guru).
 - b. partisipan (hanya melaksanakan apa yang ditugaskan oleh guru).
 - c. pendengar dan partisipan aktif (mendengarkan dan melaksanakan apa yang ditugaskan).
 - d. penghubung antara siswa dan guru dalam menentukan aktivitas pembelajaran
9. Dalam mengerjakan tugas – tugas di materi pembelajaran, saya lebih suka...
 - a. mengerjakan tugas secara individu.
 - b. mengerjakan tugas secara berpasangan.
 - c. mengerjakan tugas secara berkelompok.
10. Dalam mengerjakan tugas – tugas di materi pembelajaran, saya lebih suka mengerjakan di...
 - a. kelas.
 - b. rumah.
 - c. perpustakaan.
11. Kegiatan pembelajaran yang cocok untuk materi pembelajaran speaking menurut saya adalah...
 - a. bermain peran (*role play*).
 - b. bertukar informasi (*information gap*).
 - c. memperagakan langkah – langkah kerja sederhana.
12. Penyajian materi pembelajaran speaking yang ideal menurut saya adalah...
 - a. halaman dan sampulnya berwarna – warni.
 - b. dilengkapi dengan gambar – gambar dan ilustrasi sesuai dengan topik yang akan dibahas.
 - c. banyak latihan *grammar* (tata bahasa) dan *vocabulary* (kosakata).
 - d. banyak penjelasan tentang ekspresi yang digunakan sesuai topik yang dibahas.

13. Tingkat kesulitan pada tiap aktivitas pembelajaran dalam materi pembelajaran speaking yang saya inginkan adalah...
 - a. tidak terlalu sulit atau terlalu mudah.
 - b. bervariasi dari yang paling mudah ke yang paling sulit.
 - c. memiliki tingkat kesulitan yang beragam.
14. Warna yang saya inginkan sebagai tema agar media pembelajaran speaking terlihat lebih menarik adalah...
 - a. hitam putih (hanya dua warna saja).
 - b. didominasi satu warna saja (contoh: hanya merah).
 - c. bermacam – macam warna (contoh: kombinasi merah, oranye, biru, merah jambu, dan warna – warna lain).
15. Jenis huruf yang saya inginkan dalam materi pembelajaran agar tampilannya lebih menarik adalah...
 - a. *Comic sans MS.*
 - b. *Lucida Handwriting.*
 - c. Times New Roman.
 - d. *Script MT Bold.*
 - e. *Brush Script MT.*
 - f. **Cooper Black.**
 - g. Arial.
16. Untuk meningkatkan motivasi dalam belajar dan menghilangkan rasa jenuh, dalam materi pembelajaran speaking, selingan yang saya inginkan adalah...
 - a. quotes (peribahasa atau kutipan pernyataan dari novel atau orang – orang terkenal).
 - b. gambar – gambar kartun sesuai dengan topik yang dibahas.
 - c. Teka - teki.
17. Selingan yang ada dalam materi pembelajaran yang ideal sebaiknya...
 - a. bervariasi, ada di setiap halaman.
 - b. ada di setiap satu halaman saja.

- c. ada di setiap dua halaman.
 - d. ada di setiap tiga halaman.
18. Topik materi pembelajaran speaking yang saya inginkan adalah ...
- a. topik yang berkaitan dengan kehidupan sehari – hari.
 - b. topik yang berkaitan dengan dunia teknik otomotif.
 - c. topik yang berkaitan dengan bisnis.
 - d. topik yang berkaitan dengan teknologi informasi.
19. Bentuk kegiatan awal (*warming up/lead in*) yang saya inginkan untuk materi pembelajaran adalah...
- a. pertanyaan singkat.
 - b. gambar – gambar.
 - c. daftar kosakata.
 - d. catatan ungkapan – ungkapan.
 - e. catatan tata bahasa.
20. Hal – hal baru yang saya inginkan dalam materi pembelajaran adalah...
- a. topik pembelajaran.
 - b. gambar – gambar atau ilustrasi pendukung topik pembelajaran.
 - c. kegiatan pembelajaran yang terdapat dalam satu unit pokok bahasan.
21. Tujuan saya belajar bahasa Inggris adalah...
- a. agar lulus ujian nasional
 - b. agar lebih mudah mencari pekerjaan sesuai dengan bidang kejuruan yang saya tekuni.
 - c. agar memperoleh nilai yang baik.
22. Dalam bekerja nanti, teks bahasa Inggris yang mungkin akan saya temui adalah...
- a. petunjuk operasional peralatan tertentu.
 - b. artikel – artikel yang berkaitan dengan bidang otomotif.
 - c. surat – surat dan dokumen bisnis.
23. Dalam belajar berbicara bahasa Inggris (*speaking*), yang menjadi kesulitan utama bagi saya 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.
24. Setelah saya lulus nanti, kemungkinan saya akan banyak menggunakan bahasa Inggris di...
- a. tempat kerja (di dalam negeri).
 - b. jenjang pendidikan lanjutan.
 - c. tempat kerja (di luar negeri).
25. Kemungkinan frekuensi penggunaan bahasa Inggris di lingkungan kerja setelah saya lulus nanti adalah...
- a. jarang.
 - b. sering.
 - c. tidak pernah.

APPENDIX III:

Expert Judgment

Questionnaire

ANGKET EVALUASI MATERI**UNIT 1****FIRST, OPEN THE OIL DRAIN PLUG****Pengantar:**

Kuesioner ini merupakan instrument penilaian terhadap materi pembelajaran speaking bahasa Inggris untuk kelas XI (sebelas) SMK jurusan Teknik Otomotif. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terimakasih.

Petunjuk Pengisian:

Berikut ini adalah butir – butir pernyataan yang berkaitan dengan materi pembelajaran speaking bahasa Inggris yang telah dikembangkan. Bapak/ibu dipersilakan untuk memberikan tanda centang (√) pada salah satu kolom pada tiap pernyataan yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

SS : Sangat Setuju.

TS : Tidak Setuju.

S : Setuju.

STS : Sangat Tidak Setuju.

TT : Tidak Tahu.

I. KOMPONEN KELAYAKAN ISI

A. Kesesuaian Materi						
No.	Butir	SS	S	TT	TS	STS
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.					
2.	Materi yang dikembangkan sesuai dengan SK dan KD untuk SMK kelas XI					
3.	Materi yang dikembangkan sesuai dengan kebutuhan bahasa Inggris siswa jurusan teknik otomotif					
Saran Perbaikan:						

B. Kedalaman Materi						
No.	Butir	SS	S	TT	TS	STS
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang berkaitan dengan kehidupan sehari – hari peserta didik.					
5.	Materi yang dikembangkan menguraikan teks secara rinci.					
6.	Secara umum materi memberikan penjelasan mengenai unsur, struktur, makna, dan fitur linguistic secara jelas.					
Saran Perbaikan:						

C. Keakuratan Materi						
No.	Butir	SS	S	TT	TS	STS
7.	Materi mengajarkan siswa tentang <i>asking and giving instruction</i> serta <i>telling someone to do something</i> .					
8.	Teks – teks yang diberikan di dalam materi dapat membantu siswa dalam memahami <i>asking and giving instruction</i> serta <i>telling someone to do something</i> .					
9.	Materi mengajarkan siswa menggunakan <i>transition signal</i> .					
10.	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber – sumber yang relevan dengan topik yang dibahas.					
Saran Perbaikan:						

D. Kemutakhiran Materi:						
No.	Butir	SS	S	TT	TS	STS
11.	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber – sumber terbaru tentang topik yang dibahas.					
Saran Perbaikan:						

II. KELAYAKAN BAHASA

A. Kesesuaian Dengan Tingkat Perkembangan Peserta Didik						
No.	Butir	SS	S	TT	TS	STS
1.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan peserta didik.					
2.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.					
3.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.					
Saran Perbaikan:						

B. Komunikatif						
No.	Butir	SS	S	TT	TS	STS
4.	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik.					
Saran Perbaikan:						

C. Akurasi						
No.	Butir	SS	S	TT	TS	STS
5.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang benar.					
Saran Perbaikan:						

D. Keruntutan dan Kesatuan Gagasan						
No.	Butir	SS	S	TT	TS	STS
6.	Materi yang disajikan dalam satu unit/aktivitas/paragraph/kalimat mencerminkan keruntutan penyampaian gagasan.					
7.	Teks – teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan					
Saran Perbaikan:						

III. KOMPONEN KELAYAKAN PENYAJIAN

A. Teknik Penyajian						
No.	Butir	SS	S	TT	TS	STS
1.	Materi yang dikembangkan menyajikan bagian pembuka, kegiatan inti, evaluasi, refleksi, dan rangkuman secara konsisten pada setiap bab/unit.					
2.	Tugas – tugas disajikan secara seimbang pada setiap unit/bab.					
3.	Dalam bab/unit ini, tugas – tugas disusun/diurutkan berdasarkan kaidah – kaidah dalam pengembangan materi.					
4.	Bentuk penugasan dalam unit ini disajikan secara beragam.					
Saran Penyajian:						

B. Penyajian Pembelajaran:						
No.	Butir	SS	S	TT	TS	STS
5.	Penyajian tugas – tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris.					
6.	Tugas – tugas yang diberikan dalam unit ini mendorong siswa untuk aktif di kelas.					
7.	Penyajian materi dan tugas mendorong peserta didik aktif dalam proses belajar mandiri.					
8.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris.					
Saran Perbaikan:						

IV. KEGRAFIKAN

A. Tata Letak Isi						
No.	Butir	SS	S	TT	TS	STS
1.	Penempatan unsur tata letak(judul, kata pengantar, ilustrasi) pada setiap awal bab konsisten.					
2.	Penempatan unsur tata letak pada halaman mengikuti pola yang konsisten.					
3.	Susunan teks pada akhir paragraf terpisah dengan jelas.					
Saran Perbaikan:						

B. Ilustrasi Isi						
No.	Butir	SS	S	TT	TS	STS
4.	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.					
5.	Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud.					
6.	Secara umum ilustrasi ditampilkan secara serasi sesuai dengan topik pembahasan.					
Saran Perbaikan:						

C. Tipografi Materi						
No.	Butir	SS	S	TT	TS	STS
7.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font).					
8.	Materi menggunakan jenis huruf yang mudah dibaca.					
9.	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada teks yang dianggap penting.					
Saran Perbaikan:						

ANGKET EVALUASI MATERI

<p>UNIT 2</p> <p>HOW TO BE A PROFESSIONAL TECHNICIAN</p>
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Pengantar:

Kuesioner ini merupakan instrument penilaian terhadap materi pembelajaran speaking bahasa Inggris untuk kelas XI (sebelas) SMK jurusan Teknik Otomotif. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini

sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terimakasih.

Petunjuk Pengisian:

Berikut ini adalah butir – butir pernyataan yang berkaitan dengan materi pembelajaran speaking bahasa Inggris yang telah dikembangkan. Bapak/ibu dipersilakan untuk memberikan tanda centang (√) pada salah satu kolom pada tiap pernyataan yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

SS : Sangat Setuju.

TS : Tidak Setuju.

S : Setuju.

STS : Sangat Tidak Setuju.

TT : Tidak Tahu.

I. KOMPONEN KELAYAKAN ISI

A. Kesesuaian Materi						
No.	Butir	SS	S	TT	TS	STS
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.					
2.	Materi yang dikembangkan sesuai dengan SK dan KD untuk SMK kelas XI					
3.	Materi yang dikembangkan sesuai dengan kebutuhan bahasa Inggris siswa jurusan teknik otomotif					

Saran Perbaikan:

B. Kedalaman Materi						
No.	Butir	SS	S	TT	TS	STS
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang berkaitan dengan kehidupan sehari – hari peserta didik.					
5.	Materi yang dikembangkan menguraikan teks secara rinci.					
6.	Secara umum materi memberikan penjelasan mengenai unsur, struktur, makna, dan fitur linguistic secara jelas.					
Saran Perbaikan:						

C. Keakuratan Materi						
No.	Butir	SS	S	TT	TS	STS
7.	Materi mengajarkan siswa tentang <i>asking and giving advice/suggestions</i> serta <i>asking and giving opinion</i> .					
8.	Teks – teks yang diberikan di dalam materi dapat membantu siswa dalam memahami <i>asking and giving advice/suggestions</i> serta <i>asking and giving opinion</i> .					
9.	Materi mengajarkan siswa menggunakan <i>comparative degree</i> .					
10.	Bahan ajar (teks, tabel, gambar, lampiran, dll)					

	diambil dari sumber – sumber yang relevan dengan topik yang dibahas.					
Saran Perbaikan:						

D. Kemutakhiran Materi:						
No.	Butir	SS	S	TT	TS	STS
11.	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber – sumber terbaru tentang topik yang dibahas.					
Saran Perbaikan:						

II. KELAYAKAN BAHASA

A. Kesesuaian Dengan Tingkat Perkembangan Peserta Didik						
No.	Butir	SS	S	TT	TS	STS
1.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan peserta didik.					
2.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.					
3.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.					

Saran Perbaikan:

B. Komunikatif

No.	Butir	SS	S	TT	TS	STS
4.	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik.					

Saran Perbaikan:

C. Akurasi

No.	Butir	SS	S	TT	TS	STS
5.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang benar.					

Saran Perbaikan:

D. Keruntutan dan Kesatuan Gagasan

No.	Butir	SS	S	TT	TS	STS
6.	Materi yang disajikan dalam satu unit/aktivitas/paragraph/kalimat mencerminkan keruntutan penyampaian gagasan.					
7.	Teks – teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan					

Saran Perbaikan:

--

III. KOMPONEN KELAYAKAN PENYAJIAN

A. Teknik Penyajian						
No.	Butir	SS	S	TT	TS	STS
1.	Materi yang dikembangkan menyajikan bagian pembuka, kegiatan inti, evaluasi, refleksi, dan rangkuman secara konsisten pada setiap bab/unit.					
2.	Tugas – tugas disajikan secara seimbang pada setiap unit/bab.					
3.	Dalam bab/unit ini, tugas – tugas disusun/diurutkan berdasarkan kaidah – kaidah dalam pengembangan materi.					
4.	Bentuk penugasan dalam unit ini disajikan secara beragam.					
Saran Penyajian:						

B. Penyajian Pembelajaran:						
No.	Butir	SS	S	TT	TS	STS
5.	Penyajian tugas – tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris.					
6.	Tugas – tugas yang diberikan dalam unit ini mendorong siswa untuk aktif di kelas.					
7.	Penyajian materi dan tugas mendorong peserta didik aktif dalam proses belajar mandiri.					

8.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris.					
Saran Perbaikan:						

IV. KEGRAFIKAN

A. Tata Letak Isi						
No.	Butir	SS	S	TT	TS	STS
1.	Penempatan unsur tata letak(judul, kata pengantar, ilustrasi) pada setiap awal bab konsisten.					
2.	Penempatan unsur tata letak pada halaman mengikuti pola yang konsisten.					
3.	Susunan teks pada akhir paragraf terpisah dengan jelas.					
Saran Perbaikan:						

B. Ilustrasi Isi						
No.	Butir	SS	S	TT	TS	STS
4.	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.					
5.	Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang					

	dimaksud.					
6.	Secara umum ilustrasi ditampilkan secara serasi sesuai dengan topik pembahasan.					
Saran Perbaikan:						

C. Tipografi Materi						
No.	Butir	SS	S	TT	TS	STS
7.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font).					
8.	Materi menggunakan jenis huruf yang mudah dibaca.					
9.	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada teks yang dianggap penting.					
Saran Perbaikan:						

ANGKET EVALUASI MATERI**UNIT 3****COULD YOU TELL ME A LITTLE
ABOUT YOUR EDUCATIONAL
BACKGROUND?****Pengantar:**

Kuesioner ini merupakan instrument penilaian terhadap materi pembelajaran speaking bahasa Inggris untuk kelas XI (sebelas) SMK jurusan Teknik Otomotif. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terimakasih.

Petunjuk Pengisian:

Berikut ini adalah butir – butir pernyataan yang berkaitan dengan materi pembelajaran speaking bahasa Inggris yang telah dikembangkan. Bapak/ibu dipersilakan untuk memberikan tanda centang (✓) pada salah satu kolom pada tiap pernyataan yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

SS : Sangat Setuju.

TS : Tidak Setuju.

S : Setuju.

STS : Sangat Tidak Setuju.

TT : Tidak Tahu.

