DEVELOPING ENGLISH SPEAKING MATERIALS FOR GRADE X
STUDENTS OF ACCOUNTING PROGRAM IN SMK YPKK 2 SLEMAN

A Thesis

Submitted as Partial Fulfillment of the Requirements for Attainment of the
Degree of Sarjana Pendidikan in English Language Education

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DEVELOPING ENGLISH SPEAKING MATERIALS FOR GRADE X
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Yogyakarta, 21 Juni 2013
Penulis

(Prasetya Adhi Wardhana)
DEDICATIONS

This thesis is dedicated to

_The ones who always give me their love, prayer, support and motivation_

_My Family_

_And the ones who always give me their loyalty and unbreakable friendship_

_My Best Friends_
Learning from every mistake makes you grow stronger
ACKNOWLEDGMENTS

Alhamdulillah, all praise is addressed to Allah SWT the Almighty, who has given the researcher the unremarkable blessing and strength so that he could finish this thesis.

This thesis would have never been finished without others’ help. The researcher got so much advice, guide, support, cooperation and suggestion from others, so he is eager to thank all of them. He would like to express his special gratitude and appreciation to:

1. his beloved mother and father, and other family members for their support, care, prayer and endless love. He thanks them for everything they have done to make him what he is now. Being a part of this family is the biggest blessing for him;
2. his first and second consultants, Drs. Suharso, M.Pd. and Nunik Sugesti, M.Hum. who have been willing to spare their valuable time not only for reading, correcting and improving thesis but also for encouraging him to finish this thesis;
3. Nindy, S. Pd as the English teacher of SMK YPKK 2 Sleman Yogyakarta who has accepted, helped, and treated him very well; and
4. his friends in the English Language Education Study Program of UNY that he cannot mention one by one.

The researcher is fully aware of the fact that thesis is still far from being perfect. He expects, however, that it will be useful for the improvement and development of English language education in Indonesia.

Yogyakarta, June 21st, 2013

The Researcher

(PrasetyaAdhiWardhana)
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DEVELOPING ENGLISH SPEAKING MATERIALS FOR GRADE X STUDENTS OF ACCOUNTING PROGRAM IN SMK YPKK 2 SLEMAN

By: Prasetya Adhi Wardhana
NIM. 06202244098

ABSTRACT

The objective of this research was to develop English speaking materials that are based on the needs of grade X students of accounting program in SMK YPKK 2 Seman.

This study was a research and development (R & D) study. The steps were conducting needs analysis, writing the course grid, developing the materials, evaluating the materials, revising the materials, and writing the final draft of the materials. The subjects of the research were 36 grade X students of Accounting Program at SMK YPKK 2 Sleman, Yogyakarta. The data of this study were quantitative obtained from questionnaires.

Two units were developed based on the SK/KD SMK of grade X in the first semester and the needs analysis. The first unit is entitled “meeting with somebody”. The second unit is entitled “in the office”. The materials were evaluated by the expert. The evaluation resulted in the revision of the materials. The revisions were on the instructions and the arrangement of the units. The final draft of the materials was finished after fixing the evaluated problems.
CHAPTER I

INTRODUCTION

A. Background of the study

The educational purpose of a vocational high school differs from that of a senior high school. A vocational high school is a school which prepares the students with programs for work orientation; it means that the students from a vocational high school are ready to use their skills for occupational purposes after they graduate. However, the graduates of a vocational high school can also continue their study to university if they want to.

Based on the standard of contents for a vocational high school, stated in Government Regulations Number 19 Year 2005, the goal of the teaching English in the vocational high school is to improve students' intelligence, knowledge, personality, morals, and skills, to live autonomously and to continue to higher education based on their vocational programs. This means that after they graduate from the vocational high school, they are expected to work effectively and efficiently. The students may work in a company or make their own business. For that reason, they have to develop their skills and the basics of science and technology to improve their work and to develop communication ability to help them propose their ideas. To develop their communication ability, supporting the students with appropriate language learning is important. English is one of the compulsory subjects in a vocational high school. Students need to develop English knowledge and basic skills to achieve the competencies required for the
vocational program and to apply the mastery of English skills to be able to communicate in the oral and written forms at the intermediate level.

Speaking is one of the skills which are needed for communication in workplace. Speaking has two main functions, transactional and interpersonal functions of communication. The transactional function has its main purpose in conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relation between people (Harmer, 2007: 343). Speaking in English for vocational high school students make them train themselves to be able to communicate in both transactional and interpersonal communications in the context of profession such as telephoning, interviewing, questioning and answering, etc. Since many jobs nowadays require English, students who are accustomed to speaking English will probably find it easier to find jobs, to do their works or to run their business after they graduate from their vocational high school.

In order to develop the students’ speaking skill, it is expected for schools and English teachers to provide the students with appropriate tasks and activities in learning English in the classroom. Tasks and activities are embedded in the materials that they will learn in the classroom. The materials must not contain with only tasks and activities for the students to do, but also the explanation of basic theories of each topic they are about to learn. Speaking materials such as interpersonal and transactional conversations, formal and informal conversations, or giving somebody directions to certain locations are just a few of speaking materials which is important for the students to learn. Providing them with many
kinds of speaking materials is important to ensure their mastery in learning the subjects.

Unfortunately, it is often found that many schools are still focusing on grammar learning and putting the speaking skill as a less necessary subject. This similar problem also occurs in SMK YPPK 2 Sleman. The students were busy in analyzing grammar of words and sentences in most of their time in the English lesson and received less opportunity to practice their speaking. This cannot be avoided because the students need to pass examinations which are held every semester and of course the test will mainly focus in grammar and other written tests, such as; analyzing sentences or arranging jumbled words rather than an oral test.

Since speaking will not be the main subject that the students have to deal with in the examination, it is obvious that the number of the speaking materials which the students will receive in the school could be considered less than any other subjects. More speaking materials for the students need to be provided to overcome this problem. Furthermore, the students need to be exposed to more speaking materials if they want to achieve better proficiency in speaking.

Based on the researcher’s observation, the resources of materials in learning speaking for Grade X students in SMK YPKK 2 Sleman were inadequate to support the students’ needs in learning speaking. The students only had one course book as their primary resources and sometimes the students got a handout from the teacher. The course book itself also has some weaknesses related to the students’ English speaking learning.
The course book presents fewer explanations on the topic compared to the number of the tasks. The course book provides inadequate speaking materials for the students to practice with. There are some dialogue practices, but only few examples. This made the students often having difficulties when they met tasks which different from the examples from the course book, for example, when the students perform an interpersonal conversation such as introducing themselves to other classmates, they are only following on what was mentioned in the course book such as mentioning their names and addresses only and forgot the other things which are commonly mentioned in introduction, such as jobs, hobbies etc. Most of the students also could not describe their surroundings since the course book showed few characteristics of describing their surroundings. Based on the problems, the speaking materials should be provided in order that the goal of the teaching English in the vocational high school can be reached.

B. Identification of the Problems

Speaking is fundamental in human communication. Different communication happens every day in our life, and most of the communications are spoken rather than written. In our daily life most of the people speak more rather than write what they need to say. That is one of the reasons why languages are learned in schools. People learn to master many languages to improve their communication skills; one of the languages is English.

In Indonesia, English is taught as a compulsory subject in schools for the purpose of communication. However, many English teachers still spend the most of the learning time on reading and writing practices. The teacher teach less
Speaking lesson because is not a part of the final examination. The same problems also occur in SMK YPKK 2 Sleman, where speaking is not put in the same measurement as the other three skills. If the goal of teaching English is to communicate using English, then speaking should be also put in the same measurement as the other skills, and it also has to be supported with more materials.

To achieve the goal of English teaching speaking in the vocational high school, many difficulties that occur in speaking lesson must be overcome. Based on the observation, there are some problems in the English learning material that is used in SMK YPKK 2 Sleman that make speaking difficult for the Grade X students.

The first, the material provides the students with less vocabulary practice, especially terms related to their study program. As results, many students are having problems in pronunciation. The students were often making mistakes in pronouncing words. That makes the students run out of time when they perform their speaking because they spend most of the time finding what to say next. Adding more resources that provide various vocabularies for them is necessary to enrich their vocabulary mastery and to help the students to create more variations of words in their speaking.

The second problem is that there are few activities in performing the speaking. This affects the students’ confidence when they perform their speaking. The students always feel shy whenever they have to speak, they scare that the other friends would laugh at every mistake they make. Some of the students even
refuse and keep silent after they are told to speak so that the teacher has to persuade the students over and over again just to make the students perform the speaking. To avoid such things to happen, it is important to promote a group work such as pair conversation and group discussion to the students. Group work will help the students to reduce their shyness because everyone in the class will have a lot of speaking practice and performance with other classmates. It will help to minimize their shyness and to grow their confidence.

The next problem is that the topic in the materials is less attractive to the students and it includes few topic related to their study program. As results, the students often feel bored and the students’ background knowledge related to accounting is also limited. Choosing a suitable topic become difficult since every student has various characters and different interests. When the students find that the topic is not interesting, they will obviously become bored, and the lesson will not be effective. To decide whether a topic is suitable for the students or not, it is important to know the backgrounds of the students. However, it is impossible for the teacher to list every student’s interest and then include every student’s interest as the topic of the lesson. It is wise to generalize the topic. For example, in SMK YPKK 2 Sleman almost all the students are female, so, it is better to choose a topic related to female’s lives added with the topics related to their study program of accounting.

The objective of this study is to create speaking material which can overcome the students’ problems which has stated in the above paragraphs. (Richard (2001: 251-252)) states that instructional materials generally provide as
the foundation of the language input learners receive and language practice that occur in the classroom. Both the teacher and the students need the materials. It is used by the teacher as their primary teaching resources and supplement in the instruction. It will assist the students to practice the language. Hence, the materials are significant aspect to improve the quality of language use in the classroom.

From the researcher’s observation, the materials from the course book provide few speaking material. This can be a problem for the development and the improvement of the students’ speaking skills. Since the purpose of speaking in vocational high school is preparing the students to be able to communicate in the context of profession, the students need to practice their speaking more often. In researcher’s opinion, developing materials that can fulfill the need of English speaking proficiency fulfillment is considered to be the major concern, so, this kind of research is need to be conducted.

C. Limitation of the Problems

Based on the identification of the problems, there are three problems related to the English learning materials in SMK YPKK 2 Sleman that is occurred because few speaking materials which are taught to the students. Those problems are the difficulty in pronunciation, the students’ shyness in speaking, and less motivation because of boring topic from the materials. Concerning the limitations that the researcher has, he is going to conduct research focusing on developing English speaking materials which can overcome the three problems. This research therefore will mainly focus on developing of speaking materials for grade X
students of SMK YPKK 2, Sleman, in semester one in the academic year of 2011/2012.

D. Formulation of the Problem

By virtue of the limitation of the problem, the researcher formulates the problems as:

What are the characteristics of English speaking materials which are suitable to semester one grade X students of accounting program in SMK YPKK 2 Sleman Yogyakarta?

E. Objective of the Study

Related to the formulation of the problem, the objective of this research is to produce English speaking materials which are suitable to the grade X students of accounting program in SMK YPKK 2 Sleman Yogyakarta.

F. Significances of the Study

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

1. To English teachers who want to teach English speaking to the vocational high school students of grade X, the result of this research study can be used as a reference as to what English speaking materials for vocational students of grade X is like.

2. To the textbook writers, this research will hopefully give more references and a new resource to what English speaking materials for vocational high school students of grade X is like.
3. To the other researchers who wish to develop English materials for the grade X of vocational high school students, the result of this study can be a reference as to what English learning materials should be.

4. To the grade X students of vocational high school, through this research, they will obtain more reference of speaking materials that hopefully facilitated them in practicing their speaking.
CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

This chapter will mainly discuss the related theories that will be used as the foundation in this research. This research is trying to develop English materials for grade X students of vocational high school. Since this research is in the field of research and development study, the theories that will be presented are related in how to develop a design of English speaking material. This chapter will also discuss the characteristics of thee students which are important to decide what kind of design suitable for them, and related theory about teaching speaking.

1. Speaking in Vocational High School

English in vocational high school differs from English in the high school; unlike English in the high school which taught same lessons in every class, vocational high school has various of programs which demands specific English lesson which suitable for each programs, the goal of teaching English in vocational high school is aimed to improve student's intelligence, knowledge, personality, morals, and skills, to live autonomously and to follow higher education based on their vocational programs.

Vocational high school divides the level of English learning program into three levels, novice, elementary, and intermediate. Novice level is for grade X, elementary is for grade eleven, and the intermediate level is for grade twelve. Furthermore, each levels study different kind of topics. Novice level is the basic
level. The topics which are studied in novice level are also easier than other levels.

Speaking which are studied by novice level students is taught the students to master basic conversation that commonly used in everyday communications. Based on the Pedoman Pembelajaran Bahasa Inggris di Sekolah Menengah Kejuruan (2006: 22), the topics of the materials for grade X should be relevant to the novice level difficulties such as: greetings and leave takings, introduction myself and others, thanking and responses, describing things dealing with numbers, describing people, comparing things etc. Considering the topics suggested by Government, the researcher would like show the standard of competence and basic competence below:

Table 1: Standar kompetensi and kompetensi dasar of Vocational High Schools

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<td>1. Berkomunikasi dengan Bahasa Inggris setara Level Novice</td>
<td>1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan</td>
</tr>
<tr>
<td></td>
<td>1. 2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun</td>
</tr>
<tr>
<td></td>
<td>1. 3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun</td>
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<tr>
<td></td>
<td>1. 4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar</td>
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<td></td>
<td>1. 5 Menjelaskan secara sederhana kegiatan yang sedang terjadi</td>
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<td></td>
<td>1. 6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas</td>
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<td></td>
<td>1. 7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus</td>
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<td>1. 8 Menuliskan undangan sederhana</td>
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Concerning the above, the standard of competence and basic competence, the teachers should prepare lesson plans that are suitable to their levels of proficiency based on those basic competencies. They should also consider the techniques used in teaching. Furthermore, teachers should realize both the characteristics of students in vocational high schools and the principles for teaching English to vocational high school students.

2. Characteristics of Vocational High School Students

Vocational high school is different from senior high school. While senior high school offers a wide range of subjects, vocational high school focuses on mastering one subject of the education program. In senior high school, students are taught many subjects, such as economics, sciences, languages, and social studies. Unlike senior high school students, vocational high school students are taught to master one subject of study. For example, in an accounting class program, students are taught to master the accounting skills they will need in real life, while also supporting them with other subjects like English, math, and science.

The age of the students becomes a major factor in deciding what kind of materials will be taught. Students of different ages have different needs, competencies, and cognitive skills. For example, students in the age of children are considered in the stage of acquiring a language rather than using it in real communication. Adult learners are taught to use the language that will be used in real communication.
The Students of vocational high school are categorized as adult learners. Brown (2001: 90-91) argues that although many of the “rules” for teaching children can apply in some ways to teaching adults, the latter age group posses some different, special consideration for the classroom teacher. Adults have superior cognitive abilities that can render them more successful in certain classroom endeavors. Their need for sensory input can rely a little more on their imagination (“imagine” smelling a rose versus actually smelling a rose). Their level of shyness can be equal to or greater than that of children, but adults usually have acquired a self-confidence not found in children. And, because of adults’ cognitive abilities, they can at least occasionally deal with language that is not embedded in a “here and now” context.

