

**DEVELOPING SCIENTIFIC-APPROACH-BASED ENGLISH LEARNING  
MATERIALS FOR GRADE XI STUDENTS OF WELDING  
ENGINEERING DEPARTMENT OF SMKN 1 SEDAYU**

**A THESIS**

Presented as partial fulfillment of the requirements for the attainment of the  
*Sarjana Pendidikan* Degree on the English Language Education



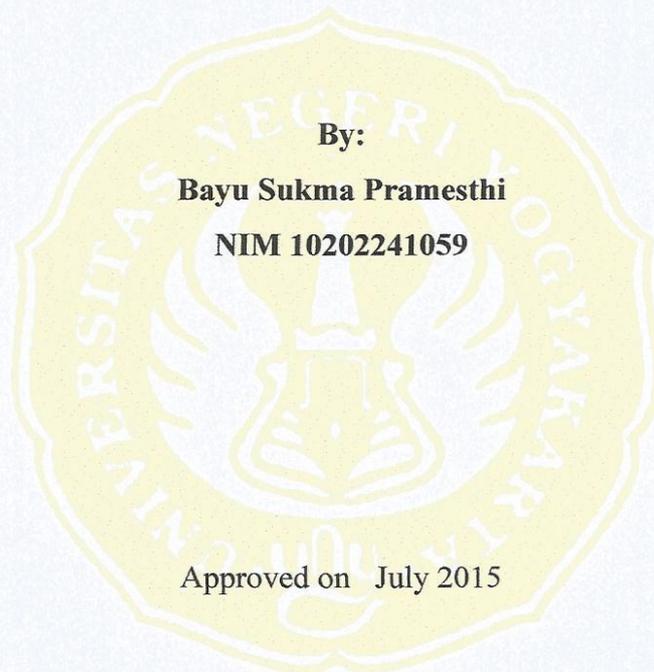
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2015**

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**DEVELOPING SCIENTIFIC-APPROACH-BASED ENGLISH LEARNING  
MATERIALS FOR GRADE XI STUDENTS OF WELDING  
ENGINEERING DEPARTMENT OF SMK N 1 SEDAYU**

**A Thesis**



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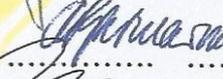
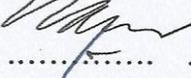
#### A THESIS

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## **MOTTOS**

**“LIFE IS SIMPLE. HUMANS ARE COMPLEX.”**

-Unknown

## **DEDICATIONS**

*I dedicated this thesis to all the people who have been supporting me until today.*

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Yogyakarta, 9 July 2015

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**ABSTRACT**

The objectives of this study are: (1) to describe the target needs of grade XI students of Welding Engineering department of SMKN 1 Sedayu; (2) to describe the learning needs of grade XI students of Welding Engineering department of SMKN 1 Sedayu; and (3) to develop appropriate English learning materials for grade XI students of Welding Engineering department of SMKN 1 Sedayu.

This study is a Research and Development (R & D) study. The subjects of this study were grade XI students of Welding Engineering Department of SMK N 1 Sedayu. This study adapted the R & D model proposed by Borg and Gall (1983). The steps of this study were conducting needs analysis, developing the syllabus, developing the first draft of the materials, evaluating the materials by an expert, and writing the final draft of the materials. Two types of questionnaires were used to collect data. The first questionnaire was made to obtain the data for the needs analysis while the second questionnaire was used to obtain the data for materials evaluation through the expert judgment questionnaire. The data for both questionnaires were analyzed quantitatively through descriptive statistics.

This study found out that the target needs of Grade XI students of Welding Engineering department are: (1) to be able to communicate using English both orally and in writing in daily life; (2) to communicate with other technicians from other countries; and (3) to understand the meaning of English terms related to welding. This study developed three units of materials based on Curriculum 2013 and the result of needs analysis. Regarding the students' learning needs, the input is in the form of texts, pictures, explanation, and vocabulary lists. The activities of the units use the six steps of Scientific approach: observing, questioning, collecting, analyzing, communicating, and creating. Based on the analysis of the data from the expert judgment, the mean of score all aspects of the developed units, in the scales of 1-4 is 3.67 which is in the range of  $3.25 \leq \bar{x} \leq 4.00$  and can be categorized as "Very Good".

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# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background to the Problem**

In the middle of 2013, the Indonesian Government, through the Ministry of Education and Culture issued a new curriculum to replace the School-Based Curriculum or KTSP. The new curriculum is called Curriculum 2013. Curriculum 2013 is, in some ways, different from the previous curriculum. This curriculum explicitly encourages students to learn values. Another significant difference is that Curriculum 2013 uses the scientific approach as the basis in the teaching and learning process.

The changes in the curriculum affect all the subjects including English. English is one of the subjects which are taught in schools. According to Curriculum 2013, English should be taught following the scientific steps. However, English course books for senior high school, the steps are still text-based. This is similar to the previous curriculum.

While the components and the materials in Curriculum 2013 are all good, the implementation of Curriculum 2013 cannot be said to be perfectly and efficiently done. It is mainly because not all components which support the curriculum, such as learning materials still have some shortcomings. In reality, the implementation of a new curriculum should be equipped with all of the components that support the instructional process, such as syllabus, media, and

learning materials. For English for vocational high school, the learning materials for English language instruction are still not appropriate to be used.

Referring to Law Number 20 Year 2003: vocational high school is a secondary school level of which the instruction process aims to equip students with the skills and knowledge of particular fields and prepare them to be able to work in particular fields and also to provide students with necessary knowledge and skills in order for them to be able to continue their education based on their vocational study programs. This means vocational high school students learn in order to achieve a specific goal: preparing themselves to work in their particular field of jobs. It is different with general high school in which the general high school is a school which aims to make students prepare themselves to continue their study in a higher level of education. Vocational high school students and general high school students have different learning goals and different needs. Therefore, their learning materials should also be different.

However, in Curriculum 2013, it is found that vocational high schools and general high schools have the same English learning materials, even the course books that they use are the same. The English learning material that all the high schools got are all about General English. It also happens to the Welding Engineering department in SMKN 1 Sedayu. Welding Engineering department is one of the many departments in SMKN 1 Sedayu. Here, the needs of English is quite high but the students' proficiency of English is still quite low. Teachers in SMKN 1 Sedayu believe that the English learning materials that

are used in the class becomes one of the major factors which can improve the students' proficiency. In order to do this, the teachers believe that the learning materials intended for students of Welding Engineering department should consist of topic, content, and vocabulary list which are relevant to their field of expertise.

In response to this, teachers in SMKN 1 Sedayu created their own learning materials by adapting some learning materials from various resources. It is done because the teachers think that General English is not what their students need. Learning General English is only a waste of time and their students will only gain very little advantage learning it. Therefore, teachers in SMKN 1 Sedayu try to develop new learning materials which are more suitable to be used in the class. Even so, teachers in SMKN 1 Sedayu said that it was just an emergency measure and they were still waiting for the new learning materials for vocational high school to be made. Therefore, there is a need to develop learning materials which can be used in SMKN 1 Sedayu.

## **B. Identification to the Problems**

Learning Materials are an important existence in all teaching and learning process because everything that the students learn is included in the learning materials. Appropriate learning materials can help students to achieve better in learning English. So it can be inferred that learning materials are one of the main factors which decide the students' achievement in learning English. Learning materials can be in the form of course books, modules, and figures. Good/appropriate materials are those which meet students' needs and interests.

For students of welding engineering department, the appropriate English learning materials for them are those which are related to the Welding Engineering.

In general, there are several forms of learning materials which are usually used by the teachers in teaching English, namely: course books, multimedia materials, module, and other supplementary materials.

In SMKN 1 Sedayu, the school always provides the students with English course books based on the curriculum. For the current English course books, the books are designed based on Curriculum 2013. However, the current course books do not meet the students' needs and interests because the contents in the course books contain mostly the knowledge of General English. The books were designed for senior high school students in general without considering the characteristics of vocational high school students, especially Welding Engineering Department. Even the English course books for grade XII students of Welding Engineering still have not been developed because the new curriculum has only just been applied.

The second learning material is called multimedia material. In SMKN 1 Sedayu, the multimedia material is used by the teachers in order to support to the teaching and learning process. For the multimedia, teachers usually obtain them from the internet and from fellow teachers. The multimedia used in SMKN 1 Sedayu includes: Voice recordings, slideshows, movies, and internet (there is a wi-fi connection in SMKN 1 Sedayu). Even though the multimedia materials to teach English are not lacking, the teachers still believe that there is

a need to improve the quality of multimedia materials for better results in learning English. For example, the audio media used to teach listening and speaking, both the recording and the player use old materials. Time is changing, and the content of the learning materials should also change. The teachers hope that there will be new audio media to support the teaching of listening and speaking in that school. For class X and XI which use Curriculum 2013, an update in multimedia material is needed. The English that they learn today have some differences such as the steps of learning which use a new approach in learning.

The third is modules. Teachers in SMKN 1 Sedayu always gives modules for each topic. By understanding the modules, the teachers believe that the students will have better understanding in predicting what they will learn in the current topic so they will learn the topic better. The modules are made by teachers, and the teachers believe that there is no need to make great change in the format of the modules that they usually use.

The fourth is supplementary learning materials. Supplementary learning materials help students get additional information about the topic that they learn. Teachers in SMKN 1 Sedayu often use supplementary materials to assist the English course books which are sometimes found lacking sufficient tasks or materials for the students to do. Teachers in SMKN 1 Sedayu now use supplementary materials more often than before. The main reason is because the English course books for students of Welding Engineering department have

not met the students' needs and interests for the course books still offer the General English.

The lack of appropriate course books, especially, is a problem which the teachers see as an obstacle in the process of conducting the instructional process. As long as the appropriate English course book is still not present, teachers will need to develop their own learning materials from the scratch. The process of developing new learning materials takes too much time and focus of the teachers. With the existence of appropriate course books, conducting the teaching and learning process in the class will become much easier and effective. Teachers will have fundamental learning materials and only need to add some additional supplementary materials matching their students' characteristics.

### **C. Limitation of the Problems**

This research is limited to one problem which is considered important. The problem is the inappropriate English Course book in SMKN 1 Sedayu. The English learning materials will be intended for grade XI students of Welding Engineering Department of SMKN 1 Sedayu. The grade was chosen after discussing it with the teacher in SMKN 1 Sedayu. Therefore, this research focuses on developing scientific approach based learning materials for the English Course Book and are developed based on Curriculum 2013 as the current curriculum used by all national schools in Indonesia.

### **D. Formulation of the Problem**

Based on the background, the identification, and the limitation of the problems, the researcher formulates the problem as follows:

1. What are the learner's needs of grade XI students of Welding Engineering Department in SMKN 1 Sedayu in learning English?
2. What are the learning needs of grade XI students of Welding Engineering Department in SMKN 1 Sedayu in learning English?
3. What are the appropriate English learning materials for grade XI students of Welding Engineering Department in SMKN 1 Sedayu according to scientific approach theory in Curriculum 2013?

#### **E. Objectives of the research**

Based on the formulated problems, the objectives of the research shall be:

1. To find out the learner's needs of students of welding technique in SMKN 1 Sedayu in learning English
2. To find out the learning needs of students of welding technique in SMKN 1 Sedayu in learning English
3. To develop an appropriate English learning materials for students of welding technique in SMKN 1 Sedayu according to scientific approach theory in Curriculum 2013

#### **F. Significance of the research**

This research will be useful for some parties:

1. Theoretically, the findings of the research are able to give additional reference for other researchers in developing tasks that are suitable with the students' needs.