I. KOMPONEN KELAYAKAN ISI

A. Kesesuaian Materi						
No.	Butir	SS	S	TT	TS	STS
1.	Materi yang dikembangkan sesuai dengan tujuan pembelajaran.					
2.	Materi yang dikembangkan sesuai dengan SK dan KD untuk SMK kelas XI					
3.	Materi yang dikembangkan sesuai dengan kebutuhan bahasa Inggris siswa jurusan teknik otomotif					
Saran Perbaikan:						

B. Kedalaman Materi						
No.	Butir	SS	S	TT	TS	STS
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang berkaitan dengan kehidupan sehari – hari peserta didik.					
5.	Materi yang dikembangkan menguraikan teks secara rinci.					
6.	Secara umum materi memberikan penjelasan mengenai unsur, struktur, makna, dan fitur linguistic secara jelas.					
Saran Perbaikan:						

C. Keakuratan Materi						
No.	Butir	SS	S	TT	TS	STS
7.	Materi mengajarkan siswa tentang <i>describing job, asking and telling about educational background</i> serta <i>asking and telling about job description</i> .					
8.	Teks – teks yang diberikan di dalam materi dapat membantu siswa dalam memahami <i>describing job, asking and telling about educational background</i> serta <i>asking and telling about job description</i> .					
9.	Materi mengajarkan siswa menggunakan <i>simple present tense</i> dan <i>simple past tense</i> .					
10.	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber – sumber yang relevan dengan topik yang dibahas.					
Saran Perbaikan:						

D. Kemutakhiran Materi:						
No.	Butir	SS	S	TT	TS	STS
11.	Bahan ajar (teks, tabel, gambar, lampiran, dll) diambil dari sumber – sumber terbaru tentang topik yang dibahas.					
Saran Perbaikan:						

II. KELAYAKAN BAHASA

A. Kesesuaian Dengan Tingkat Perkembangan Peserta Didik						
No.	Butir	SS	S	TT	TS	STS
1.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan peserta didik.					
2.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.					
3.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.					
Saran Perbaikan:						

B. Komunikatif						
No.	Butir	SS	S	TT	TS	STS
4.	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik.					
Saran Perbaikan:						

C. Akurasi						
No.	Butir	SS	S	TT	TS	STS
5.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang benar.					
Saran Perbaikan:						

D. Keruntutan dan Kesatuan Gagasan						
No.	Butir	SS	S	TT	TS	STS
6.	Materi yang disajikan dalam satu unit/aktivitas/paragraph/kalimat mencerminkan keruntutan penyampaian gagasan.					
7.	Teks – teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan					
Saran Perbaikan:						

III. KOMPONEN KELAYAKAN PENYAJIAN

A. Teknik Penyajian						
No.	Butir	SS	S	TT	TS	STS
1.	Materi yang dikembangkan menyajikan bagian pembuka, kegiatan inti, evaluasi, refleksi, dan rangkuman secara konsisten pada setiap bab/unit.					
2.	Tugas – tugas disajikan secara seimbang pada setiap unit/bab.					
3.	Dalam bab/unit ini, tugas – tugas disusun/diurutkan berdasarkan kaidah – kaidah dalam pengembangan materi.					
4.	Bentuk penugasan dalam unit ini disajikan secara beragam.					
Saran Penyajian:						

B. Penyajian Pembelajaran:						
No.	Butir	SS	S	TT	TS	STS
5.	Penyajian tugas – tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam bahasa Inggris.					
6.	Tugas – tugas yang diberikan dalam unit ini mendorong siswa untuk aktif di kelas.					
7.	Penyajian materi dan tugas mendorong peserta didik aktif dalam proses belajar mandiri.					
8.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris.					
Saran Perbaikan:						

IV. KEGRAFIKAN

A. Tata Letak Isi						
No.	Butir	SS	S	TT	TS	STS
1.	Penempatan unsur tata letak(judul, kata pengantar, ilustrasi) pada setiap awal bab konsisten.					
2.	Penempatan unsur tata letak pada halaman mengikuti pola yang konsisten.					
3.	Susunan teks pada akhir paragraf terpisah dengan jelas.					
Saran Perbaikan:						

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B. Ilustrasi Isi						
No.	Butir	SS	S	TT	TS	STS
4.	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.					
5.	Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud.					
6.	Secara umum ilustrasi ditampilkan secara serasi sesuai dengan topik pembahasan.					
Saran Perbaikan:						

C. Tipografi Materi						
No.	Butir	SS	S	TT	TS	STS
7.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font).					
8.	Materi menggunakan jenis huruf yang mudah dibaca.					
9.	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada teks yang dianggap penting.					
Saran Perbaikan:						



APPENDIX IV:
*The Results of
Needs Analysis*

THE RESULTS OF NEEDS ANALYSIS

A. The Results of Needs Analysis on the Target Needs

1. Goal

Question	Items	N	%
The purpose of learning English for my future is	e. To pass the national examination	32	12, 5
	f. To get the job based on the vocational program	32	46, 88
	g. To get the good passing grade	32	3, 13
	h. Others	32	28, 13

Table 4.1: The results of needs analysis on goal.

2. Necessities

Question	Items	N	%
The type of English text which will be found in the workplace is	e. Instructional manual of certain equipments	32	53, 13
	f. Articles related to automotive	32	31, 25
	g. Business documents	32	6, 25
	h. Others	32	3, 13

Table 4.2.1: The results of needs analysis on the text type which will be found in the workplace.

Question	Items	N	%
The possible frequency of using English in the workplace when I have graduated from the school is ...	d. Seldom	32	13, 75
	e. Often	32	53, 13
	f. Never	32	0

Table 4.2.2: The results of the possible frequency of using English in the workplace.

3. Lacks

Question	Items	N	%
One of my difficulties in learning speaking is	f. Lack of vocabulary	32	37, 5
	g. Incorrect pronunciation	32	21, 88
	h. Inappropriate grammar	32	25, 00
	i. Inappropriate use of expressions	32	3, 13
	j. Others	32	3, 13

Table 4.3: The results of needs analysis on the students' difficulties in learning speaking.

4. Wants

Question	Item	N	%
After I have graduated, I will possible use English as a means of communication in	e. Domestic workplace	32	25
	f. University	32	12, 5
	g. Abroad workplace	32	50
	h. Others	32	3, 13

Table 4.4: The results of needs analysis on the students' wants

B. The Results of Needs Analysis on the Learning Needs

1. Input

Question	Items	N	%
The type of input that I need to learn speaking is	e. Short dialogue	32	78, 14
	f. Monologue text	32	3, 14

	g. Pictures	32	9, 14
	h. Others	32	0

Table 4.1.1a: The results of needs analysis on the learning input.

Question	Items	N	%
The length of input that I need to learn speaking is	f. Less than 150 words	32	18, 75
	g. 150 to 200 words	32	40, 63
	h. 200 to 300 words	32	12, 5
	i. More than 300 words	32	9, 38
	j. Others	32	6, 25

Table 4.1.2b: The results of needs analysis on the length of the input.

2. Procedures

Question	Items	N	%
The type of activity that I need to improve my speaking skill is	f. Role – play	32	37, 5
	g. Games	32	18, 75
	h. Information gap	32	21, 88
	i. Demonstrating certain working steps	32	9, 38
	j. Others	32	0

Table 4.2.1a: The results of needs analysis on the type of learning activities.

Question	Items	N	%
The type of role – play that I need to learn speaking is	c. Scripted role – play	32	56, 25
	d. Unscripted role – play	32	31, 25

Table 4.2.2b: The results of needs analysis on the type of role – playing activities.

Question	Items	N	%
The type of game that I need to learn speaking is	g. Board games	32	15, 63
	h. Guessing games	32	15, 63

	i. Survey games	32	15, 63
	j. Matching games	32	31, 25
	k. Labeling games	32	6, 25
	l. Exchanging games	32	3, 13

Table 4.2.2c: The results of needs analysis on the type of game.

3. Settings

Question	Items	N	%
I like to carry out the tasks	d. Individually	32	21, 88
	e. In pairs	32	25, 00
	f. In group	32	46, 88

Table 4.3.1a: The results of needs analysis on how the students carry out the tasks.

Question	Items	N	%
The place that I like to do the tasks is	d. In the classroom	32	43, 75
	e. At home	32	46, 88
	f. In the library	32	0

Table 4.3.1b: The results of needs analysis on where the students carry out the tasks.

4. Teacher and Students' role

Question	Items	N	%
The role of the teacher in every teaching and learning process is as a	e. Controller in the teaching and learning process	32	25, 00
	f. Motivator for the students in the teaching and learning process	32	46, 88
	g. Self – assessment given	32	0
	h. Others	32	3, 13

Table 4.4.1a: The results of needs analysis on teacher's role.

Question	Items	N	%
The appropriate role of the students in the teaching and learning process is as a	e. Listener	32	0
	f. Participant	32	3, 13
	g. Listener and participant	32	81, 25
	h. Negotiator between teacher and students	32	6, 25

Table 4.4.1b: The results of needs analysis on students' role.

C. The Design of the Speaking Material

1. The Content of the Material

Question	Items	N	%
The topic which is appropriate for the speaking material is about	e. Daily life	32	9, 38
	f. Automotive engineering	32	78, 13
	g. Business	32	0
	h. Information technology	32	3, 13

Table 4.5.1: The result of needs analysis on learning topic.

2. Learning Activities

Question	Items	N	%
For the warming up activity, the appropriate form is	f. Short questions	32	46, 88
	g. Pictures	32	6, 25
	h. Vocabulary lists	32	25
	i. Expressions lists	32	3, 13
	j. Grammar notes	32	9, 38

Table 4.6.1a: The result of needs analysis on the form of warming up activity.

Question	Items	N	%
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Kind of learning activity which is appropriate for the speaking material is	e. Role – play	32	43, 75
	f. Information gap	32	25
	g. Demonstrating a simple working steps	32	21, 88
	h. Others	32	0

Table 4.6.1b: The result of needs analysis on the appropriate learning activities.

Question	Items	N	%
The difficulty level of the speaking material which is appropriate is	d. Neither too difficult nor too easy	32	12, 5
	e. Having varieties, from the easiest to the most difficult one.	32	59, 38
	f. Having variety of difficulty level	32	18, 75

Table 4.6.1c: The result of needs analysis on the difficulty level of the speaking material.

D. The Presentation of the Speaking Material

1. The lay out of the Material

Question	Items	N	%
The appropriate lay out of the material is	f. Pages and cover are colorful.	32	0
	g. Completed with pictures and illustrations	32	46, 88
	h. Completed with grammar and vocabulary exercises	32	31, 25
	i. Completed with explanation about expressions for certain situations	32	9, 38
	j. Others	32	3, 13

Table 4.6.1d: The result of needs analysis on the appropriate lay out for the speaking material.

2. The Appropriate Picture for the Material

Question	Items	N	%
The appropriate picture for the speaking material is	e. Photograph	32	34, 38
	f. Caricature picture	32	15, 63
	g. Illustration	32	31, 25
	h. Others	32	0

Table 4.6.1e: The result of needs analysis for the appropriate picture for the speaking material.

3. The Appropriate Page Color

Question	Items	N	%
The appropriate page color for the speaking material is	d. Only two colors	32	18, 75
	e. Only one color	32	0
	f. More than one colors	32	50

Table 4.6.1f The result of needs analysis on the appropriate page color.

4. The Appropriate Fonts for the Material

Question	Items	N	%
The appropriate kind of fonts which is used to write imperative sentences in every task is	h. Comic Sans MS	32	15, 63
	i. <i>Lucida Handwriting</i>	32	6, 25
	j. Times New Roman	32	31, 25
	k. Script MT Bold	32	25
	l. <i>Brush Script MT</i>	32	0
	m. Cooper Black	32	3, 13
	n. Arial	32	0

Table 4.6.1g The result of needs analysis on the appropriate kinds of fonts.

5. Intermezzo for the Material

Question	Items	N	%
The appropriate kind of intermezzos for the speaking material is	e. Quotes	32	31, 25
	f. Cartoon pictures	32	31, 25
	g. Crossword puzzle	32	25
	h. Others	32	0

Table 4.6.1h: The result of needs analysis on the appropriate kind of intermezzos for the speaking material.

Question	Items	N	%
The appropriate position for intermezzo in the material is	f. In every pages	32	59, 38
	g. In every one pages	32	6, 25
	h. In every two pages	32	12, 5
	i. In every three pages	32	0
	j. Others	32	6, 25

Table 4.6.1i: The result of needs analysis on the appropriate position for intermezzo in the speaking material.

APPENDIX V:

The First Syllabus

School : SMK Sanjaya Ngawen
 Subject : English
 Grade/Semester : 11/1
 Study Program : Automotive Engineering
 Standard of Competence : Communication in English equals with Elementary Level
 Basic of Competence : Understanding Simple Instructions

Unit	Topic	Unit Title	Indicators	Language Functions	Input Text	Language Functions		Procedures
						Grammar	Vocabulary	
1	Maintenance Procedures of some Engines	First, Open the Oil Drain Plug	<ul style="list-style-type: none"> • Students are able to use expressions of asking and giving instructions. • Students are able to use expressions to tell someone to do something. 	<ul style="list-style-type: none"> • Expressions of asking for instructions: <ul style="list-style-type: none"> - <i>Do you know how to repair the...?</i> - <i>Do you think you can...?</i> - <i>Do you know anything about...?</i> - <i>Are you</i> 	<ul style="list-style-type: none"> • Dialogues containing expressions of asking and giving instructions. • Dialogues containing expressions to tell someone to do something. 	<ul style="list-style-type: none"> • Transition signals: <ul style="list-style-type: none"> - <i>First, second, third, fourth, ...</i> - <i>After that, next, before that, then, ...</i> 	<ul style="list-style-type: none"> • Terms related to the topic: <i>open, remove, pour, change</i> • Technical terms related to the topic: 	<ul style="list-style-type: none"> • <i>Lead – in:</i> <ul style="list-style-type: none"> - Building the knowledge through questions. - Matching pictures with the words provided. - Find the meaning of the words that will be found in the next task. • <i>Let's Practice:</i> <ul style="list-style-type: none"> - Practice the dialogue and answer the questions.

				<p><i>able to...?</i></p> <ul style="list-style-type: none"> - <i>Do you have experience of...?</i> • Expressions used to give instructions: <ul style="list-style-type: none"> - <i>First, second, third, fourth, ...</i> - <i>After that, next, before that, then, ...</i> - <i>You begin by: the last step is, now, finally...</i> • Expressions used to tell someone to do something: <ul style="list-style-type: none"> - <i>(First) you...</i> - <i>(Then) you...</i> - <i>This is how</i> 				<ul style="list-style-type: none"> - Identify the expressions of asking and giving instruction in the dialogue. - Study the explanation about asking and giving instruction. - Arranging sentences into a correct order. - Completing and practicing the dialogue. - Study the explanation about transition signal. - Practicing a matching game about asking and giving instruction. - Practicing the dialogue and answer the question. - Identify the expressions used to tell someone to do something. - Study the explanation about telling someone to do something. - Practicing the dialogue
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				<p><i>you do it; (First) ...</i></p> <ul style="list-style-type: none">- <i>You do it like this; you...</i>- <i>(First), you have to/should...</i>				<p>and stating true or false.</p> <ul style="list-style-type: none">• <i>Evaluation:</i><ul style="list-style-type: none">- Make a dialogue based on the situations provided, and practice it in front of the class.• <i>Homework:</i><ul style="list-style-type: none">- Work in pairs and find a procedure of repairing a certain part of engine. Make a dialogue based on the text, and practice it in front of the class.
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School : SMK Sanjaya Ngawen
 Subject : English
 Grade/ Semester : XI/1
 Study Program : Automotive Engineering
 Standard of Competence : Communicating in English at Elementary Level
 Basic of Competence : Expressing Feelings

Unit	Topic	Unit Title	Indicators	Language Functions	Input Text	Language Functions		Procedure
						Grammar	Vocabulary	
2	Career in Automotive Engineering	How to be a professional Technician	<ul style="list-style-type: none"> • Students are able to use expressions of asking and giving advice/suggestions. • Students are able to use expressions of asking and giving opinion. 	<ul style="list-style-type: none"> • Expressions of asking for advice/suggestions: <ul style="list-style-type: none"> - <i>Do you think I ought to...?</i> - <i>What do you think I should...?</i> - <i>Do you have any ideas of how...?</i> 	<ul style="list-style-type: none"> • Dialogues about asking and giving advice/suggestions. • Dialogues about asking and giving opinions 	<ul style="list-style-type: none"> • Degrees of comparison 	Terms related to the topic.	<ul style="list-style-type: none"> • <i>Lead – in:</i> <ul style="list-style-type: none"> - Building the knowledge through questions. - Matching pictures with the words provided. - Find the meaning of the words that will be found in the next task.

				<ul style="list-style-type: none"> - <i>Should I ...?</i> - <i>If you were in my situation, would you...?</i> - <i>Do you have any advice for me?</i> - <i>Can you give me some advice?</i> - <i>Do you have any recommendation about...?</i> - <i>Can you recommend?</i> • Expressions of giving advice/suggestions: <ul style="list-style-type: none"> - <i>I think</i> 				<ul style="list-style-type: none"> • <i>Let's Practice:</i> <ul style="list-style-type: none"> - Practice the dialogue on asking and giving advice/suggestions and answer the questions. - Identify the expressions of asking and giving suggestions. - Study the expressions of asking and giving suggestions. - Completing and practicing the dialogue. - Practicing the dialogue about asking and giving opinion and
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				<p><i>you'd better...</i></p> <ul style="list-style-type: none"> - <i>If I were you, I'd...</i> - <i>Try...</i> - <i>I advise you to...</i> - <i>I suggest that...</i> - <i>Let me suggest that...</i> - <i>I recommend that...</i> <ul style="list-style-type: none"> • Expressions of asking for opinion: <ul style="list-style-type: none"> - <i>What do you think of/about...?</i> - <i>What is your opinion of...?</i> - <i>How do you</i> 				<p>answer the questions.</p> <ul style="list-style-type: none"> - Identify the expressions used for asking and giving opinion. - Study the explanation about asking and giving opinion. - Stating true or false and practicing the dialogue. - Study the explanation about degrees of comparison. - Grammar exercise on degrees of comparison. - Practicing an information
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				<p><i>find...?</i></p> <ul style="list-style-type: none"> - <i>How do you feel about...?</i> <ul style="list-style-type: none"> • Expressions of giving opinion: <ul style="list-style-type: none"> - <i>I think (that)...</i> - <i>In my opinion...</i> - <i>To me...</i> - <i>If you ask me...</i> - <i>As I see it...</i> - <i>As far as I'm concerned</i> ... - <i>If you want my opinion...</i> - <i>Personally, I think...</i> - <i>My view is that...</i> 				<p>gap game about asking and giving opinion.</p> <ul style="list-style-type: none"> • <i>Evaluation:</i> <ul style="list-style-type: none"> - Work in a group of three, choose one of the situations provided, make a dialogue based on the situations provided and practice it in front of the class. • <i>Homework:</i> <ul style="list-style-type: none"> - Work in a group of four, choose one of the tasks, make a dialogue and practice
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				- <i>The way I look at this is...</i>				it in front of the class.
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School : SMK Sanjaya Ngawen
 Subject : English
 Grade/Semester : XI/1
 Study Program : Automotive Engineering
 Standard of Competence : Communicating in English at Elementary Level
 Basic of Competence : Listing Job Description and Educational Background both in Spoken and Written Language

Unit	Topic	Unit Title	Indicators	Language Functions	Input Text	Language Focus		Procedure
						Grammar	Vocabulary	
3	Job Interview	Could You Tell Me a little about your Educational Background?	<ul style="list-style-type: none"> • Students are able to describe kinds of jobs. • Students are able to use expressions of asking and telling about job description. • Students are able to use expressions of asking and telling about 	<ul style="list-style-type: none"> • Expressions of asking about job description: <ul style="list-style-type: none"> - <i>Could you tell me what your duties are?</i> - <i>I would like to know whether you know about your responsibility</i> - <i>Can you tell me what your task is?</i> - <i>I would like to</i> 	<ul style="list-style-type: none"> • Dialogues about describing kinds of jobs. • Example of job interview dialogue: asking and telling about job description and educational background. 	<ul style="list-style-type: none"> • Simple present tense to describe any kinds of jobs, for example: <ul style="list-style-type: none"> - <i>An electrician repairs the air conditioner.</i> - <i>An engineer repairs the car's engine.</i> • Simple past 	<ul style="list-style-type: none"> • Terms related to the topic: <i>duty, task, responsibility, graduated, study, etc.</i> 	<ul style="list-style-type: none"> • <i>Lead – in:</i> <ul style="list-style-type: none"> - Building the knowledge through questions. - Matching pictures with the words provided. - Find the meaning of the words that will be found on the next task.