Since vocational high school students are categorized as adult learners. The character of adult learners is different to what of children and teenager. Harmer (2007: 84) argues that adult language learners are notable for a number of special characteristics.

The first characteristic is that they can engage with abstract thought. This suggests that we do not have to rely exclusively on activities such as games and songs – though these may be appropriate for some students.

The second characteristic is that they have whole range of life experience to draw on. Different with children, adults has recognized their surroundings better. They are ready to encounter with different issues that happened around their age such as: the economical issues like inflation, or the new celebrity that became hot
topic of many other students. This will help the teacher to introduce more various types of lesson and materials.

The next characteristic is that adult students have expectations about the learning process, and they already have their own set patterns of learning. This characteristic may become the advantage for the teacher; since it will be easier to control the students by simply remind them what their purposes of learning are. The teacher can also discuss about the possibility of the design of lesson plan with the students by accommodate their needs of learning.

The fourth characteristic is that adults tend, on the whole, to be more disciplined then the other age groups and, crucially, they are often prepared to struggle on despite boredom. When the materials were will most likely cause boredom to the students, the teacher should not too worry about the students became bored because of it. However, the teacher needs to be aware of the students’ mood to avoid their boredom.

The fifth characteristic of adult learners is that they come to classroom with a rich range of experiences which allow teachers to use a wide range of activities with them. Unlike children and teenage, adult learners has more life experience such as driving their first motorcycle, using dangerous hardware such as hammer and drill, going to music concert alone or going on date. So, teachers do not have to worry about run out of topics in learning.

Unlike young children and teenagers, they have a clear understanding of why they are learning and what they want to get out of it. So it means that they
already have the motivation and the teacher only need to facilitate the students’ needs.

The characteristics show that it seems that teaching adults will be easier compared to teaching children and teenagers. However, adults are never entirely problem-free learners (Harmer, 2007: 85), and they have a number of characteristics which can sometimes make learning and teaching problematic.

The first is that adult learners can be critical of teaching methods. Their previous learning experiences may have predisposed them to one particular methodological style which makes them uncomfortable with unfamiliar teaching patterns. Conversely, they may be hostile to certain teaching and learning activities which replicate the teaching they receive earlier in their educational careers.

The second problem is that adult learners may have experienced failure or criticism at school. This can make them anxious and under-confident about learning a language.

Another problem is that many older adults worry that their intellectual power may be diminishing with age. Since growing old is a natural phenomenon, diminishing intellectual power is a disadvantage that adult learners must cope with.

Other characteristics of adult learners are also mentioned by Brown. Brown (2001: 90-91) proposes five characteristics of adult learners. The first, adult learners are able to handle abstract rules and concepts. However, it is important to
be aware of too much abstract generalization about usage and not enough real life language use can be deadly for adults, too.

The second, adults have longer attention spans for materials that may not be intrinsically interesting to them. But again, the rule of keeping the activities short and sweet applies also to adult-age teaching.

The third, sensory input did not always be quite as varied with adults, but one of the secrets of lively adult classes is their appeal to multiple senses.

The fourth, adults often bring a modicum of general self-confidence (global self-esteem) into a classroom; the fragility of ego may therefore not be quite as critical as those of children. Yet, we should never underestimate the emotional factors that may be attendant to adult second language learning.

The fifth, adults are better able to understand a context-reduced segment of language. Authenticity and meaningfulness are of course still highly important, but in adult language teaching, a teacher can take temporary to dissect and examine isolated linguistics properties, as long as the students are returned to the original context.

Related to their characteristics, Brown (2001: 91) also suggests that some implication for general classroom management can be drawn from what we know about the different between children and adults. It is important to know what the teacher should do and what they should not do in teaching adults. The first, do remember that adults cannot express complex thinking in the new language; they are nevertheless intelligent adults with mature cognition and adult emotions. The
teacher should show respect for the deeper thoughts and feelings that may be “trapped” for the moment by a low proficiency level.

The second, the teacher should not treat adults in the class like children such as calling them with “kids”, “boys” and other word people usually use when talking to children. The teacher also needs to avoid using “caretaker” talks (the way parents talk to children) and talking down to the students.

The third, the teacher should give the students as many opportunities as many as possible to make choices (cooperative learning) about what they will do in and out of the classroom. That way, they can more effectively make an investment in their own learning process.

The fourth, the teacher should not discipline adults in the same ways as children. If discipline problems occur (disrespect, laughing, disrupting class, etc.), first assume that the students are adults who can be reasoned with like adults.

From the above explanations, it can be infer that in teaching students of adult’s category, the teacher must be aware of their characteristics in order to create good atmosphere in the teaching and learning process.

3. Speaking

a. The Nature of Speaking

Speaking takes place when two or more people are communicating with each other. Furthermore, the term that speakers use for verbal communication between people is called speaking. When two or more people engaged in talking to each other, they are sure that they doing communication. Communication
between people can be various and complex. Furthermore, these variations and complexes of people communications are the reasons of the language study.

It is important to understand the nature of sound of speech before reaching the nature of speaking. Luoma (2004: 9-10) states that when people hear someone speak, they pay attention to what speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker’s personality, attitudes, home region and native or non-native speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying.

Speaking popularly known as “oral communication” is a productive skill of English language. Thornbury (2005: 13-14) suggests various dimensions of different speaking events in order to describe different speaking genre. Speaking can be classified in to two functions, namely transactional and interpersonal functions.

Transactional function main purpose is conveying information and facilitating the exchange of goods and services. Some examples of transactional communication are conversation between shopkeeper and customer and when we booking a place in the restaurant where both examples only required a process of exchange goods and services. The interpersonal function is all about maintaining and sustaining good relation between people. A typical interpersonal speech event is the conversation between friends or family where the speakers will not only
communicate to exchange goods and services but also communicate something personal.

In brief, it can be conclude that speaking is a productive skill of language in the form of verbal communication. The purpose of speaking is either conveying information and facilitating the exchange of goods and services or maintaining and sustaining good relation between people.

**b. Speaking Microskills**

Speaking as one of the four skills in English language is a wide subject that has many subtopics in it. Learning speaking does not ends by only acknowledge its definition and able to use the language. Speaking has many subtopics or components which also necessary to acknowledge. Subtopics such as interpersonal and transactional function of speaking and activities in speaking is an example on how wide is speaking as one of the four skills in English language. Other components which are also important are the micro skills of speaking.

Speaking has many components in it, Brown (2001: 271-272) proposes 16 micro skills in teaching oral communication. The micro skills focus on both the forms of language and the function of language. The micro skills begin with the production of chunks of language of different lengths, followed by oral production of differences among of the English phonemes and allophonic variants, then the production of English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours along with the production of reduced forms of words and phrases. The micro skills also mention the use of an adequate number of lexical units (words) in order to accomplish pragmatic purposes,
Produce fluent speech at different rates of delivery, Monitoring your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message, then use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

Brown also adds the production speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentences. Express a particular meaning in different grammatical forms, use cohesive devices in spoken discourse, and accomplish appropriately communicative functions according to situations, participants, and goal in the lists of the micro skills. Followed by the use of appropriate registers, implicature, pragmatic conventions, and other sociolinguistics feature in face-to-face conversations, convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification, and the use of facial features, kinesics, body language, and other, nonverbal cues along with verbal language to convey meanings. And the last micro skills suggests to develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context of interpreting the meaning of words, appealing for help, and accurately accessing how well your interlocutor is understanding you.

In brief, one implication of the micro skills above is the importance of focusing on both the forms of language and the function of language. In teaching oral communication, it is important not to limit the students’ attention to the
whole picture, even though that whole picture is important. It is also important to help the students to see the pieces-right down to the small parts-of language that up the whole.

c. Types of Speaking in the Classroom

As one of the four skills in English Language, speaking as the productive form of the language learning also categorized in some types. The types of speaking is categorize in such level from how the students perform the language such as imitating others’ language to how they use the language such as interpersonal and transactional conversation.

Teaching speaking in an interactive classroom should deal with both interpersonal and transactional dialogue. The speaking performance has some levels which start from the simplest performance up to the highest one. Brown (2001: 271-274) explains six categories of speaking classroom performance.

The first category is imitation. Imitation focuses on some particular elements of language form. This speaking performance is similar to drill and it is actually important in a communicative language classroom. Students learn and practice through repetition. Drills can help students’ establish certain psychomotor pattern and to associate selected grammatical form with appropriate context.

The second category is intensive. Intensive speaking includes the speaking performance that is designed to practice some phonological or grammatical aspect of language. It can be conducted through self-initiated of pair works activities.
The third category is responsive. Students’ speech which is mostly done is responsive. It only involves short reply of teacher-or students-initiative question and comment.

The next category is transactional. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services. Transactional performance deals with carrying out for the purpose of conveying or the exchanging specific information.

Other category is interpersonal. Interpersonal speaking actually is carried out for maintaining social relationship than for the transmission of facts and information. These conversations are a little trickier for learners since they can involve some factors, such as; register collocation, etc.

The last category is extensive (monologue). Students in intermediate or advance level may have extensive speaking by making oral reports, summaries, or short speeches. The register use is more formal and deliberate. These monologues can be planned.

By knowing these categories of speaking in the classroom, the teacher can obtain advantage such as helps the teacher in dividing what first should be taught to the students and then what should be taught next, and focused in what categories that the students needs the most.

4. Classroom Activities in Speaking

English teacher needs to know about many kinds of activities in speaking. Classroom activities in speaking can be obtain from many references from our daily life. For example, speaking activities in the classroom can be derived from
many forms of conversation that people do in the daily life, such as a conversation between costumer and shopkeeper, conversation of a person that asking direction to the police, or common conversation about everyday topics such as sports, news, and personal matters. Other example that can be used for the activities for the students to perform public speaking such as perform speech about saving the environments, obeying traffic regulations, etc. However, the teacher must know on how to apply those references above to be use as classroom activities along with the other activities.

Related to classroom activities in speaking, Harmer (2007: 348-353) recommends six types of classroom activities. The first type of classroom activities is acting from a script. The teacher can ask students to act out scenes from plays or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves.

The second type is playing communication games. An example of communication games is the information-gap games where a student has talk to a partner in order to solve a puzzle, draw a picture, or find similarities and differences between pictures. The objective of communication games is to get the students talking as quickly and fluently as possible.

The third type in speaking classroom activities is having a class discussion. Discussions range from highly formal, whole group staged events to formal small-group interactions. Some examples of class discussion are doing a formal debate where students prepare arguments in support or against various proposition, or the
teacher can just conduct unplanned discussion that can happened in the middle of
the lesson.

The fourth type is prepared talks. Prepared talk is a kind of activity where a
student (or students) makes a preparation on a topic of their own choices. Such
talks are not designed for informal spontaneous conversation; because they are
prepared, they are more ‘writing-like’ than this. However, if possible, students
should speak from notes rather than from a script. The most common example of
prepared talk is that the students perform a speech in front of their class.

The fifth type is questionnaires. Questionnaires are useful because, they are
pre-planned; they ensure that both questioner and respondent have something to
say to each other. Students can design questionnaires on any topic that is
appropriate. As they do so, the teacher can act as a resource, helping them in the
design process.

The last type is having simulation and role-play. Great benefit can be
obtained by applying simulation and role-play. Both simulation and role-play can
help students simulate a real life encounter (such as meeting, interview or
everyday conversation in the market) as if they were doing in the real world.

In conclusion, the sixth types of classroom activities in speaking above can
provide English teacher with enough variation of activities that can be presented
to the students. By acknowledging many types of speaking activities in the
classroom, the teacher can also avoid boredom on students. The teacher can set up
a plan on how to use those activities based on what the students needs or what is
more suitable for the students.
5. English for Specific Purposes

Developing this English materials for vocational high school students is ESP in nature since the final product of this research can only be applied for the students of vocational high school and will not be effective if the product is apply in different types of school.

According to Hutchinson and Waters (1987: 19), ESP is not a particular kind of language or methodology, nor does it consist of a particular type of learning material. It is an approach to language learning, which based on learner needs. Furthermore, Basturkmen (2010), proposed main consideration in developing ESP course design.

The first is analyzing the learner needs became major factor in ESP. ESP is designed to meet the specific needs of the learners. For example, ESP practitioner intend to designing English learning materials for cab driver, so the first thing to do is to find the driver’s needs from learning English and then manage their needs in the designed materials. This research will also apply this approach in developing the materials for the students. Since the research is attempt to develop English speaking materials for 10th grade students of vocational high school, so analyzing what their need from learning the language such as what they need to do with the language or what speaking skill they need to master will also be conducted.

The next consideration in developing ESP course design is investigating special discourse. ESP endeavours to teach the language the learner needs to communicate effectively in their work or study areas. Given this central premise,
it goes without saying that the language content of the course needs to be based on detailed, accurate and realistic descriptions of how language is actually used in these areas. To illustrate – if a teacher is developing a course that will focus on written communication for nurses, materials and content in the course will need to be based on the writing situations the nurses are expected to face either currently or in future. The teacher or course developer will need to understand the writing situations and the types of the discourse they involve, for example, the texts the nurses are or will be required to write, and features of language use in them.

The last consideration in developing the course design is developing the curriculum. After analyzing the students’ needs and investigating the special discourse, the next consideration in developing ESP course design is developing the curriculum. Decisions about course design do not necessarily follow the kinds of investigations of specialist discourse but rather may precede them. The course developer may decide on an item of course content and then seek out descriptions of language use for it.

Acknowledging that developing speaking materials for vocational high school is ESP in nature, the researcher will also followed the three considerations in developing the course design of the materials, supported with other theories.

6. Materials Development

a. Learning Materials

In the teaching and learning process, materials have major importance. Materials refer to anything that helps the teacher to teach the learner. The relationship between teacher, material, and students can be considered as similar
as delivery service, the teacher as the deliverer is responsible to deliver the materials to the students. Materials can be considered as the whole reason of the interaction between the teacher and student. Student needs to master the materials as their reason of study. Materials can come in many forms. For example, there are written materials such as books and notes, and visual materials such as videos and pictures.

In understanding the definition of materials in teaching and learning process, the researcher would like to show its definition according to some experts. According to Dick and Carey (2001: 244-245), the instructional materials contain the content—either written, mediated, or facilitated by an instruction—that a students use to achieve the objectives. He adds that instructional materials refer to any preexisting materials that are being incorporated as well as to those materials that will be specifically developed for the objectives. Nunan (1991: 208-209), there are two kinds of instructional material. Those are commercially produced materials and teacher-development materials.

Meanwhile, Tomlinson (1998: 2) states that materials are anything which is used to help to teach language learners. He adds that materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whitebord or anything which presents or informs about the language being learned. In other words, they can be anything which is deliberatly used to increase the learners’ knowledge or experience of the language.
Learning materials, from the explanation above, can be inferred as anything that can help the teacher in teaching the learner. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whitebord or anything which presents or informs about the language being learned. Furthermore, learning materials can be divided in two kinds, commercially developed materials and teacher developed materials.

b. Criteria of Good Materials

It is important to have good materials in teaching and learning process. Good materials will not only help the teacher in deliver the lesson but also help the students to understand the lesson. However, it is difficult to determine whether materials are good or not. Good materials will most likely easier to understand by the students, provide them with various activities, and motivate them to be active. However, the teacher needs to be aware of students’ needs from the materials.