2. Practically, the findings of the research will be useful for:

a. The English teacher

This research can motivate the English teacher of SMKN 1 Sedayu to provide the suitable tasks, especially in developing tasks that suit the students' needs.

b. The eleventh grade students of SMKN 1 Sedayu

It is expected that the grade XI students of Welding Engineering department of SMKN 1 Sedayu will obtain more knowledge about how to produce good English after learning the tasks, so it may improve their English proficiency.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. English Curriculum 2013 for SMK**

###### **a. Goal**

A curriculum is always changing. It is always developed and modified to fulfill the needs of the society and the students. The curriculum will always change in order to be relevant to the present situation. In Indonesia, the curriculum has changed from time to time.

The definition of the curriculum, based on the Indonesian Law No. 20 year 2003, is a set of plans and regulations about the aims, contents and materials of lessons and the method employed as the implementation of learning activities to achieve given educational objectives.

The newest curriculum that the Indonesian government develops is Curriculum 2013. This curriculum is the continuation of the previous content-based curriculum. According to the regulation of Minister of Education and Culture number 70 year 2013 on Basic Framework and Curriculum Structure of Vocational School. Curriculum 2013 is developed based on the theory of standard-based education and competency-based education. The main characteristic of Curriculum 2013 is the emphasis on character education and the content consists of competencies. It is reflected in the organization of the competences.

The goal of Curriculum 2013 is to produce human resources of Indonesia who are productive, creative, innovative, and affective through the integrated process of developing the attitude, skill, and knowledge of the students. Curriculum 2013 is also expected to complement the previous curriculum, enhancing further the strong aspects of the previous curriculum and correcting its shortcomings (Permendikbud No. 105 Tahun 2013).

#### **b. Content**

Curriculum 2013 is competence-based curriculum. The content in Curriculum 2013 consists of competences. The competences in Curriculum 2013 are divided into two types: core competences and basic competences. Core competences consist of four aspects: religious, social characters, knowledge, and skills. The core competences are then broken down into further details so that the competences are easier to comprehend and achievable. These broken down core competences are called basic competences. Basically, core competences are the basis of the development of basic competences.

In every subject in vocational high school, there are four core competences which should be achieved by the students. For English, there are also four core competences which should be achieved by the students. The first and second core competences (KI-1 and KI-2) aim to develop religious and social competences of the students while the third and fourth core competences (KI-3 and KI-4) aim to develop students' knowledge and communication skills of English. Therefore, the knowledge and skills of English that the students should achieve can be found on KI-3 and KI-4. The table of competences is

presented in the appendix. To summarize the content of the table, there are three aspects that become the goal of English learning for grade XI students in vocational school. These aspects are value, knowledge, and skill. According to the table of competences, grade XI students of Welding Engineering Department is expected to be honest, discipline, confident, and responsible. They are also encouraged to care for others, work together, and avoid conflicts. These are the values that need to be learned by students as stated in the KI and KD of Curriculum 2013 number 1 and 2.

For the knowledge, they are expected to learn about expressions of asking a question and how to answer it, asking and giving an opinion, stating and inquiring about the supposition (conditional sentence), giving an offer and a suggestion, expressing a wish, a prayer, and how to respond to them. For the texts, they will learn about formal invitation, private letter, manual, report, analytical exposition, short biography, and song.

The last one is the skill. The skills that the students acquire are just the application of the knowledge. For English, there are four skills of communication in which students will apply their acquired knowledge: Listening, speaking, reading, and writing. The listening skill is related to the students' capability to extract information from a recording or from an oral communication. The speaking skill is related to the students' capability to produce or to use the language orally. The reading skill is related to the students' capability to extract information from a written text. The writing skill is related to the students' capability to express their ideas in a written text using English.

### **c. Learning Process**

For the learning process, Curriculum 2013 has its own principles in learning. The principles have been put in the law of ministry of education No.

65. Some of those learning principles are:

1. Learning takes place through the scientific approach steps.
2. Learning activities are learner-centered.
3. Learning activities do not only take place in the classroom.
4. Learning process utilizes ICT.
5. Learning process is supported by the development of reading culture.

The implementation of scientific approach steps in a classroom based on Curriculum 2013 which consists of six steps including: observing, questioning, collecting data, analyzing data, communicating, and creating. In observation, the students read, listen, observe, and watch (with or without media) texts to understand, to search for information, and to list language items which they are going to learn. In this step, students are expected to actively, on their own, search for the information they need with whatever means they have.

The second step is questioning. In questioning, students formulate questions and propose temporary answers to their questions based on their knowledge/and limited info they have). They also ask for additional information in case there are still explanations that they have a hard time in understanding the information given in the first step.

The third is collecting data. In this step, students collect data or info relevant to the questions that they have using one or more techniques such as observation, interview, and reading books. Students are expected to work together with their peers or groups in order to collect the information. In this moment, students also practice their communication skill and learn about the correct attitude in doing a discussion.

The fourth step is analyzing data. In analyzing data, students sort out, classify, and identify relationships among the data to find out patterns to answer the formulated questions. The key point of this step is that students may develop their ability to make a deduction. By successfully filtering the information and choose only the information that they need, students will gain better understanding about the knowledge even though the information that they have now is not enough.

The fifth is communicating. In communicating, students communicate their answer to the quest in oral or written form. The hypothesis that they get after analyzing the data is presented in the form of presentation and/or doing the tasks given by the teacher.

The last step is creating. Using and producing the language is the end goal of every language learning. After the students are able to grasp the knowledge about the language and understand how to produce the language through practices, the students are then, obliged to apply everything that they have learned and try to produce the language. There will be no more guidance

given by the teacher in this phase. The students will only be given a topic. Then, the students need to make a dialogue or a text which is related to the topic.

The instructional process which is based on Curriculum 2013, in its application, has five characteristics (Indonesian Ministry of Education and Culture, 2013). Those characteristics are: First, the instruction process focuses on developing students' communicative competence. Second, the instruction process engages students to read and comprehend a text then summarize and present it with their own language. Third, the instruction process trains students and familiarizes them to the process of creating systematic, logic, and effective texts through a series of tasks. Fourth, the instruction process provides students with the knowledge of the genres of texts. Fifth, the instruction process attempts to enable students to express their opinions and knowledge with fluency and accuracy.

The developed English learning materials for students of welding engineering department in SMKN 1 Sedayu will be developed in accordance with Curriculum 2013. Therefore, the English learning materials will be developed to accommodate the goal of the curriculum which is to produce human resources of Indonesia who are productive, creative, innovative, and affective through the integrated process of developing the attitude, skill, and knowledge of the students. The activities in the learning materials will be arranged following the scientific steps in Curriculum 2013 which are begun from observing, questioning, collecting data, analyzing data, communicating, and creating. The activities in the English learning materials are also developed

to help the students achieve the core competences (CC) and basic competences (BC) of Curriculum 2013 which consist of value of religion, value of moral and attitude, the theories of language, and the practical application of language skills.

## **2. English for Specific Purposes for Vocational High School**

Vocational high school students, in this case, students of Welding Engineering Department, are considered ESP learners. The main purpose of ESP is to provide relevant English language instructions that complement the students' needs. ESP is an approach which becomes the basis of all the elements of the English instruction, including the selection of learning materials (Hutchinson and Waters, 1987:19). ESP focuses on the language instructional process for specific occupational or educational setting.

### **a. Definition of English for Specific Purposes**

According to Hutchinson and Waters (1987:19), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning." Another definition is added by Jack Richards (2006: 17). He states that ESP as a learning approach gives more emphasize on teaching specific language element and communicative skills which are need by the learners. As there are various kinds of learners with their own specific needs, ESP is designed to meet the specific needs that are owned by a particular kind of learner.

In order to be able to develop an effective ESP course, teachers need to find out the learners' needs. To do this, teachers conduct a needs analysis before

starting to develop an ESP course. According to Hutchinson and Waters (1987), in doing the needs analysis, teachers need to find out the target situation needs and the learning needs.

It has been stated that the students of welding engineering department in SMKN 1 Sedayu are all students with specialized needs, they are categorized as ESP students. In developing the learning materials, the researcher needs to consider the special needs of students of Welding Engineering department in SMKN 1 Sedayu as ESP learners. The developed topic and content of the developed learning materials should be relevant to students' job field and students' needs. Therefore, process of developing the English learning materials is begun by first conducting the needs analysis.

#### **b. Needs Analysis**

ESP is different from GE (General English). The main difference between ESP and General English is the awareness of the needs (Hutchinson and Waters, 1987:12). Therefore, ESP teachers should understand that the needs of ESP learners is to learn the language and communication skills so that they can use them effectively in their disciplines of study or professions (Basturkmen, 2010:19). By collecting as much information as possible related to learners' situation of study or occupations, and which communication skills will be required in those fields, teachers can get some ideas and descriptions about what the students' need from the course and this gives the teachers a clear idea about how to arrange an appropriate course design that meets the needs of the learners. The step of gathering information is termed as the needs analysis.

Needs analysis can be defined as the use of observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings in order to determine the kinds of communication students would need to master if they were in specific occupational or educational roles and the language features of particular settings. Hyland (2008:13) also adds that the needs analysis is like any other classroom practice in that it involves decisions based on the teachers' interests, values, and beliefs about teaching, learning, and language.

The first step in doing the needs analysis is to find out the target needs. The analysis of target needs focuses on three areas: necessities, lacks, and wants (Hutchinson and Waters, 1987). Necessities are what the students has to know in order to function effectively in the target situation. Necessities can be determined by observing what situations the student will need to function in and then analyzing it to find the linguistic features-discoursal, functional, structural, lexical- which are commonly used in the target situation of the students. The next step is to find out the students' lacks. There may be some of the necessities that the students may have known and there are some the necessities that the students have yet to know and would like to learn. The gap between what is known and what is yet to be known by the students is called lacks. By identifying students' lacks, teachers can further identify what the students truly need from the course. The last step is identifying students' wants. It is related with the questions such as "what do the students wish to learn?" Knowing what the students wish to learn can give teachers an additional

information which further help to complete the information about the needs of the students in learning English.

In addition to the target needs, teachers also need to analyze the learning needs. The analysis of learning needs is to figure out anything needed to carry out the instructional process. In other words, learning needs concerned about figuring out what the students need in order to learn the language and how the instructional process will be carried out in order to effectively learn the language (Hatchinson and Waters, 1987).

After successfully determining the students' needs, language items and communication skills that are needed by the students' of Welding Engineering department can now be concluded and be put into consideration when writing the learning materials. For example, from the needs analysis, it is known that students' main goal in learning English is to prepare themselves to work abroad as a skilled engineer and they also want additional input of vocabularies related to Welding to be added in the learning materials. The content of the learning materials are then be decided by choosing it from the Curriculum 2013 and then modified to be able to accommodate the students' needs. Therefore the text to be included in the learning materials will be procedure text about how to weld metal or how to use the tools to weld metals with many vocabularies related to welding.

### **3. Content-Based Instruction for Vocational High School**

#### **a. Definition and Principles**

Other principles in developing the learning materials are taken from the principles of CBI. Generally, CBI focuses more on the content of the text rather than the grammatical structures. For vocational high school students, the knowledge to use and understand the language is far more important than the knowledge about the structures of the text. Also, most principles in CBI approach do not disturb the instructional principles stated in any curriculum that is set by the government. Therefore, in developing the learning materials which are based on Curriculum 2013 intended for vocational school students, CBI or Content-Based Instruction is an approach which is fit to be used.