			<p>educational background.</p>	<p><i>know what you have to do.</i></p> <ul style="list-style-type: none"> • Expressions used for telling about job description: <ul style="list-style-type: none"> - <i>My task is to repair the car's engine.</i> - <i>My duties are painting and repairing the car's body.</i> - <i>I have to check and repair car's electricity.</i> - <i>A chief mechanic is responsible to lead the work of the engineering team.</i> • Expressions of asking about educational 		<p>tense to tell about educational background:</p> <ul style="list-style-type: none"> - <i>I graduated from automotive engineering program.</i> - <i>I studied in a vocational high school.</i> 		<ul style="list-style-type: none"> • <i>Let's Practice:</i> <ul style="list-style-type: none"> - Practicing dialogue and answer the questions. - Identify the example of describing job in the dialogue. - Study the explanation about simple present tense for describing jobs. - Grammar exercise on simple present tense for describing jobs. - Completing and practicing dialogue.
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				<p>background:</p> <ul style="list-style-type: none"> - <i>Could you tell me a little about your educational background?</i> - <i>Can you tell me where you graduated from?</i> - <i>I would like to know about your major.</i> - <i>I would like to know where you study.</i> <p>• Expressions of telling about educational background:</p> <ul style="list-style-type: none"> - <i>I study in a vocational school.</i> - <i>My major is</i> 				<ul style="list-style-type: none"> - Playing a survey game. - Stating true or false and practicing dialogue. - Playing guessing game about describing job. - Practicing a dialogue and answer the question. - Identify the expressions of asking and telling about job description and educational background. - Study the explanation about asking and telling
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				<p><i>automotive engineering.</i></p> <ul style="list-style-type: none"> - <i>I have a degree from technical engineering.</i> - <i>I graduated from an engineering college.</i> 				<p>about job description and educational background.</p> <ul style="list-style-type: none"> - Practicing and stating true or false based on the dialogue. - Study the explanation about simple past tense. - Practicing a board game. <p>• <i>Evaluation:</i></p> <ul style="list-style-type: none"> - Practicing simulation on job interview. <p>• <i>Homework:</i></p> <ul style="list-style-type: none"> - Work in a group of four, find a job advertisement, and make a dialogue about
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APPENDIX VI:

The First Draft of the Materials

UNIT 1**FIRST, OPEN THE OIL DRAIN PLUG****A. Lead – in****TASK 1**

Look at the following picture and discuss the questions with your pairs.



1. Have you ever been repairing your vehicle?
2. What part of the vehicle that you repair?
3. What tools that you need?
4. Can you explain how do you repair your vehicle?


TASK 2

Match the following pictures with the words provided in the box.

Oil filter

Brake pads


Wrench

Bolt

Jack

Picture	Name




	<p>.....</p>
	<p>.....</p>


TASK 3

You will find the following words in task 3. Find the meaning of these words in your dictionary and repeat after your teacher.

Words	Meanings
Wrench
Plug
Filter
Funnel
Spent

B. Let's Practice

TASK 4

Read this following dialogue and answer the questions. Then, practice the dialogue with your pair in front of the class.



Rudi : Hi, Andi! Do you know anything about changing the engine oil?

Andi : Yes, why?

Rudi : My father asks me to change the engine oil in his car, but I can't.

Andi : Have you prepare your wrench, the new engine and oil filter, oil drain pan, and funnel?

Rudi : Of course.

Andi : OK, I'll tell you the way. First, open the oil drain plug by using wrench. It's located under the oil pan below your car's engine. Don't forget to put the oil drain pan under the drain plug to retain the spent oil.

Rudi : What about the oil filter? Do we need to change it too?

Andi : Yes. The second step is you've to unscrew the old oil filter and change it with the new one. Before you plug the new oil filter, moisten the gasket

of the new oil filter with the new engine oil. The next step is you've to screw the new oil filter and the oil drain plug. Finally, pour one quart of new engine oil into the oil filler hole by using funnel.

Rudi : That's actually easy. Thanks for your help, Andi!

Andi : Of course, you're welcome!

Questions:

1. What tools do people need to change the engine oil?
2. What is the function of an oil drain pan?
3. What should people do before plug the new oil filter?
4. Mention two final steps of changing the engine oil as stated in the dialogue.
5. What is the function of wrench and funnel?



TASK 5

In a group of four, identify the expressions of asking and giving instructions in task 4.

Quotes:

The foundation of every state is the education of its youth.

Diogenes Laertius


TASK 6

Study the explanation below about asking and giving instructions in a group of four.

Asking and Giving Instructions

A. Asking for Instructions

In the task 4, you find this following sentence:

Rudi: Hi Andi! **Do you know anything about changing the engine oil?**

The bolded sentence is one of the expressions used to ask for instruction.

The other expressions used to ask for instructions:

- Do you know how to repair the...?
- Do you think you can...?
- Are you able to...?
- Do you have experiences of...?

B. Giving Instructions

In the task 4, you found this following sentence:

Andi: OK, I'll tell you the way. **First, open the oil drain plug by using wrench.**

The bolded sentence is one of the expressions used for giving instruction.

The other expressions used for giving instructions:

- First, second, third, fourth, ...
- After that, next, before that, then, ...
- You begin by, the last step is, now, finally, ...

**TASK 7**

Arrange the following sentences into a correct procedure.

How to Change Wheel Bearing

No.	Steps
1.	To change a wheel bearing, we need some tools, such as jack, socket, and breaking bar. Don't forget to prepare a new wheel bearing.
2.	After you park your car, you have to lift the car using jack, and loose the tire.
3.	Today, I want to explain about how to change a wheel bearing in the car.
4.	First, park your car in a flat surface. Then place a wheel chock behind the rear tire if you are fixing the front wheel bearing.
5.	The next step after you loose the tire is extracting the car's rotor, continued by removing the caliper bolts.
6.	The final step is put a new bearing on the knuckle and replaces the car's rotor, caliper bolts, and the tire.
7.	After the caliper bolts are removed, the next step is loose the wheel bearing bolts using a socket and a breaking bar. Then, sand off any corrosion that is around the knuckle.


TASK 8

Complete the following dialogue with the words provided in the box. Then, practice it with your partner in front of the class.

Tools	pull	slide
Jack	socket set	put
Shock absorber	tighten	
Nuts	steps	

- Aris : Hi, Joko. Can you help me to change the (1) _____ in my car?
- Joko : Of course, are you ready with the (2) _____?
- Aris : Yes, I'm ready. I also have (3) _____ my car up and remove the wheel.
- Joko : Good. First, unbolt the (4) _____ holding the shock to the suspension at the bottom with a standard (5) _____, and remove it from the bolt. Repeat these steps with the nut located at the top.
- Aris : After that, we have to (6) _____ the shock absorber off the bottom bolt, and followed by the top, right?
- Joko : Yes, that's right. Then, you have to (7) _____ the new shock absorber. Slide it onto, either the top or the bottom bolt first, then onto the other one. Once it's on (8) _____ each nut onto the top and bottom bolts, and hand tighten them into place.
- Aris : And the last step is, we have to (9) _____ the bolts with our socket set and do the same (10) _____ to another side, right?

Joko : Yes, that's correct! The steps are not different from the previous one. Those are very easy, right?



In a group of three, study the following explanation about transition signal

Grammar: Transition Signal.

In the task 4, you find these sentences:

- **First**, open the oil drain plug by using wrench.
- **Second**, you have to unscrew the old oil filter and change it into the new one.

The bolded words are called “Transition Signal.” Those words are used to explain the order of doing something.

Other examples of transition signals are:

- After that, next, before that, then, ...
- You begin by; the next step is, then, finally, ...

Riddle:

Where is the ocean the deepest?
— *On the bottom*

TASK 10

Let's play a matching game. The rules of the game are explained below.

- a. Your teacher will divide the class into some groups. Each group contains 4 to 5 students.
- b. Your teacher will distribute the following picture randomly to all players:



- c. The first player has to mention the first step based on the picture, and the other players have to find the other information to complete the sentence.
- d. The player to find the appropriate second information may collect the cards and keep them as a 'trick'.
- e. The player with the most 'trick' at the end is the winner.

Quotes:

**Education is not filling a bucket
but lighting a fire.**

—*William B. Yeats, poet*

**TASK 11**

Practice the following dialogue with your pairs and answer the following questions.

Bambang : Can you help me to change the flat tire in our car?

Wahyu : Of course. This is how you do it; first, park your car in a flat surface and prepare your spare tire. Next, put the jack under the car, then, loose the wheel nuts by using wrench.

Bambang : We need to jack our car, right?

Wahyu : Yes, after we loose the wheel nuts, then, we jack the car up and remove the flat tire. After that, put the spare tire and the wheel nuts, and finally, tight up the wheel nuts and jack the car down.

Bambang : That's so easy. Thank you.

Wahyu : You're welcome.

Questions:

Answer the questions based on the information in the dialogue

1. What tools do we need to change the flat tire?
2. When do we have to jack the car up?
3. What is the transition signals used in the dialogue above?
4. What are the final steps of changing the flat tire?

TASK 12

Identify the expressions used for telling someone to do something in task 11.

TASK 13

In a group of three, study the following explanation about telling someone to do something.

Telling someone to do something

In the task 11, you find this sentence:

Wahyu : Of course. **This is how you do it; first**, park your car in a flat surface and prepare your spare tire. **Next**, put the jack under the car, **then**, loose the wheel nuts by using wrench.

The bolded sentence and words are used to tell someone to do something.

Other expressions used to tell someone to do something are:

- (First) you ..., (then) you ...,
- You do it like this, you ...
- (First) you have to/should ...

**TASK 14**

Practice the dialogue in front of the class with your pairs, and state whether the following statements are true or false.

- Aris : Hi, Budi! Can you help me to change the brake pad in my car?
- Budi : Of course, are you ready with your wrench, wire, ring spanner, and jack?
- Aris : Yes, of course
- Budi : You begin by parking your car in a flat surface. Then, loose the wheel nuts, jack your car up, and remove the wheel.
- Aris : That's easy. It's done, and what next?
- Budi : Next, you've to remove the caliper bolts using socket wrench and hang the caliper with wire in order not to make it drop and have any weight on a flexible brake hose.
- Aris : So, that's the function of wire.
- Budi : Yes, and after that, remove the top of the brake master cylinder from under the engine hood and inspect the fluid level before the pistons are 'squeezed' back to enable you to fit the new pads. Next, remove the pads, and put the new pads on.
- Aris : That's done, and what about the final steps?
- Budi : Good, now for the final steps, you've to check the brake fluid, then, replace the caliper, put the wheel back on, tight the wheel nuts, and jack your car down.
- Aris : Finally, we're done! Do we need to test the new pads?

Budi : Of course, let's test. If we don't hear any grinding sounds, we're ready to go!

State true or false based on the information on the dialogue above.

1. We do not need wire when we change brake pads (___)
2. We have to test the car after we change the brake pads (___)
3. If we want to change the brake pad, we have to jack our car up (___)
4. If we want to change the brake pad, we have to park our car in a rough surface (___)
5. We do not have to check the brake fluid after we change the brake pads (___)

C. Evaluation

TASK 15

Make a dialogue with your partner and practice it in front of the class. Choose the following situations.

1. You ask your friend to explain how to change car's exhaust pipe.
2. You ask your friend to explain how to change car's horn.
3. You ask your friend to explain how to change car's ignition wire.

D. Homework**TASK 16**

Work in a group of three and find a procedure of repairing cars or engines. Make a dialogue based on the text that you have find, and practice it in front of the classroom.

E. Reflection

How much improvement have you made after learning English in this unit?
Write down your reflections here by putting a tick (✓) in the right column below to indicate how much you have learnt.

Aspect	Very much	Much	Little
1. Asking for instruction.			
2. Giving instruction.			
3. Telling someone to do something.			
4. Understanding transition signals.			

F. Summary

In this unit, you have learnt how to ask and give instructions, tells someone to do something, and transition signal.

Key Points

1. Asking and Giving Instructions

a. Asking for Instructions:

- Do you know how to repair the ...?
- Do you think you can ...?

- Do you know anything about ...?
- Are you able to ...?
- Do you have experience of ...?

b. Giving Instructions:

- First, second, third, fourth, ...
- After that, next, before that, then, ...
- You begin by; the last step is, now, finally, ...

2. Telling Someone to do Something:

- (First) you ..., (then) you ...,
- This is how you do it; (First) ...
- You do it like this; you ...
- (First) you have to/should ...

3. Transition Signal:

Transition signal is used to explain the order or the process of doing something.

Transition signal are generally introduced by the following words:

- First, second, third, fourth, ...
- After that, next, before that, then, ...
- You begin by; the last step is, now, finally, ...



- Jack : dongkrak.
- Nut : baut.
- Brake pad : kanvas rem.
- Bearing : bantalan.
- Socket set : kunci ring.

- Tools : peralatan.
- Wrench : kunci inggris.
- Funnel : corong.
- Drain : membuang (cairan).
- Flat : gembos.
- Wire : kawat.
- Brake fluid : minyak rem.
- Hose : selang.
- Ignition wire : kabel busi.
- Caliper :udukan kanvas rem (pada rem cakram).
- Horn : klakson.

Quotes:

**"By viewing the old we learn the
new"**

—Chinese Proverb

UNIT 2**How to be a Professional Technician****A. Lead - In****TASK 1**

Look at the following picture and discuss the questions below with your pairs.



1. Have you ever think about your career after you have graduated from the school?
2. With whom do you ask for advice about your next career in the future?
3. What is their advice to you?
4. Have you ever discuss something with your friends about something?
5. What topic do you always discuss with them?


TASK 2

Match the following picture with the words provided in the box.

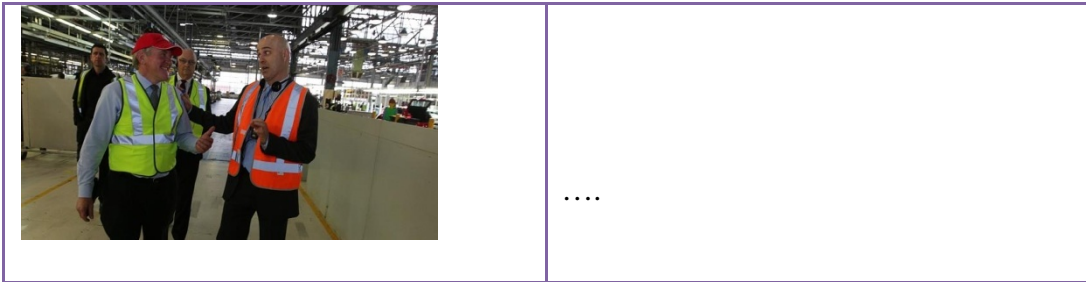
Discussing with work partner

Learning car's manual book

Joining a mechanical course

Practice repairing engine at school

Picture	Activity
	<p>....</p>
	<p>....</p>
	<p>....</p>



....


TASK 3

You will find these following words on task 4. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find the meanings in your dictionary.

Words	Meanings
Advice
Employee
Diagnose
Failure
Term
Chairperson

B. Lesson Proper

TASK 4

Read the following dialogue and answer the following questions. Then, practice the dialogue in front of the class with your pair.



Joko : Hi, Indra! Can you give me some advice?

Indra : What advice can I give to you?

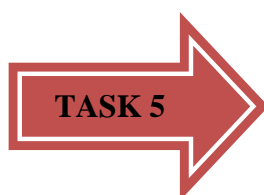
Joko : I'm a new employee in this company and you're my senior. I need your advice to support my future in working here.

Indra : Well, I advise you to learn more about new technological terms of new vehicles, so that you can predict any engine failures and fix it well.

- Joko : Does it include learning about the use of computer to diagnose any engine failures? How can I learn it?
- Indra : Yes, you can learn it by reading any automotive magazines or tabloids, internet articles, and also learn from the manual book of the car itself. You can also joining the training for new employees that held by the company this year.
- Joko : Of course yes, I've learnt about how to fix any failure from the sources that you've mentioned, and practice it here. Are there any other suggestions?
- Indra : Good. Last, you've to maintain your good relationship with your friends in this company and don't make the customer disappointed. Don't be a trouble maker inside and outside this company, or you'll be fired by the chairperson.
- Joko : OK, thanks for your advice, Indra. Let's go home now; it's been 4 pm now.
- Indra : It doesn't matter. Let's go home, too!