Hutchinson and Waters (1987: 107) explain what materials supposed to do. The first is that the materials should provide stimulus to learning and they do not just teach but also encourage the students to learn. Materials, therefore, contains interesting texts, enjoyable activities which push students’ thinking capacities, opportunities for students to use their micro skills or their macro skills, and content which both the students and the teacher can cope with. The second, materials help to organize the teaching-learning process by providing a clear and coherent unit structure which will guide the teacher and learner through various activities in such a way as to maximize the chance of learning. The third is that
good materials embody a view of the nature of language and learning. The fourth, materials reflect the nature of the learning task. The fifth, materials can have a useful function in broadening the basics of teacher training, by introducing the teacher to new techniques. The last criteria of good materials are that materials provide models of correct and appropriate language use.

According to Tomlinson (1998:7-21) there are sixteen basic principles of second language acquisition relevant to the development of materials for the teaching of language. Tomlinson suggestions of the criteria of good English materials are stated below:

1) Materials should achieve impact
2) Materials should help learners to feel at ease
3) Materials should help learners to develop confidence
4) What being taught should be perceived by learners as relevant and useful
5) Materials should require and facilitate learner self-investment
6) Learners must be ready to acquire the points being taught
7) Materials should expose the learners to language in authentic use
8) The learners’ attention should be drawn to linguistic features of the input
9) Materials should provide the learners with opportunities to use target language to achieve communicative purposes
10) Materials should take into account that the positive effect of instruction are usually delayed
11) Materials should take into account that learners differs in learning styles
12) Materials should take into account that learners differs in affective attitude
13) Materials should permit a silent period at the beginning of instruction
14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.

15) Materials should not rely too much on controlled practice

16) Materials should provide opportunities for outcome feedback

By knowing the criteria of good materials, materials’ developers can get the idea of what kind of materials that will be designed. Furthermore, the criteria can function as guidance for the materials’ developers, so developers can maintain the quality of the materials that will be created.

**c. Developing the Materials**

Developing materials is necessary in order to provide more resources to the learners. With more resources, learners can receive better result in learning the language. In developing materials, developers must consider some important points such as selecting the topics of the materials and the activities. Those points must be conducted in proper order. Therefore, developers must follow some models.

Tomlinson (1998: 2) defines materials development as anything which is done by writers, teacher or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake: in other words the supplying of information about and or experience of the language in ways designed to promote language learning. He also adds that materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud.
Learning materials commonly consists of units. Each unit of materials talks about different topics. Furthermore, Nunan (1991: 216-217) suggests a procedure of creating the unit:

1) Select the topic
2) Collect the data
3) Determine what learners’ need to do in relation to the text
4) Create pedagogical activities or procedures
5) Analyze texts and activities to determine the language elements
6) Create activity focusing in language elements
7) Create activity focusing in learning skills or strategy
8) Create application tasks

Meanwhile, Hutchinson and Waters (1987: 108), provide materials design models which consist of four elements. Those are input, content task, language focus, and task.

1) Input

The input may be in the form of a text, dialog, video-recording, diagram or any piece of communication data, depending on the needs. It provides a number of things: stimulus materials for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use their information processing skills, opportunities for learners to use their existing knowledge both of the language and the subject matter.
2) Content focus

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

3) Language focus

In language focus, learners have the change to take the language to pieces, study how to work and practice putting in back together again.

4) Task

The ultimate purpose of language learning is language use (Hutchinson and Waters, 1987: 109). Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up.

These four elements are combined in the model below:

![Diagram showing the relationship between Input, Content, Language, and Task]

*Figure 1: Hutchinson and Waters’s materials design model (1987:108)*
Referring to those descriptions, Nunan (2004: 41) concludes that there are six components of tasks. There are goal, input, activities, teacher role, learner role and setting. The task components suggested by Nunan drawn as follow:

![Diagram of task components]

**Figure 2: Nunan’s components of tasks (2004: 41)**

1) Goals

The first component is goals. Nunan (2004: 41) says that goals are what to reach behind the learning tasks. Goal relate to a range of general outcomes or directly describe the teacher and the learner behavior. Goals are not always explicitly stated, but they are the good starting point be designed in the syllabus.

2) Input

The second component is input. According to Nunan (2004: 47) input refers to the data that learners work within the course of completing task. Input can be found out of any sources, such texts books, voices, pictures etc.

3) Procedure

The third component is Procedure. ‘Procedure’ specifies what learners will actually do with the input that forms the point of departure of the learning task. Activities (Nunan, 2004:52).
4) Teacher and Learner Role

The fourth component is teacher role. Role can be defined as the part that the teachers or learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 2004: 64).

5) Setting

The last component is setting. According to Nunan (2004: 70-71) Setting refers to the classroom arrangements, specified or implied in the tasks. Different setting of research can propose different kind of tasks that is produced. Referring to the models of materials development, materials developers can set up a design in developing the materials. Developers can either following one of the models suggested by the experts or combine two or more models to obtain suitable design.

d. Course Design

Before developing the material, we must first develop the course design. Course design takes part as the outline of the materials that will be developed. Resembles to writing an outline in an essay, course design has many steps that must be followed in developing the materials. The steps involves selecting topics of the lesson, the teaching and learning activities, and how much time will be spend in learning each topic.

Related to the course design, Hutchinson and Waters (1987: 65) states that course design is the process by which the data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose
ultimate aim is to lead the learners to a particular state of knowledge. Masuhara in Tomlinson (1998: 247) suggest models of the process of course design. The sequence of course design recommended is summarized as the linear Model X below.

Figure 3: The linear Model X by Masuhara in Tomlinson (1998: 248)

1) Needs Analysis

Conducting needs analysis is the first step that will be done by the researcher. This step will be used to obtain the information on the students’ characteristics and need in learning English. This step, then, will be used as the basics of the next stage of the study.

2) Goal and objectives

After doing needs analysis, the second step is determining the goal and objectives (Tomlinson, 1998: 247). The description of objectives as the second
stage should incline the description of students’ characteristics and their skill on entry to end and exit to the course.

3) Syllabus design

If the goals and objectives have been determined, designing the syllabus is the next step which should be done. What language areas and knowledge should be learnt by the students will be written in this step. They will be written based on the needs analysis. This step will be used as the guideline in developing the materials.

4) Methodology/ materials

In this step, the materials will be developed based on the syllabus that has been written in the previous step. The researcher also should choose and apply appropriate methodology in designing the materials.

5) Testing and evaluation

The materials will be tried out to the students in this step. The purpose of this step is to obtain information whether the students can engage with the developed materials or not. This step will be followed by evaluation of the developed materials. Evaluation is needed to be done in order to obtain feedback. The feedback will be used for revising the materials.

In conclusion, developing course design is the first step that had to be taken in developing materials. Course design functions as an outline of the materials that will be develop.
B. Relevant Studies

Besides the review of literature, it is important to include some relevant studies that resemble to this research in order to support these studies. Relevant studies are crucial to provide the researcher an example of model on how the research of developing the speaking materials should be like. However, the relevant studies will not be the main guidance in developing the speaking materials, it will most likely cope only some of the matters in developing the materials. There are three studies that are presented in this chapter. The first is the study of Storytelling in EFL speaking classroom by Xu Jianing (2007), and the second studies is from Greg Goodmacher (1996). Goodmacher’s study is about teaching conversation skills with content based material. The third study is about the effect of electronic portfolios on EFL oral performance by Heng-Tsung Danny Huang and Shao-Ting Alan Hung.

The first study is Storytelling in EFL speaking classroom by Xu Jianing. Xu Jianing works in Suzhou Industrial Park Institute of Vocational Technology Jiangsu Province, China. The study is conducted because a number of students were not responding actively in speaking exercise. In order to overcome the problem, Xu choose storytelling as the way out. Xu suggests five methods of storytelling activities that can be presented to the students.

From the study, Xu found out that from applying the storytelling in EFL speaking classroom had some advantages. There are many ways to use stories in the oral English classroom. It is also advised to encourage the students to find more interesting stories and create different ways to use them. Besides, in the
course of looking for, rewriting and completing stories, their reading, writing and imagination can be further developed; teamwork and friendship will become stronger by working in groups. However, there are also some disadvantages from applying storytelling in EFL classroom. Storytelling mostly spends a lot of time to finish, especially for a large class. Some of the games that Xu’s propose are only suitable for a small class for no more than twenty students.

The second study is from Greg Goodmacher, in Kwassui College, Nagasaki. Goodmacher’s study is about teaching conversation skills with content based material. In his study, Goodmacher create fun lessons that integrate conversation skills and tasks with various contents no matter what the content is and what level the class is.

Goodmacher had found that many of the basic conversation games and activities that EFL teachers use can be adapted to fit the needs of content courses. Basically, it is a matter of slipping content into activities commonly used in conversation classes. In the study Goodmacher includes three types of speaking games that is flexible with many types of topics, the "Find Someone Who..." activity, 20 questions, and jigsaw games.

The second study by Goodmacher provides the researcher some inputs of what kind of materials that should be include in the materials that will be created. The three activities proposed by Goodmacher are examples of mixing content with conversation activities which are flexible to apply to many kinds of topics. However, Goodmacher suggests that it is important to do a survey of the class to find out what interests the students. Then, combine the topics they like with the
conversation class activities. He had found that students respond favorably to English lessons in which he had integrated their content choices.

The third study is the effect of electronics portfolios on EFL oral performance by Heng-Tsung Danny Huang and Shao-Ting Alan Hung. The study is an experimental study comparing two groups. One group is taught with electronic portfolios, the other is taught normally. The study test three particular categories, language quantity, lexical richness, and syntactic complexity. The study found out that there are significant differences between the experimental group and the control group related to their oral performances. The experimental group tends to have better oral performances compared to the control group in terms of language quantity and lexical richness. However, the method failed to uphold the syntactic complexity.

C. Conceptual Framework

This study is aimed to develop an English speaking materials for grade X students of vocational high school of accounting class. The materials will include many terms related to their program of accounting besides the common English materials that is usually taught in grade X class. In designing the task, the components of the task proposed by Nunan were used as the consideration of designing, evaluating, and revising the tasks. The components are goal, input, activities, teacher role, learner role and setting. In addition, the researcher were also adopt the steps of materials development suggested by Nunan which consist of: needs analysis, topics and object, course grid, materials development, first draft implementation, revision, second draft implementation, revision and
presenting the final draft of the material. Based on the theories of materials development above, the researcher will conduct some steps in designing the material. The steps are based on the combination of materials development model of Tomlinson (1998) and Nunan (1991). The first step is conducting the students’ needs analysis. The second step is creating the course grid. Designing materials is the third step. Next step is evaluating the materials. Then, revising the first draft is the next step. The last step is presenting the final draft. The line of thought above can be visually presented in the figure 4:

![Diagram of the frame of the study by Tomlinson (1998) and Nunan (1991)]

**Figure 4: The frame of the study by Tomlinson (1998) and Nunan (1991)**
CHAPTER III
RESEARCH METHOD

The previous part has reviewed theories relevant to this study, which mainly aimed at developing English speaking materials for grade X of vocational high school students. This part subsequently will put an emphasis on the research methodology comprising the type of the study, the setting, the subjects, the research procedure, the data collection technique, the research instruments, and the data analysis technique.

A. Type of the study

As the goal of this study is to develop an educational product, this research study is classified into educational Research and Development (R & D). The researcher would like to develop English speaking materials for grade X students of SMK YPKK 2 Sleman. The materials will be developed in order to level up the students speaking skill. There will be some activities which are included in developing the materials by the researcher, the first is conducting the students’ needs analysis in which the researcher gather information about the students’ need and interest by conducting interview. After gathering the data of needs analysis, selecting the topics and objectives of the materials in the second step. The third activities will be creating the course grid as the guideline in developing materials. After that, the researcher will start to design materials based on the
course grid. The next activities which he will conduct are implementing and evaluating the designed materials. The last activity he will do is presenting the final draft of the materials. All of the activities done by the researcher are shown in figure 4.

B. Setting

The research was conducted in SMK YPKK 2 Sleman, Yogyakarta. The school located in Jl. Pemuda, Wadas, Tridadi, Sleman, Yogyakarta. The school has 18 classes, and the class divided in six grade X classes, six grade eleven classes, and six grade twelve classes. The study program division for each class are five accounting program and one marketing program.

C. Research subjects

The subjects of this study were grade X students of vocational high school of accounting program in SMK YPKK 2 Sleman. The number of the students grade X of each class is about 30-35 students and almost all the students are female.

D. Research procedures

The procedures of this study were based on the steps which are based on the combination of the materials development model of Tomlinson (1998) and Nunan (1991). Those steps were conducting the students’ needs analysis, selecting the topics and objectives of the materials, creating the course grid or syllabus,
designing material, implementation, and evaluation. Each of the steps is described below.

1. **Conducting the students’ Needs Analysis**

   Conducting needs analysis is the first step in the research. This step is aimed to obtain the information on the students’ characteristics and needs in learning English. The information is about the students’ English learning, topics, activities, and teacher and learner participation in the teaching and learning process. The data that have gathered were used as the basis of the next step of the research.

2. **Creating the course grid**

   The writing of the course grid is based on the result of the Needs Analysis process and the school base curriculum. Here, the researcher tried to describe the standard of competence and the basic competence to be used as the basis in developing the materials.

3. **Developing the materials**

   In this step, the course grid was used as the guideline to develop the speaking materials. In developing the material, the researcher was consulted with his supervisor to get the feedbacks which were used to revise the materials. The researcher developed speaking materials that consist of two units. Each unit differs in topic based on the basic competence that is embedded in the materials.
4. Evaluating the materials

In evaluating the developed materials, the researcher consulted to experts of the materials to get the speaking materials evaluated. This process was called the expert judgments. The feedback obtained from the experts were used to revise the developed materials before it is ready to be use in teaching and learning process. In this research, the evaluation process only conducted one time.

5. Revising the first draft of the materials

After the speaking materials were evaluated, the revision was conducted. the first draft of materials were revised as suggested by the feedback from the expert’s evaluation. The feedback were used to develop the final draft of the materials.

6. Writing the final draft of the materials

After revising the first draft of the materials, the last step was writing the final draft of the materials. The final result was English speaking materials for grade X student of SMK YPKK 2 Sleman Yogyakarta.

E. Research Instruments

Instruments are used to gather the data and to conduct the analysis. In this research, the researcher uses two instruments. The first instrument was the questionnaire to get the information about the students’ characteristic and needs for developing the materials. The organization of the questionnaire is as follows.
Table 2.1: The organization of the Needs Analysis questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Question number</th>
<th>Purpose of the question</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 6</td>
<td>To find the students goals in learning English</td>
<td>Tomlinson, (1998: 247)</td>
</tr>
<tr>
<td>2</td>
<td>7, 5, 4, 12</td>
<td>To find the students characteristic in learning English.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>To find the topic preferred by the students</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8, 9, 10, 14, 15</td>
<td>To find the kind of activity that will be developed.</td>
<td>Nunan, (2004: 52)</td>
</tr>
<tr>
<td>5</td>
<td>11, 13</td>
<td>To find the teacher and learner role in the activity expected from the students</td>
<td>Nunan, (2004: 64)</td>
</tr>
</tbody>
</table>

The second instrument was the expert’s judgment evaluation sheet. The purpose of this instrument is to get evaluation on the developed materials. The results of the evaluation were used to revise the developed materials. The organization of the expert’s judgment evaluation sheet is as follows.