Krahnke in Richards (2006: 27) defines CBI as the teaching of content or information in the language with little or no direct effort to teaching the language itself separately from the content being taught. Richards and Rodgers (2001:204) add that CBI prefers teaching around content rather than teaching around linguistic or syllabus. Content is defined as the information or subject matter that is learnt through language (Richards, 2006:28). In CBI or Content Based Instruction, students will focus more on content rather than the language. Language is a means to convey the content.

The developed English learning materials intended for students of Welding Engineering Department will be developed by putting more emphasize on content first before deciding the language skills. In other words, the developed materials will use CBI as one of the bases. There are five principles

of CBI proposed by Brinton in Nunan (2004:132) that will be applied in developing the materials. The first principle is basing the instructional decisions on content rather than language criteria. It means the content for the learning materials is determined first, as it is used as consideration in selecting the language items, and then the language items come next. The content of the developed learning materials is decided to be relevant with welding and students' needs.

The second principle is integrating skills. The four skills of language are integrated together in developing the learning materials while, at the same time, grammar and vocabulary are included as parts of the skills. Here, grammar, vocabulary, and language skills are not taught separately. All are integrated into one as part of the content in the learning material. The four skills are important for students of Welding Engineering department to achieve their goal for their future when many job opportunities and scholarship require English as one of the requirements. Because the target user of the developed learning materials are students of Welding Engineering department, the vocabulary will all be related with welding.

The third principle is involving students actively in all phases of the learning process. Therefore, most of the learning activities developed in the learning materials will require students to be actively participated in finishing the tasks together with their friends. By becoming independent, students can absorb more information and gain better understanding in learning the language because they will be able to construct their own understanding about the

knowledge in the learning materials. Teachers only act as supplement whose role is to provide students with supplementary information and to help students when they have problems when learning.

The fourth principle is choosing content for its relevance to students' lives, interests and/or academic goals. CBI believes that the choice of the content of learning is dependent solely on the students. When the content of the material is fit with that the students need, then the instructional process can be effectively conducted. This principle is coexist efficiently with the theories of ESP which required all the learning materials to be relevant with students' needs.

The last principle is selecting authentic texts and tasks. The developed learning materials will use authentic materials for the texts example. For students of Welding Engineering development, the authentic materials mean that the texts used will be rotated around welding world, such as, the definition of metals, the instructions on how to use a specific welding tool, or conversations related about a problem faced by a welder when he tried to weld a particular metal and so on. Texts and tasks which are not specially designed for similar with real life content will make students able to learn better because they indirectly using the language that they learn in a real life situation.

#### **b. Theories of Language and Language Learning in CBI**

There are two main theories proposed in CBI about language teaching. They are theories of language and language learning (Richard & Rodgers, 2001).

## **1. Theories of language**

The first theory is language is text and discourse-based. From the viewpoint of CBI, language consists of written language (texts) and spoken language (discourse). CBI focuses on teaching how the meaning and information are communicated through texts and discourse.

Second, language draws on integrated skills. This reflects the real world situation where people are not use only one language skills but actually four language skills. Brinton (2003) states that CBI views language use as the integrated skills. In fact, learning one skill only is not effective. For example: it is impossible to learn speaking without listening and writing without reading. By integrating the four skills, students are able to learn effectively. In CBI, grammar and vocabulary are seen as components of language learning.

Third is, Language is purposeful. Each language item has a purpose. When students focused on the specific purpose of the language item, the students are able to indulge themselves in the learning process as they know that what they are doing now is not wasteful.

Fourth is, language contains great potential for communicating meaning. Teachers who use CBI need to make adjustments and simplifications the same way that native speakers make in communicating with second language students. The discourse that results from these simplifications is often referred to as “foreigner talk”. Teachers operating within CBI make such “foreigner talk” in order to make the content more comprehensible for the students.

The nature of vocational school students as ESP learners makes the students see the language as a means of communication, not as knowledge or see the language through the eyes of a linguists. ESP learners learn language to make them able to communicate using the language, not to learn about them. CBI proves to be compatible with the way of thinking of the ESP learners. Through the theories of the language according to CBI, it can be inferred that CBI teaches the students how to use the language and how the language is used in the real life. So, putting that point into consideration, using CBI as one of the basis in developing the English learning materials is deemed to be necessary.

## **2. Theories of Learning**

CBI has its own theory regarding the process of teaching and learning. In CBI, it is believed that people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal. This is closely related to the learning motivation of the students. For example, a welding engineer think that it is easier to learn report text from a report text which content is related to welding rather than a report text which content is related to biology or any topics other than welding. Another theory of CBI states that some content areas are more useful as a basis for language learning than others. It means, the steps of learning for every kind of students is different. Some may find that learning descriptive text after learning about present tense makes learning easier, while others may find it otherwise.

CBI also believes that students learn best when instruction addresses students' needs. This way, students have clear pictures about why they attend the class and what they will do in order to achieve the learning goals. The last theory states that teaching builds on the previous experience of the students. This theory proposed in CBI support the notion that learning processes must be continuum. What the students learn today must be useful if they want to effectively learn in the next meeting. This way, the students will not easily forget the previous topic as they enter the new topic in the learning process.

### **3. Learner Roles**

CBI has its own view about the learner's role. In CBI, students are the active interpreters of input. One of the goals of CBI is for learners to become autonomous so that they come to understand their own learning process and take charge of their own learning from the very start (Stryker and Leaver 1993:286). Students in CBI are the ones who actively decide how the course will be going. They need to willingly explore alternative learning strategies, make multiple interpretations about the input, and even take active in choosing the topic and the activity in the class.

### **4. The Role of Teachers**

In CBI, the main role of the teachers is to become the student's needs analysts and create the learner-centered classroom Brinton (1989) in Richards and Rodgers (2004:214). Also, teachers need to have good knowledge about the subject matter and have the ability to elicit that knowledge from their students (Stryker and Leaver 1993:286). As CBI prefers learner-centered

learning, teachers should not be too involved in the teaching and learning process. It is enough for the teachers just to make the situation where students are learning independently and maintain that situation.

### **5. The Role of Materials**

The materials used in CBI are authentic materials. The authenticity of the materials implies that the materials are similar with materials used in native language instruction, such as reports or article in a newspaper, magazine, and any other media materials that were not originally produced for language teaching purpose Brinton (1989:17). The authentic materials give students a relation between classroom and the real world. As language is supposedly used in real world, getting the materials as closely resemble as the real world proved to provide good simulation for students to practice how to use the language. For vocational school students, the authentic materials which they need may be limited to those which are related to their field of study. This way, the teaching and learning process become more effective.

It can be concluded from all the statements regarding CBI that in a class where all the students have specific goals or specific needs, CBI will serve as a great helping hand in supporting the students. Fortunately, the learning steps stated in Curriculum 2013 can be integrated with the principles of CBI approach. Therefore, the use of Content-based learning in the learning materials can be realized.

#### **4. Materials Development for Vocational High School**

##### **a. Definition of Materials**

Learning material helps teacher to achieve the objectives of the learning and then achieve the goal of the learning. Hence, the existence of learning is vital in instructional process. According to Tomlinson (1998), materials are used to help teaching language learners. Materials can be in the form of a textbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a white board, or anything which presents or informs about the language being learned. Nunan (1992) in Indriyati and Sa'jaun (2009:3) states that teaching materials are often the most substantial and observable component of pedagogy. They determine the quality of language input and the language practices during the learning process in the classroom. In addition, Cunningsworth in Richards (2003) summarizes the role of materials (especially textbook) in language teaching as:

1. A resource for presentation materials (spoken and written),
2. A source of activities for learners to practice communicative interaction,
3. A reference source for learners on grammar, vocabulary, pronunciation and so on,
4. A source of stimulation and ideas for classroom activities,
5. A syllabus where they reflect learning objectives that have already been determined,

6. A support for less experience teachers who have not gained confidence yet.

It has been noted that ESP classes deal with learners with specific needs. As a result, the learning material of ESP is actually different with the General English. ESP teachers tend to produce their own instructional materials rather than relying on the ones being sold in the store (Hutchinson & Waters, 1987). The commercially produced materials often cannot meet the specific needs of the ESP learners that the teacher taught. In deciding, developing, and adapting materials, a number of factors should be taken into consideration. Graves (1996) states that two of the most important factors in choosing the learning materials are the effectiveness of the materials in achieving the purpose of the course and their appropriateness for the students and teachers. Tomlinson (2003:109) describes that there are a number of principles that should be considered in designing learning materials. He mentions the six principles of material design identified by Nunan (1988):

1. Materials should be clearly linked to the curriculum they serve.
2. Materials should be authentic in terms of the text and task.
3. Materials should stimulate interaction.
4. Materials should encourage students to focus on formal aspects of the language.
5. Materials should encourage students to develop skills, and skills in learning.

6. Materials should encourage students to apply their developing skills to the world beyond the classroom.

The existence of learning materials are crucial in the process of teaching and learning. As it has been said above that learning materials are anything that helps students achieve the objectives of the learning and the goal of the learning, using appropriate learning materials makes students able to achieve their own goal in learning. Therefore, once again, the developed learning materials in this research will be developed with the aims to help students achieve their learning objectives and learning goals which can be deduced after conducting the needs analysis. There are also six principles of developing learning materials that are followed by the researcher. Those principles are: One, materials should be clearly linked to the curriculum they serve. This means the developed will be developed based on the recent curriculum which is Curriculum 2013. Two, materials should be authentic in terms of the text and task. As it has been said the previous explanation, the tasks and texts used in the developed learning materials are the ones which are authentic and taken from the ones used in everyday lives. Three, materials should stimulate interaction, Four, materials should encourage students to focus on formal aspects of the language. The language used in the learning materials will mostly be comprised of formal language according to the proper grammar and the use of slang is reduced to the minimum. Five, materials should encourage students to develop skills, and skills in learning, and six, materials should encourage students to apply their

developing skills to the world beyond the classroom. One of the way to do this is by using reinforcement tasks which are focused on activities outside the classroom.

### **b. Criteria of Good Learning Materials**

In choosing and developing learning materials for vocational school students, it needs to be remembered that the learning materials must be good/appropriate. In the general sense, the appropriate learning material helps students to achieve their learning goal. Sugeng (2010:101-107) points out that a teacher must consider the criteria for good selection of instructional materials. There are also explanations about criteria of a good learning material which can be used as a basis theory in developing a learning material. The criteria are as follows:

#### **1. Significance**

Significant materials are the materials that suit the students' needs. Significant materials also consider students' interests and motivation because the two factors play important role to promote the students' success in learning. The more the materials is related to the students' needs, the more significant the materials for the students.

#### **2. Validity**

Validity of a material requires the material to present what it supposed to present. The three criteria for valid materials are accuracy, authenticity, and correctness. The first is accuracy. Accuracy is related to format and grammar. The materials have to be presented in a correct

format and use correct grammar. The second is authenticity. Authenticity is the resemblance of the materials to native language use in real life situation. The last is correctness. Correctness is related to the content of the message of the information.

### 3. Social Relevance

This Criteria is related to the social needs of the students. Good materials have to promote moral values and ideals and it features social problems found in students' life

### 4. Learnability

Learnability means the materials have to facilitate learning well. The students should have no difficulties in dealing with the materials. Learnability can be handled by knowing the students' readiness or by knowing the readability measure of the materials.