Questions:

1. Where Joko and Indra are work?
2. Does a new employee need to learn more about vehicle? Why?
3. What source can be used to learn more about new vehicle technology?
4. Does the company held training for new employees?
5. What is the punishment if an employee becomes the trouble maker?



In a group of three, identify the expressions used for asking and giving advice/suggestions in the task 4.


TASK 6

In a group of four, study the following explanation about asking and giving suggestions.

Asking and Giving Advice/Suggestions

In the task 4, you find these sentences:

Joko : Hi, Indra! **Can you give me some advice?**

Indra : What advice can I give to you?

Joko : I'm a new employee in this company and you're my senior. I need your advice to support my future in working here.

Indra : **Well, I advise you to** learn more about new technological terms of new vehicles, so that you can predict any engine failures and fix it well.

The first bold sentence is used to ask for advice/suggestion, while the second bold sentence is used for giving advice/suggestion.

Other expressions used for asking and giving advice/suggestion:

Asking for Advice/Suggestion	Giving Advice/Suggestion
Do you think I ought to ...?	I think you'd better ...
What do you think I should ...?	If I were you, I'd ...
Do you have any ideas of how ...?	Try ...
Should I ...?	I suggest that ...
If you were in my situation, would you ...?	Let me suggest that ...
Do you have any advice for me?	I recommend that ...
Do you have any recommendation about ...?	
Can you recommend ...?	

**TASK 7**

Work in pairs. Express what you would say in the following situations. Compare your answer with your classmates'.

1. You have graduated from the vocational school and you still confuse about your future. You ask for advice from your friend about it.
2. You are in the school holiday and you still confuse what you will do during the holiday. You ask for suggestions from your friend about it.
3. You become a new employee in a great company and you ask for advice from your friend about how to develop your career in that company.
4. You want to buy a used car. You ask for suggestions from your friend about how to choose a good used car.
5. Your car is broken and you cannot repair it because of your activity, then you ask for suggestions from your friend about what is the best repair shop to repair your car.

Riddle:

What do you call a deer with no eyes?

No idea (No eye deer)


TASK 8

Complete the following dialogue with the words provided in the box, and then practice it with your pairs in front of the class.

Recommendation	Tired
Engine	Catering
Order	

Janu : Hi, Rudi! Do you have any (1) _____ about the best car for me?

Rudi : Why?

Janu : I'm so (2) _____ with my car now. Sometimes the (3) _____ can't be started, especially in this rainy season and it becomes overheat if I switch the air conditioner on. I've to repair my car, sell it as soon as possible, and buy the new one.

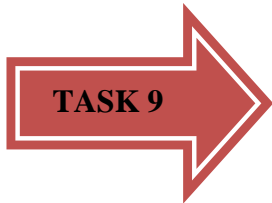
Rudi : I think you should buy a diesel wagon car. It is bigger and higher than your car now.

Janu : But I don't married and don't have children yet, you know?

Rudi : I see, but you have a (4) _____ service, right? A wagon can help you run your business well, especially when you get the biggest (5) _____ like in a wedding party. Now, join me and I'll help you to choose the best car for you.

Janu : OK, I'll join you. Thanks for your advice.

Rudi : It doesn't matter. Let's go!



**Study the following dialogue and answer the questions.
Then, practice it in front of the class with your pairs.**

Tono : Hi, Karman! Long time no see. How are you?

Karman : Fine, thanks!

Tono : What is your opinion about the car that I just bought one week ago?

Karman : Well, that's good but ...

Tono : But what? Don't kidding me, please!

Karman : Basically, your car is good but in my opinion you've to take it to the repair shop. The engine is too noisy and the transmission gear can't work properly. Do you feel it yourself?

Tono : Well, yes, I feel it by myself. I think the first owner of the car like to drive too fast, roughly, and sometimes he doesn't take care with his car.

Karman : And also, the car was the old one. Don't forget to ask the mechanic to check and repair the engine and transmission.

Tono : It can be. Thanks for your suggestion; I'll take it to the repair shop now.

Karman : You're welcome.

Questions:

1. When did Tono buy a new car?
2. Does Karman say that Tono's car is bad?
3. What problems that has been found in Tono's car?
4. What is Karman suggest to Tono?
5. What is Tono's opinion about the first owner of his car?



In pairs, identify the expressions used for asking and giving opinion in the dialogue in task 9.

Proverb:

“As we live, so we learn”


TASK 11

In a group of three, study the following explanation about asking and giving opinion.

Asking and Giving Opinion

In the task 9, you find this sentence:

Tono : **What is your opinion about the car that I just bought one week ago?**

The bold sentence is used to ask for opinion.

In the other conversation in task 9, you also find this sentence:

Karman : Basically, your car is good but **in my opinion you've to take it to the repair shop.** The engine is too noisy and the transmission gear can't work properly. Do you feel it yourself?

The bold sentence is used to give opinion.

Here are some expressions used for asking and giving opinion:

Asking for Opinion	Giving Opinion
What is your opinion of ...?	I think (that) ...
How do you find ...?	To me ...
How do you feel about ...?	If you ask me ...
	As I see it ...
	As far as I'm concerned ...
	If you want my opinion ...
	Personally, I think ...
	My view is that ...


TASK 12

What is your opinion about the following picture? Work in pairs and take turns in asking and giving opinion. Then, act it out in front of the class.

Events	Your opinion
	
	
	



TASK 13

Read the following dialogue and state whether the information below are true or false based on the text, then practice the dialogue in a group of three.

- Agus : Look at this news, the government held a low cost green car program to reduce traffic jam and pollution. What is your opinion about that?
- Heri : In my opinion, the government's program will only cause a new problem. The traffic jam becomes more crowded and the pollution becomes more serious than this time being.
- Erwan : I think this program is good, because it will help the government to get more income from vehicle tax, and it can be

the point which shows that the prosperity level of Indonesian people is increasing.

Heri : Look! The traffic jam turns more crowded everywhere. Having a vehicle doesn't always show that someone's prosperity is increasing; it will make cities more crowded!

Agus : So, what is the best solution for this problem?

Heri : I think people have to reduce the use of private vehicles and start using public transportation. It can help reducing the traffic jam, right?

Erwan : Well, in order to make people interested in using public transportation, the government has to improve the best system. The means of public transportation systems now aren't worthy.

Heri : Hey, you can't blame the government please!

Agus : Well, whatever the government's solution, using public transportation is better than using private vehicle, we can help reducing traffic jam and pollution by doing that. If we're at home and want to go to the place around our house, we can use our own bicycle or even walking, right?

Heri : Yes, right. I agree with you.

Erwan : That's the point.

State true or false based on the information on the text above.

1. Agus, Heri, and Erwan are discussing about the government program (_____).
2. Erwan always agree with Agus and Heri (_____).
3. Heri says that low cost green car doesn't make the city becomes crowded (_____).

4. People can reduce the crowded traffic by using public transportation (_____).
5. Erwan says that having a private vehicle shows someone's prosperity (_____).


TASK 14

In a group of three, study the following explanation about degrees of comparison

Grammar : Degrees of Comparison

In the task 12, you find this sentence:

Agus : Well, whatever the government's solution, **using public transportation is better than using private vehicle**, we can help reducing traffic jam and pollution by doing that. If we're at home and want to go to the place around our house, we can use our own bicycle or even walking, right?

The bold sentence uses degrees of comparison. Comparative degree is used to compare one thing to another; it can be better or worst.

The formula of comparative degree:

Subject + verb/to be + adjective (er)/more + than + Object.

Example:

- Travelling by bus is cheaper than by plane.
- Reading book is better than watching television.
- Yanto is taller than Johan.


TASK 15

**Change the word in the bracket using – er or more.
Compare your answer with your friends’.**

1. Travelling by plane is (comfortable) than travelling by ship.
2. Rudi is (fat) than Joko.
3. Mount Semeru is (high) than mount Merapi.
4. Jasmine is (beautiful) than rose.
5. An elephant is (strong) than a cow.


TASK 16

Let’s practice an information gap game. Read the following instructions.

1. Your teacher will divide the class into some groups. Each group contains four students.
2. Your teacher will give some pictures facing down to the group.
3. One of the group members takes the first picture and look at it. Do not show it to the others.
4. Say something about the picture, beginning, *I think ...*, for example *I think it make our environment clean*, or *I think it will increase the number of road accident victims*.
5. The other player must try to guess what the picture is. They may ask questions, for example, *do you think that it make our environment clean?* Or *do you think it will increase the number of road accident victims?*
6. The player who guesses correctly can keep the card and take the next picture.
7. The player with most cards at the end is the winner.

C. Evaluation

TASK 17

Work in a group of three. Choose one of the following situations, make a dialogue, and practice it in front of the class.

1. You want to buy a new car. Actually, your car is still good, but you think that the model was too old – fashioned. Then, you ask for suggestions from your friends.
2. You are a new employee in a car manufacturer. You are still confused about how to develop your career in the company. Then, you ask for some advice from your friends.
3. You hear that the government will built a new airport in your village. Your village will be removed. You ask for opinion about it to your friends.
4. You hear that there were two Indonesian female worker tortured abroad. They were punished because they were accused theft. You ask for opinion about it to your friends.

D. Homework**TASK 18**

Work in a group of four and choose one of the tasks below.

1. Find a car advertisement from a newspaper or from the internet. One of you becomes a man who wants to buy a car, and then you ask for advice from your friends about the appropriate car for you. Make a dialogue and practice it in front of the class.
2. Find a job advertisement from a newspaper or the internet. One of you becomes a fresh graduate from a vocational school, and then you ask your friends what job which is appropriate for you. Make a dialogue and practice it in front of the class.
3. Find current news about automotive from a newspaper or the internet. One of you asks for your friends' opinion towards the news that you take. Make a dialogue and practice it in front of the class.

Riddle:

**What is the word that everybody
always says wrong?**

Wrong

E. Reflection

How much improvement have you made after learning English in this unit?
Write down your reflections here by putting a tick (✓) in the right column below to indicate how much you have learnt.

Aspect	Very much	Much	Little
1. Asking and giving advice/suggestions			
2. Asking and giving opinions			
3. Understanding comparative degree			

F. Summary

In this unit, you have learnt how to ask and give advice/suggestions, ask and give opinion, and use comparative degree.

Key Points:

1. Asking and Giving Advice/Suggestions:

a. Asking for advice/suggestions:

- Do you think I ought to ...?
- What do you think I should ...?
- Do you have any ideas of how ...?
- Should I ...?
- If you were in my situation, would you ...?

- Do you have any advice for me?
- Can you give me some advice?
- Do you have any recommendation about ...?
- Can you recommend ...?

b. Giving advice/suggestions:

- I think you'd better
- If I were you, I'd
- Try
- I advise you to
- I suggest that
- Let me suggest that
- I recommend that

2. Asking and Giving Opinion:

a. Asking for opinion:

- What do you think of/about ...?
- What is your opinion of ...?
- How do you find ...?
- How do you feel about ...?

b. Giving opinion:

- I think (that)
- In my opinion,
- To me
- If you ask me
- As I see it
- As far as I'm concerned
- If you want my opinion
- Personally, I think
- My view is that
- The way I look at this is

3. Comparative degree:

Comparative degree is used to compare one thing to another.

The formula for comparative degree:

Subject + verb (to be) + adjective (er) + than + Object.

Subject + verb (to be) + (more) adjective + than + object.

Example:

Using public transportation is better than using private vehicle.

Travelling by train is faster than travelling by bus.

Travelling by plane is more comfortable than by train.

Riddle:

**The beginning of eternity, the end of time
and space, the beginning of every end, and the
end of every place.**

The vowel letter "e"



Vocabulary Lists

- Advice : nasihat.
- Employee : pegawai.
- Diagnose : menduga
- Failure : kerusakan
- Term : istilah.
- Chairperson : pimpinan.
- Government : pemerintah.
- Recommendation : saran
- Catering : jasa penyediaan makanan.
- Traffic jam : kemacetan
- Crowded : padat.
- Worthy : layak.
- Prosperity : kesejahteraan.
- Old – fashioned : tua.
- Blame : menyalahkan.

Quotes:

**The great aim of education is not
knowledge but action.**

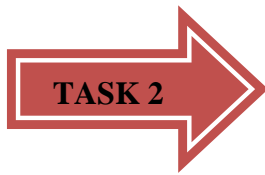
Herbert Spencer (1820 - 1903)

UNIT 3**Could You Tell Me A Little About Your Educational Background?****A. Lead - In****TASK 1**

Study the following picture and answer the questions with your pair.





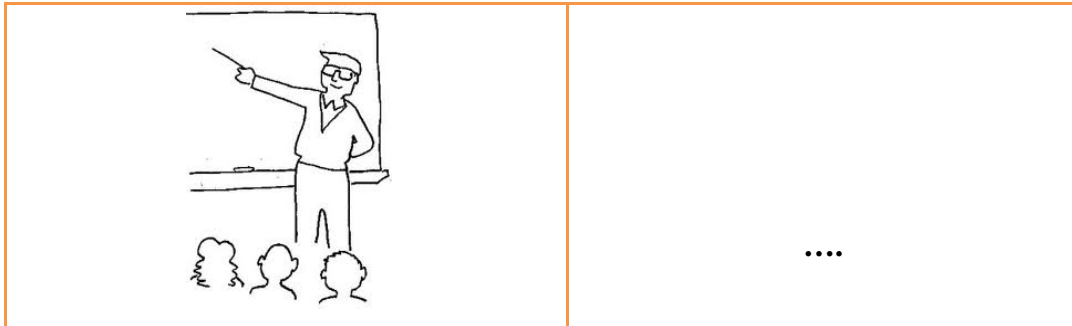
1. How many people are in the picture?
2. What is the activity probably take place?
3. What is the interviewer usually ask?
4. How does the interviewee answer the interviewer's questions?
5. How does the activity ended?



Match the following picture with the words provided in the box.

Entrepreneur Teacher
 Engineer Car Designer

Picture	Name
	<p>....</p>
	<p>....</p>
	<p>....</p>



TASK 3

You will find the following words in task 4. Find the meanings of these words in your dictionary, and repeat after your teacher.

Words	Meanings
Manufacturer
Graduated
Engineer
Annual
Challenging

B. Lesson Proper

TASK 4

Read the following dialogue and answer the questions based on the information on the dialogue. Then, practice the conversation with your partner in front of the class.

Ratna : Hi, Agus, Rino! Long time no see. How are you?

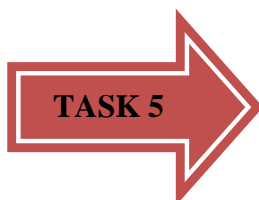
Agus : Fine, thanks.

- Rino : I'm very well, thanks.
- Ratna : You look very different than the last two years ago. Where do you work now?
- Agus : Really? I work at New Armada car manufacturer. I've been working over there for about three years as a designer.
- Rino : I work as a sailorman in the Indonesian Navy.
- Ratna : Wow, that's great! What is your duty over there?
- Agus : I design cars' body and interior. It's a challenging job for me.
- Rino : I drive a battleship around Indonesian waters to save marine resources in our country.
- Ratna : It means that you continue your study after you've graduated from vocational high school.
- Agus : Of course, I continue my study in civil engineering program in Gadjah Mada University, and Rino continue his study to the Marine Academy in Surabaya.
- Ratna : How long the time that you need to design one car's body and interior?
- Agus : About two or three months. My duty is not only designing cars' body and interior, but also presenting the results of my design in the annual meeting with the board, and if the design is accepted, I've to develop it well with other engineers.
- Ratna : And what about you, Rino?
- Rino : Well, this year I have a marine patrol in Malaka Strait, but now I get a leave. Last year, I had a job in Timor Sea. I work in the Indonesian Navy for 2 years.

- Ratna : It means that you can go around Indonesia freely, right?
- Rino : Really?
- Agus : That's great. May I join you, Rino?
- Rino : Well, my duty is not only drive the battleship. Before I sail, I also have to check all systems in the ship, like weapons and radar.
- Agus : So, your job requires great responsibility.
- Ratna : Right, both of you have a challenging job. OK, I hope you'll get succeed in your career. See you!
- Agus : Thank you. See you, too!
- Rino : See you!

Questions:

1. Where does Agus and Rino work?
2. How long does he work for the company?
3. Where did he graduate from?
4. How long the time that Agus need to design car's body and interior?
5. Does Agus only design body and interior? If not, what are his other duties?



In pairs, identify the expressions used for describing job in the task 4.

**TASK 6**

In a group of four, study the following explanation about describing job using simple present tense.

Grammar: Describing Job Using Simple Present Tense.

In task 4, you find this sentence:

Ratna : Wow, that's great! What is your duty over there?

Agus : **I design cars' body and interior.** It's a challenging job for me.

The bolded sentence is the sentence which is used to describe job. To describe job, we use simple present tense.

The formula of simple present tense:





Subject + verb s/es + object.

Other examples of describing job using simple present tense:

- An electrician repairs the car's air conditioner.
- An engineer changes the engine oil.


TASK 7

Work in pairs and describe the following jobs using simple present tense. Compare your answer with your friends'.

Picture	Job Description
	
	
	
	


TASK

Complete the following dialogue with the words provided in the box. Then, practice it in front of the class.

Chief engineer	diploma
Mechanics	assembling
Require	

Rena : Hi, Danu! Long time no see. How're you?

Danu : Fine, thanks!

Rena : I hear that you work in Jakarta now.

Danu : Yes, you're right. I work at Hino Motor Manufacturer in Tangerang. I've been working over there since three years ago as a (1) _____.

Rena : What are your duties over there?