Table 2.2: The organization of the expert’s judgment evaluation sheet

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>1.</td>
<td>Statement 1.</td>
<td>A</td>
</tr>
<tr>
<td>2.</td>
<td>Statement 2.</td>
<td>PA</td>
</tr>
<tr>
<td>3.</td>
<td>Statement 3, Etc</td>
<td>D</td>
</tr>
</tbody>
</table>

F. Data Collection

The data of this study was collected in two separate times. The first was the data collected by the Needs Analysis questionnaire. The type of the questionnaire was multiple choices where the students were asked to choose one option from
the options given. Some questions were allowing students to give answer by their own ideas.

The second data was the data of the evaluation of the materials received from the expert’s evaluation sheet. The sheet evaluates thirteen aspects of the materials which were filled by the experts of the materials. The results of the evaluation were used to revise the materials.

G. Data Analysis Technique

1. Data from the Questionnaire

In collecting the Students’ data the researcher used questionnaire. The questionnaire was purposed to discover the Students’ profiles and their needs of English learning materials. The researcher analyze the data obtained from the questionnaire by percentage every answer from each question. Here, the frequency was divided by the total of respondents, and the result was multiplied by 100. The answer from each question which has the highest percentage was considered as the needs of the Students. The formula to calculate the presentation stated as follows:

\[
\text{Percentage (\%)} = \frac{f}{N} \times 100
\]

- \( f \) : frequency
- \( N \) : Respondents
- 100 : fixed number

Figure 5: The formula to calculate the percentage
2. Data from the Expert’s Evaluation Sheet

The second data was obtained from the expert’s evaluation sheet. The sheet was purposed to give evaluation on the developed materials. The sheet contains statements which related to the quality of the materials which were evaluated by the expert. The assessment of the expert’s opinion on the developed materials used Likert Scales. According to Bell (1999:186), Likert Scales ask the respondents to indicate strength of agreement or disagreement with a given statement or series of statements on five – or seven point range. The scoring of this data ran from:

1 = SD, if you strongly disagree with the statement
2 = D, if you disagree with the statement
3 = U, if you neither agree nor disagree or doubt about the statement
4 = A, if you agree with the statement
5 = SA, if you strongly agree with the statement

In order to make the data easier to read, the researcher converted the data into the interval of mean values. Based on the quantitative data conversion proposed by Sudijono (2003: 339) it can be seen in the following table whether the result of the mean value were effective or less effective.
Table 3: Quantitative Data Conversion

<table>
<thead>
<tr>
<th>Scales</th>
<th>Categories</th>
<th>Interval of Mean Value</th>
<th>Formula</th>
<th>Computation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very Good</td>
<td></td>
<td>$X &gt; Xi + (1.8 \times Si)$</td>
<td>$X &gt; 4.2$</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td></td>
<td>$Xi + (0.6 \times Si) &lt; X \leq Xi + (1.8 \times Si)$</td>
<td>$3.4 &lt; X \leq 4.2$</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
<td></td>
<td>$Xi - (0.6 \times Si) &lt; X \leq Xi + (0.6 \times Si)$</td>
<td>$2.6 &lt; X \leq 3.4$</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
<td></td>
<td>$Xi - (0.6 \times Si) &lt; X \leq Xi - (0.6 \times Si)$</td>
<td>$1.8 &lt; X \leq 2.6$</td>
</tr>
<tr>
<td>1</td>
<td>Very Poor</td>
<td></td>
<td>$X &gt; Xi - (1.8 \times Si)$</td>
<td>$X \leq 1.8$</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This chapter presents the findings of the research which was conducted from August 2012. Following the research procedures, the findings cover needs analysis, the writing of the course grid, the process of designing the materials, the evaluation of the designed materials and the revision of the designed materials. Those will be described, analyzed and discussed as follows.

1. The Results of the Needs Analysis

a. Description of the Students’ Profile

There are six classes in the X grade; however, there is only one class that is taken as sample for the Needs Analysis. The class that cooperates in the process of Needs Analysis was class X AK 3 of SMK YPKK 2 Sleman. Here is the display of the respondents’ data.

Table 4: Data of Respondents of Grade X Accounting Program

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Sex</th>
<th>Age</th>
<th>Residences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>36</td>
<td>4</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>
b. **Description of the Students’ Needs**

To determine the leaner’s needs and preferences on the designed materials the researcher administered questionnaire. The result of the questionnaire of the Needs Analysis can be seen in the table below.

**Table 5: The questionnaire results of the Needs Analysis**

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Options</th>
<th>Students’ answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tujuan Anda belajar bahasa Inggris adalah:</td>
<td>a. Untuk lulus ujian</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Karena ingin bisa berkomunikasi dengan Bahasa Inggris</td>
<td>32</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Untuk keperluan bekerja</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Karena merupakan pelajaran wajib</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td>2.</td>
<td>Yang Anda inginkan dari mata pelajaran Bahasa Inggris adalah:</td>
<td>a. Belajar menghafal kosakata</td>
<td>5</td>
<td>13.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Belajar berkomunikasi dalam Bahasa Inggris</td>
<td>24</td>
<td>66.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Menulis</td>
<td>5</td>
<td>13.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lainnya .........................</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td>3.</td>
<td>Topik yang Anda sukai dalam pelajaran bahasa Inggris adalah:</td>
<td>a. Tentang kehidupan sehari-hari</td>
<td>20</td>
<td>55.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tentang dunia kerja</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Tentang trend saat ini</td>
<td>11</td>
<td>30.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lainnya .........................</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td>4.</td>
<td>Apa pendapat Anda tentang materi Speaking?</td>
<td>a. Sulit</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Mudah</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Menyenangkan</td>
<td>32</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lainnya .........................</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5.</td>
<td>Bagaimana kemampuan Speaking</td>
<td>a. Sangat baik</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Baik</td>
<td>8</td>
<td>22.2%</td>
</tr>
<tr>
<td></td>
<td>Anda?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Mampu mengucapkan kata-kata yang sulit</td>
<td>b. Mampu bercakap-cakap dengan orang lain dengan bahasa Inggris</td>
<td>c. Membantu komunikasi dalam dunia kerja</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Lainnya ..........................</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Kurang</td>
<td>27</td>
<td></td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>d. Sangat kurang</td>
<td>1</td>
<td></td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>Yang Anda harapkan dari belajar Speaking adalah:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frekuensi Anda menggunakan Bahasa Inggris di rumah:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Sering</td>
<td>2</td>
<td></td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>b. Jarang</td>
<td>19</td>
<td></td>
<td>52.7%</td>
<td></td>
</tr>
<tr>
<td>c. Tidak pernah</td>
<td>15</td>
<td></td>
<td>41.6%</td>
<td></td>
</tr>
<tr>
<td>d. Lainnya ..........................</td>
<td>0</td>
<td></td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Kegiatan yang Anda sukai saat Speaking adalah:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Berdialog dengan teman sekelas dan guru</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Berpidato di depan kelas</td>
<td>1</td>
<td></td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>c. Bermain peran</td>
<td>13</td>
<td></td>
<td>36.1%</td>
<td></td>
</tr>
<tr>
<td>d. Lainnya ..........................</td>
<td>2</td>
<td></td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>Cara mengajar Speaking yang kamu sukai adalah:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Menirukan apa yang diucapkan guru</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Berdiskusi dengan teman sekelas tentang suatu masalah</td>
<td>5</td>
<td></td>
<td>13.8%</td>
<td></td>
</tr>
<tr>
<td>c. Dengan permainan bahasa, seperti menjelaskan gambar, teka-teki, dsb.</td>
<td>22</td>
<td></td>
<td>61.1%</td>
<td></td>
</tr>
<tr>
<td>d. Lainnya ..........................</td>
<td>3</td>
<td></td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>Dalam kelas Speaking Anda ingin:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Lebih banyak tampil di depan kelas</td>
<td>2</td>
<td></td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>b. Lebih banyak berdialog dengan teman</td>
<td>18</td>
<td></td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>c. Duduk dan menjawab pertanyaan atau mengikuti perintah guru</td>
<td>15</td>
<td></td>
<td>41.6%</td>
<td></td>
</tr>
</tbody>
</table>
11. Dalam kelas Speaking, peran guru sebaiknya:

<table>
<thead>
<tr>
<th></th>
<th>a. Mengamati saja</th>
<th>b. Mengarahkan jika ada yang melakukan kesalahan</th>
<th>c. Ikut serta saat kegiatan berlangsung</th>
<th>d. Lainnya</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>23</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2.7%</td>
<td>63.8%</td>
<td>33.3%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

12. Dalam pelajaran Speaking, Anda mengalami kesulitan pada saat:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>13</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>27.7%</td>
<td>36.1%</td>
<td>13.8%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

13. Dalam kegiatan Speaking Anda lebih suka:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>6</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8.3%</td>
<td>16.6%</td>
<td>75%</td>
<td>0%</td>
</tr>
</tbody>
</table>

14. Menurut Anda kegiatan berpasangan atau berkelompok pada kelas Speaking:

<table>
<thead>
<tr>
<th></th>
<th>a. Dapat membantu meningkatkan kemampuan Speaking</th>
<th>b. Kurang efektif</th>
<th>c. Tidak mempengaruhi kemampuan Speaking saya</th>
<th>d. Lainnya</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>91.6%</td>
<td>5.5%</td>
<td>2.7%</td>
<td>0%</td>
</tr>
</tbody>
</table>

15. Kegiatan yang Anda suka saat berpasangan atau berkelompok:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>10</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>27.7%</td>
<td>27.7%</td>
<td>44.4%</td>
<td>0%</td>
</tr>
</tbody>
</table>
From the table of the questionnaire, the researcher generalizes the conclusion of each question from the highest option that is chosen by the respondents. It means that the option from each question which has the highest number of percentage was consider as the needs of the class. The description of the result of the Needs Analysis can be seen in the following description.

1. The students want to learn to learn English in order to be able to communicate in English.
2. The students prefer to learn to communicate in English.
3. The students prefer everyday life as the topics in studying English.
4. The students consider Speaking as a fun subject.
5. The students have low proficiency in Speaking skills.
6. The students wish to be able to communicate with other people using English.
7. The students’ frequency in using English outside the class is very low.
8. In Speaking class, students prefer activities where they communicate with classmates and teacher.
9. The teaching methods preferred by the students are speaking games such as describing pictures and puzzles.
10. In Speaking class, the students want to have dialogues with each other.
11. In Speaking class, the students expect that the teacher will monitor them and correct their mistakes.
12. In Speaking class, students have difficulties when arranging the sentences.
13. The students prefer to work in groups.
14. The students think that working in groups is very helpful in increasing their *Speaking* skills.

15. In group works activity, the students prefer to have a role play.

2. **Course Grid**

   After the Needs Analysis, the next step was writing the course grid. Course grid was a guideline in designing the unit of the materials. In writing the course grid the researcher must consider the results of the Needs Analysis, standard competences, and the basic competences of the school.

   In SMK, each level has different Standard of Competence. At novice level, the Standard of Competence is ‘Communicate using English in novice level’. The researcher focused on the second semester of the novice level. There are two basic competencies, 1.1 *memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan* and 1.3 *mendeskripsikan cirri-ciri benda-benda, orang, waktu, hari bulan dan tahun*.

   The materials that were developed were for the X grade students of accounting program. The materials were developed in two units from the two basic competences. Each basic competence was developed in a unit with certain topic related to their study program. However the unit will only cover in one language skills. The units were focused in speaking skills. Furthermore, the tasks in the units were mainly speaking tasks.

The detailed of the course grid can be seen in Appendix C.
3. The Designed Materials

After developing the course grid, the units were developed. There are two units of materials developed with 7-8 tasks for each unit. The description of each of the developed unit is presented below.

a. Unit 1

The title of Unit 1 is “Meeting With Somebody”. Unit 1 was developed based on the basic competence 1.1 memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan. The students are expected to comprehend basic expression in social interaction in daily life. The topic in unit 1 is about Greetings and Introductions. This unit introduces some expressions related to Greetings and Introductions. Furthermore, the topic related to their study program was vocabulary practice on accounting terms and examples of job interview which also emphasizes the use of greetings and introductions.

b. Unit 2

The title of Unit 2 is “In the Office”. Unit 2 was developed based on the basic competence 1.3 mendeskripsikan cirri-ciri benda-benda, orang, waktu, hari bulan dan tahun. The students are expected to be able to describe things, people appearance, time, day, month, and year. However, Unit 2 was only focusing on one aspect from the basic competence. Unit 2 only emphasizes on describing things in the developed materials. This unit introduces some expressions related to describing things such as their color, shape, size etc. and the topic related to their study program was the description of general ledger and receipt.
4. Evaluation

Evaluation was conducted to evaluate and validate the product before it is ready to be used by the students. In the evaluation of the materials, an expert judgment is involved. The materials were evaluated by the experts in order to gain feedback. The feedback were use to revise the materials. In this process, an evaluation sheet was used to evaluate the materials. The sheet contains statements which were evaluated by the expert. Based on the sheet, the results of the evaluation are stated as follow:

Table 6.1: The Result of the expert judgment

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Judgment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The material is based on the students needs.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>The activity on the materials is based on standard of competence.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>The activity on the materials is based on basic competence.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>The developed activities are interesting.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>The developed materials suitable to the students speaking level.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>The activities on the materials are relevance to improve the students speaking skills.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>In the developed activities, individual, pairs, and group works were involved.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>The instructions are easy to understand.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>The developed activity is leveled from easy to hard.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>The developed activities can motivate the students learning motivation.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>The topic in the materials is suitable to students program.</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>The topic in the materials is can motivate the students to do the activity.</td>
<td>Partially Agree</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>The activities can promote the students to do more speaking</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td></td>
<td>51</td>
</tr>
</tbody>
</table>
In order to make the quantitative data easier to read, the researcher converted the quantitative data which were the computation of results of the expert’s agreement of evaluation materials questionnaire, into the interval of mean values. The computation is as follows:

\[
X = \frac{\sum X}{N} \rightarrow \frac{51}{13} = 3.92
\]

Based on the computation, the mean from the expert’s evaluation was 3.92. According to Sudijono (2003: 339) the mean which has score between 3.4 and 4.2 (3.4 < X ≤ 4.2) was categorized as good. From this result, the researcher considers that the materials are ready to be applied in the teaching and learning process.

The expert also fills questions about the comment and suggestion on the developed materials. From the comment and suggestion, an action was taken to fix the developed materials. The results can be seen as follow:

**Table 6.2: Comment and suggestion from the expert**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Comment/Suggestion</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Arrangement of the materials</td>
<td>Need more adjustment; the materials need to be simplified.</td>
<td>Fix the arrangement in the materials and simplify the materials.</td>
</tr>
<tr>
<td>2.</td>
<td>Unit instructions</td>
<td>The instructions need to be simplified</td>
<td>Revise and simplify some instructions in the units.</td>
</tr>
</tbody>
</table>
The expert also suggests the researcher to use more picture in the materials to give more detailed information to the students.