In order for the developed English learning materials to be effectively used by the students, the four criteria of the learning materials should be fulfilled. Therefore the developed learning materials, according to the four criteria of good materials will be developed to be related with students' needs and interests. The materials will also be accurate in terms of grammar and the format, using authentic texts, correct in terms of content, integrated with moral values, and the tasks are developed to be challenging.

### **c. Advantages of Developing Materials**

Developing materials for a specific language or language program has some advantages compared with using general English learning materials. For teachers of vocational high school, developing their own learning materials bring more advantages for them. In general, there are four advantages which the teachers of vocational high school may get if they develop their own learning materials as proposed by Richards (2001:261). The first advantage is that the learning materials will tend to be more relevant for students and institutional needs, and reflect the local content, issues, and concerns (relevance). If the materials are intended for students of welding engineering department, the content will all be about welding, including issues and problems related to welding and also vocational high school. The second advantage is there is benefit that may be received by the teachers to improve their expertise, giving them a greater understanding of the characteristic of effective materials to give for vocational high school students (develop expertise). The next advantage is the commitment of the teachers to the language teaching can be known because of providing relevant, specialized, and contextualized materials for the students can only be done only if the teachers are committed to their teaching (reputation). The fourth advantage is the produced materials for students of the vocational high school can be revised or adapted as needed, giving them greater flexibility than a commercial course book (flexibility).

#### **d. Materials Evaluation**

To know whether the materials design meet the students' needs or in other words, are suitable for them, an evaluation is needed in the end of the designing process. The developed English learning materials in this research will also be evaluated first before it can be considered appropriate to be used for the students of welding engineering department of SMKN 1 Sedayu. Mcgrath (2002:31) distinguishes between general criteria (i.e. the essential features of any good teaching – learning material) and specific (or context related) criteria and, in relation to choosing a course book, proposes a procedure to evaluate learning materials which includes materials analysis, first glance evaluation, user feedback, evaluation using situation specific checklist and, finally, selection. Show (2003:4) suggest that the evaluators first conduct an external evaluation that offers a brief overview from the outside and then carry out a closer and more detailed internal evaluation.

McDonough and Cunningsworth (1995) insist on the importance of collecting data about the context of learning and proposes a procedure which includes a survey of the teaching/learning situation, a neutral analysis, a belief-driven evaluation and a selection. Following those statements, the developed English learning materials or the first draft of the learning materials will be evaluated by experts in the world of teaching and learning. In this research, the developed English learning materials will be evaluated by a lecturer who teach in English education department in Yogyakarta State University. Four criteria for evaluating learning materials proposed by Cunningsworth (1995) in

Richards (2001:258) will be used as basis. The criteria emphasize more on the course books. The four criteria are as follows:

1. They should correspond to students' needs. They should match the aims and objectives of the language learning program.
2. They should reflect the uses (present or future) that students make of the language. Textbooks should be chosen to help equip students to use language effectively for their own purposes.
3. They should take account of students' needs as students and should facilitate their processes, without dogmatically imposing a rigid method.
4. They should have a clear role as a support for learning like teachers, they mediate between the target language and the student.

All the learning materials need to be evaluated to ensure its quality and to decide whether the materials are appropriate to be used by the students or not. All the flaws of the learning materials need to be discovered and be corrected before the materials are deemed to be usable.

### **5. Unit Design Development for Vocational High School**

Every course book is developed by arranging all the activity into units. These units then are carefully arranged in the most suitable way for the students to get the best experience in learning. Developers are considering about not only the content and the tasks of the book but also the arrangement of the content and the tasks in the book. The course books intended for vocational high school included, the good arrangement of the units in a course book helps students to

achieve the goal effectively. Below are the factors that concern about the development of the unit design of a course book.

**a. The model of Unit Design**

Materials developed consist of several units. The content of the materials are then arranged into these units. The purpose is to make the materials easier to learn by classifying the content of the material according to the objectives of learning. The developed English Learning materials in this research will consist of several units. The units in the learning materials follow Nunan's model about unit development (2004:31). First, the unit must consist of schema building. In this phase, the topic, key vocabulary, and expressions that are needed to complete the tasks are introduced to the students. Second is, the unit also consists of controlled practice. This phase is where the students are provided with controlled practice using the target language vocabulary, structures, and functions.

Third is, authentic listening practice which require students to be involved in intensive listening practice. The students would be exposed to authentic or simulated conversation. For students of welding engineering department, being exposed to real communication that happens relevant to their field job will greatly help students as they hear and maybe see by themselves the real-world situation where their English will be applied. Fourth is, the unit needs to focus on linguistic elements. There are exercises which focus on one or more linguistic elements in this phase. The students then take part to do the exercises. Linguistic elements of a text can act as a clue to give students clearer

understanding about the text. Fifth is the unit should provide freer practice. In this step, the students are less controlled in doing the exercises. The exercises in this phase give students chance to use their own thinking to do the exercises. And the last is introduce of the pedagogical. The final step of the instruction sequence is the introduction of the pedagogical task itself.

### **b. Task Grading and Sequencing**

The arrangement of the content of language course or textbook so that it is presented in a helpful way is termed gradation (Nunan, 2004:114). Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Richards (1986: 125), states that gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the student.

### **c. Task Continuity**

The terms 'continuity', 'dependency' and 'chaining' all refer to the same thing: the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. The table below is a possible instructional sequence, from comprehension-based procedures to controlled production activities which is proposed by Nunan (2004:126). The steps in each of the phases may show the continuity of the task.

Table 1. **Instructional Sequence proposed by Nunan (2004)**

<b>Phases</b>	<b>Steps within a phase</b>
A. Processing	<ol style="list-style-type: none"> <li>1. Read or study a text – no response required</li> <li>2. Read or listen to a text and give a non-verbal, physical response (e.g. student nods every time key words are heard).</li> <li>3. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).</li> <li>4. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard).</li> </ol>
B. Productive	<ol style="list-style-type: none"> <li>1. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue.</li> <li>2. Listen to a cue and complete a substitution or transformation drill.</li> <li>3. Listen to a cue and give a meaningful response.</li> </ol>
C. Interactive	<ol style="list-style-type: none"> <li>1. Role play (e.g. having listened to a conversation between a seller and a customer in a shop)</li> <li>2. Students try to re-enact the situation by acting it out with their peers.</li> <li>3. Simulation/discussion (e.g. Students in small groups practice about how to sell and how to buy using English). Problem-solving/information gap (e.g. students are asked to complete incomplete sentences after listening and to conversation between a seller and a customer which is first acted out by their friends in the class).</li> </ol>

In this sequence, the students gradually become more and more active and the teacher involvement is gradually reducing. This sequence also shows the continuity of the task, which can be seen from the skills acquired and practiced in one step are extended in succeeding steps.

**d. Within-task sequencing**

The sequencing of task has an effect to make learning becomes clear and continuum. As stated before that task must be arranged in a way that makes the continuity of the task exists. The sequence of task is divided into three phases; a pre-task phase, a task-proper phase and a follow-up phase. The pre-task phase has a function as schema-building tasks which lead the students to the task, raise their interest to the task, and also rehearses essential language that will be used to challenge the task. In the task-proper phase, the students will complete the task, and in the follow-up phase the students get an explanation from the teacher related to the task, present the results of the task back to the class as a whole, and get feedback from the teacher (Nunan, 2004: 128).

**e. Components of Unit**

The unit of the English learning materials for students of Welding Engineering Department that are developed in this unit have components as stated below:

**1. Introduction**

The first part of the unit in the course book will help students know about the learning goal in the chapter. The topic will also be introduced in this part. Students will hear and read about the text and expressions that they will learn in the chapter. The tasks presented in this part will help students form their own question regarding the topic and provide

basic information that they need in order to learn further from the chapter.

## 2. Main activities

After the introduction, students who already have the basic information about the topic will explore more about the knowledge that they already have. Students ask the questions that they made in the introduction section. The questions that they asked are then answered by themselves with the help of the teacher and their peers. By doing the tasks presented in this part together with their partners and peers, students will be able to gain information that they need to answer to questions after collecting, processing, and analyzing the information that they gain after doing the tasks. In the end of this section, students will have to create their own text. This last activity is called creating

## 3. Homework

The homework section aims to give students extra activity outside the classroom and to make them gain better understanding about knowledge that they learn from this chapter. The tasks given in this section only give students will make students use everything that they have learned in the previous section to try and produce the language creatively and individually.

## 4. Summary

In this section, all the materials learned in the chapter are explained briefly as a summary. This may help students to finalize their

understanding about the materials or to help them remember again the information that they forget.

#### 5. Reflection

Students give their feedbacks in this section. The reflection format will guide students write their comments, critiques, suggestions, and problems that can be used as supplementary information in preparing the next lesson.

#### 6. Quotes and short information about Welding

These small windows of information will act as a refresher to give color to the chapter so that the students find the chapter interesting.

### **6. Tasks**

#### **a. Definition of tasks**

Generally, a task is used in language teaching should be able to help students to grasp the materials better and to confirm how much they have learnt from the materials. Task is an essential part of the learning material because all the content and language in the learning materials exist solely to provide students with enough information to do tasks. There are various definitions of tasks. Nunan (2004: 10) states that tasks should involve communicative language use in which the user's attention is focused on meaning rather than structure. He also states that tasks are defined in terms of what the students will do in the classroom rather than the outside world. Similar with Nunan, Ellis in Nunan (2004: 3) mentions that a task is a goal directed. It involves a primary focus on meaning and has a clearly defined outcome.

Other definitions of tasks are statements from Cameroon (2001: 29). He states that tasks are adopted as a unit that would try to bring the classroom and real life closer together. The goal and outcomes of tasks are to relate to the real needs of students. Willis (1996: 23) refers to tasks as activities where the target language is used by the students for a communicative purpose (goal) in order to achieve an outcome.

### **b. Components of Task**

Task as a part of learning materials consist of some components. The components of the task complement each other and makes the task become appropriate to use. The lack of a component of task reduce the validity and the reliability of the task. Shavelon and Stern in Nunan (2004: 47) suggest that minimally a task design should take into consideration the elements of: contents, materials, activities, goals, students, and social community.

On the other hand, Wright in Nunan (2004: 47) suggests that minimally a task contain two elements. These are input data which may be provided by the materials, teachers or students, and initiating a question which instructs students on what to do with the data. He rejects that objectives or outcomes are obligatory with a reason that outcomes might be varied and that these might be quite different from the ones anticipated by the teacher.

Referring to the descriptions, Nunan (2004: 48) concludes that there are six components of tasks. There are goal, input, activities, teacher's role, student's role, and setting.

### 1) Goals

Goals relate to a range of general outcomes (communicative, affective, or cognitive) or directly describe the teacher or the student behavior. Goals are not always explicitly stated, but they are the good starting point to be designed in the syllabus. Goals can be socio-cultural, process-oriented or cultural, as well as communicative (Clark, 1987). As a matter of fact, the goals between General English students and English for Specific Purposes (ESP) are different. The goals of ESP itself can be academic or non-academic.

### 2) Input

Input refers to the spoken, written, and visual data that students work with in the course of completing a task (Nunan, 2004: 48). According to Brosnan in Nunan (2004: 51), there are four things that should be included in a good input. Those four criteria are:

- The language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.) we may risk making the reading task more difficult. We may, in fact, be removing clues to meaning.
- It offers the students the chance to deal with small amounts of print which, at the same time, contain complete, meaningful messages.
- It provides students with the opportunity to make use of non-linguistic clues (layout, pictures, colours, symbols, the physical setting in which it occurs) and so more easily to arrive at meaning from the printed word.