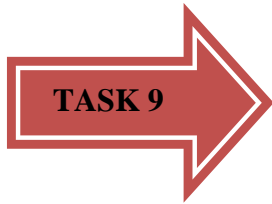
Danu : I lead the work of all (2) _____ in the workshop and controlling the (3) _____ process in the assembly plant.

Rena : That's great! Does your job (4) _____ the highest educational background?

Danu : Yes, at least you should have the (5) _____ of automotive engineering from a university, so I continue my study to the automotive engineering program in Yogyakarta State University.

Rena : Oh, I see. I hope you'll succeed in your job. Thanks for sharing, see you!

Danu : See you, too!



Let's play a survey game. Ask your friend what she or he wants to be. Your friend will only tell the job description. Put the information on the table and guess what the job is.

Example:

Didit : What do you want to be, Rina?

Rina : I want to be someone who designs excellent vehicles.

Didit fills his table this way:

Name	Job Descriptions	Job
Rina	To design excellent vehicles	Car designer

Now, it is your turn to do a survey:

Name	Job Descriptions	Job



States true or false based on the information in the following dialogue, and practice the dialogue with your pairs in front of the class.

Toni : Have you decided about your future, Aris?

Aris : Yes, I want to be a teacher.

Toni : So, your duty is to deliver the lesson and evaluates learning achievements.

Aris : Of course, I want to continue my study to a teaching institute.

Toni : All of our friends decided to be an engineer or a car designer. Why don't you follow them?

Aris : The scope of our study program is very wide. The alumni of automotive engineering in a vocational school shouldn't be an engineer; they can also deliver their knowledge to other people as a teacher.

Toni : I see. OK, I hope you'll get succeed in your career. See you!

Aris : See you, too! Thanks!

State true or false based on the dialogue above.

1. Aris wants to be an engineer (_____)
2. Toni and Aris's friends want to be an engineer or a car designer (_____)
3. The alumni of automotive engineering in a vocational school have to be an engineer (_____)
4. Aris wants to continue his study to a teaching institute (_____)

TASK 11

Let's play a guessing game. Read the following instructions.

1. Your teacher will ask one of your friends to come in front of the class.
2. He or she will explain the job description and other students have to guess what job it is by raising their hand.
3. The student who can answer correctly will be scored 10. If he or she answers incorrectly, the score will be minus 5, while the student who cannot answer will not be scored.
4. The student who has been in front of the class has to take turns by pointing one of the students in the classroom.
5. The student who gets the highest score will be the winner.

TASK 12

Practice the following dialogue and answer the questions base on the information in the text.



Interviewer : Good morning, Mr. Yunus Susanto.
Interviewee : Good morning, Ms. Gita Cahyani.

- Interviewer : You are applying for the position as a car designer, aren't you?
- Interviewee : Yes, Miss.
- Interviewer : Could you tell me a little about your educational background?
- Interviewee : I have a degree in mechanical engineering from Bandung Technological Institute.
- Interviewer : Could you tell me what your duties are?
- Interviewee : My task is designing body and interior of a car.
- Interviewer : I would like to know whether you know about your responsibilities if you are accepted here.
- Interviewee : As far as I know, a car designer is not only design car's exterior and interior, but also develops the new design every time. He or she has to present their design in front of the board and the cars manufacturer in a meeting.
- Interviewer : So, I would like to know why you are interested in join us.
- Interviewee : I want to get a more challenging job which is relevant to my educational background.
- Interviewer : I wonder if you could tell me a little about what kind of person you are.
- Interviewee : I'm diligent and a good communicator. I also ready to work under pressure.
- Interviewer : What would you say about your weaknesses?
- Interviewee : Some people say that I'm lack of humorous taste.
- Interviewer : OK, Mr. Yunus Susanto. That is our interview today. I'll call you for the result.
- Interviewee : Thank you for the interview.

Answer the following questions based on the information in the dialogue above.

6. What kinds of job that will be applied by the interviewee?
7. What is the interviewee's educational background?
8. Mention what are the duties of the interviewee if he is accepted in the company.
9. Why is the interviewee interested in joining the company?
10. How does the interviewee explain his strength and weaknesses?

TASK 13

Identify the expressions used for asking and telling about educational background and job description in the dialogue in task 11.

Intermezzo



"Instead of a raise, I'm adding you to the Friends list on my Facebook page."


TASK 14

In a group of four, study the following explanation about asking and telling about educational background and job description.

Asking and Telling About Educational Background and Job Description

A. Asking and Telling about Educational Background

In the task 11, you find these sentences:

Interviewer : **Could you tell me a little about your educational background?**

Interviewee : **I have a degree from Bandung Technological Institute.**

Those two sentences are used for asking and telling about educational background.

Here are the examples of asking and telling about educational background:

Asking about Educational Background	Telling about Educational Background
<ul style="list-style-type: none"> - Can you tell me where you graduated from? - I would like to know about your major. - I would like to know where you study. 	<ul style="list-style-type: none"> - I study in a vocational school. - My major is automotive engineering. - I graduated from an engineering college.

B. Asking and Telling about Job Description

In the task 11, you find these sentences:

Interviewer : **Could you tell me what your duties are?**
 Interviewee : **My duty is designing the body and interior of a car.**

Those two sentences are used for asking and telling about job description. Here are the examples of asking and telling about job description:

Asking about Job Description	Telling about Job Description
<ul style="list-style-type: none"> - I would like to know whether you know about your responsibility. - Can you tell me what your task is? - I would like to know what you have to do. 	<ul style="list-style-type: none"> - My task is to repair car's engine and electrical system. - I have to check and repair the air conditioner. - A chief mechanic is responsible to lead the work of the team engineer.

Intermezzo




TASK 15

Practice the dialogue with your pairs and state whether the following statements are true or false.



Interviewer : Good morning, Mr. Ariyo Bimo. You're applying for a position as a chief engineer, aren't you?

Interviewee : Yes, Sir.

Interviewer : Could you tell me a little about your educational background?

Interviewee : I graduated from automotive engineering study program in Yogyakarta State University.

Interviewer : Can you tell me a little about your last job?

Interviewee : I was a technical manager in a developing car company.

Interviewer : Could you tell me what your duties are?

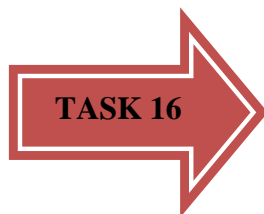
Interviewee : I control all technical aspects of a vehicle and help the technical division in developing the vehicle itself.

Interviewer : I would like to know whether you know your responsibilities if you are accepted here.

- Interviewee : As far as I know, a technical manager is not only control the technical aspects of a vehicle, but also help the technical division in developing the vehicle, and also keep the relationship between the engineers and the board.
- Interviewer : How would you describe your relationship with your present company?
- Interviewee : Our relationship is good. We communicate well.
- Interviewer : So, I want to know why you are leaving our job.
- Interviewee : I need a more challenging job which is relevant to my educational background.
- Interviewer : I wonder if you could tell me something about what kind of person you are.
- Interviewee : I'm a diligent person. I'm also sociable and ready to work under pressure.
- Interviewer : What would you say about your weaknesses?
- Interviewee : Some people say I'm a perfectionist.
- Interviewer : What is your goal in the future?
- Interviewee : Working in a well – developed manufacturer like this company.
- Interviewer : OK, Mr. Ariyo Bimo. That's the interview today. I'll call you for the result later.
- Interviewee : Thank you for the interview.

State whether the following statements are true or false.

1. The interviewee wants to apply job as a teacher (_____).
2. The interviewee graduated from Yogyakarta State University (_____).
3. The interviewee leaves his company because he was fired (_____).
4. The interviewee tells that he is sociable and ready to work under pressure (_____).
5. The interviewee said that his weakness is that he is too perfectionist (_____).



In a group of four, study the following explanation about simple past tense.

Grammar: Simple Past Tense:

In the task 15, you find this sentence:

Interviewer : Could you tell me a little about your educational background?

Interviewee : **I graduated from automotive engineering program from Yogyakarta State University.**

The bold sentence is used to explain about educational background. To tell about educational background, we use simple past tense. Simple past tense is used to tell the action happened in the past.

The formula of simple past tense:

Subject + Verb 2/ed + Adverb

Other examples of simple past tense:

- I studied in a vocational school.
- I majored in automotive engineering.


TASK 17

Let's play a board game. Read the following instructions

Start/Finish	Job Description: A car designer	Educational Background: A chief engineer	YOU ARE SO LUCKY! GO FORWARD TWO SPACES																																																
Educational Background: A Sailorman	Rules of the game: - Play this game in a group of four. Put your marker in the START. Close your eyes and touch a number with your pencil, then move your marker.		Educational Background: A teacher.																																																
Who delivers people or things from one place to another by using car?	<table border="1" data-bbox="550 929 1104 1160"> <tr><td>1</td><td>3</td><td>2</td><td>5</td><td>4</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>2</td><td>3</td><td>4</td><td>1</td><td>2</td><td>5</td></tr> <tr><td>1</td><td>3</td><td>2</td><td>1</td><td>3</td><td>4</td><td>5</td><td>5</td></tr> <tr><td>4</td><td>5</td><td>3</td><td>2</td><td>2</td><td>1</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>3</td><td>3</td><td>2</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>1</td><td>3</td><td>4</td></tr> </table>		1	3	2	5	4	1	2	3	4	4	2	3	4	1	2	5	1	3	2	1	3	4	5	5	4	5	3	2	2	1	4	5	1	1	1	3	3	2	4	4	5	1	2	3	4	1	3	4	Job Description: An Electrician
1	3	2	5	4	1	2	3																																												
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5	1	2	3	4	1	3	4																																												
Educational Background: A Pilot	Job Description: A mechanic	SORRY, BAD LUCK. GO BACK THREE SPACES	Educational Background: A Soldier																																																

C. Evaluation

TASK 18

Work in pairs and practice the job interview based on the following model



D. Homework

TASK 19

Work in a group of four. Find a job advertisement on newspaper or from the internet, and make a dialogue about job interview as in the task 18 based on the advertisement that you find.

E. Reflection

How much improvement have you made after learning English in this unit?
Write down your reflections here by putting a tick (✓) in the right column below to indicate how much you have learnt.

Aspect	Very much	Much	Little
1. Asking about job description.			
2. Telling about job description.			
3. Use simple present tense to tell about job description.			
4. Asking about educational background.			
5. Telling about educational background			
6. Use simple past tense to tell about educational background.			

F. Summary

In this unit, you have learnt how to ask and tell about job description and educational background, simple present and simple past tense.

Key Points

1. Asking and telling about job description:

a. Asking about one's job description:

- Could you tell me what your duties are?
- I would like to know whether you know about your responsibility.
- Can you tell me what your task is?
- I would like to know what you have to do.

b. Telling about job description:

- My duties are repairing car's engine and electrical system.
- I responsible to design car's body and interior and develop its design.
- My task is to control the work of team engineer.

2. Simple Present Tense.

Simple present tense is used to describe something that happens at once, such as describing job.

The formula of simple present tense: S + Verb s/es + Object.

Example:

- An electrician repairs the car's air conditioner.
- A teacher delivers the lesson and evaluates the students' achievement.

3. Asking and telling about Educational Background:

a. Asking about one's educational background:

- Could you tell me a little about your educational background?
- Can you tell me where you graduated from?
- I would like to know about your major.

- I would like to know where you study.

b. Telling about educational background:

- I graduated from technical engineering faculty of Gadjah Mada University.
- My major is automotive engineering.
- I study in a vocational school.

4. Simple Past Tense:

Simple past tense is used to tell something which was happened in the past time, such as asking about educational background

The formula of simple past tense:

Subject + Verb 2/ed + Adverb.

Example:

- I graduated from electronic engineering college.
- I majored in engineering.

Intermezzo





Vocabulary Lists

- Manufacture : pabrik.
- Designer : perancang.
- Weapon : senjata.
- Sailorman : Pelaut.
- Navy : Angkatan Laut.
- Maritime academy : Akademi angkatan laut.
- Battleship : Kapal Perang.
- Board : dewan direksi perusahaan.
- Engineering : keahlian.
- Diploma : ijazah.
- Challenging : menantang.
- Graduate : lulusan
- Major : program studi.
- Weakness : kelemahan.
- Strength : kelebihan/keunggulan.
- Duties : pekerjaan.
- Responsibility : tanggung jawab.
- Technical manager : manajer teknik.
- Educational background : latar belakang pendidikan.
- Task : tugas.
- Relevant : sesuai.
- Chief : pimpinan.

Quotes:

**"Knowledge is love and light
and vision."**

—Helen Keller

APPENDIX VIII:

*The Results of
Expert Judgments*

THE RESULTS OF EXPERT JUDGMENT

A. The Results of Expert Judgment on Unit 1

1. The Appropriateness of the Content

No.	Items	Means	Description of Agreement
1.	The appropriateness of the material.	4.35	Strongly Agree
2.	The depth of the material.	4	Agree
3.	The accuracy of the material.	4.16	Agree
4.	The novelty of the material	4	Agree

Table 4.7.1a: The results of expert judgment on the appropriateness of the content of the material in Unit 1.

2. The Appropriateness of the Language

No.	Items	Means	Description of Agreement
1.	The appropriateness towards the students' ability	4	Agree
2.	The communicative aspects	4	Agree
3.	The accuracy of the language	3	Neutral (Neither agree or disagree)
4.	The unity of the material	4	Agree

Table 4.7.1b: The results of expert judgment on the language appropriateness in Unit 1.

3. The Appropriateness of the Material Presentation

No.	Items	Mean	Description of Agreement
1.	The presentation technique.	4	Agree
2.	The tasks presentation.	4	Agree

Table 4.7.1c: The results of expert judgment on the speaking material presentation in Unit 1.

4. The Appropriateness of the Material Design

No.	Items	Means	Description of Agreement
1.	Layout of the material	4	Agree
2.	Illustration of the material.	4	Agree
3.	Typography of the material	4	Agree

Table 4.7.1d: The results of expert judgment on the design of speaking material in Unit 1.

B. The Results of Expert Judgment on Unit 2

1. The Appropriateness of the Content

No.	Items	Means	Description of Agreement
1.	The appropriateness of the material	4	Agree
2.	The depth of the material	4	Agree
3.	The accuracy of the material	4.13	Agree
4.	The novelty of the material	4	Agree

Table 4.7.2a The results of expert judgment on the appropriateness of the speaking material content in Unit 2.

2. The Appropriateness of the Language

No.	Items	Means	Description of Agreement
1.	The appropriateness towards the students' ability	4.50	Strongly agree
2.	The communicative aspect	4	Agree
3.	The language accuracy	3	Neutral (Neither agree or disagree)
4.	The unity of the ideas	4	Agree

Table 4.7.2b: The results of expert judgment on the language appropriateness in Unit 2.

3. The Appropriateness of the Material Presentation

No.	Items	Means	Description of Agreement
1.	The presentation technique	4.25	Strongly Agree
2.	The tasks presentation	4	Agree

Table 4.7.2c: The results of expert judgment on the speaking material presentation in Unit 2.

4. The Appropriateness of the Material Layout

No.	Items	Means	Description of Agreement
1.	The layout of the content	4	Agree
2.	The illustration of the content	4	Agree
3.	The typography of the material	4	Agree

Table 4.7.2d: The results of expert judgment on the speaking material layout in Unit 2.

C. The Results of Expert Judgment on Unit 3

1. The Appropriateness of the Content

No.	Items	Means	Description of Agreement
1.	The appropriateness of the material	4	Agree
2.	The depth of the material	4	Agree
3.	The accuracy of the material	4	Agree
4.	The novelty of the material	4	Agree

Table 4.7.3a: The results of expert judgment on the content appropriateness in Unit 3.

2. The Appropriateness of the Language

No.	Items	Means	Description of Agreement
1.	The appropriateness towards the students' ability development	4.50	Strongly Agree
2.	The communicative aspect	4	Agree
3.	The language accuracy	3	Neutral (Neither Agree or

			Disagree
4.	The unity of the material	4	Agree

Table 4.7.3b: The results of expert judgment on the language appropriateness in Unit

3.

3. The Appropriateness of the Materials Presentation

No.	Items	Means	Description of Agreement
1.	The presentation technique	4	Agree
2.	The tasks presentation	4	Agree

Table 4.7.4c: The results of expert judgment on the materials presentation in Unit 3.

4. The Appropriateness of the Materials Design

No.	Items	Means	Description of Agreement
1.	The content layout	4	Agree
2.	The content illustration	4	Agree
3.	The typography of the material	4	Agree

Table 4.7.4d: The results of expert judgment on the appropriateness of the layout in Unit 3.

APPENDIX IX:
*The Second Draft of
the Syllabus*

School : SMK Sanjaya Ngawen
 Subject : English
 Grade/Semester : 11/1
 Study Program : Automotive Engineering
 Standard of Competence : Communication in English equals with Elementary Level
 Basic of Competence : Understanding Simple Instructions

Unit	Topic	Unit Title	Indicators	Language Functions	Input Text	Language Functions		Procedures
						Grammar	Vocabulary	
1	Maintenance Procedures of some Engines	First, Open the Oil Drain Plug	<ul style="list-style-type: none"> • Students are able to use expressions of asking and giving instructions. • Students are able to use expressions to tell someone to do something. 	<ul style="list-style-type: none"> • Expressions of asking for instructions: <ul style="list-style-type: none"> - <i>Do you know how to repair the...?</i> - <i>Do you think you can...?</i> - <i>Do you know anything about...?</i> - <i>Are you</i> 	<ul style="list-style-type: none"> • Dialogues containing expressions of asking and giving instructions. 	<ul style="list-style-type: none"> • Transition signals: <ul style="list-style-type: none"> - <i>First, second, third, fourth, ...</i> - <i>After that, next, before that, then, ...</i> 	<ul style="list-style-type: none"> • Terms related to the topic: <i>open, remove, pour, change</i> • Technical terms related to the topic: 	<ul style="list-style-type: none"> • <i>Lead – in:</i> <ul style="list-style-type: none"> - Building the knowledge through questions. - Matching pictures with the words provided. - Find the meaning of the words that will be found in the next task. • <i>Let's Practice:</i> <ul style="list-style-type: none"> - Listen to the dialogue and answer the questions.