5. Revision

The revisions were done after the researcher got the feedback from the experts. From the feedback from the expert, the problem in the developed materials was on the arrangement of the units and the instructions. The revisions are explained as follow:

Revisions of Unit 1

1. Revision on the instruction of Task 6

   Before

   **Task 6 Role play**

   1. Use the business card below to practice introductory conversations.
   2. Create your own business card and perform the same introductory conversations. Tell about your job and place of work and find out other people occupation.

   After

   **Task 6 Role play**

   1. Use the business card below to practice introductory conversations.
   2. Create your own business card and introduce yourselves using the business card you have created.
2. Revision on the instruction of Task 9

Before

**Task 9 Role play**

Work in pairs. One will be the interviewer and the other one will be the interviewee. Perform an interview session based on the card that will be given to you. The interviewee can choose these following jobs to apply.

After

**Task 9 Role play**

Work in pairs. Perform an interview session based on the card that will be given to you. The interviewee can choose these following jobs to apply.

Besides fixing the tasks instructions, the researcher also revise the appearance of unit 1 by using balloons and more pictures.

**Revisions of Unit 2**

1. **Revisions of task 4**

In revising task 4, the researcher adding the number of the picture from six to eight in order to give the students more variations of items description. Here are the two more pictures that are added in task 4.
A. Conclusions

The objective of this research is to produce English speaking materials which are suitable to the grade X students of accounting program in SMK YPKK 2 Sleman Yogyakarta. The procedures of the research referred to the theories applied are based on the combination of materials development model of Tomlinson (1998) and Nunan (1991). The first step is conducting the students’ needs analysis. The second step is creating the course grid. Designing materials is the third step. Next step is evaluating the materials. Then, revising the first draft is the next step. The last step is presenting the final draft.

The first stage of this research was conducting needs analysis. It was done to obtain the students’ characteristics and needs in learning English. Then, the collected information would be used as the foundation to write the course grid. The needs analysis was collected by distributing questionnaire to the students. The result of this analysis were 15 statement of what are the students needs in the English teaching and learning process especially in speaking.

1. The students want to learn to learn English in order to be able to communicate in English.
2. The students prefer to learn to communicate in English.
3. The students prefer everyday life as the topics in studying English.
4. The students consider Speaking as a fun subject.

5. The students have low proficiency in Speaking skills.

6. The students wish to be able to communicate with other people using English.

7. The students’ frequency in using English outside the class is very low.

8. In Speaking class, students prefer activities where they communicate with classmates and teacher.

9. The teaching methods preferred by the students are speaking games such as describing pictures and puzzles.

10. In Speaking class, the students want to have dialogues with each other.

11. In Speaking class, the students expect that the teacher will monitor them and correct their mistakes.

12. In Speaking class, students have difficulties when arranging the sentences.

13. The students prefer to work in groups.

14. The students think that working in groups is very helpful in increasing their Speaking skills.

15. In group works activity, the students prefer to have a role play.

   Then, the researcher wrote the guideline for writing the developed materials. The writing of this course grid was based on the students’ needs analysis and school based curriculum. The course grid contains eight components. They are the basic competency, topic, language function, key grammar and vocabulary, activity and indicator the students must achieve.
After writing the course grid, the researcher wrote the first draft of the material. During the process of writing the material, the researcher developed and searched for input text and dialogue from some resources for creating interesting and suitable material for the grade X students. When it seemed necessary, the writer took some inputs from the available material that was suitable by doing some modification and adaptation. Then, the writer consulted the first draft of the developed materials to the advisor and experts.

The next step was evaluated the first draft of the materials. The materials that had been developed after obtained suggestion from the advisor and the expert was evaluated by the experts. The evaluation shows that the mean obtained from the calculation of score from the expert’s evaluation sheet was 3.92 which are categorized as good score.

After the materials evaluation, the next step is revising the first draft of the materials. The revision was based on the expert evaluation. There were some revisions related to the arrangement of the materials and the instructions in the Units.

The last step of developing materials was writing the final draft. The result of this study was English speaking materials for grade X accounting program of SMK YPKK 2 Sleman.

In conclusion, based on the research procedure, the researcher was able to accomplish the objective of this study which is to produce English speaking
materials which are suitable to the grade X students of accounting program in SMK YPKK 2 Sleman Yogyakarta.

B. Suggestions

1. Suggestion to the X Grade Students of Accounting Program of SMK

   Being vocational school students, they are expected to be more ready to face up the fields of work instead of the high school students. The developed materials provide the students with activities that can help the students to improve their speaking. However, the students must be active when they are doing the activities. Do not be affright to practice their speaking with other classmates.

2. Suggestion to English teachers of SMK

   Eventhough the materials provide the students with many speaking activities, it is important for the teacher to guide the students when they are doing the activities, encourage them to do the group work activities. It is important for teacher to facilitate the students with appropriate materials that consider their characteristics and needs in learning English.

3. Suggestion to the Material Developers

   So far English materials for vocational high school students are still small in numbers. Hence, it is expected that the materials developer could provide various English materials for vocational high school students, especially speaking materials.
REFERENCES


Fredo, Evan and Mahoney, Sean. English for Accounting, , 2007, Oxford University Press.


APPENDICES
APPENDIX 1

THE RESPONDENTS’ DATA
Appendix 1

The respondents’ data of the Needs Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Andy Wijaya</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>Arum Aprilia</td>
<td>Female</td>
</tr>
<tr>
<td>3.</td>
<td>Arum Sherly W</td>
<td>Female</td>
</tr>
<tr>
<td>4.</td>
<td>Atika Sri Rahayu</td>
<td>Female</td>
</tr>
<tr>
<td>5.</td>
<td>Desi Marlinda</td>
<td>Female</td>
</tr>
<tr>
<td>6.</td>
<td>Desy Niken Lestari</td>
<td>Female</td>
</tr>
<tr>
<td>7.</td>
<td>Diah Riski P</td>
<td>Female</td>
</tr>
<tr>
<td>8.</td>
<td>Dwi Agustina</td>
<td>Female</td>
</tr>
<tr>
<td>9.</td>
<td>Dyah Laksmi A</td>
<td>Female</td>
</tr>
<tr>
<td>10.</td>
<td>Erika Linda Wiranti</td>
<td>Female</td>
</tr>
<tr>
<td>11.</td>
<td>Eko Prihanto</td>
<td>Male</td>
</tr>
<tr>
<td>12.</td>
<td>Faida Evi Nurhayati</td>
<td>Female</td>
</tr>
<tr>
<td>13.</td>
<td>Fitri Untari</td>
<td>Female</td>
</tr>
<tr>
<td>14.</td>
<td>Fitria Febriyanti</td>
<td>Female</td>
</tr>
<tr>
<td>15.</td>
<td>Heni Lestari</td>
<td>Female</td>
</tr>
<tr>
<td>16.</td>
<td>Linda Dwi Fitri Liani</td>
<td>Female</td>
</tr>
<tr>
<td>17.</td>
<td>Lusiana Devi Andriani</td>
<td>Female</td>
</tr>
<tr>
<td>18.</td>
<td>Margareta Tri Rini O</td>
<td>Female</td>
</tr>
<tr>
<td>19.</td>
<td>Miftakhul Amalia</td>
<td>Female</td>
</tr>
<tr>
<td>20.</td>
<td>Mita Rina Ningtyas</td>
<td>Female</td>
</tr>
<tr>
<td>21.</td>
<td>Nanim Wis Savera</td>
<td>Female</td>
</tr>
<tr>
<td>22.</td>
<td>Novita Wardani</td>
<td>Female</td>
</tr>
<tr>
<td>23.</td>
<td>Nurul Dwi Muyanti</td>
<td>Female</td>
</tr>
<tr>
<td>24.</td>
<td>Pravitar Agus L</td>
<td>Male</td>
</tr>
<tr>
<td>25.</td>
<td>Ridho Hoja Setiawati</td>
<td>Female</td>
</tr>
<tr>
<td>26.</td>
<td>Rika Anggraeni H</td>
<td>Female</td>
</tr>
<tr>
<td>27.</td>
<td>Rita Dwi Septiawati</td>
<td>Female</td>
</tr>
<tr>
<td>28.</td>
<td>Silvia Cicilia Riska Ayu Novita</td>
<td>Female</td>
</tr>
<tr>
<td>29.</td>
<td>Rode Widiawati</td>
<td>Female</td>
</tr>
<tr>
<td>30.</td>
<td>Shita Nurdianti</td>
<td>Female</td>
</tr>
<tr>
<td>31.</td>
<td>Theresia Meilana Budiwati</td>
<td>Female</td>
</tr>
<tr>
<td>32.</td>
<td>Veronica Hetty Widyawati</td>
<td>Female</td>
</tr>
<tr>
<td>33.</td>
<td>Vivi Susanti</td>
<td>Female</td>
</tr>
<tr>
<td>34.</td>
<td>Viviyan Nursanti</td>
<td>Female</td>
</tr>
<tr>
<td>35.</td>
<td>Wulandari Supit</td>
<td>Female</td>
</tr>
<tr>
<td>36.</td>
<td>Yahya Dwi Kurnianto</td>
<td>Male</td>
</tr>
</tbody>
</table>
APPENDIX II

QUESTIONNAIRES
Jawablah pertanyaan berikut ini dengan memilih satu jawaban yang paling sesuai dengan pilihan Anda!

1. Tujuan Anda belajar bahasa Inggris adalah:
   a. Untuk lulus ujian
   b. Karena ingin bisa berkomunikasi dengan Bahasa Inggris
   c. Untuk keperluan bekerja
   d. Karena merupakan pelajaran wajib

2. Yang Anda sukai dari mata pelajaran Bahasa Inggris adalah:
   a. Belajar menghafal kosakata
   b. Belajar berkomunikasi dalam Bahasa Inggris
   c. Menulis
   d. Lainnya ......................

3. Topik yang Anda sukai dalam pelajaran bahasa Inggris adalah:
   a. Tentang kehidupan sehari-hari
   b. Tentang dunia kerja
   c. Tentang trend saat ini
   d. Lainnya ......................

4. Apa pendapat Anda tentang materi *Speaking* yang Anda gunakan di sekolah?
   a. Sulit
   b. Mudah
   c. Menyenangkan
   d. Lainnya ......................

5. Bagaimana kemampuan *Speaking* Anda?
   a. Sangat baik
   b. Baik
   c. Kurang
   d. Sangat kurang

6. Yang Anda harapkan dari belajar *Speaking* adalah:
   a. Mampu mengucapkan kata-kata yang sulit
   b. Mampu bercajak-cakak dengan orang lain dengan bahasa Inggris
   c. Membantu komunikasi dalam dunia kerja
   d. Lainnya ......................

7. Frekuensi Anda menggunakan Bahasa Inggris di rumah:
   a. Sering
   b. Jarang
   c. Tidak pernah
   d. Lainnya ......................

8. Kegiatan yang Anda sukai saat *Speaking* adalah:
   a. Berdialog dengan teman sekelas dan guru
   b. Berpidato di depan kelas
c. Bermain peran
d. Lainnya ..........................

9. Cara mengajar Speaking yang kamu suka adalah:
a. Menirukan apa yang diucapkan guru
b. Berdiskusi dengan teman sekelas tentang suatu masalah
c. Dengan permainan bahasa, seperti menjelaskan gambar, teka-teki, dsb.
d. Lainnya ..........................

10. Dalam kelas Speaking Anda ingin:
a. Lebih banyak tampil di depan kelas
b. Lebih banyak berdialog dengan teman
c. Duduk dan menjawab pertanyaan atau mengikuti perintah guru
d. Lainnya ..........................

11. Dalam kelas Speaking, peran guru sebaiknya:
a. Mengamati saja
b. Mengarahkan jika ada yg melakukan kesalahan
c. Ikut serta saat kegiatan berlangsung
d. Lainnya ..........................

12. Dalam pelajaran Speaking, Anda mengalami kesulitan pada saat:
a. Penguapan kata
b. Merangkai kalimat
c. Berdiskusi dengan teman menggunakan Bahasa Inggris
d. Tampil di depan kelas

13. Dalam kegiatan Speaking Anda lebih suka:
a. Bekerja sendiri
b. Berpasangan

c. Berkelompok
d. Lainnya ..........................

14. Menurut Anda kegiatan berpasangan atau berkelompok pada kelas Speaking:
a. Sangat membantu meningkatkan kemampuan Speaking
b. Kurang efektif
c. Tidak mempengaruhi kemampuan Speaking saya
d. Lainnya ..........................

15. Kegiatan yang Anda suka saat berpasangan atau berkelompok:
a. Mendiskusikan suatu masalah
b. Adu debat
c. Bermain peran
d. Lainnya ..........................
APPENDIX III

COURSE GRID
## COURSE GRID

**Name of the School**: SMK YPKK 2 Sleman  
**Subject**: English  
**Study Program**: Accounting  
**Class/ Semester**: X/1  
**Standard of Competency**: 1. Communicating in English at Novice Level

<table>
<thead>
<tr>
<th>No.</th>
<th>Basic Competency</th>
<th>Topic</th>
<th>Unit title</th>
<th>Language function</th>
<th>Key grammar</th>
<th>Key vocabulary</th>
<th>Activities</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1.  | 1.1 memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan. | Greeting and leave taking | Meeting with somebody | Say greeting and leave taking to others, Introducing self and others | Present tense S+ is, am, are+ V1(s/es) Personal pronouns: I-my You - your | hi, hello, name, introduce, good morning, good afternoon | Dialogue practice, role play, describing pictures | Students are able to say greeting and leave taking to other classmates and teachers.  
Students are able to respond to someone’s greetings.  
Students are able to introduce themselves to others (classmates and teachers).  
Students are able to introduce others to someone else. |
| 2. | 1.3 mendeskripsikan cirri-ciri benda-benda, orang, waktu, hari bulan dan tahun. | Office situation | In the Office Describing things | Simple present tense S+ is, am, are+ V1(s/es), Adjectives of shape, Adjectives of size, Descriptive adjectives | Shape, round, cube, big, small, long, red, black, | Describing pictures, dialogue practice, role play | Students are able to describe things around them from their sizes, shapes, colors. Students are able to describe things commonly found in an office. Students are able to understand the description in general ledger and receipt. |
APPENDIX IV

FIRST DRAFT OF THE MATERIALS
English for Accounting Vocational High School Students
An accounting job is not only a desk job where you only sit in the office and work on financial reports. The job involves a series of meetings with other co-workers to discuss the financial affairs. In other words, an accountant also needs communication skills to work with others. Take a look at the conversation below.

Abimanyu is new in his office; he tries to make friends with other employees. He meets Sinta in the hallway.

Abi : Good morning. My name is Abimanyu. I am new here.
Sinta : I’m Sinta Tiara. Nice to meet you Abimanyu.
Abi : Nice to meet you too, Sinta. Please call me Abi. Do you come from Yogyakarta, Sinta?
Sinta : Yes. What about you, Abi?
Abi : I’m from Jakarta.
Sinta : Well, I must go now. I hope you will enjoy your work here. See you later.
Abi : See you.
There are two kinds of greetings; they are formal and informal greetings. Formal greeting is used in formal situations. For example, we use formal greeting to greet our co-worker in the office or to greet the teachers in the school. Informal greeting is used in informal situations. For example, we use informal greeting to greet our close friends and families.