- Adult need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life reading material treated realistically makes the connection obvious.

Menasche (1993) in Nunan (2004: 51-52) adds that the authenticity of the input should be considered. He suggests five distinguishable points of the authenticity continuum:

1. Genuine: the input is created only for the realm of life, not for the classroom but used in the classroom for language teaching.
2. Altered: The input may be altered without changing the meaning.
3. Adapted: Although the input is created for real life, vocabulary and grammatical structure are changed to simplify the texts.
4. Simulated: The author of the input should try to make the input look authentic.
5. Minimal or incidental: The input is created for the classroom with no attempt to make the materials appear genuine.

For students of Welding Engineering Department, the appropriate input means the higher chance of success in learning English. As the needs of the students are specific, the input also needs to be specific. For them, the use of authentic input leads to better English mastery in a working situation.

### 3) Procedures

Procedures specify what students will actually do with the input that forms the point of departure for the learning task (Nunan, 2004: 52). According to Rivers and Temperley (1978) in Nunan (2004: 54), a good procedure can also be seen by whether the process focuses on the skill using or skill getting as the goal.

The way of analyzing procedures is in term of the focus or goal, whether they are basically concern with skill-getting or skill-using (Rivers and Temperly, 1987) in Nunan (2004:54). In skill getting, the students will master phonological, lexical, and grammatical forms through memorization and manipulation, while in skill using, the student will focus on mastering the application of those skills in communicative interaction.

ESP students always try to attain mastery in how to use the language. Which means that the procedures of learning is always focus on skill-using or how to use the communication skills in the real world. This holds true for grade XI students of Welding Engineering Department as ESP learners.

### 4) Task types

The choice of what kind of tasks that will be used is based on the strategy that will be exploited by the teacher.

### 5) Teacher and student roles

Nunan (2004) mentions that the term role refers to the part that students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. The role of the

students and the teacher is based on the approach that is used in the class. Robin and Thomson (1982) in Nunan (2004:65) state that the good language student is critical, reflective, and autonomous. To accommodate the students to fulfill their roles, the teachers have some roles. The teachers should help the students discover the best way of learning. They should encourage students to always try to discover the use of the language by their own way. To deal with the students' errors, the teachers should learn to live with the errors and help them to learn from their errors.

#### 6) Setting

Setting refers to the classroom arrangements specified or implied in the task (Nunan, 2004: 70). A good selection of the setting will help setting the mood in the class and may support the process in doing the task. Setting is classified into learning mode and learning environment. Learning mode refers to whether the student will work individually or in group. The learning environment refers to where the learning actually takes place, whether in the classroom or multimedia language centers.

### **B. Review of Related Studies**

A study related to this research was conducted by Winda (2014). Her research was about developing English learning materials based on Curriculum 2013 for students of Music department. In the study, she stated that the Scientific Approach's steps of learning actually consist of sixth step rather than five. The last learning step creating can be concluded by observing the steps of learning in the *Standar Proses* of Curriculum 2013. Another study conducted

by Satwika (2015) found that for students of VHS, the learning materials should first be able to spark students' motivation and interest to learn English through learning materials. Therefore, it is important to develop a learning materials which are interesting and focusing more on the content rather than the language itself.

### **C. Conceptual Framework**

The new Curriculum called Curriculum 2013 was finally implemented in SMKN 1 Sedayu. As one of the first schools which implement the curriculum, SMKN 1 Sedayu still has a problem in providing the students with appropriate English learning materials. The English learning materials given by the government was good but not enough to be called appropriate to effectively support the students in vocational high school learn English. It is because the English in the course book provided by the government is still focusing on General English while vocational school students need Specialized English, not the general one. Vocational school students have more specific needs compared to high school students. Among all the departments in SMKN 1 Sedayu, Students of Welding Engineering Department, especially grade XI, got very few supplies of English course book specialized for their department. Considering this problem, this research will focus on developing an English course book specialized for grade XI students of Welding Engineering Department.

From the specific needs that they have, students of Welding Engineering Department in SMKN 1 Sedayu are categorized as ESP students. The learning

materials that ESP students need is different with the Students of General English. Through this research, it is expected that the students will have more contextualized materials related to their occupational field and education.

The first step of this research is conducting needs analysis. This process will be done by distributing questionnaires to the students. The data which are acquired, are then analyzed to find the target needs and the learning of students. These two needs make up for the needs analysis. After the needs analysis is done, the topics and language item that the students need can be determined. In determining the topics and the language item, it is important to do it using the current active curriculum as a basis. After all, SMKN 1 Sedayu is one of the vocational school in Indonesia which uses the curriculum designed by the government as basis. The latest curriculum today is Curriculum 2013.

As the implementation of ESP, Content-Based Instruction is believed to be appropriate to employ in developing materials. Content-based learning material focuses more on to how to use the language in the real life and it is easier to use this approach in the process of language teaching and learning because the more specialized the needs of the students, the easier it is to decide on the content of the learning material. Thus, using the learning materials with the contents specialized for the students' use proved to be easier in teaching English.

The English learning material in this research will focus on the content of Welding Engineering. It is done by providing sufficient topics, tasks and vocabularies related to Welding. The materials will be developed by employing

Nunan's model of unit development. The task in each unit of the learning material will follow the principle proposed by Nunan (2004) that consist of warming up activities, focus on language, and provide freer activities for students.

The course book will contain tasks and other contents which are arranged into several sections. The first section is introduction section which will give students basic information about the learning goals of the chapter, the learning topic, the expressions, the text, and the knowledge that they will learn in the chapter. The second section is main activities. There are six steps of learning which will be applied in this section. The learning steps are taken from Scientific Approach in the Curriculum 2013 which consists of: Observing, questioning, collecting data, analyzing data, communicating, and the last one is creating. The third section is the homework section which will the students another activities to apply the knowledge that they have learned in the chapter outside the classroom. The fourth is the summary. In this section, the conclusion about the chapter is drawn. The fifth section is reflection. Here, students give feedbacks about the chapter. There are also some quotes and some facts which serve as a refresher and additional knowledge for the students

After materials are developed, there will be an expert who evaluates the materials. Through this process, it will be known whether the learning materials are appropriate or not. The aspects of material evaluation are based on the standard of materials evaluation (*Instrumen Penilaian Buku Bahasa Inggris SMK*) from *Puskurbuk (Pusat Kurikulum dan Perbukuan)*.

The last step will be a second draft of the materials. The second draft of the learning materials are considered appropriate because they are revised based on the shortcomings found in the material evaluation. The second draft may also be called the final draft of the product.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of Research**

This research which concerns with developing learning materials is classified in the research and development type of research. Borg and Gall (1983) defines research and development as a process which is used to develop and validate educational products (materials, objects, teaching methods, media). The steps of this research, as stated by Borg and Gall (1983: 772) are called R & D cycles. These cycles consist of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. The cycle is be repeated until the product meets its behaviorally defined objectives.

#### **B. Product of the Research**

The product of this research is a course book intended for Grade XII students of Welding Engineering department in SMKN 1 Sedayu based on Curriculum 2013.

#### **C. Setting of the Research**

This research was conducted in July 2014 to March 2015. In this research, the participants were Grade XI students of Welding Engineering department in SMKN 1 Sedayu. The students only participated in the needs

analysis step of this research. The needs analysis was conducted on January 6<sup>th</sup> 2015. Also, an expert was involved in evaluating the learning materials.

#### **D. Data Collection**

##### **1. Data of the Research**

In this research, quantitative data and qualitative data were collected by the researcher. The data were used to identify the learning needs and evaluation in expert judgment.

##### **2. Data Collection Techniques**

The data were collected through distributing questionnaires. There were two questionnaires used in the research. The first questionnaire was for the students as the needs analysis step. The question items were in the form of multiple choices. The second questionnaire was for the experts as the evaluation step. The questionnaire was in the form of a check box.

##### **3. Data Collection Instruments**

In order to collect data, there were two questionnaires which were used:

###### **a. Needs analysis Questionnaires**

This questionnaire was used to identify the students' characteristics and the students' needs in learning English. The questionnaire was consulted first to the expert before it was given to the students. The organization of the questionnaire is presented in Table 2.

Table 2. Table of Needs Analysis

No	Aspects	The Item(s) Number	Purposes of the questions	References
1	Students personal identity		To find out personal information about the student	
2	Goals	1,2	To find out the reason of learning English	Nunan (2004: 41)
3	Necessities	3,4	To find out the students' needs in terms of target situation	Hutchinson and Waters (1987:55)
4.	Lacks	5,6,7,8,9,10	To find out the gap between students' current level of English mastery and the target	Hutchinson and Waters (1987:55)
5	Wants	11	To find out the students needs based on their point of view	Hutchinson and Waters (1987:56)
6	Input	12,13,14,15,16, 17,18,19	To find out the input, the topic, and the length of the text which is ideal for them	Nunan (2004:47)
7	Procedures	20.21,22,23,24, 25,26	To find out the activities that the students like the most	Nunan (2004:52)
8	Setting	27,28	To find out setting of doing tasks that is appropriate for the students	Nunan (2004:70)
9	Teacher's Role	29	To find out the information about the role that the teacher should perform	Nunan (2004:64)
10	Students' Role	30	To find out the information about the role of the students	Nunan (2004: 64)

b. Expert Judgment Questionnaires

The questionnaire was used to obtain the evaluation of the materials developed. The questionnaire was first consulted to the expert before given to the target. The questionnaire was organized based on the criteria standard of the course book from PUSKURBUK. The standard of the course book can be evaluated through its content, presentation, language, and graphic. For the expert, the questionnaire is not only in the form of close-ended questions but also open-ended questions to give more space for them to provide their opinions related to the evaluated materials.

**E. Data Analysis Technique**

Two different data taken from two questionnaires were analyzed. The data from the questionnaire for needs analysis were analyzed by calculating the highest percentage of the answers in the questionnaire. The highest percentage for each answer in the questionnaire was considered to be representing the students' needs. The formula used to calculate the data was as follows:

$$P = F/N \times 100$$

P = percentage

F = frequency

N = number of respondents

100 = fixed number

The other set of data was taken from a questionnaire for material evaluation. The data were calculated by calculating the mean of the scores. After that, the data were converted into descriptive analysis. To convert the data, the data conversion table proposed by Suharto (2005) was used in which the interval of the score was calculated using the following formula:

$$R = \frac{(x_h - x_l)}{4}$$

R = range

X<sub>h</sub> = the highest scale

X<sub>l</sub> = the lowest scale

4 = range of likert scale.

**Table 3.** Data conversion table

Scale	Interval	Descriptive Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.75 \leq x \leq 2.49$	Fair
3	$2.50 \leq x \leq 3.24$	Good
4	$3.25 \leq x \leq 4.0$	Very Good

## F. Research Procedure

In this study, the research procedure proposed by Borg and Gall (1983) is modified. The procedure was:

1. Research and information collection

This step was required to review literature review, classroom observation, and define target needs.

2. Needs analysis

This step was to find out the characteristics of the students and the students' needs of English learning.

3. Planning

This step included defining skills, stating the objective, and determining course sequence.

4. Materials development

In developing the materials, the researcher used tasks which are suitable to the objective of teaching and learning process.