				<p><i>able to...?</i></p> <ul style="list-style-type: none"> - <i>Do you have experience of...?</i> <ul style="list-style-type: none"> • Expressions used to give instructions: <ul style="list-style-type: none"> - <i>First, second, third, fourth, ...</i> - <i>After that, next, before that, then, ...</i> - <i>You begin by: the last step is, now, finally...</i> 				<ul style="list-style-type: none"> - Identify the expressions of asking and giving instruction in the dialogue. - Study the explanation about asking and giving instruction. - Practicing a dialogue and state whether the following statements are true or false. - Arranging sentences into a correct order. - Completing and practicing the dialogue. - Study the explanation about transition signal. - Completing sentences using transition signals provided. - Practicing a matching game about asking and giving instruction. - Listen to the dialogue and answer the question. - Practicing a dialogue
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								<p>and state whether the statements are true or false.</p> <ul style="list-style-type: none">• <i>Evaluation:</i><ul style="list-style-type: none">- Make a dialogue based on the situations provided, and practice it in front of the class.• <i>Homework:</i><ul style="list-style-type: none">- Work in pairs and find a procedure of repairing a certain part of engine. Make a dialogue based on the text, and practice it in front of the class.
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School : SMK Sanjaya Ngawen
 Subject : English
 Grade/ Semester : XI/1
 Study Program : Automotive Engineering
 Standard of Competence : Communicating in English at Elementary Level
 Basic of Competence : Expressing Feelings

Unit	Topic	Unit Title	Indicators	Language Functions	Input Text	Language Functions		Procedure
						Grammar	Vocabulary	
2	Career in Automotive Engineering	How to be a professional Technician	<ul style="list-style-type: none"> • Students are able to use expressions of asking and giving advice/suggestions. • Students are able to use expressions of asking and giving opinion. 	<ul style="list-style-type: none"> • Expressions of asking for advice/suggestions: <ul style="list-style-type: none"> - <i>Do you think I ought to...?</i> - <i>What do you think I should...?</i> - <i>Do you have any</i> 	<ul style="list-style-type: none"> • Dialogues about asking and giving advice/suggestions. • Dialogues about asking and giving opinions 	<ul style="list-style-type: none"> • Degrees of comparison . 	Terms related to the topic.	<ul style="list-style-type: none"> • <i>Lead – in:</i> <ul style="list-style-type: none"> - Building the knowledge through questions. - Matching pictures with the words provided. - Find the meaning of the words that will be found in the next task. • <i>Let's Practice:</i> <ul style="list-style-type: none"> - Listen to the dialogue

				<p><i>ideas of how...?</i></p> <ul style="list-style-type: none"> - <i>Should I ...?</i> - <i>If you were in my situation, would you...?</i> - <i>Do you have any advice for me?</i> - <i>Can you give me some advice?</i> - <i>Do you have any recommendation about...?</i> - <i>Can you recommend?</i> <ul style="list-style-type: none"> • Expressions of giving advice/sugges 				<p>on asking and giving advice/suggestions and answer the questions.</p> <ul style="list-style-type: none"> - Identify the expressions of asking and giving suggestions. - Study the expressions of asking and giving suggestions. - Make a short dialogue about asking and giving suggestions based on the situation provided. - Completing and practicing the dialogue. - Study the explanation about degrees of comparison. - Grammar exercise on degrees of comparison. - Practicing an information gap
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				<p>tions:</p> <ul style="list-style-type: none"> - <i>I think you'd better...</i> - <i>If I were you, I'd...</i> - <i>Try...</i> - <i>I advise you to...</i> - <i>I suggest that...</i> - <i>Let me suggest that...</i> - <i>I recommend that...</i> 				<p>game about asking and giving advice/suggestions.</p> <ul style="list-style-type: none"> - Stating true or false and practicing the dialogue. • <i>Evaluation:</i> <ul style="list-style-type: none"> - Work in a group of three, choose one of the situations provided, make a dialogue based on the situations provided and practice it in front of the class. • <i>Homework:</i> <ul style="list-style-type: none"> - Work in a group of four, choose one of the assignments, make a dialogue and practice it in front of the class.
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School : SMK Sanjaya Ngawen

Subject : English

Grade/Semester : XI/1

Study Program : Automotive Engineering

Standard of Competence : Communicating in English at Elementary Level

Basic of Competence : Listing Job Description and Educational Background both in Spoken and Written Language

Unit	Topic	Unit Title	Indicators	Language Functions	Input Text	Language Focus		Procedure
						Grammar	Vocabulary	
3	Job Interview	Could You Tell Me a little about your Educational Background?	<ul style="list-style-type: none">• Students are able to describe kinds of jobs.• Students are able to use expressions of asking and telling about job description.• Students are able to use	<ul style="list-style-type: none">• Expressions of asking about job description:<ul style="list-style-type: none">- <i>Could you tell me what your duties are?</i>- <i>I would like to know whether you know about your responsibility</i>- <i>Can you tell me what your</i>	<ul style="list-style-type: none">• Dialogues about describing kinds of jobs.• Example of job interview dialogue: asking and telling about job description	<ul style="list-style-type: none">• Simple present tense to describe any kinds of jobs, for example:<ul style="list-style-type: none">- <i>An electrician repairs the air conditioner.</i>- <i>An engineer repairs the</i>	<ul style="list-style-type: none">• Terms related to the topic: <i>duty, task, responsibility, graduated, study, etc.</i>	<ul style="list-style-type: none">• <i>Lead – in:</i><ul style="list-style-type: none">- Building the knowledge through questions.- Matching pictures with the words provided.- Find the meaning of the words that will be

			<p>expressions of asking and telling about educational background.</p>	<p><i>task is?</i></p> <ul style="list-style-type: none"> - <i>I would like to know what you have to do.</i> • Expressions used for telling about job description: <ul style="list-style-type: none"> - <i>My task is to repair the car's engine.</i> - <i>My duties are painting and repairing the car's body.</i> - <i>I have to check and repair car's electricity.</i> - <i>A chief mechanic is responsible to lead the work of the engineering team.</i> • Expressions of 	<p>and educational background.</p>	<p><i>car's engine.</i></p> <ul style="list-style-type: none"> • Simple past tense to tell about educational background: <ul style="list-style-type: none"> - <i>I graduated from automotive engineering program.</i> - <i>I studied in a vocational high school.</i> 		<p>found on the next task.</p> <ul style="list-style-type: none"> • <i>Let's Practice:</i> <ul style="list-style-type: none"> - Listen to the dialogue and answer the questions. - Identify the example of describing job and educational background in the dialogue. - Completing and practicing a dialogue. - Study the explanation about simple present tense for describing jobs. - Grammar exercise on
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				<p>asking about educational background:</p> <ul style="list-style-type: none"> - <i>Could you tell me a little about your educational background?</i> - <i>Can you tell me where you graduated from?</i> - <i>I would like to know about your major.</i> - <i>I would like to know where you study.</i> <ul style="list-style-type: none"> • Expressions of telling about educational background: <ul style="list-style-type: none"> - <i>I study in a vocational</i> 				<p>simple present tense for describing jobs.</p> <ul style="list-style-type: none"> - Playing a survey game. - Playing guessing game about describing job. - Stating true or false and practicing dialogue. - Study the explanation about simple past tense. - Grammar exercise on simple past tense. - Practicing a board game. <ul style="list-style-type: none"> • <i>Evaluation:</i> <ul style="list-style-type: none"> - Practicing
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				<p><i>school.</i></p> <ul style="list-style-type: none">- <i>My major is automotive engineering.</i>- <i>I have a degree from technical engineering.</i>- <i>I graduated from an engineering college.</i>				<p>simulation on job interview.</p> <p>• <i>Homework:</i></p> <ul style="list-style-type: none">- Work in a group of four, find a job advertisement, and make a dialogue about job interview.
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APPENDIX X:
The Final Draft of
the Material

UNIT 1**FIRSTLY, OPEN THE OIL DRAIN PLUG**

Source: www.liektoyota.com

In your daily life, you will be asked about how to maintain and repair certain parts of a vehicle. Can you explain the steps when you are asked? Let's learn it together in this unit.

A. Lead – in**TASK 1**

Look at the following picture and discuss the questions with your pairs.



Source: hanggatommydomiarta.mlblogs.com

5. Have you ever repaired your vehicle?
6. What part of the vehicle did you repair?
7. What tools did you need?
8. Can you explain how you repaired your vehicle?


TASK 2

Match the following pictures with the words provided in the box.

Oil filter

Brake pads

Wrench

Bolt

Jack

Picture	Name
 <p>Source: www.kaskus.co.id</p>
 <p>Source: www.otopartshop.com</p>
 <p>Source: www.kiosonderdil.com</p>

 <p>Source: <i>acipi.indonetwork.co.id</i></p>	<p>.....</p>
 <p>Source: <i>www.bursabelanjaonderdil.com</i></p>	<p>.....</p>


TASK 3

You will find the following words in Task 3. Find the meaning of these words in your dictionary and repeat after your teacher.

Words	Meanings
Wrench[<i>ren t ʃ</i>]
Plug[<i>plʌg</i>]
Filter[<i>'fɪl.təʃ</i>]
Funnel[<i>'fʌn. ə l</i>]
Spent[<i>spent</i>]

B. Let's Practice

TASK 4

Listen to the following dialogue and answer the questions. Then, compare your answer with your classmate's. The script is in the appendix.



source: Automotive Engineering Education Documentation, Yogyakarta State University.

Rudi : Hi, Andi! Do you know anything about changing the engine oil?

Andi : Yes, why?

Rudi : My father asks me to change the engine oil in his car, but I can't.

Andi : Have you prepared your wrench, the new engine and oil filter, oil drain pan, and funnel?

Rudi : Of course.

Andi : OK, I'll tell you how to do it. Firstly, open the oil drain plug by using a wrench. It's located under the oil pan below your car's engine. Don't forget to put the oil drain pan under the drain plug to retain the spent oil.

Rudi : What about the oil filter? Do we need to change it, too?

Andi : Yes. The second step is you've to unscrew the old oil filter and change it with the new one. Before you plug the new oil filter, moisten the gasket of the new oil filter with the new engine oil. The next step is you've to screw the new oil filter and the oil drain plug. Finally, pour one quart of new engine oil into the oil filler hole by using a funnel.

Rudi : That's actually easy. Thanks for your help, Andi!

Andi : Of course, you're welcome!

Questions:

6. What tools do people need to change the engine oil?
7. What is the function of an oil drain pan?
8. What should people do before plugging the new oil filter?
9. Mention two final steps of changing the engine oil as stated in the dialogue.
10. What is the function of wrench and funnel?



TASK 5

In a group of four, identify the expressions of asking and giving instructions which you hear in Task 4.

**TASK 6**

Study the explanation below about asking and giving instructions in a group of four.

Asking and Giving Instructions

C. Asking for Instructions

In Task 4, you hear this sentence:

Rudi: Hi Andi! **Do you know anything about changing the engine oil?**

The bolded sentence is one of the expressions used to ask for instruction.

The other expressions used to ask for instructions are:

- Do you know how to repair the...?
- Do you think you can...?
- Are you able to...?
- Do you have the experience of...?

D. Giving Instructions

In Task 4, you hear this sentence:

Andi: OK, I'll tell you how to do it. **Firstly, open the oil drain plug by using a wrench.**

The bolded sentence is one of the expressions used for giving instructions.

The other examples of giving instructions are:

- **Secondly**, put the oil drain pan under the drain plug.
- **After that**, unscrew the oil filter.
- **Finally**, plug the new oil filter and pour one quart of new engine oil by using a funnel.


TASK 7

Practice the following dialogue with your partner and state whether the following statements are true or false.



Source: danzi-oto.blogspot.com

Reni : Hi, Windu! Do you have the experience of how to change spark plugs in the car? I have to change the spark plugs in my car, because the engine can't be started.

Windu : Of course. Have you prepared the new spark plugs, a masking tape, and a spark – plug socket?

Reni : Of course.

Windu : Good. Firstly, you have to make sure that the car's engine is in cool condition. It's harmful if you change the spark plugs when the engine is still hot. The hot spark plugs can burn your skin.

Reni : Understood. Explain the next step, please.

Windu : OK, I'll tell you the next step. After you make sure that the car engine is cool, then, secondly, remove the ignition wires from the top of each spark plug. Thirdly, remove the spark plugs by using a spark – plug socket.

- Reni : Wait, you've said that we also need a masking tape. What is it for?
- Windu : The function of a masking tape is to mark each ignition wire for where they are connected. Don't rely on memory because it's easy to forget, especially when you change the spark plugs in a car with more than four cylinders. So, the next step after you've removed the spark plugs is marking each ignition wires with a masking tape for where they connect.
- Reni : That's good. And the final steps are replacing the new spark plugs and the ignition wires, right?
- Windu : Yes, you're right, but before you replace the new spark plugs and the ignition wires, you've to clean the dust or debris around the plug by using a brush. After that, replaces the new spark plugs and the ignition wires.
- Reni : That's actually easy. Thank you for your help.
- Windu : OK, you're welcome.

State whether the following statements are true or false.

1. We need a jack to change spark plugs in the car's engine (_____).
2. Changing spark plugs is allowed although the car's engine is still hot (_____).
3. A masking tape is needed to mark the ignition wires for where they are connected (_____).
4. Before we replace the new spark plugs and its ignition wires, we have to clean the plugs by using a brush (_____).


TASK 8

Arrange the following sentences into a correct procedure.

How to Change Wheel Bearing

No.	Steps
1.	To change a wheel bearing, we need some tools, such as a jack, socket, and breaking bar. Don't forget to prepare a new wheel bearing.
2.	After you park your car, you have to lift the car using a jack, and loose the tire.
3.	Today, I want to explain about how to change a wheel bearing in the car.
4.	Firstly, park your car in a flat surface. Then place a wheel chock behind the rear tire if you fix the front wheel bearing.
5.	The next step after you loose the tire is extracting the car's rotor, continued by removing the caliper bolts.
6.	The final step is put a new bearing on the knuckle and replaces the car's rotor, caliper bolts, and the tire.
7.	After the caliper bolts are removed, the next step is loose the wheel bearing bolts using a socket and a breaking bar. Then, sand off any corrosion that is around the knuckle.


TASK 9

Complete the following dialogue with the words provided in the box. Then, practice it with your partner in front of the class.

tools	pull	slide
jack	socket set	put
shock absorber	tighten	
nuts	steps	

Aris : Hi, Joko. Can you help me to change the (1) _____ in my car?

Joko : Of course, are you ready with the (2) _____?

Aris : Yes, I'm ready. I also have (3) _____ my car up and remove the wheel.

Joko : Good. Firstly, unbolt the (4) _____ holding the shock to the suspension at the bottom with a standard (5) _____, and remove it from the bolt. Repeat these steps with the nut located at the top.

Aris : After that, we have to (6) _____ the shock absorber off the bottom bolt, and followed by the top, right?

Joko : Yes, that's right. Then, you have to (7) _____ the new shock absorber. Slide it onto, either the top or the bottom bolt first, then onto the other one. Once it's on (8) _____ each nut onto the top and bottom bolts, and hand tighten them into place.

Aris : And the last step is, we have to (9) _____ the bolts with our socket set and do the same (10) _____ to another side, right?

Joko : Yes, that's correct! The steps are not different from the previous one. Those are very easy, right?



In a group of three, study the following explanation about transition signal

Grammar: Transition Signal.

In Task 4, you find these sentences:

- **Firstly**, open the oil drain plug by using a wrench.
- **Secondly**, you have to unscrew the old oil filter and change it into the new one.

The bolded words are called “Transition Signal.” Those words are used to explain the order of doing something.

Other examples of transition signals are

- After that, next, before that, then, ...
- You begin by; the next step is, then, finally, ...

Riddle:

Where is the ocean the deepest?
— *On the bottom*


TASK 11

Complete the following sentences with transition signals provided. Then, compare your answer with your classmates'.

firstly	lastly
secondly	finally
then	next
after that	thirdly

How to Change a Leaf Spring Shackle.

1. To change a leaf spring shackle, we need tools like jack, jack stands, socket set, wrenches, and a dead blow hammer.
2. _____, place a floor jack under the rear differential gear of the vehicle and raise it off the ground, and then, put a set of jack stands under the frame to support the vehicle.
3. _____, lower the jack and allow the suspension to droop, taking the weight of the vehicle off the shackle.
4. _____, remove the lower mounting bolt from the shackle and spring using a socket and a wrench. Lower the axle so the spring drops out of the shackle.
5. _____, remove the upper mounting bolt that attaches the shackle to the mount of the frame. Pull the shackle off the frame. If it has been there for a long time, you may use a dead blow hammer to encourage it to loose.
6. _____, insert the new shackle onto the frame and insert the mounting bolt. Leave the bolt loose so you can move the shackle around to help align the shackle and spring.
7. Then, raise the rear axle with the jack and align the spring eye with the shackle. Slowly work the spring into the shackle, raise the jack a little at a time until the holes and in the shackle and the spring eye are in the line.

8. _____, install the mounting bolt through the shackle and spring. Tighten the bolt with a wrench and a socket. Tighten the upper mounting bolt using a socket and a wrench.
9. _____, jack the car up and remove the jack stands. Slowly lower the car back down to the ground and check the bolts to make sure that they are still tight strongly on the mounting bolt.

TASK 12

Let's play a matching game. The rules of the game are explained below.