**Study the expressions below.**

**Formal greetings**

Mr. Smith : Good morning Mr. Frost. How are you today?
Mr. Frost : Good morning Mr. Smith. I’m fine, thank you. What about you?
Mr. Smith : Never better.

Robert : Hello Lisa. How are you?
Lisa : Hello Robert. I’m fine thank you. And you?
Robert : Pretty good.

**Informal greetings**

Jane : Hi Jill. What’s up?
Jill : It’s nothing. How about you?
Jane : I’m good.

Andy : Hi Claire. How are you doing?
Claire : Hi Andy. I’m doing fine.
Task 1 Practice the dialogues below with your classmates.

DIALOGUE 1

Agus : Good morning Mr. Yahya. How are you doing?
Yahya : Good morning Mr. Agus. I’m fine thank you. What about you?
Agus : I’m going to have breakfast now. Would you care to join me?
Yahya : I’m sorry. I have already had my breakfast.
Agus : That’s all right. Well, see you in the office.
Yahya : See you later Mr. Agus.

DIALOGUE 2

Citra : Hi Doni, what’s up?
Doni : I’m good, what about you?
Citra : Never better. Hey, what will you do this weekend?
Doni : I think I’ll spend my weekend at my home. I have some reports to finish.
Citra : What reports?
Doni : It’s just our monthly financial report.
Citra : Oh... I see. I’m going home now, tell me if you need any help.
Doni : OK. See you.

Task 2 Discussion

1. what do the two speakers call each other in dialogue 1 and dialogue 2?
2. how do the speakers greet each other in the dialogue 1 and dialogue 2?
3. From your point of view, which one is formal greetings and which one is informal greetings?
Task 3 role play

Work in pairs or group of three. Pretend to be a co-worker in some office.

1. Greet to each other.
2. Ask about how each other doing.

Task 4 Vocabulary practise

The words below are terms in accounting, try to pronounce it correctly.

- accounting: /əˈkaʊn.tɪŋ/
- balance: /ˈbæl.əns/
- capital: /ˈkæp.ɪ.təl/
- credit: /ˈkred.ɪt/
- debit: /ˈdeb.ɪt/
- fixed asset: /ˈfɪkst.æs.ət/
- general ledger: /ˈdʒen.əl ˈledʒər/  
- loan: /ˈlaʊn/  
- profit: /ˈprɒf.ɪt/  
- receipt: /rɪˈsiːt/  

Part 2 Introduction

We use introduction in order to build a better relationship with others. Here are some expressions that are commonly used in introductions.

Expressions used to introduce ourselves

1. Alice: Hello, my name is Alice what is your name?
   Frank: My name is Frank. Pleased to meet you Alice.

2. Rob: Hi, I’m Rob may I know your name?
   Cindy: I am Cindy. Nice to meet you Rob.

   Everybody: Nice to meet you Lisa.
UNIT 1.
MEETING WITH SOMEBODY

Expressions to introduce people

1. Ann: I’d like you to meet my cousin Linda.
   Randy: Hello Linda Iam Randy. Pleased to meet you.
   Linda: Pleased to meet you too Randy.

2. Clay: Mike, this is my younger brother Tony.
   Mike: Hi Tony, I am Michael Ford. Pleased call me Mike.
   Tony: Nice to meet you Mike.

3. Brian: I’d like to introduce my friend Jack.
   Everybody: Hi Jack
   Jack: Pleased to meet you all.

Task 5 Introduction practise

1. Introduce yourself to others.

2. Introduce one of your classmates to others.

3. Ask to be introduced.

Task 6 Role play

1. Use the business card below to practice introductory conversations.

2. Create your own business card and perform the same introductory conversations. Tell about your job and place of work and find out other people occupation.
UNIT 1.
MEETING WITH SOMEBODY

Asking for personal information

When we met a new person, we might also want to ask about his or her personal information, such as his or her full name, origin and occupation. Here are some expressions to ask personal information:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s your name?</td>
<td>My name is…</td>
</tr>
<tr>
<td>What is her/his name?</td>
<td>Her/his name is…</td>
</tr>
<tr>
<td>Where are you from?</td>
<td>I’m from…</td>
</tr>
<tr>
<td>Where do you come from?</td>
<td>I come from…</td>
</tr>
<tr>
<td>Where do you live?</td>
<td>I live in…</td>
</tr>
<tr>
<td>What is your job?</td>
<td>I’m a…</td>
</tr>
<tr>
<td>Where do you work?</td>
<td>I work in…</td>
</tr>
<tr>
<td>What do you do?</td>
<td>I am …</td>
</tr>
<tr>
<td>Where do you go to study?</td>
<td>I’m studying at…</td>
</tr>
<tr>
<td>What is your hobby?</td>
<td>My hobby is/are ….</td>
</tr>
</tbody>
</table>

Task 7 Role play

Perform an Interview session with your classmates to find their personal information. And then, report your results of interview to the class. You can use the form bellow as interview guide.

Name : ________________________________________
Address : ______________________________________
Phone number : __________________________________
Age : __________________________________________
Job : ___________________________________________
Hobby : _________________________________________
Other : _________________________________________
Anton is a new trainee accountant in his office. He still doesn’t know much about his job. The manager told him to find the senior officer, Mr. Agus, for more explanations.

Anton : Good morning, Mr. Agus. My name is Anton.
Mr. Agus : Good morning, Anton. What can I do for you?
Anton : I’m new here. The manager told me to ask you about my job here and I would also like to know the other jobs here.
Mr. Agus : OK, Anton. First of all, I will describe what you will do here. You’re still a trainee accountant, am I right?
Anton : Yes, sir.
Mr. Agus : There are six jobs, bookkeeper, trainee accountant, tax accountant, back-office manager, internal auditor, and external auditor.
A trainee accountant is basically an accountant who is _________ for professional examinations.
A bookkeeper is responsible for ___________ of a business’s financials activities.

A tax accountant is an accountant ___________ in tax’s affair.

A book-office manager is in charge of the staff responsible for ___________ to the finance department.

An internal auditor is an employee of a company responsible for ___________.

An external auditor is an auditor from outside firm, hired by the company’s ___________.

Anton : OK. I get it now. Thanks for the explanation, Mr. Agus.

Mr. Agus : Anytime.

**Job interview**

In the job interview, you must be able to greet and to introduce yourself properly so that the interviewer will get good impression of you. Take a look at the dialogue below.

Interviewer : Good morning.

Amir : Good morning.

Interviewer : Please tell me about yourself.

Amir : My name is Amirudin. Please call me Amir. I am 23 years old. I come from Yogyakarta. I graduated from UGM, majoring in accounting, I can make friends easily and I like challenges. Thank you.

Interviewer : Have you any experience working as an accountant before?

Amir : Yes, I am currently working as an accountant in a cell phone provider.

Interviewer : Why do you want to quit from your current job?

Amir : I want a better position and also a better salary.
Interviewer : How about your current working place?
Amir : My salary is fair enough. But I want to try this opportunity.
Interviewer : All right. How do you know about this vacancy?
Amir : I read it in the newspaper.
Interviewer : What do you think most important in doing the job?
Amir : Responsibility and honesty.
Interviewer : How much (salary) do you expect from this job?
Amir : At least two millions per month including the allowance.
Interviewer : You will need to have a written English test. When are you ready?
Amir : Anytime
Interviewer : Please come again tomorrow at 10.00 for the test.
Amir : Thank you and see you tomorrow.
Interviewer : Thank you.

**Task 9 Role play**

Work in pairs. One will be the interviewer and the other one will be the interviewee. Perform an interview session based on the card that will be given to you. The interviewee can choose these following jobs to apply.

1. Accountant manager.
2. Teller.
3. Administration staff.
4. Receptionist.
5. Secretary.
6. Customer service.

**Interviewee card**

1. Name :
2. Age :
3. Job to apply :
4. Education :
5. Working experience :
6. Reason for applying :
7. Salary expected :
8. Ability/skill :

---

English for Accounting Vocational High School Students
Interviewer card

1. Ask the interviewee to introduce themselves.
2. Ask for the job they are going to apply.
3. Ask for their educational backgrounds.
4. Ask for their other ability.
5. Ask for their current job or their working experiences.
6. Ask for the reason they apply for the job.
7. Ask for the salary expected.
In The Office

GETTING STARTED

Arif is in his new office today. He wants to show it to his friend Bella.

Arif : Welcome to my office, what’s your opinion?
Bella : It’s not too big. How big is the office?
Arif : It is 3x3 meters. It is big enough.
Bella : What are you doing here?
Arif : I do basic accountant jobs, make financial reports and copy some documents.
Bella : What is your equipment here?
Arif : I have a computer and a printer in my desk, along with common items such as stationery and telephone.
Bella : Oh... good for you. Can I borrow that pen over there?
Arif : What colour is the pen?
Bella : The black one is fine.
Arif : Here’s the pen.
Bella : Thank you.

Task 1 Discussion

1. What are they talking about?
2. Can you tell how many office equipments in the picture? What are they?
Shapes, sizes, and colours

There are a lot of objects in our surrounding. They appear in many different shapes, colours, and sizes. Here are some examples of shapes, sizes, colours, and materials.

Task 2 Vocabulary practise

Practise to pronounce the words correctly.

Shapes

- circle
- square
- rectangle
- triangle
- cube
- cylinder

Sizes

- big
- small
- thin
- short
- little
- medium
- huge
- wide
- thick
- large
- long
- high

Colours

- white
- green
- black
- grey
- yellow
- pink
- purple
- light blue
- red
- brown
- orange
- blue
Materials / Substances

<table>
<thead>
<tr>
<th>Material</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steel</td>
<td>/stiːl/</td>
</tr>
<tr>
<td>Fabric</td>
<td>/ˈfæbrɪk/</td>
</tr>
<tr>
<td>Paper</td>
<td>/ˈpeɪpər/</td>
</tr>
<tr>
<td>Rubber</td>
<td>/ˈrʌbər/</td>
</tr>
<tr>
<td>Gold</td>
<td>/gɔːld/</td>
</tr>
<tr>
<td>Leather</td>
<td>/ˈleɪðər/</td>
</tr>
<tr>
<td>Silver</td>
<td>/ˈsɪlvr/</td>
</tr>
<tr>
<td>Iron</td>
<td>/aɪrən/</td>
</tr>
<tr>
<td>Wood</td>
<td>/wʊd/</td>
</tr>
<tr>
<td>Plastic</td>
<td>/ˈplæstɪk/</td>
</tr>
<tr>
<td>Glass</td>
<td>/ɡlɑːs/</td>
</tr>
<tr>
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</tr>
<tr>
<td>Glass</td>
<td>/ɡlɑːs/</td>
</tr>
</tbody>
</table>

To ask questions about size, colour, and shape, we use question words “what” and “how”. Example:

- What colour is your new bag?
  It has brown colour.
- What shape is the table?
  It is a round shaped table.
- How big is the office?
  The office is very big.
- How thick is the fog?
  The fog is very thick. I can’t see anything.

**Task 2 make question based on the information given.**

1. A: the chairs in the theatre are painted red.
   Q: ___________________________________

2. A: Marry is wearing blue T-shirt.
   Q: ___________________________________

3. A: The classroom size is 8 x 6 meters.
   Q: ___________________________________

4. A: the table’s design resembles a turtle.
   Q: ___________________________________
Q: ________________________________

**Task 3 Role play**

Work in pairs. Everyone pick three items from their bag (book, pencil, ruler etc.) Ask the descriptions of the items from the owner. Make sure to use the correct expression.

**Adjective series. Which one is the first?**

Sometimes, an item has multiple descriptions. This is how to mention the description in the right order.

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<tr>
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<th>Descriptive Adjectives</th>
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</thead>
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<tr>
<td>Size</td>
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<tr>
<td>expensive</td>
<td>large</td>
</tr>
<tr>
<td>cheap</td>
<td>small</td>
</tr>
</tbody>
</table>

**Task 4 describe the picture below with the right adjective order**

1. Source: images.google.co.id

2. Source: images.google.co.id
Task 5 Take a look of the picture and answer the questions.

1. Compare the two office rooms; tell the differences between the two offices!
2. Which office has the better equipments?
3. Which office do you prefer to work in? Why?
4. Compare your answer with one of your classmates.
There are many kinds of transaction recorded in your account book. Commonly, every transaction is recorded in a general ledger although every transaction has its own record. Here are some descriptions of general ledger and other records.

1. General ledger

A general ledger is a primary accounting record used by a business to keep track of all the financial transactions the company makes. All financial transactions, debits and credits, are recorded, or "posted," in the general ledger.

<table>
<thead>
<tr>
<th>ACCOUNT:</th>
<th>ACCOUNT NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Description</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:**

Date : date of transaction
Description : the description of transaction
UNIT 2
WHAT’S ON YOUR OFFICE?

Post ref : general ledger account number
Debit : amounts of money debited
Credit : amounts of money credited
Balance : amounts after the calculation

2. Receipt

A cash receipt is a simple document showing proof of a transaction that is often issued at the time of the completion of a sale.

![Cash Receipt Image]

Explanation:

Received from : costumer name
Address : costumer address
Date : date of the transaction
For : purpose of transaction
Dollar : currency (depending on the country)
By : teller’s name and signatur
Task 6 describing office items.

An office has usually has a desk and many equipment. Here are some cards about office items. Pick a picture card and describe the item it correctly.

Task 7 Describe your favorite item.

Most people usually have their favorite items, What about you?

1. Tell us your favorite items. What are they? How it looks like? How do you get it? And what make you like that item?
2. Ask your friends about their favorite item?
UNIT 2
WHAT’S ON YOUR OFFICE?

Picture cards

computer

laptop computer

stapler

box file
UNIT 2
WHAT’S ON YOUR OFFICE?

calculator
photocopy machine
account book
telephone
UNIT 2.
WHAT’S ON YOUR OFFICE?

Pen

file shelf

marker

file cabinet
UNIT 2.
WHAT’S ON YOUR OFFICE?

- paper clip
- printer
- ruler
- calendar
APPENDIX V

FINAL DRAFT OF THE MATERIALS
MEETING WITH SOMEBODY

Abimanyu is new in his office; he tries to make friends with other employees. He meets Sinta in the hallway.

Abi : Good morning. My name is Abimanyu. I am new here.
Sinta : I’m Sinta Tiara. Nice to meet you Abimanyu.
Abi : Nice to meet you too, Sinta. Please call me Abi. Do you come from Yogyakarta, Sinta?
Sinta : Yes. What about you, Abi?
Abi : I’m from Jakarta.
Sinta : Well, I must go now. I hope you will enjoy your work here. See you later.
Abi : See you.

The accountants’ job is not only a desk job where you only sit in the office and work on financial reports. The job involves a series of meetings with other co-workers to discuss the financial affairs. In other words, an accountant also needs communication skills to work with others. Take a look at the conversation below.
There are two kinds of greetings; they are formal and informal greetings. Formal greeting is used in formal situations. For example, we use formal greeting to greet our co-worker in the office or to greet the teachers in the school. Informal greeting is used in informal situations. For example, we use informal greeting to greet our close friends and families.

Study the expressions below.

**Formal greetings**

Mr. Smith : Good morning Mr. Frost. How are you today?
Mr. Frost : Good morning Mr. Smith. I’m fine, thank you. What about you?
Mr. Smith : Never better.