5. Evaluation by expert

After obtaining the evaluation from the expert, the researcher revised the product until it is confirmed to be appropriate by the expert.

6. Final Draft Development

Using feedbacks from the expert, the researcher developed the final product.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

In this chapter, the findings of the research are presented which include the result of needs analysis, the explanation about course grid, the first draft of the materials, the results of materials evaluation done by the experts and the final draft of the materials.

#### **A. Research Findings**

##### **1. The Results of the Needs Analysis**

The first step of developing the English learning material for grade XI students of Welding Engineering Department is to conduct the needs analysis. The needs analysis was conducted on January 5, 2015. The instrument of the needs analysis was in the form of a questionnaire with 30 questions. The respondents were the students of TPA. The total number of respondents was 27 students. There are two aspects of students' needs that the questionnaire tried to discover. Those aspects are: target needs (necessities, lacks, wants), and learning needs (input, procedures, settings, teacher's role, and learners' role).

##### **a. Target Needs**

Target needs are what the learners need to do in the target situation. Necessities, lacks, and wants are the aspects which are related to target needs.

###### **1. Necessities**

Necessities are what the students need to be able to communicate in the target situation. There are four questions in the questionnaire which are related

to necessities. Table 4 shows the goals of learning English for the students, Table 5 shows the necessities, Table 6 shows preferred communication skills that will be needed by the students in their future career, and Table 7 shows the English knowledge that they need in their future career.

**Table 4. Goals of Learning English**

<b>Item</b>	<b>Goal</b>	<b>%</b>
a.	to be able to communicate using English both orally and written in daily lives.	48.15%
b.	to get maximum results in the National Exam for English.	18.52%
c.	to prepare for continuing to study abroad.	25.93%

Table 4 shows that 48.15% students' goal of learning English was to be able to communicate using English while 18.52% students intended to ace the National English of English subject. The other 25.93% students studied English because they planned to continue their study abroad. This finding indicated that the students learn English for the sake of being able to use English in daily life. This goal was closely related with their intention to work or to join the society when they graduate from school. Some students, however, planned to continue their study abroad after graduating from school. Only a minority of the students thought about learning English for the sake of challenging the national examination. From this finding, the learning materials were developed to help students become able to communicate using English in daily life situations.

Besides the general goal, students also have a more specific goal which is related to their skill. Table 5 shows the result of it.

Table 5. **Necessities**

<b>Item</b>	<b>The use of English in the future</b>	<b>%</b>
a.	communicate with other technicians from other countries.	25.93%
b.	communicate with friends in the university abroad.	25.93%
c.	understand the meaning of English terms related to welding.	37.04%
d.	understand the working instruction in the workshop.	7.41%
e.	read books or texts which are written in English	3.70%

The table above shows that 37.04% students learn English in order to be able to know about The English terms related to welding. There were 25.93% students who wanted to use English for communicating with coworkers and also 25.93% students who wanted to use English for communicating with classmates in college. Only 7.41% students felt the need to learn English to comprehend the instructions in the workshop. The minority of the students, only 3.70% wanted to use English to read books written in English. Based on this data, the input of the learning material will put more English technical terms which are related to welding.

Table 6. **Language Skills that will be used in The Future Career**

<b>Item</b>	<b>Language skills that will be used in the future</b>	<b>%</b>
a.	Listening	29.63%
b.	Speaking	48.15%
c.	Reading	37.04%
d.	Writing	29.63%

The third question in the questionnaire asked the students about the language skills used in their future job. Table 6 shows that most of the students

(48.15%) believed that speaking was important for their future career followed by reading (37.04%), listening (29.63%), and speaking (29.63%). All the language skills are chosen by the students. Taking this fact into consideration, the skills were integrated into the learning materials.

**Table 7. English Knowledge that will be Used in the Future**

<b>Item</b>	<b>English knowledge will be used</b>	<b>%</b>
a.	Vocabulary	22.22%
b.	Grammar	33.33%
c.	Pronunciation	66.67%

Table 7 shows that students believed they need more knowledge about pronunciation, it was shown from the number of students who chose pronunciation which were 66.67%. This finding correlated with their answer in the previous question which said that speaking skill is the most important skill to be learned. Grammar was the second highest option chose by the students with 33.33%, followed by vocabulary with 22.22%.

## **2. Lacks**

Lacks are the gap between the students' target proficiency and the present existing proficiency of the learners. There were six questions in the needs analysis related to the students' lacks. The tables below show the result concerned about students' lacks.

Table 8. Students' Current Level of English Proficiency

Item	Current level of English proficiency	%
a.	Beginner	48.15%
b.	Intermediate	33.33%
c.	Advanced	18.52%

Table 8 shows that the most of the students were in the beginner level (48.15%). The other students were in the level of intermediate (33.33%), while only few students were in the advanced level (18.52%).

Table 9. Vocabulary Related to Welding that Students Know

Item	Vocabulary related to welding that students know	%
a.	<100 words	51.85%
b.	100-350 words	22.22%
c.	350-500 words	7.41%
d.	>500 words	18.52%

Table 9 shows that the number of vocabulary that the students know related to welding was less than 100 words. This was shown from the option which obtained 51.85%. The option 100-350 words obtained 22.22% followed by >500 words which obtained 18.52% and 350-500 words which obtained 7.41%.

Table 10. Problem in Listening

Item	Students' problems in listening	%
a.	Fail to catch the words spoken by the speaker	48.15%
b.	Cannot understand the meaning of the words spoken by the speaker	37.04%
c.	The recording is too fast	25.93%

When learning listening, the number of students who fail to catch the words spoken by the speaker reached 48.15% while 37.04% students cannot understand the meaning of the words spoken by the speaker. The rest of the students which numbered 25.93% said that the recording was too fast. This data are presented in Table 10. From this finding, it adds another reason why the students need the knowledge of Pronunciation. The course book developed were then put materials which support students to be able to recognize the words spoken by English speaker.

Table 11. **Problem in Speaking**

<b>Item</b>	<b>Students' problems in speaking</b>	<b>%</b>
a.	I have limited knowledge about the meaning of English terms which are related to welding	44.44%
b.	I have limited knowledge of English grammar	14.41%
c.	I have limited English vocabulary	25.93%
d.	I have limited knowledge about how to pronounce the English words correctly	33.33%

For the problems that the students have in speaking English, which are shown in Table 11, 44.44% students said that they have limited knowledge about the meaning of English terms which are related to welding. 33.33% students said that they had problems in pronouncing the English words or expressions, 25.93% students said that they have limited English vocabulary, while the rest of them (14.41%) said that grammar was the problem.

Table 12. **Problem in Reading**

<b>Item</b>	<b>Students problems in reading</b>	<b>%</b>
a.	I do not know the meaning of the words in the text	44.44%
b.	It is difficult to understand the intended information in the text	44.44%
c.	I cannot pronounce the words correctly	33.33%

Table 12 shows that two major problems that students had are they do not know the meaning of the words in the text and they have a hard a time understanding the intended information provided in the text. Both option got 44.44%. The third option which is cannot pronounce the words correctly obtained 33.33%.

Table 13. **Problems in Writing**

<b>Item</b>	<b>Students' problems in writing</b>	<b>%</b>
a.	The incapability to arrange the English sentences according to grammar	22.22%
b.	The incapability to express some expressions into writing	33.33%
c.	The difficulty in choosing the appropriate vocabulary to use	29.63%
d.	The incapability to identify the errors in the writing and to correct them	18.52%

From Table 13, it can be seen that the most problem that the students had related to writing was the incapability to express some expressions or ideas into writing which obtained a percentage of 33.33%. The second problem was the incapability to choose the appropriate vocabulary to use which obtained 29.63%. The incapability to arrange English sentences according to grammar

obtained 22.22% while the incapability to identify the errors in the writing and to correct them obtained 18.51%.

### 3. Wants

The third is, wants which are the point of view of the students related to their needs. The table below presents the finding related to students' wants.

Table 14. Students' Wants

Item	Students' wants	%
a.	master the use of grammar	22.22%
b.	Master all vocabularies related to welding	33.33%
c.	Speak English fluently	33.33%
d.	able to use any English terms appropriately	14.81%
e.	To get high scores in ToEIC	0.00%

The table above shows that most students wanted to master all vocabularies related to welding and to be able to speak English fluently. Both options got the highest percentage of 33.33%. The other options which are to master the use of grammar obtained 22.22% and to be able to use any English terms appropriately obtained 14.81%. None of the students wanted to get high scores in TOEIC (0%).

### b. Learning Needs

Learning needs can be identified as what the learner needs to do in order to learn. There are five aspects of learning which are related to the learning needs. Those aspects are: input, procedures, settings, teacher's role, and learners' role.

## 1. Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing task which is provided by the teacher, textbook, or other resources (Nunan, 2004: 47).

Table 15. **The Use of Picture in the Materials**

Item	The use of picture in the materials	%
a.	very helpful	51.85%
b.	Helpful	37.04%
c.	less helpful	7.41%
d.	not helpful	3.70%

According to the data in Table 15, 51.85% students said that the existence of pictures is very helpful in learning. The second highest chosen answer shows that 37.07% students believe that the existence of pictures is helpful in learning. Only the minority says that pictures are not helping them learn English.

Table 16. **The Preferred Topic of the Materials**

Item	The preferred topic of the materials	%
a.	daily life	44.44%
b.	Education	33.33%
c.	Welding	29.63%

Table 16 shows that most students want the topic of the course book to be related to the daily life (44.44%). Some students prefer the topic to be related to education (33.33%), while the other students preferred the topic which is related to welding.

Table 17. **Input for Listening**

<b>Item</b>	<b>The length of listening output</b>	<b>%</b>
a.	< 2 minutes	14.81%
b.	2-3 minutes	33.33%
c.	3-4 minutes	25.93%
d.	>4 minutes	25.93%
<b>Item</b>	<b>The preferred input for listening</b>	<b>%</b>
a.	Short monologue or dialogue	18.52%
b.	Monologue or dialogue with pictures	37.04%
c.	Monologue or dialogue with vocabulary list	33.33%
d.	Monologue or dialogue with the terms that will be used in welding	18.52%

From Table 17, it can be found that the preferred duration of listening is 2-3 minutes with the percentage of 33.33% and the preferred input for listening is monologue or dialogue with pictures with the percentage of 37.04.

Table 18. **Input for Speaking**

<b>Item</b>	<b>The preferred input for speaking</b>	<b>%</b>
a.	Short monologue or dialogue	18.52%
b.	Monologue or dialogue with pictures	22.22%
c.	Monologue or dialogue with vocabulary list	37.04%
d.	Monologue or dialogue with the terms that will be used in welding	22.22%
e.	Authentic texts which exist in the real life	7.41%

From the table above, it can be concluded that students prefer the input for speaking to be monologue or dialogue with vocabulary list (37.04%).

Table 19. **Input for Reading**

<b>Item</b>	<b>The length of text for reading</b>	<b>%</b>
a.	100-150 words	37.04%
b.	150-200 words	44.44%
c.	250-300 words	7.41%
d.	300-350 words	11.11%
<b>Item</b>	<b>The preferred input for reading</b>	
a.	Texts in the form of monologue or dialogue	18.52%
b.	texts with pictures	40.74%
c.	Texts about welding	11.11%
d.	Authentic texts which exist in the real life	29.63%

Table 19 shows the preferred length of text for reading and the preferred kind of input for reading. The students prefer the length of the input for reading to be in 150-200 words (44.44%) and 40.74% students agree that the input for reading should be texts with pictures.