- f. Your teacher will divide the class into some groups. Each group contains 4 to 5 students.
- g. Your teacher will distribute the following picture randomly to all players:



Source: www.wikihow.com

- h. The first player has to mention the first step based on the picture, and the other players have to find the other information to complete the sentence.
- i. The player to find the appropriate second information may collect the cards and keep them as a 'trick'.
- j. The player with the most 'trick' at the end is the winner.

**TASK 13**

Listen to the following dialogue and answer the following questions. After that, compare your answer with your classmates'. The script is in the appendix.

Bambang : Can you help me to change the flat tire in our car?

Wahyu : Of course. This is how you do it; firstly, park your car in a flat surface and prepare your spare tire. Next, put the jack under the car, then, loose the wheel nuts by using wrench.

Bambang : We need to jack our car, right?

Wahyu : Yes, after we loose the wheel nuts, then, we jack the car up and remove the flat tire. After that, put the spare tire and the wheel nuts, and finally, tight up the wheel nuts and jack the car down.

Bambang : That's so easy. Thank you.

Wahyu : You're welcome.

Questions:

Answer the questions based on the information in the dialogue

5. What tools do we need to change the flat tire?
6. When do we have to jack the car up?
7. What is the transition signals used in the dialogue above?
8. What are the final steps of changing the flat tire?

**TASK 14**

Practice the following dialogue with your partner and state whether the following statements are true or false.

Aris : Hi, Budi! Do you know how to change the brake pad? I need your help, please.

Budi : Sure, are you ready with your socket wrench, wire, ring spanner, and jack?

Aris : Yes, of course.

Budi : This is how to do it, firstly, park your car in a flat surface. Then, loose the wheel nuts, jack your car up, and remove the wheel.

Aris : That's easy. It's done, and what's next?

Budi : Next, you've to remove the caliper bolts by using a socket wrench and hang the caliper with wire in order not to make it drop and have any weight on a flexible brake hose.

Aris : So, that's the function of wire.

Budi : Yes, and after that, remove the top of the brake master cylinder from under the engine hood and inspect the fluid level before the pistons are 'squeezed' back to enable you to fit the new pads. Next, remove the pads, and put the new pads on.

Aris : That's done, and what about the final steps?

Budi : Good, now for the final steps, you've to check the brake fluid, and then, replace the caliper, put the wheel back on, tight the wheel nuts, and jack your car down.

Aris : Finally, we're done! Do we need to test the new pads?

Budi : Of course, let's test. If we don't hear any grinding sounds, we're ready to go!

State whether the following statements are true or false.

1. We do not need wire when we change brake pads (_____).
2. We have to test the car after we change the brake pads (_____).
3. If we want to change the brake pad, we have to jack the car up (_____).
4. If we want to change the brake pad, we have to park our car in a rough surface (_____).
5. We do not have to check the brake fluid after we change the brake pads (_____).

C. Evaluation

TASK 15

Make a dialogue with your partner and practice it in front of the class. Choose the following situations.

4. You ask your friend to explain how to change the car's exhaust pipe.
5. You ask your friend to explain how to change the car's horn.
6. You ask your friend to explain how to change the car's ignition wire.

D. Homework

TASK 16

Work in a group of three and find a procedure of repairing cars or engines. Make a dialogue based on the text that you have find, and practice it in front of the classroom.

**E. Reflection**

**How much improvement have you made after learning English in this unit?
Write down your reflections here by putting a tick (✓) in the right column
below to indicate how much you have learnt.**

Aspect	Very much	Much	Little
5. Asking for instruction.			
6. Giving instruction.			
7. Understanding transition signals.			

F. Summary

In this unit, you have learnt how to ask and give instructions, tells someone to do something, and transition signal.

Key Points

4. Asking and Giving Instructions

c. Asking for Instructions:

- Do you know how to repair the ...?
- Do you think you can ...?
- Do you know anything about ...?
- Are you able to ...?
- Do you have the experience of ...?

d. Giving Instructions:

Examples of giving instructions:

- Firstly, loose the wheel nuts by using wrench.

- After that, jack the car up and remove the flat tire.
- Finally, put the spare tire, tight the wheel nuts, and jack the car down.

5. Transition Signal:

Transition signal is used to explain the order or the process of doing something.

Transition signal are generally introduced by the following words:

- First, second, third, fourth, ...
- After that, next, before that, then, ...
- You begin by; the last step is, now, finally, ...

Quotes:

"By viewing the old we learn the new"

—Chinese Proverb

Vocabulary Lists

- | | |
|--------------|---------------------|
| • jack | : dongkrak |
| • nut | : baut |
| • brake pad | : kanvas rem |
| • bearing | : bantalan |
| • socket set | : kunci ring |
| • tools | : peralatan |
| • wrench | : kunciinggris |
| • funnel | : corong |
| • drain | : membuang (cairan) |
| • flat | : gembos |

- wire : kawat
- brake fluid : minyak rem
- hose : selang
- ignition wire : kabelbusi
- caliper : dudukankanvas rem (pada rem cakram)
- horn : klakson
- leaf spring : per daun
- shackle : anting
- axle : poros penghubung

UNIT 2

Can You Give Me Some Advice?



Source: Documentation of Automotive Engineering Education, Faculty of Engineering, Yogyakarta State University

In the future, you will ask for suggestions or advice from other people to make you better in taking any decisions, meanwhile other people will ask you for suggestions or advice based on your experience. How can we do that? Let's learn it together in this unit.

A. Lead - In**TASK 1**

Look at the following picture and discuss the questions below with your partners.



Source: Documentation of Automotive Engineering Education, Faculty of Engineering, Yogyakarta State University.

6. Do you ever think about your career after you graduate from the school?
7. With whom do you ask for advice about your next career in the future?
8. What is their advice to you?
9. Do you ever discuss something with your friends about something?
10. What topic do you always discuss with them?


TASK 2

Match the following picture with the phrases provided in the box.

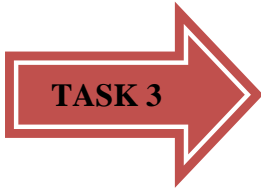
discussing with work partner

learning car's manual book

joining a mechanical course

practice repairing engine at school

Picture	Activity
 <p>Source: jobinf1.com</p>	<p>....</p>
 <p>Source: smknu1bu.blogspot.com</p>	<p>....</p>
 <p>Source: samministries.org</p>	<p>....</p>
 <p>Source: www.news.com.au</p>	<p>....</p>



You will find these following words in Task 4. Listen to your teacher and repeat after him/her with a good pronunciation. Then, find the meanings in your dictionary.

Words	Meanings
advice[əd'vaɪs]
employee[ɪm'plɔɪ.i:]
diagnose['daɪ.əg.nəʊz]
failure ['feɪ.ljə]
term [tɜ:m]
chairman ['tʃeə.mən]

B. Lesson Proper

TASK 4

Listen to the following dialogue and answer the following questions. Then, compare your answer with your classmates'.



Source: Documentation of Automotive Engineering Education, Faculty of Engineering, Yogyakarta State University.

Nanang : Hi, Hendra! Can you give me some advice?

Hendra : What advice can I give to you?

Nanang : I'm a new employee in this company and you're my senior. I need your advice to support my future while working here.

Hendra : Well, I advise you to learn more about new technological terms of new vehicles, so that you can predict any engine failures and fix them well.

Nanang : Does it include learning about the use of computer to diagnose any engine failures? How can I learn it?

Hendra : Yes, you can learn it by reading any automotive magazines or tabloids, internet articles, and also the manual book of the car itself. You can also join the training for new employees that held by the company this year.

Nanang : Of course yes, I've learnt about how to fix any failure from the sources that you've mentioned, and practice it here. Are there any other suggestions?

Hendra : Good. Lastly, you've to maintain your good relationship with your friends in this company and don't make customers disappointed. Don't be a troublemaker inside and outside this company, or you'll be fired by the chairman.

Nanang : OK, thanks for your advice, Hendra. Let's go home; it's been 4 pm now.

Hendra : No problem. Let's go home, too!

Questions:

6. Where do Nanang and Hendrawork?
7. Does a new employee need to learn more about vehicles? Why?
8. What source can be used to learn more about the new vehicle technology?
9. Does the company hold training for new employees?
10. What is the punishment if an employee becomes a troublemaker?

TASK 5

In a group of three, identify the expressions used for asking and giving advice/suggestions in Task 4.

TASK 6

In a group of four, study the following explanation about asking for and giving suggestions.

Asking for and Giving Advice/Suggestions

In Task 4, you hear these sentences:

John : Hi, Peter! **Can you give me some advice?**

Peter : What advice can I give to you?

John : I'm a new employee in this company and you're my senior. I need your advice to support my future while working here.

Indra : **Well, I advise you to** learn more about new technological terms of new vehicles, so that you can predict any engine failures and fix them well.

The first bolded sentence is used to ask for advice/suggestion, while the second bolded sentence is used for giving advice/suggestion.

Other expressions used for asking and giving advice/suggestion:

Asking for Advice/Suggestion	Giving Advice/Suggestion
Do you think I ought to ...?	I think you'd better ...
What do you think I should ...?	If I were you, I'd ...
Do you have any ideas of how ...?	Try ...
Should I ...?	I suggest that ...
If you were in my situation, would you ...?	Let me suggest that ...
Do you have any advice for me?	I recommend that ...
Do you have any recommendation about ...?	
Can you recommend ...?	


TASK 7

Work in pairs. Express what you would say in the following situations. Compare your answer with your classmates'.

6. You have graduated from the vocational school and you still confuse about your future. You ask for advice from your friend about it.
7. You are in the school holiday and you still confuse what you will do during the holiday. You ask for suggestions from your friend about it.
8. You become a new employee in a great company and you ask for advice from your friend about how to develop your career in that company.
9. You want to buy a used car. You ask for suggestions from your friend about how to choose a good used car.
10. Your car is broken and you cannot repair it because of your activity, then you ask for suggestions from your friend about what is the best repair shop to repair your car.

Riddle:

What do you call a deer with no eyes?

No idea (No eye deer)


TASK 8

Complete the following dialogue with the words provided in the box, and then practice it with your pairs in front of the class.

recommendation

tired

engine

catering

order

Janu : Hi, Rudi! Do you have any (1) _____ about the best car for me?

Rudi : Why?

Janu : I'm so (2) _____ with my car now. Sometimes the (3) _____ can't be started, especially in this rainy season and it becomes overheat if I switch the air conditioner on. I've to repair my car, sell it as soon as possible, and buy the new one.

Rudi : I suggest that you should buy a diesel wagon car. It is bigger than your car now.

Janu : But I don't married and don't have children yet, you know?

Rudi : I see, but you have a (4) _____ service, right? A wagon can help you run your business well, especially when you get the biggest (5) _____ like in a wedding party. Now, join me and I'll help you to choose the best diesel car for you.

Janu : OK, I'll join you. Thanks for your advice.

Rudi : Don't mention it. Let's go!


TASK 9

In a group of three, study the following explanation about degrees of comparison

Grammar : Degrees of Comparison

In Task 8, you find this sentence:

Rudi : I suggest that you should buy a diesel wagon car. **It is bigger than your car now.**

The bolded sentence uses degrees of comparison. Comparative degree is used to compare one thing to another.

The formula of comparative degree:

Subject + verb/to be + adjective (er)/more + than + Object.

Example:

- Travelling by bus is cheaper than by plane.
- Reading book is better than watching television.
- Yanto is taller than Johan.


TASK 10

Change the word in the bracket using – er or more. Compare your answer with your friends’.

6. Travelling by plane is (comfortable) than travelling by ship.
7. Rudi is (fat) than Joko.

8. Mount Semeru is (high) than Mount Merapi.
9. Jasmine is (beautiful) than rose.
10. An elephant is (strong) than a cow.


TASK 11

Let's practice an information gap game. Read the following instructions.

8. Your teacher will divide the class into some groups. Each group contains four students.
9. Your teacher will give some pictures facing down to the group.
10. One of the group members takes the first picture and look at it. Do not show it to the others.
11. Say something about the picture, beginning, *I suggest ...*, for example *I suggest that the man should see the doctor*, or *I suggest that the woman should take her car to the repair shop*.
12. The other player must try to guess what the picture is. They may ask questions, for example, *do you think that the man should see a doctor?* Or *do you think that the woman should take her car to the repair shop?*
13. The player who guesses correctly can keep the card and take the next picture.
14. The player with most cards at the end is the winner.


TASK 12

Practice the following dialogue with your partner and state whether the statements are true or false based on the dialogue.

David : Hi, Beni! You look so confuse today, what happen?

Beni : I'm confused with my car. Should I sell it and buy the new one?

David : Why do you want to sell it? Basically, your car is still good enough!

Beni : It wastes too much fuel and the model is too old – fashioned.

David : I recommend that you should take your car to the repair shop. Ask the mechanic to set your car's engine so it will not waste too much fuel again.

Beni : And after that, should I take this car to the body repair?

David : Of course, look at your car's bodywork! There are two corrosion surfaces in it, and also the paint looks dull. I think it's better to set your car's engine and repaint your car than selling it and buy the new one. The price of new cars now is very expensive; meanwhile the price of a used car falls down, so if you sell your car now, you'll regret.

Beni : Thanks for your advice, David! I think I can also spend a lot of money by doing that rather than by buying a new car. Thank you very much!

David : You're welcome!

State whether the following statements are true or false.

1. Beni is confused of thinking about his car (_____).
2. David asks Beni to sell his car (_____).
3. Beni's car wastes too much fuel and the model is too old (_____).
4. David tells Beni that if he sells his car, he will get much profit (_____).
5. Beni agrees with David's advice (_____).

C. Evaluation

TASK 13

Work in a group of three. Choose one of the following situations, make a dialogue, and practice it in front of the class.

5. You want to buy a new car. Actually, your car is still good, but you think that the model was too old – fashioned. Then, you ask for suggestions from your friends.
6. You are a new employee in a car manufacturer. You are still confused about how to develop your career in the company. Then, you ask for some advice from your friends.

D. Homework

TASK 14

Work in a group of four and choose one of the assignments below.

4. Find a car advertisement from a newspaper or from the internet. One of you becomes a man who wants to buy a car, and then you ask for advice

from your friends about the appropriate car for you. Make a dialogue and practice it in front of the class.

5. Find a job advertisement from a newspaper or the internet. One of you becomes a fresh graduate from a vocational school, and then you ask your friends what job which is appropriate for you. Make a dialogue and practice it in front of the class.

Riddle:

**What is the word that everybody
always says wrong?**

Wrong

E. Reflection

**How much improvement have you made after learning English in this unit?
Write down your reflections here by putting a tick (✓) in the right column
below to indicate how much you have learnt.**

Aspect	Very much	Much	Little
4. Asking and giving advice/suggestions			
5. Understanding comparative degree			

F. Summary

In this unit, you have learnt how to ask and give advice/suggestions, ask and give opinion, and use comparative degree.

Key Points:

4. Asking for and Giving Advice/Suggestions:

c. Asking for advice/suggestions:

- Do you think I ought to ...?
- What do you think I should ...?
- Do you have any ideas of how ...?
- Should I ...?
- If you were in my situation, would you ...?
- Do you have any advice for me?
- Can you give me some advice?
- Do you have any recommendation about ...?
- Can you recommend ...?

d. Giving advice/suggestions:

- I think you'd better
- If I were you, I'd
- Try
- I advise you to
- I suggest that
- Let me suggest that
- I recommend that

5. Comparative degree:

Comparative degree is used to compare one thing to another.

The pattern for comparative degree:

- Subject + verb (to be) + adjective (er) + than + Object.

The first pattern is used for the adjectives which can be added with – er, for example: tall, high, fast, slow, quick, big, small, etc. Exception: for the adjective *good*, it cannot be *gooder*, but *better*.

- Subject + verb (to be) + (more) adjective + than + object.

The second pattern is used for the adjectives which cannot be added with – er, for example: beautiful, complete, comfortable, crowded, etc.

Example:

Using public transportation is better than using private vehicle.

Travelling by train is faster than travelling by bus.

Travelling by plane is more comfortable than by train.



Vocabulary Lists

- advice : nasihat
- employee : pegawai
- diagnose : menduga
- failure : kerusakan
- term : istilah
- chairperson : pimpinan
- government : pemerintah
- recommendation : saran
- catering : jasa penyediaan makanan
- used car : mobil bekas
- fuel : bahan bakar
- corrosion : karat
- advertisement : iklan

- dull : kusam
- repair shop : bengkel (mesin)
- body repair : bengkel (bodikendaraan)
- old – fashioned : tua

Quotes:

**The great aim of education is not
knowledge but action.**

Herbert Spencer (1820 - 1903)

UNIT 3**Could You Tell Me a Little about Your Educational Background?**

Source: *thecampuscareercoach.com*

After you graduate from the school, what will you do? Continuing your study to a university or searching for a job? If you want to search for a job, do you know what kind of questions will be asked in a job interview? How do you describe your responsibility? How do you explain your educational background? Let's learn in this unit.

A. Lead - In

TASK 1

Study the following picture and answer the questions with your pair.



Source: *beforeitsnews.com*

6. How many people are in the picture?
7. What activity is probably taking place?
8. What is the interviewer usually ask?
9. How does the interviewee answer the interviewer's questions?
10. How is the activity ended?

TASK 2

Match the following picture with the words provided in the box.

Entrepreneur	Teacher
Engineer	Car Designer

Picture	Name
 <p>Source: bleacherreport.com</p>	<p>....</p>
 <p>Source: www.khatulistiwa.travel</p>	<p>....</p>
 <p>Source: boardingschool.wordpress.com</p>	<p>....</p>
 <p>Source: www.conceptcarseries.com</p>	<p>....</p>

TASK 3

You will find the following words in Task 4. Find the meanings of these words in your dictionary, and repeat after your teacher.