Robert : Hello Lisa. How are you?
Lisa : Hello Robert. I’m fine thank you. And you?
Robert : Pretty good.

**Informal greetings**

Jane : Hi Jill. What’s up?
Jill : It’s nothing. How about you?
Jane : I’m good.

Andy : Hi Claire. How are you doing?
Claire : Hi Andy. I’m doing fine.
Task 1 Practice the dialogues below with your classmates.

DIALOGUE 1

Agus : Good morning Mr. Yahya. How are you doing?
Yahya : Good morning Mr. Agus. I’m fine thank you. What about you?
Agus : I’m going to have breakfast now. Would you care to join me?
Yahya : I’m sorry. I have already had my breakfast.
Agus : That’s all right. Well, see you in the office.
Yahya : See you later Mr. Agus.

DIALOGUE 2

Citra : Hi Doni, what’s up?
Doni : I’m good, what about you?
Citra : Never better. Hey, what will you do this weekend?
Doni : I think I’ll spend my weekend at my home. I have some reports to finish.
Citra : What reports?
Doni : It’s just our monthly financial report.
Citra : Oh... I see. I’m going home now, tell me if you need any help.
Doni : OK. See you.

Task 2 Discussion

1. what do the two speakers call each other in dialogue 1 and dialogue 2?
2. how do the speakers greet each other in the dialogue 1 and dialogue 2?
3. From your point of view, which one is formal greetings and which one is informal greetings?
Task 3 Role play

Work in pairs or groups of three. Pretend to be a co-worker in some office.

1. Greet each other.
2. Ask about how each other are doing.

Task 4 Vocabulary practise

The words below are terms in accounting, try to pronounce them correctly.

- accounting: /ˈkaʊntɪŋ/
- fixed asset: /ˈfɪkstəs/et/
- balance: /ˈbæl.ənt/ s/
- general ledger: /ˈdʒen.əl ˈledʒər/ s/
- capital: /ˈkæp.ɪtəl/
- loan: /ləʊn/
- credit: /kred.ɪt/
- profit: /ˈprɒf.ɪt/
- debit: /dɪˈbɪt/
- receipt: /rɪˈsɪpt/

Part 2 Introduction

We use introduction in order to build a better relationship with others. Here are some expressions that are commonly used in introductions.

Expressions used to introduce ourselves

1. Alice: Hello, my name is Alice what is your name?
   Frank: My name is Frank. Pleased to meet you Alice.
2. Rob: Hi, I’m Rob. may I know your name?
   Cindy: I am Cindy. Nice to meet you Rob.
   Everybody: Nice to meet you Lisa.
Expressions to introduce people

1. Ann: I’d like you to meet my cousin Linda.
   Randy: Hello Linda I am Randy. Pleased to meet you.
   Linda: Pleased to meet you too Randy.
2. Clay: Mike, this is my younger brother Tony.
   Mike: Hi Tony, I am Michael Ford. Pleased call me Mike.
   Tony: Nice to meet you, Mike.
3. Brian: I’d like to introduce my friend Jack.
   Everybody: Hi Jack
   Jack: Pleased to meet you all.

Task 5

1. Introduce yourself to others.
2. Introduce one of your classmates to others.
3. Ask to be introduced.

Task 6 Role play

1. Use the business card below to practice introductory conversations.
2. Create your own business card and introduce yourselves using the business card you have created.
### Asking for personal information

When we meet a new person, we might also want to ask about his or her personal information, such as his or her full name, origin and occupation. Here are some expressions to ask personal information:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s your name?</td>
<td>My name is…</td>
</tr>
<tr>
<td>What is her/his name?</td>
<td>Her/his name is…</td>
</tr>
<tr>
<td>Where are you from?</td>
<td>I’m from…</td>
</tr>
<tr>
<td>Where do you come from?</td>
<td>I come from…</td>
</tr>
<tr>
<td>Where do you live?</td>
<td>I live in…</td>
</tr>
<tr>
<td>What is your job?</td>
<td>I’m a…</td>
</tr>
<tr>
<td>Where do you work?</td>
<td>I work in…</td>
</tr>
<tr>
<td>What do you do?</td>
<td>I am …</td>
</tr>
<tr>
<td>Where do you go to study?</td>
<td>I’m studying at…</td>
</tr>
<tr>
<td>What is your hobby?</td>
<td>My hobby is/are ……</td>
</tr>
</tbody>
</table>

### Task 7 Role play

Find your classmates personal information. And then, report your results of interview to the class. Use the form below as interview guide.

- **Name** : __________________________
- **Address** : ________________________
- **Phone number** : __________________
- **Age** : __________________________
- **Job** : ____________________________
- **Hobby** : __________________________
- **Other** : __________________________
Task 8 Fill in the gaps with the words or phrases in the list below.

- studying
- processing the records
- specializing
- giving administrative supports
- for inspecting the company’s accounts
- to inspect its accounts.

Anton is a new trainee accountant in his office. He still doesn’t know much about his job. The manager told him to find the senior officer, Mr. Agus, for more explanations.

Anton : Good morning, Mr. Agus. My name is Anton.
Mr. Agus : Good morning, Anton. What can I do for you?
Anton : I’m new here. The manager told me to ask you about my job here and I would also like to know the other jobs here.
Mr. Agus : OK, Anton. First of all, I will describe what you will do here. You’re still a trainee accountant, am I right?
Anton : Yes, sir.
Mr. Agus : There are six jobs, bookkeeper, trainee accountant, tax accountant, back-office manager, internal auditor, and external auditor.
A trainee accountant is basically an accountant who is __________ for professional examinations.
A bookkeeper is responsible for ______________ of a business’s financials activities.
A tax accountant is an accountant _________ in tax’s affair.
A book-office manager is in charge of the staff responsible for _________ to the finance department.
An internal auditor is an employee of a company responsible for _________.
An external auditor is an auditor from outside firm, hired by the company’s _________.

Anton : OK. I get it now. Thanks for the explanation, Mr. Agus.
Mr. Agus : Anytime.

Adapted from: English for Accounting, Evan Fredo and Sean Mahoney, 2007, Oxford University Press

Job interview

In the job interview, you must be able to greet and to introduce yourself properly so that the interviewer will get good impression of you. Take a look at the dialogue below.

Interviewer : Good morning.
Amir : Good morning.
Interviewer : Please tell me about yourself.
Amir : My name is Amirudin. Please call me Amir. I am 23 years old. I come from Yogyakarta. I graduated from UGM, majoring in accounting, I can make friends easily and I like challenges. Thank you.
Interviewer : Have you any experience working as an accountant before?
Amir : Yes, I am currently working as an accountant in a cell phone provider.
Interviewer : Why do you want to quit from your current job?
Amir : I want a better position and also a better salary.
Interviewer : How about your current working place?
Amir : My salary is fair enough. But I want to try this opportunity.
Interviewer : All right. How do you know about this vacancy?
Amir : I read it in the newspaper.
Interviewer : What do you think most important in doing the job?
Amir : Responsibility and honesty.
Interviewer : How much (salary) do you expect from this job?
Amir : At least two millions per month including the allowance.
Interviewer : You will need to have a written English test. When are you ready?
Amir : Anytime.
Interviewer : Please come again tomorrow at 10.00 for the test.
Amir : Thank you and see you tomorrow.
Interviewer : Thank you.

**Task 9 Role play**

Work in pairs. Perform an interview session based on the card that will be given to you. The interviewee can choose these following jobs to apply.

1. Accountant manager.
2. Teller.
3. Administration staff.
4. Receptionist.
5. Secretary.
6. Customer service.

**Interviewee card**

1. Name : 
2. Age : 
3. Job to apply : 
4. Education : 
5. Working experience : 
6. Reason for applying : 
7. Salary expected : 
8. Ability/skill : 
Interviewer card

1. Ask the interviewee to introduce themselves.
2. Ask for the job they are going to apply.
3. Ask for their educational backgrounds.
4. Ask for their other ability.
5. Ask for their current job or their working experiences.
6. Ask for the reason they apply for the job.
7. Ask for the salary expected.
GETTING STARTED

Arif is in his new office today. He wants to show it to his friend Bella.

Arif: Welcome to my office, what’s your opinion?
Bella: It’s not too big. How big is the office?
Arif: It is 3x3 meters. It is big enough.
Bella: What are you doing here?
Arif: I do basic accountant jobs, make financial reports and copy some documents.
Bella: What is your equipment here?
Arif: I have a computer and a printer in my desk, along with common items such as stationery and telephone.
Bella: Oh... good for you. Can I borrow that pen over there?
Arif: What colour is the pen?
Bella: The black one is fine.
Arif: Here’s the pen.
Bella: Thank you.

Task 1 Discussion

1. What are they talking about?
2. Can you tell how many office equipments in the picture? What are they?
3. Do you have your own room? Can you describe it?

**Shapes, sizes, and colours**

There are a lot of objects in our surrounding. They appear in many different shapes, colours, and sizes. Here are some examples of shapes, sizes, colours, and materials.

**Task 2 Vocabulary practise**

Practise to pronounce the words correctly.

**Shapes**

- circle /ˈsɜːkl/
- square /ˈskweər/
- rectangle /ˈrek.tæŋ.gl/
- triangle /ˈtraɪ.æŋ.gl/
- cube /ˈkjʊb/
- cylinder /ˈsɪl.m.dəl/

**Sizes**

- big /bɪg/ small /smɔːl/ thin /θɪn/ short /ʃɔːt/
- little /ˈlɪt.l/ medium /ˈmiː.dɪ.əm/ huge /hjuː.dʒ/ wide /waɪd/
- thick /θɪk/ large /lɑː.dʒ/ long /lɒn/ high /haɪ/
### Colours

<table>
<thead>
<tr>
<th>Colour</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>white</td>
<td>/waɪt/</td>
</tr>
<tr>
<td>green</td>
<td>/ɡriːn/</td>
</tr>
<tr>
<td>black</td>
<td>/blaːk/</td>
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<td>/ɡreɪ/</td>
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<td>pink</td>
<td>/pɪŋk/</td>
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<td>purple</td>
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<tr>
<td>brown</td>
<td>/braʊn/</td>
</tr>
<tr>
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To ask questions about size, colour, and shape, we use question words “what” and “how”. Example:

- What is the colour of your new bag?
  It is brown.

- What shape is the table?
  It is a round shaped table.

- How big is the office?
  The office is big enough for 8 desks.

- How thick is the fog?
  The fog is very thick. I can’t see anything.
Task 2 make question based on the information given.

1. A: the chairs in the theatre are painted red.
   Q: ___________________________________

2. A: Marry is wearing blue T-shirt.
   Q: ___________________________________

3. A: The classroom size is 8 x 6 meters.
   Q: ___________________________________

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   Q: ___________________________________

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Work in pairs. Everyone pick three items from their bag (book, pencil, ruler etc.) Ask the descriptions of the items from the owner. Make sure to use the correct expression.

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3. Source: images.google.co.id
4. Source: images.google.co.id
5. Source: images.google.co.id
6. Source: images.google.co.id
7. Source: images.google.co.id
8. Source: images.google.co.id
Task 5 Take a look of the picture and answer the questions below.

1. Compare the two office rooms; tell the differences between the two offices!
2. Which office has the better equipments?
3. Which office do you prefer to work in? Why?
4. Compare your answer with one of your classmates.

Account Book

There are many kinds of transaction recorded in your account book. Commonly, every transaction is recorded in a general ledger although every transaction has its own record. Here are some descriptions of general ledger and other records.
1. **General ledger**

A general ledger is a primary accounting record used by a business to keep track of all the financial transactions the company makes. All financial transactions, debits and credits, are recorded, or "posted," in the general ledger.

![General Ledger Table](source:images.google.co.id)

**Explanation:**

- **Date**: date of transaction
- **Description**: the description of transaction
- **Post ref**: general ledger account number
- **Debit**: amounts of money debited
- **Credit**: amounts of money credited
- **Balance**: amounts after the calculation
2. Receipt

A cash receipt is a simple document showing proof of a transaction that is often issued at the time of the completion of a sale.

![Cash Receipt Diagram]

**Explanation:**

- **Received from**: costumer name
- **Address**: costumer address
- **Date**: date of the transaction
- **For**: purpose of transaction
- **Dollar**: currency (depending on the country)
- **By**: teller’s name and signature
Task 6 describing office items.

An office has usually has a desk and many equipment. Here are some cards about office items. Pick a picture card and describe the item it correctly.

Task 7 Describe your favorite item.

Most people usually have their favorite items, What about you?

1. Tell us your favorite items. What are they? How it looks like? How do you get it? And what make you like that item?
2. Ask your friends about their favorite item?
UNIT 2
WHAT’S ON YOUR OFFICE?

Picture cards

computer

laptop computer

stapler

box file
UNIT 2
WHAT’S ON YOUR OFFICE?

calculator

photocopy machine

account book

telephone
UNIT 2
WHAT’S ON YOUR OFFICE?

Pen
file shelf

marker
file cabinet
UNIT 2. WHAT’S ON YOUR OFFICE?

paper clip

printer

ruler

calendar
APPENDIX VI

THE RESULT OF THE QUESTIONNAIRE
The questionnaire results of the Needs Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Options</th>
<th>Students’ answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tujuan Anda belajar bahasa Inggris adalah:</td>
<td>a. Untuk lulus ujian</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Karena ingin bisa berkomunikasi dengan Bahasa Inggris</td>
<td>32</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Untuk keperluan bekerja</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Karena merupakan pelajaran wajib</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td>2.</td>
<td>Yang Anda inginkan dari mata pelajaran Bahasa Inggris adalah:</td>
<td>a. Belajar menghafal kosakata</td>
<td>5</td>
<td>13.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Belajar berkomunikasi dalam Bahasa Inggris</td>
<td>24</td>
<td>66.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Menulis</td>
<td>5</td>
<td>13.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lainnya .........................</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td>3.</td>
<td>Topik yang Anda suka dalam pelajaran Bahasa Inggris adalah:</td>
<td>a. Tentang kehidupan sehari-hari</td>
<td>20</td>
<td>55.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tentang dunia kerja</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Tentang trend saat ini</td>
<td>11</td>
<td>30.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lainnya .........................</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td>4.</td>
<td>Apa pendapat Anda tentang materi Speaking?</td>
<td>a. Sulit</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Mudah</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Menyenangkan</td>
<td>32</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lainnya .........................</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5.</td>
<td>Bagaimana kemampuan Speaking Anda?</td>
<td>a. Sangat baik</td>
<td>0</td>
<td>0%</td>
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<tr>
<td></td>
<td></td>
<td>b. Baik</td>
<td>8</td>
<td>22.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Kurang</td>
<td>27</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Sangat kurang</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>6.</td>
<td>Yang Anda harapkan dari belajar Speaking adalah:</td>
<td>a. Mampu mengucapkan kata-kata yang sulit</td>
<td>5</td>
<td>13.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Mampu bercakap-cakap dengan orang lain dengan bahasa Inggris</td>
<td>24</td>
<td>66.6%</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Frekuensi Anda menggunakan Bahasa Inggris di rumah:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>a. Sering</td>
<td>2</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Jarang</td>
<td>19</td>
<td>52.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Tidak pernah</td>
<td>15</td>
<td>41.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Lainnya ………………….</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Kegiatan yang Anda suka saat Speaking adalah:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Berdialog dengan teman sekelas dan guru</td>
<td>20</td>
<td>55.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Berpidato di depan kelas</td>
<td>1</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Bermain peran</td>
<td>13</td>
<td>36.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Lainnya ………………….</td>
<td>2</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Cara mengajar Speaking yang kamu suka adalah:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Menirukan apa yang diucapkan guru</td>
<td>6</td>
<td>16.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Berdiskusi dengan teman sekelas tentang suatu masalah</td>
<td>5</td>
<td>13.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Dengan permainan bahasa, seperti menjelaskan gambar, teka-teki, dsb.</td>
<td>22</td>
<td>61.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Lainnya ………………….</td>
<td>3</td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Dalam kelas Speaking Anda ingin:</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>a. Lebih banyak tampil di depan kelas</td>
<td>2</td>
<td>5.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Lebih banyak berdialog dengan teman</td>
<td>18</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Duduk dan menjawab pertanyaan atau mengikuti perintah guru</td>
<td>15</td>
<td>41.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Lainnya ………………….</td>
<td>1</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Dalam kelas Speaking, peran guru sebaiknya:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Mengamati saja</td>
<td>1</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Mengarahkan jika ada yg melakukan kesalahan</td>
<td>23</td>
<td>63.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Ikut serta saat kegiatan berlangsung</td>
<td>12</td>
<td>33.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Lainnya ………………….</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
12. Dalam pelajaran Speaking, Anda mengalami kesulitan pada saat:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>a. Pengucapan kata</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>b. Menyusun kalimat</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>c. Berdiskusi dengan teman menggunakan Bahasa Inggris</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>d. Tampil di depan kelas</td>
<td>8</td>
</tr>
</tbody>
</table>