Table 20. **Input for Writing**

<b>Item</b>	<b>The preferred input for speaking</b>	<b>%</b>
a.	An example of text that will be learned	22.22%
b.	Vocabularies which are related to welding	29.63%
c.	Texts with pictures	29.63%
d.	The explanation about sentence structure	18.52%

In Table 20, there are two options which got the highest percentage of 29.63%. The options are vocabularies which are related to welding and texts with pictures.

## 2. Procedures

Procedures refer to the activity that the learners do with the input from the point of departure for the learning task. They were the preferred activities which is related to the listening, speaking, reading, writing, learning vocabulary, and learning grammar. The preferred activities are shown in Table 21 to Table 27.

Table 21. Preferred Listening Activity

Item	The preferred listening activity	%
a.	Discussion about the content of monologue or dialogue	29.63%
b.	Identifying terms in the monologue or dialogue	25.93%
c.	Completing sentences and responding to the questions orally	29.63%
d.	Completing sentences and responding to the question in writing	7.41%
e.	Completing a specific information of a monologue/dialogue.	7.41%

Table 21 shows that discussing the content of a monologue/dialogue and completing sentences and responding to the questions orally got the highest percentage of 29.63%. The second highest option was identifying terms in the recording which are being played (25.93%). Therefore, the materials which were developed combined the three activities.

Table 22. Preferred Speaking Activity

Item	The preferred speaking activity	%
a.	Practicing speaking in front of class individually	3.70%
b.	Practicing speaking in front of class with a partner	40.74%
c.	Role play	7.41%
d.	Discussing a certain topic	33.33%
e.	Games	14.81%

From the table above, it can be found that the most preferred speaking activity for the students is practicing speaking in front of class with a partner which got 40.74%. The second highest option was discussing a certain topic which got 33.33%. The other options got little percentage which shows that those activities are not popular with the students.

Table 23. Preferred Reading Activity

Item	The preferred reading activity	%
a.	Reading aloud a text with appropriate intonation and pronunciation	3.70%
b.	Answering questions based on the information in the text.	48.15%
c.	discussing about information in the text	18.52%
d.	Deciding true or false on the statements	22.22%
e.	Analyzing the meaning of words used in the text and its use in other situations.	14.81%

Table 23 shows that 48.15% students preferred the activity of answering questions based on the information in the text, while 22.22% students preferred deciding true or false on the statements. The third highest option which got chosen by 18.52% was discussing about information in the text. From these result, students prefer the reading activities which are related to the content of the text. Therefore, the reading activities will be designed to focus more on reading comprehension.

Table 24. Preferred writing Activity

<b>Item</b>	<b>The preferred writing activity</b>	<b>%</b>
a.	Arranging words into an appropriate sentence	55.56%
b.	Arranging sentences into an appropriate paragraph	18.52%
c.	Writing the same texts as the input texts	22.22%
d.	Identifying punctuation errors and the sentence structure on the written texts	11.11%

Three highest options that were chosen by the students according to Table 24 were arranging words into appropriate sentence which got 55.56%, writing the same texts as the input texts which got 22.22%, and arranging sentences into an appropriate paragraph which got 18.52%. The writing activities in the learning material will be designed based in these three options.

Table 25. Preferred Learning Vocabularies Activity

<b>Item</b>	<b>The preferred learning vocabularies activity</b>	<b>%</b>
a.	Match English words with their respective meaning	25.93%
b.	Translate words and categorize it into their own respective group	37.04%
c.	Find the synonym and the antonym of a word	11.11%
d.	Identify the type of words	33.33%
e.	Complete the sentence with appropriate words	7.41%
f.	match the words with the appropriate pictures	0.00%

Table 25 shows that 37.04% students preferred the activity of translate words and categorize it into their own respective group and 33.33% students prefer the activity of identifying the type of words. The third highest option was match English words with their respective meaning (25.93%).

Table 26. Preferred Learning Grammar Activity

Item	The preferred learning grammar activity	%
a.	Memorizing tenses	14.81%
b.	Identifying the errors in the sentence structure	22.22%
c.	Correcting the errors in the sentence according to the appropriate grammar	37.04%
d.	Writing a sentence based on the existing pattern	29.63%

In Table 26, the first highest option that was chosen by the students was correcting the errors in the sentence according to the appropriate grammar (37.04%). The second option was writing a sentence based on the existing pattern (29.63%). The third option was identifying the errors in the sentence structure (22.22%). The activity for learning grammar will be based on these three options because these three choices had the percentage of more than 20%.

Table 27. Preferred Pronunciation Learning Activity

Item	The preferred pronunciation learning activity	%
a.	Mimic the teacher's way to pronounce words	29.63%
b.	Discuss with friends about the correct way to pronounce words	33.33%
c.	Practice reading phonetic transcriptions	25.93%
d.	Read words given by the teachers loudly	22.22%

Table 27 shows that from four options, three of them obtained the highest percentage. 33.33% students prefer that learning pronunciation should be done by discussing with friends about the correct way to pronounce words. 29.63% students prefer to mimic the teacher's way to pronounce words, and 25.93% students prefer to practice reading phonetic transcriptions.

### 3. Settings

Settings refer to the classroom arrangements. They are two aspects related to classroom arrangements. They are the preferred learning mode and the preferred place to learn.

**Table 28. Preferred Learning Mode**

<b>Item</b>	<b>The preferred learning mode</b>	<b>%</b>
a.	Individually	18.52%
b.	In pairs	37.04%
c.	In small groups (3-5 students)	29.63%
d.	In big groups (more than 5 students)	11.11%
e.	Together as a whole class	7.41%

From the table above, it can be concluded that students preferred to do the activities in pairs (37.04%) and in small groups (29.63%). The students did not prefer to learn things together as a whole class which can be seen from the lowest percentage that this option got (7.41%).

**Table 29. Preferred Place to Learn**

<b>Item</b>	<b>The preferred place to learn</b>	<b>%</b>
a.	The classroom	37.04%
b.	The library	44.44%
c.	The language laboratory	18.52%

Table 29 shows that most of the students (44.44%) preferred to learn English at the library. 37.04% students preferred to learn at the classroom. The rest of the students (18.52%) preferred to study at the language laboratory.

#### 4. Teacher Role

Table 30 shows the preferred role of the teacher in the teaching and learning activity according to the students.

Table 30. **Teacher Role**

<b>Item</b>	<b>Teacher role</b>	<b>%</b>
a.	Explain while sitting and standing in front of the class	11.11%
b.	Give questions and then discuss them together	48.15%
c.	Guide the students in learning from the beginning to the end	14.81%
d.	Walk around the class and help students do the tasks	11.11%
e.	Motivate students in learning English	11.11%

In Table 30, the majority of the students agreed that a teacher should give questions and then discuss the questions together in the class. This option is the dominant option that was chosen by the students with the percentage of 48.15%.

#### 5. Students Role

Table 31 shows the role of the students in the teaching and learning in the class according to the students' point of view.

Table 31. **Students Role**

<b>Item</b>	<b>Students role</b>	<b>%</b>
a.	Just listen to the teacher	3.70%
b.	Actively participate in the learning process	51.85%
c.	Do the instructions given by the teacher	29.63%
d.	Give advice and critique to the teacher	14.81%

Table 31 clearly shows that 51.85% students or in other words, majority of the students believed that they should actively participate in the class activity.

## **2. The Syllabus**

After the needs analysis had been done, the next step was to create the syllabus. The syllabus was used as a guideline to design the arrangement of the contents of the learning material. The contents of the learning material were grouped in the form of units. When creating the syllabus, there are some aspects that were taken into consideration by the researcher, such as: the result of the need analysis, the core competences, and the basic competences for the eleventh grade students of vocational high school which were taken from the Curriculum 2013. The syllabus consists of Unit name and title, indicators, inputs, and activities. The complete explanation about the syllabus can be seen in appendix C.

### **a. Syllabus of Unit 1**

The syllabus of Unit 1 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.9, 4.14. The title of Unit 1 is “What is Metal?” This unit focuses on report texts about the characteristics of metals. The main goal of this unit is to make students be able to describe characteristics of metals whether orally or in written form. The focus of the grammar are simple present tense and passive voice.

### **b. Syllabus of Unit 2**

The syllabus of Unit 2 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.6, 4.9, 4.10. The title of Unit 2 is “How to Weld

Metal.” This unit focuses on procedure texts about the procedures to weld metals. The main goal of this unit is to make students able to describe how to weld metals whether orally or in written form. The focus of the grammar is procedure text and imperative sentences.

### c. Syllabus of Unit 3

The syllabus of Unit 3 is derived from core competences 1,2,3,4 and basic competences 1.1, 2.3, 3.1, 4.10. The title of Unit 3 is “I Suggest You to....” This unit focuses on the expressions of asking for and giving suggestions. The main goal of this unit is to make students able to use the expressions of asking for and giving suggestions for solving a problem whether orally or in written form.

### **3. The Unit Design**

The next step was developing the materials. The materials that was developed was grouped into units. The components of each unit can be seen on the figure 1.

Figure 1 shows that each unit of the materials has four main parts: Introduction, Lesson proper, Intermezzo, and Reinforcement. The introduction part consists of warm up activities which helps students to build understanding about the topic that is about to be learned or schema building of the materials that will be learned.

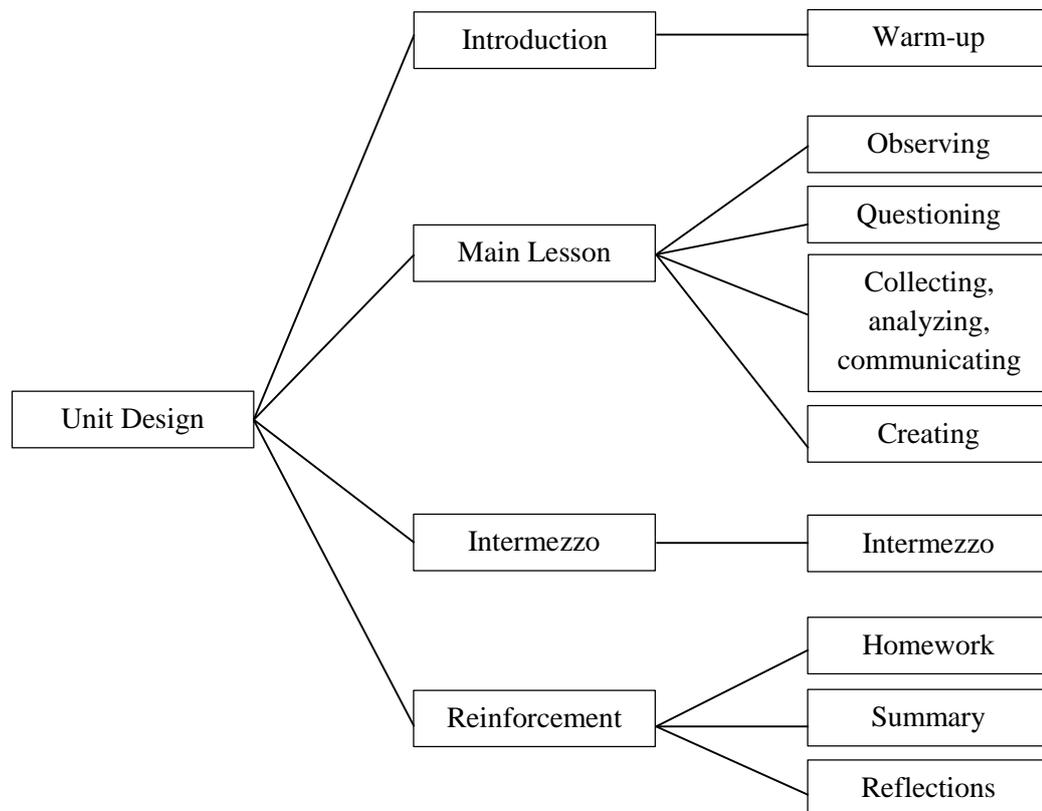


Figure 1. **The Unit Design of the Material**

The second part of the unit is main lesson. It is divided into spoken and written circles. In each cycle, the learning activities follow the steps of Scientific approach that is required by Curriculum 2013. Those steps are observing, questioning, collecting, analyzing, communicating, and creating. In observing, students are given chances to observe content, structure, language features, grammar, and any other characteristics of a text. After that, the students decide things that they want to know more about the text. It is done by having the students to read or listen to the text. Then, based on the things that they want to know, they have to make questions in questioning stage. The next step is collecting data, analyzing data, and communicating are put together into

one group of activities to simplify the arrangement of the units and to ease the students in carrying out the tasks developed in the learning material. In this step, students collect and analyze the data by doing the guided tasks and they also communicate their findings to their friends. The last part of main lesson is creating. In creating, students are asked to produce a particular kind of text. The activities in creating step begins from semi-guided activity to free activity. In the middle of each unit, intermezzo which contains facts related to welding world is put.