Words	Meanings
manufacturer [,mæn.jʊ'fæk. t ʃə r.ə r]
degree[dɪ'gri:]
board[bɔ:d]
responsibilities[rɪ,spɒn t .sɪ'bɪl.ɪ.tɪs]
challenging ['tʃæl.ɪn.dʒɪŋ]

B. Lesson Proper**TASK 4**

Listen to the dialogue and answer the following questions. Then, compare your answer with your classmates'. The listening script is in the appendix.



Source: www.lahc.edu

Interviewer : Good morning, Mr. YunusSusanto.

Interviewee : Good morning, Ms. Gita Cahyani.

- Interviewer : You are applying for the position as a car designer, aren't you?
- Interviewee : Yes, Miss.
- Interviewer : Could you tell me a little about your educational background?
- Interviewee : I got a degree in mechanical engineering of Bandung Technological Institute.
- Interviewer : Could you tell me what your duties are?
- Interviewee : My task is designing body and interior of a car.
- Interviewer : I would like to know whether you know about your responsibilities if you are accepted here.
- Interviewee : As far as I know, a car designer is not only design car's exterior and interior, but also develops the new design every time. He or she has to present their design in front of the board and the cars manufacturer in a meeting.
- Interviewer : So, I would like to know why you are interested in join us.
- Interviewee : I want to get a more challenging job which is relevant to my educational background.
- Interviewer : I wonder if you could tell me a little about what kind of person you are.
- Interviewee : I'm diligent and a good communicator. I also ready to work under pressure.
- Interviewer : What would you say about your weaknesses?
- Interviewee : Some people say that I'm lack of humorous taste.
- Interviewer : OK, Mr. YunusSusanto. That is our interview today. I'll call you for the result.
- Interviewee : Thank you for the interview.

Answer the following questions based on the information in the dialogue above.

11. What job will be applied by the interviewee?
12. What is the interviewee's educational background?
13. Mention what the duties of the interviewee are if he is accepted in the company.
14. Why is the interviewee interested in joining the company?
15. How does the interviewee explain his strengths and weaknesses?



In pairs, identify the expressions used for describing job and educational background in Task 4.


TASK 6

In a group of four, study the following explanation about describing job and educational background.

Asking for and Telling About Educational Backgrounds and Job Descriptions

B. Asking and Telling about Educational Background

In Task 4, you find these sentences:

Interviewer : **Could you tell me a little about your educational background?**

Interviewee : **I got a degree from Bandung Technological Institute.**

Those two sentences are used for asking and telling about educational backgrounds.

Here are the examples of asking and telling about educational backgrounds:

Asking about Educational Background	Telling about Educational Background
<ul style="list-style-type: none"> - Can you tell me where you graduated from? - I would like to know about your major. - I would like to know where you study. 	<ul style="list-style-type: none"> - I study in a vocational school. - My major is automotive engineering. - I graduated from an engineering college.

B. Asking and Telling about Job Description

In Task 4, you find these sentences:

Interviewer : **Could you tell me what your duties are?**

Interviewee : **My duty is designing the body and interior of a car.**

Those two sentences are used for asking and telling about job description.

Here are the examples of asking and telling about job description:

Asking about Job Description	Telling about Job Description
<ul style="list-style-type: none"> - I would like to know whether you know about your responsibility. - Can you tell me what your task is? - I would like to know what you have to do. 	<ul style="list-style-type: none"> - My task is to repair car's engine and electrical system. - I have to check and repair the air conditioner. - A chief mechanic is responsible to lead the work of the team engineer.

TASK 7

Complete the following dialogue with words provided in the box. Then, practice the dialogue with your partner.

responsibilities	team
major	relationship
race engineer	join
duties	goal

Interviewer : Good morning, Mr. Agus Widodo.

- Interviewee : Good morning, Mr. David Hyatt.
- Interviewer : You're applying for a position as a (1) _____, aren't you?
- Interviewee : Yes, sir.
- Interviewer : I would like to know about your (2) _____.
- Interviewee : My major is automotive engineering from a vocational school.
- Interviewer : Can you tell me a little about your last job?
- Interviewee : I was a technician in a small formula racing team.
- Interviewer : Could you tell me what your (3) _____ were?
- Interviewee : I prepared the car since the free practice to the race day. I also change the car's spare part which can't work properly.
- Interviewer : I would like to know whether you know about your (4) _____ if you are accepted here.
- Interviewee : As far as I know, a race engineer prepares the car since the testing session to the race session. A race engineer also helps the driver to increase the car's performance by analyzing the driver's input. Besides that, a race engineer has to be able to coordinate the work of team engineer, including determining race strategy.
- Interviewer : So, I would like to know why you are interested in (5) _____ us.
- Interviewee : I want to get more challenging job based on my experience as an engineer.
- Interviewer : I wonder if you could tell me what kind of person you are.
- Interviewee : I'm diligent and sociable. I'm also ready to work under pressure.

Interviewer : What would you say about your (6) _____?

Interviewee : Some people say that I'm too serious in thinking a small thing.

Interviewer : What is your (7) _____ in the future?

Interviewee : Working in a great (8) _____ team like this.

Interviewer : OK, Mr. AgusWidodo, thank you for the interview today. I'll call you for the result.

Interviewee : Thank you for the interview.



TASK 8

In a group of three, study the following explanation about simple present tense.

Grammar: Simple Present Tense

In Task 7, you find this sentence:

Interviewee: As far as I know, **a race engineer prepares the car since the testing session to the race session.**

The bolded sentence uses simple present tense. Simple present tense is used to explain the way things are.

The formula for simple present tense:




S + Verb 1 (+ s/es) + Object.

Examples of simple present sentence:

- A dentist examines the patient.
- An electrician repairs an air conditioner.
- A supervisor checks the workers.


TASK 9

Work in pairs and describe the following jobs using simple present tense. Compare your answer with your friends'.

Job	Description
 <p>Source: www.carbodydesign.com</p>	
 <p>Source: m.boobrok.com</p>	
 <p>Source: news.detik.com</p>	



Let's play a survey game. Ask your friend what she or he wants to be. Your friend will only tell the job description. Put the information on the table and guess what the job is.

Example:

Didit : What do you want to be, Rina?

Rina : I want to be someone who designs excellent vehicles.

Didit fills his table this way:

Name	Job Descriptions	Job
Rina	To design excellent vehicles	Car designer

Now, it is your turn to do a survey:

Name	Job Descriptions	Job

TASK 11

Let's play a guessing game. Read the following instructions.

6. Your teacher will ask one of your friends to come in front of the class.
7. He or she will explain the job description and other students have to guess what job it is by raising their hand.
8. The student who can answer correctly will be scored 10. If he or she answers incorrectly, the score will be minus 5, while the student who cannot answer will not be scored.
9. The student who has been in front of the class has to take turns by pointing one of the students in the classroom.
10. The student who gets the highest score will be the winner.

TASK 12

Practice the dialogue with your partner and state whether the following statements are true or false.



Source: www.medixteam.com

- Interviewer : Good morning, Mr. Ariyo Bimo. You're applying for a position as a chief engineer, aren't you?
- Interviewee : Yes, Sir.
- Interviewer : Could you tell me a little about your educational background?
- Interviewee : I graduated from automotive engineering study program in Yogyakarta State University.
- Interviewer : Can you tell me a little about your last job?
- Interviewee : I was a technical manager in a developing car company.
- Interviewer : Could you tell me what your duties are?
- Interviewee : I control all technical aspects of a vehicle and help the technical division in developing the vehicle itself.
- Interviewer : I would like to know whether you know your responsibilities if you are accepted here.
- Interviewee : As far as I know, a technical manager is not only control the technical aspects of a vehicle, but also help the technical division in developing the vehicle, and also keep the relationship between the engineers and the board.
- Interviewer : How would you describe your relationship with your present company?
- Interviewee : Our relationship is good. We communicate well.
- Interviewer : So, I want to know why you are leaving our job.
- Interviewee : I need a more challenging job which is relevant to my educational background.

- Interviewer : I wonder if you could tell me something about what kind of person you are.
- Interviewee : I'm a diligent person. I'm also sociable and ready to work under pressure.
- Interviewer : What would you say about your weaknesses?
- Interviewee : Some people say I'm a perfectionist.
- Interviewer : What is your goal in the future?
- Interviewee : Working in a well – developed manufacturer like this company.
- Interviewer : OK, Mr. AriyoBimo. That's the interview today. I'll call you for the result later.
- Interviewee : Thank you for the interview.

State whether the following statements are true or false.

6. The interviewee wants to apply job as a teacher (_____).
7. The interviewee graduated from Yogyakarta State University (_____).
8. The interviewee leaves his company because he was fired (_____).
9. The interviewee tells that he is sociable and ready to work under pressure (_____).
10. The interviewee says that his weakness is that he is too perfectionist (_____).

 **TASK 13**

In a group of four, study the following explanation about simple past tense.

Grammar: Simple Past Tense:

In Task 12, you find this sentence:

Interviewer : Could you tell me a little about your educational background?

Interviewee : **I graduated from automotive engineering program of Yogyakarta State University.**

The bold sentence is used to explain about educational background. To tell about educational background, we use simple past tense. Simple past tense is used to tell the action happened in the past.

The formula of simple past tense:

Subject + Verb 2/ed + Adverb

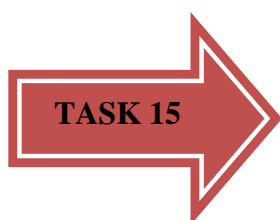
Other examples of simple past tense:

- I studied in a vocational school.
- I majored in automotive engineering.

 **TASK 14**

Change the verb in the bracket by using verb 2 or verb + ed to form a simple past sentence.

1. I (work) as a car designer in Satya Prima two years ago.
2. I (graduate) from the mechanical engineering study program of Surakarta State University last month.
3. They (are) the men who helped me when I got an accident last year.
4. It (is) the car which was hit by bus in Sragen last two years.



Let's play a board game. Read the following instructions.

Start/Finish	Job Description: A car designer	Educational Background: A chief engineer	YOU ARE SO LUCKY! GO FORWARD TWO SPACES																																																
Educational Background: A Sailorman	Rules of the game: - Play this game in a group of four. Put your marker in the START. Close your eyes and touch a number with your pencil, then move your marker.		Educational Background: A teacher.																																																
Who delivers people or things from one place to another by using car?	<table border="1"> <tr><td>1</td><td>3</td><td>2</td><td>5</td><td>4</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>2</td><td>3</td><td>4</td><td>1</td><td>2</td><td>5</td></tr> <tr><td>1</td><td>3</td><td>2</td><td>1</td><td>3</td><td>4</td><td>5</td><td>5</td></tr> <tr><td>4</td><td>5</td><td>3</td><td>2</td><td>2</td><td>1</td><td>4</td><td>5</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>3</td><td>3</td><td>2</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>1</td><td>3</td><td>4</td></tr> </table>		1	3	2	5	4	1	2	3	4	4	2	3	4	1	2	5	1	3	2	1	3	4	5	5	4	5	3	2	2	1	4	5	1	1	1	3	3	2	4	4	5	1	2	3	4	1	3	4	Job Description: An Electrician
1	3	2	5	4	1	2	3																																												
4	4	2	3	4	1	2	5																																												
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4	5	3	2	2	1	4	5																																												
1	1	1	3	3	2	4	4																																												
5	1	2	3	4	1	3	4																																												
Educational Background: A Pilot	Job Description: A mechanic	SORRY, BAD LUCK. GO BACK THREE SPACES	Educational Background: A Soldier																																																

C. Evaluation

TASK 16

Work in pairs and practice the job interview based on the following model



D. Homework

TASK 17

Work in a group of four. Find a job advertisement on newspaper or from the internet, and make a dialogue about job interview as in Task 16 based on the advertisement that you find.

E. Reflection

How much improvement have you made after learning English in this unit? Write down your reflections here by putting a tick (✓) in the right column below to indicate how much you have learnt.

Aspect	Very much	Much	Little
7. Asking about job description and educational background.			
8. Telling about job description and educational background.			
9. Using simple present tense to tell about job description.			
10. Using simple past tense to tell about educational background.			

F. Summary

In this unit, you have learnt how to ask and tell about job description and educational background, simple present and simple past tense.

Key Points

5. Asking and telling about job description:

c. Asking about one's job description:

- Could you tell me what your duties are?
- I would like to know whether you know about your responsibility.
- Can you tell me what your task is?
- I would like to know what you have to do.

d. Telling about job description:

- My duties are repairing car's engine and electrical system.
- I responsible to design car's body and interior and develop its design.
- My task is to control the work of team engineer.

6. Simple Present Tense.

Simple present tense is used to describe something that happens at once, such as describing job.

The formula of simple present tense: S + Verb s/es + Object.

Example:

- An electrician repairs the car's air conditioner.
- A teacher delivers the lesson and evaluates the students' achievement.

7. Asking and telling about Educational Background:

c. Asking about one's educational background:

- Could you tell me a little about your educational background?

- Can you tell me where you graduated from?
- I would like to know about your major.
- I would like to know where you study.

d. Telling about educational background:

- I graduated from technical engineering faculty of GadjahMada University.
- My major is automotive engineering.
- I study in a vocational school.

8. Simple Past Tense:

Simple past tense is used to tell something which was happened in the past time, such as asking about educational background

The formula of simple past tense:

Subject + Verb 2/ed + Adverb.

Example:

- I graduated from electronic engineering college.
- I majored in engineering.

Intermezzo





• manufacture	: pabrik
• designer	: perancang
• board	: dewan direksi perusahaan
• engineering	: keahlian
• diploma	: ijazah
• challenging	: menantang
• graduate	: lulusan
• major	: program studi
• weakness	: kelemahan
• strength	: kelebihan/keunggulan
• duties	: pekerjaan
• responsibility	: tanggungjawab
• technical manager	: manajer teknik
• educational background	: latar belakang pendidikan
• task	: tugas
• relevant	: sesuai
• chief	: pimpinan

Quotes:

**"Knowledge is love and
light and vision."**

—Helen Keller

Appendix:
Listening Script

UNIT 1

Task 1

Rudi : Hi, Andi! Do you know anything about changing the engine oil?

Andi : Yes, why?

Rudi : My father asks me to change the engine oil in his car, but I can't.

Andi : Have you prepared your wrench, the new engine and oil filter, oil drain pan, and funnel?

Rudi : Of course.

Andi : OK, I'll tell you how to do it. Firstly, open the oil drain plug by using a wrench. It's located under the oil pan below your car's engine. Don't forget to put the oil drain pan under the drain plug to retain the spent oil.

Rudi : What about the oil filter? Do we need to change it, too?

Andi : Yes. The second step is you've to unscrew the old oil filter and change it with the new one. Before you plug the new oil filter, moisten the gasket of the new oil filter with the new engine oil. The next step is you've to screw the new oil filter and the oil drain plug. Finally, pour one quart of new engine oil into the oil filler hole by using a funnel.

Rudi : That's actually easy. Thanks for your help, Andi!

Andi : Of course, you're welcome!

Task 13

Bambang : Can you help me to change the flat tire in our car?

Wahyu : Of course. This is how you do it; firstly, park your car in a flat surface and prepare your spare tire. Next, put the jack under the car, then, loose the wheel nuts by using wrench.

Bambang : We need to jack our car, right?

Wahyu : Yes, after we loose the wheel nuts, then, we jack the car up and remove the flat tire. After that, put the spare tire and the wheel nuts, and finally, tight up the wheel nuts and jack the car down.

Bambang : That's so easy. Thank you.

Wahyu : You're welcome.

UNIT 2

Task 4

John : Hi, Peter! Can you give me some advice?

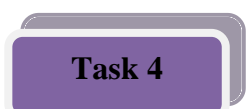
Peter : What advice can I give to you?

John : I'm a new employee in this company and you're my senior. I need your advice to support my future while working here.

- Peter : Well, I advise you to learn more about new technological terms of new vehicles, so that you can predict any engine failures and fix them well.
- John : Does it include learning about the use of computer to diagnose any engine failures? How can I learn it?
- Peter : Yes, you can learn it by reading any automotive magazines or tabloids, internet articles, and also the manual book of the car itself. You can also join the training for new employees that held by the company this year.
- John : Of course yes, I've learnt about how to fix any failure from the sources that you've mentioned, and practice it here. Are there any other suggestions?
- Peter : Good. Lastly, you've to maintain your good relationship with your friends in this company and don't make customers disappointed. Don't be a troublemaker inside and outside this company, or you'll be fired by the chairman.
- John : OK, thanks for your advice, Peter. Let's go home; it's been 4 pm now.
- Peter : No problem. Let's go home, too!



UNIT 3



Task 4

- Interviewer : Good morning, Mr. Yunus Susanto.
- Interviewee : Good morning, Ms. Gita Cahyani.
- Interviewer : You are applying for the position as a car designer, aren't you?
- Interviewee : Yes, Miss.
- Interviewer : Could you tell me a little about your educational background?
- Interviewee : I got a degree in mechanical engineering of Bandung Technological Institute.
- Interviewer : Could you tell me what your duties are?
- Interviewee : My task is designing body and interior of a car.
- Interviewer : I would like to know whether you know about your responsibilities if you are accepted here.
- Interviewee : As far as I know, a car designer is not only design car's exterior and interior, but also develops the new design every time. He or she has to present their design in front of the board and the cars manufacturer in a meeting.
- Interviewer : So, I would like to know why you are interested in join us.
- Interviewee : I want to get a more challenging job which is relevant to my educational background.
- Interviewer : I wonder if you could tell me a little about what kind of person you are.
- Interviewee : I'm diligent and a good communicator. I also ready to work under pressure.
- Interviewer : What would you say about your weaknesses?

Interviewee : Some people say that I'm lack of humorous taste.

Interviewer : OK, Mr. Yunus Susanto. That is our interview today. I'll call you for the result.

Interviewee : Thank you for the interview.