13. Dalam kegiatan Speaking Anda lebih suka:

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>a. Bekerja sendiri</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>b. Berpasangan</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>c. Berkelompok</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>d. Lainnya ..................</td>
<td>0</td>
</tr>
</tbody>
</table>

14. Menurut Anda kegiatan berpasangan atau berkelompok pada kelas Speaking:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Dapat membantu meningkatkan kemampuan Speaking</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>b. Kurang efektif</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c. Tidak mempengaruhi kemampuan Speaking saya</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>d. Lainnya ..................</td>
<td>0</td>
</tr>
</tbody>
</table>

15. Kegiatan yang Anda suka saat berpasangan atau berkelompok:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Mendiskusikan suatu masalah</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>b. Adu debat</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>c. Bermain peran</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>d. Lainnya ..................</td>
<td>0</td>
</tr>
</tbody>
</table>
LEMBAR EVALUASI MATERI PENGAJARAN

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian materi pengajaran Bahasa Inggris kelas X SMK YPKK 2 Sleman.

A. Data Responden

Nama : 
Jenis Kelamin : P/L
Pengalaman Kerja : a. 0-2 tahun b. 2-4 tahun c. > 4 tahun
Pekerjaan :
Instansi :

B. Petunjuk Pengisian

Isilah tabel berikut dengan menggunakan tanda (✓) pada kolom yang tersedia.

Keterangan:
SS : sangat setuju
S  : setuju
R  : ragu-ragu
TS : tidak setuju
STS : sangat tidak setuju

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Materi sesuai dengan bidang kebutuhan siswa.</td>
<td>SS</td>
</tr>
<tr>
<td>2.</td>
<td>Aktivitas sesuai dengan standar kompetensi.</td>
<td>S</td>
</tr>
<tr>
<td>3.</td>
<td>Aktivitas sesuai dengan kompetensi dasar.</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Aktivitas yang dikembangkkan menarik.</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa.│ ✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Aktivitas dalam materi relevan untuk meningkatkan kemampuan berbicara siswa.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Aktivitas yang dikembangkan melibatkan partisipasi siswa baik secara individu, berpasangan, ataupun berkelompok.</td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td>Instruksi mudah dipahami siswa.</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Aktivitas yang dikembangkan bertingkat dari yang mudah ke yang sulit.</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Jenis aktivitas yang dikembangkan dapat meningkatkan motivasi belajar siswa.</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Topik dalam materi sesuai dengan bidang kebutuhan siswa.</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Topik dalam materi dapat memotivasi siswa untuk melakukan aktivitas.</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Aktivitas dalam materi memacu siswa untuk lebih banyak berbicara.</td>
<td>✓</td>
</tr>
</tbody>
</table>

**C. Saran dan kritik secara umum terhadap materi yang dikembangkan.**

1. Bagaimana pendapat Bapak/Ibu terhadap materi yang telah disusun?  
   *Perlu lebih diskusi dan...*

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?  
   *Perlu lebih disederhanakan dan penjelasan...*

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?  
   *Perlu penjelasan materi pengujian dan...*
Kesimpulan

Dapat disimpulkan bahwa materi yang dikembangkan:

(a). Sudah baik dan tidak perlu revisi  
(b). Sudah baik tapi masih perlu revisi  
(c). Belum baik dan masih perlu revisi

Yogyakarta, 2013

Dra. Nury Supriyanti, MA.
APPENDIX VII

LETTERS OF VALIDATION
PERMOHONAN KESEDIAAN MENJADI EXPERT JUDGEMENT

Kepada Yth Dra. Nury Supriyanti, MA.

Dengan hormat,

Saya Prasetya Adhi Wardhana, mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta bermaksud melakukan penelitian tugas akhir skripsi untuk jenjang S1 dengan judul *Developing English Speaking Materials For Grade Ten Students Of Accounting Program In SMK YPKK 2 Sleman*.

Berkenaan dengan hal tersebut, saya mohon kesediaan Ibu untuk mengevaluasi *English Speaking Materials* (materi Speaking Bahasa Inggris) yang menjadi produk dari penelitian saya sebelum diaplikasikan dalam proses belajar-mengajar di kelas.

Demikian permohonan saya, terima kasih atas kesediaan dan kerjasamanya.

Yogyakarta, 6 Mei 2013

Prasetya Adhi Wardhana

Mengetahui

Drs. Suharso, M.Pd

Kaprodi Bahasa Inggris

Dr. Agus Widyantoro, M.Pd
LEMBAR EVALUASI MATERI PENGAJARAN

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian materi pengajaran Bahasa Inggris kelas X SMK YPKK 2 Sleman.

A. Data Responden

Nama : 
Jenis Kelamin : P/L
Pengalaman Kerja : a. 0-2 tahun  b. 2-4 tahun  c. > 4 tahun
Pekerjaan :
Instansi :

B. Petunjuk Pengisian

Isilah tabel berikut dengan menggunakan tanda (✓) pada kolom yang tersedia.

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S : setuju
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TS : tidak setuju
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<table>
<thead>
<tr>
<th>No.</th>
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<th>Skor</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tr>
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<td></td>
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</tr>
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<td>R</td>
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<td></td>
<td>TS</td>
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<td></td>
<td></td>
<td>STS</td>
</tr>
<tr>
<td>1.</td>
<td>Materi sesuai dengan bidang kebutuhan siswa.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Aktivitas sesuai dengan standar kompetensi.</td>
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</tr>
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<td>Aktivitas sesuai dengan kompetensi dasar.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Aktivitas yang dikembangkan menarik.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa.</td>
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</tr>
<tr>
<td>6.</td>
<td>Aktivitas dalam materi relevan untun meningkatkan kemampuan berbicara siswa.</td>
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</tr>
<tr>
<td>7.</td>
<td>Aktivitas yang dikembangkan melibatkan partisipasi siswa baik secara individu, berpasangan, ataupun berkelompok.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Instruksi mudah dipahami siswa.</td>
<td></td>
</tr>
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<td>9.</td>
<td>Aktivitas yang dikembangkan bertingkat dari yang mudah ke yang sulit.</td>
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</tr>
<tr>
<td>10.</td>
<td>Jenis aktivitas yang dikembangkan dapat meningkatkan motivasi belajar siswa.</td>
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<tr>
<td>11.</td>
<td>Topik dalam materi sesuai dengan bidang kebutuhan siswa.</td>
<td></td>
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<tr>
<td>12.</td>
<td>Topik dalam materi dapat memotivasi siswa untuk melakukan aktivitas.</td>
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<tr>
<td>13.</td>
<td>Aktivitas dalam materi memacu siswa untuk lebih banyak berbicara.</td>
<td></td>
</tr>
</tbody>
</table>

---

**C. Saran dan kritik secara umum terhadap materi yang dikembangkan.**

1. Bagaimana pendapat Bapak/Ibu terhadap materi yang telah disusun?
   .............................................................................................................................................................
   .............................................................................................................................................................
   .............................................................................................................................................................
   .............................................................................................................................................................

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?
   .............................................................................................................................................................
   .............................................................................................................................................................
   .............................................................................................................................................................
   .............................................................................................................................................................

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?
   .............................................................................................................................................................
   .............................................................................................................................................................
   .............................................................................................................................................................
   .............................................................................................................................................................
Kesimpulan

Dapat disimpulkan bahwa materi yang dikembangkan:
(a). Sudah baik dan tidak perlu revisi
(b). Sudah baik tapi masih perlu revisi
(c). Belum baik dan masih perlu revisi

Yogyakarta, 2013

Dra. Nury Supriyanti, MA.
APPENDIX VIII

LETTERS OF PERMIT
KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 F (0724) 55843, 543207 Fax (0274) 548207
http://www.fbs.uny.ac.id/

FRM/FBS/32-0:
10 Jenu 2011

Nomor : 428/UN.39/12/PD/1/V/2012
Lampiran : 
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth. Dr. Widjajatika Purwani, M.A
Pembantu Dekan I
FBS UNY

Dengan hormat,
Menanggapi surat dari Saudara:
Nama : Prasetya Adhi Woroahana
No. Mhs. : 0620 22 44 0 98
Jur/Prodi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SMK YPKK 2 Sleman
Jadwal Penelitian : "Developing English Speaking Materials for Grade X Students of Vocational High School in SMK YPKK 2 Sleman in the Academic Year of 2007/2008"
Tanggal Pelaksanaan : 2 mei 2012

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami
Ketua Jurusan
FBS UNY,

Nama
NIP. 19530425 197908 1 004
Nomor : 645/UN.34.12/PP/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritaahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

*Developing English Speaking Materials for Grade X Students of Vocational High School in SMK YPKK 2 Sleman in the Academic Year of 2011/2012*

Mahasiswa dimaksud adalah:
Nama : PRASETYA ADHI WARDHANA
NIM : 06202244098
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juni 2012
Lokasi Penelitian : SMK YPKK 2 Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seputaranya.

Atas izin dan kerjasama Bapak/Ibu, kami sampakkan terima kasih.

Sekan,

NIP 19610524 199001 2 001

Doyastuti Purban, M.A.
PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)
Alamat: Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55514
Telp & Fax. (0274) 868800 e-mail : bappeda@selmanKab.go.id

SURAT PERNYATAAN BERSEDIA MENYERAHAKAN
HASIL - HASIL SURVEY/PENELITIAN/PKL
NO. : 070/1559

Kami yang bertanda tangan dibawah ini saya:

1. Nama : Prasetya Adhi Wardhana
2. No. Mahasiswa/NIP/NIM : 06203244098
3. Tingkat (D1, D2, S1, S2, S3) : S1
4. Universitas/Akademii : Universitas Haji Ngayakarta
5. Dosen Pembimbing : Drs. Subroto
6. Alamat Rumah Peneliti : Perum. Timaha Mediteran 31 Timaha II
7. No. Telp/HP : 085722329036
8. Tempat Lokasi Penelitian/Survey : SMK YPKM 2 Sleman

Menyatakan dengan ini kami bersedia untuk menyerahkan hasil - hasil PKL/Research/Penelitian/pencarian data tentang/tujuan:

Developing English Speaking Materials for Grade X Students of Vocational High School in Semester Two in The Academic Year of 2011/2012

Kepada BAPPEDA Kabupaten Sleman
Pernyataan ini merupakan bagian yang tidak terpisahkan dari
Pernyataan perumusan Research/Penelitian/PKL yang kami lakukan dalam
Wilayah Kabupaten Sleman DIY.

Sleman, 9 Mei, 2017
Yang menyatakan

[Signature]
Prasetya Adhi Wardhana
(Nama Penulis)
PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)
Alamat : Jl Parasanyo No. 1 Beran, Tridadi, Sleman 55511
Telp./Faks. (0274) 808909 E-mail : bappeda@slemankab.go.id

SURAT IZIN
Nomor : 070 / BAPPEDA / 1559 / 2012

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH


MENGIZINKAN :

KEPADA
Nama : PRASETYA ADHI WARDHANA
No. Mhs/NIM/NIP/NIK : 06202244098
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Instansi/Perguruan Tinggi : Perum. Timoho Mediterian Jl. Timoho II Gg. Delma No. 30 A
Alamat Rumah : Timoho Yogyakarta
No. Telp./HP : 085727244036
Lokasi : SMK YPKK 2 Sleman
Waktu : Selama 3 bulan mulai tanggal : 09 Mei 2012 s/d 09 Agustus 2012

Untuk Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul :
"DEVELOPING ENGLISH SPEAKING MATERIALS FOR GRADE X STUDENTS OF VOCATIONAL HIGH SCHOOL IN SMK YPKK 2 SLEMAN IN THE ACADEMIC YEAR OF 2011/2012"

Dengan ketentuan sebagai berikut:
1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seputaranya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.
4. Wajib menyampaikan laporan hasil penelitian berupa lasa (kajian CD format PDF) kepada Bupati diserahkan melalui Kepala Bappeda.
5. Izin tidak disalih-gunakan untuk kepentingan kepentingan lain yang dirombongkan.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan sepihanya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman
Pada Tanggal : 9 Mei 2012

a.n. Kepala Bappeda Kab. Sleman
Ka. Bidang Pengendalian & Evaluasi

SRI NURHIDAYAH, S.Si, MT
Pembina, TV/a
NIP. 19670703 199603 2 002

Tembusan Kepada Yth. :
1. Bupati Sleman (sebagai laporan)
5. Camat Kec. Sleman
6. Ka. SMK YPKK 2 Sleman
7. Dekan Fak. Bahasa dan Seni - UNY
8. Pertinggal
PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejen, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/4325/V/5/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
Nomor : 645/UN34.12/PP/V/2012
Tanggal : 03 Mei 2012
Perihal : Ijin Penelitian

Mengingat :

DILJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:
Nama : PRASETYA ADHI WARDHANA
Alamat : KARANGMALANG YK
Judul : DEVELOPING ENGLISH SPEAKING MATERIALS FOR GRADE X STUDENTS OF VOCATIONAL HIGH SCHOOL IN SMK YPKK 2 SLEMAN IN THE ACADEMIC YEAR OF 2011/2012
Lokasi : KAB SLEMAN Kota/Kab. SLEMAN
Waktu : 04 Mei 2012 s/d 04 Agustus 2012

Dengan Ketentuan
1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui instansi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap instansi;
3. Ijin ini hanya diperpanjang untuk keperluan ilmiah, dan pemegang ijin wajib menaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat inilah kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 04 Mei 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman, cq Bappeda
4. Dekan Fakultas Bahasa dan Seni UNY
5. Yang Bersangkutan