The last part of the materials is reinforcement. It consists of homework, summary, and reflection. The reinforcement part aims to give students chances to have more practice about things that they just learned in the class. Students can do additional activities outside the class through homework. In summary, students are given the summary of the unit which gives the main picture of the unit. The reflection part gives students chances to recognize their own success and lack in learning materials in the unit.

#### **4. The First Draft of the Materials**

The developed materials consist of three units. Further explanation about the units are as follows:

##### **a. Unit 1**

Unit 1 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.9, 4.13. The topic of this unit is characteristics and description about metals as the object of welding. The title of Unit 1 is “What Is Metal?” This unit main goal is to enable students to describe characteristics

of metals orally or in written form. The focus of the grammar is simple present tense and passive voice.

The core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of report texts and also able to produce the text in spoken and written forms. The unit is divided into two cycles: spoken cycle and written cycle in which each cycle consists of several tasks.

There are 23 tasks in the first unit, 2 tasks belong to warm up activities, 12 tasks belong to reading and writing activities, 7 tasks belong to listening and speaking activities, and 1 task belongs to homework activity. The description of each task is in Appendix D.

#### b. Unit 2

Unit 2 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.6, 4.9, 4.10. The topic of this unit is steps on how to weld certain metals. The title of Unit 2 is “How to Weld Metal”. This unit main goal is to enable students to describe the steps in welding certain metals orally or in written form. The focus of the grammar is imperative sentences and sequencing connectives.

The core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of procedure texts and also able to produce the text in spoken and written forms. The unit is divided into two cycles: spoken cycle and written cycle in which each cycle consists of several tasks.

There are 24 tasks in the first unit, 2 tasks belong to warm up activities, 13 tasks belong to reading and writing activities, 9 tasks belong to listening and speaking activities, and 1 task belongs to homework activity. The description of each task is in Appendix D.

#### a. Unit 3

Unit 3 is derived from core competences 1, 2, 3, 4 and basic competences 1.1, 2.3, 3.1, 4.1. The topic of this unit is giving suggestions and ask for suggestions for problems related to welding. The title of Unit 3 is “I Suggest You to...”. This unit main goal is to enable students to use the expressions of asking for and giving suggestions orally or in written form.

The core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of expressions of asking for and giving suggestions and also able to use the expressions in spoken and written forms. The unit is divided into two cycles: spoken cycle and written cycle in which each cycle consists of several tasks.

There are 21 tasks in the first unit, 2 tasks belong to warm up activities, 11 tasks belong to reading and writing activities, 7 tasks belong to listening and speaking activities, and 1 task belongs to homework activity. The description of each task is in Appendix D.

### **5. The Expert Judgment**

After the first draft of the learning material was developed, the material was then given evaluation by an expert. The expert who gave evaluation for this learning material was Mrs. Ella Wulandari, M.A. She is a lecturer of English

Education Study Program of Yogyakarta State University who has nine years of experience in lecturing. **UNIT 1**

### **1. The Results of the Expert Judgment and Revisions of UNIT 1**

#### **a. The Results of the Expert Judgment of UNIT 1**

There were four aspects of the learning material which were evaluated by the expert. Those aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of graphic. Presented in Table 32 are the results of the analysis of the questionnaire for expert judgment of Unit 1.

Table 32 shows that the mean value of the appropriateness of content of the unit 1 is 3.8. According to the result, the content of UNIT 1 is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{X} < 4.00$ . However, the expert suggested to add another vocabulary learning task. Another suggestion which was given by the expert was to add another clue and another example of the report text to help the students understand the text.

## a. The Appropriateness of the Content

Table 32. **The Appropriateness of the Content of UNIT 1**

No.	Items	Score
1	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2	The developed materials meet the syllabus.	4
3	The topics of the units in the developed materials are relevant with the grade XI students of welding engineering department's daily life.	4
4	The developed materials include the explanation of the structure of a text of a particular genre.	4
5	The developed materials include the explanation of social functions of a text of a particular genre.	4
6	The developed materials include the explanation about the language features of a text of a particular genre.	4
7	The developed materials include vocabulary learning activities which are related with the topic of the unit.	4
8	The developed material include pronunciation which are related to the topic of the unit.	4
9	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	3
10	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	3
	<b>Mean</b>	3.8

## b. The Appropriateness of the Language

Table 33. **The Appropriateness of the Language of UNIT 1**

No.	Items	Score
1	The language of instructions and explanations in the developed materials is in accordance students of visual communication design program's cognitive development.	3
2	The language used in the developed materials is clear and understandable by the students.	3
3	The language used in the developed materials is grammatically correct.	3
4	The language used in the developed materials is consistent.	4
	<b>Mean</b>	3.25

Table 33 shows that the mean value of the appropriateness of language of the UNIT 1 is 3.25. According to the result, the language used in UNIT 1 is categorized as "Very Good" since the mean is within the interval  $3.25 < \bar{x} < 4.00$ . However, the expert suggested to mind the punctuation in the table for task 6.

## c. The Appropriateness of the Presentation of UNIT 1

Table 34. **The Appropriateness of the Presentation of UNIT 1**

No.	Items	Score
1	The developed materials are in accordance with the learning steps of scientific approach as required by Curriculum 2013.	4
2	The developed materials are in accordance with the characteristics of Communicative Language Learning.	3
3	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
4	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	3
5	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
6	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
7	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
8	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
9	Every unit of the developed material has the learning objective stated.	4
10	Every unit of the developed materials has summary part that provides the summary of the unit presented in the learning material.	4
11	Every unit of the developed materials has homework part.	4
12	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4
	<b>Mean</b>	3.58

Table 34 shows that the mean value of the appropriateness of presentation of the UNIT 1 is 3.58. According to the result, the presentation

aspect of UNIT 1 is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} < 4.00$ . However, the expert suggested the researcher to put instructions in the reflection stage to make students have clear direction of what they should do.

d. The Appropriate of the Graphic of UNIT 1

Table 35. **The Appropriate of the Graphic of Unit 1**

No.	Items	Score
1	The developed materials are printed on ISO-standardized size papers (A4, A5, B5).	4
2	The layout of the developed materials is proportional.	4
3	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
4	The illustrations in the developed materials help to clarify the presentation of the materials.	3
5	The developed materials use the appropriate variation of fonts.	4
6	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
7	The overall design of the developed materials is visually interesting.	3
	<b>Mean</b>	3.57

Table 35 shows that the mean value of the appropriateness of presentation of the UNIT 1 is 3.57. According to the result, the graphic aspect of UNIT 1 is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} < 4.00$ . However, the expert suggested the researcher to put more pictures in the unit. The complete explanation about revisions of UNIT 1 can be seen in appendix H.

## **2. Revisions of UNIT 1**

The revisions of UNIT 1 were conducted based on the result of expert judgement and the expert's suggestions. The first revision is to correct the wording in the chapter objective at the front part of the unit. The word "its" needed to be changed with the word "their". In terms of grammar, the researcher had made many changes such as change the wrong to be used in the sentences with the appropriate to be according to the number of subject of the sentences. The researcher also added an instruction for the reflection stage to make the activity in the stage clearer. The complete explanation about revisions of UNIT 1 can be seen in appendix H.

### **b. The Results of the Expert Judgment and Revisions of UNIT 2**

#### **1. The Results of the Expert Judgment of UNIT 2**

There were four aspects of the learning material which were evaluated by the expert. Those aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of graphic. Presented below are the results of the analysis of the questionnaire for expert judgment of Unit 2:

## a. The Appropriateness of the Content of UNIT 2

Table 36. **The Appropriate of the Content of UNIT 2**

No.	Items	Score
1	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2	The developed materials meet the syllabus.	4
3	The topics of the units in the developed materials are relevant with the grade XI students of welding engineering department's daily life.	4
4	The developed materials include the explanation of the structure of a text of a particular genre.	4
5	The developed materials include the explanation of social functions of a text of a particular genre.	4
6	The developed materials include the explanation about the language features of a text of a particular genre.	4
7	The developed materials include vocabulary learning activities which are related with the topic of the unit.	4
8	The developed material include pronunciation which are related to the topic of the unit.	4
9	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
10	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
	<b>Mean</b>	4

Table 36 shows that the mean value of the appropriateness of presentation of the UNIT 2 is 4. According to the result, the graphic aspect of UNIT 2 is categorized as "Very Good" since the mean is within the interval  $3.25 < \bar{x} < 4.00$ . However, the expert suggested the researcher to change Task 21 with a more difficult task to make the task more challenging.

## b. The Appropriateness of the Language of UNIT 2

Table 37. **The Appropriate of the Language of UNIT 2**

No.	Items	Score
1	The language of instructions and explanations in the developed materials is in accordance students of visual communication design program's cognitive development.	4
2	The language used in the developed materials is clear and understandable by the students.	4
3	The language used in the developed materials is grammatically correct.	4
4	The language used in the developed materials is consistent.	4
	<b>Mean</b>	4

Table 37 shows that the mean value of the appropriateness of language of the UNIT 2 is 4. According to the result, the language used in UNIT 2 is categorized as "Very Good" since the mean is within the interval  $3.25 < \bar{X} < 4.00$ . However, the expert suggested the researcher to mind the grammar used in the unit. There are still many mistakes in for the grammar in the instructions for the tasks such as in Task 1, Task 7, and Task 9.

## c. The Appropriateness of the Presentation of UNIT2

Table 38. **The Appropriate of the Presentation of UNIT 2**

No.	Items	Score
1	The developed materials are in accordance with the learning steps of scientific approach as required by Curriculum 2013.	4
2	The developed materials are in accordance with the characteristics of Communicative Language Learning.	3
3	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
4	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
5	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
6	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
7	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
8	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
9	Every unit of the developed material has the learning objective stated.	4
10	Every unit of the developed materials has summary part that provides the summary of the unit presented in the learning material.	4
11	Every unit of the developed materials has homework part.	4
12	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4
	<b>Mean</b>	3.75

Table 38 shows that the mean value of the appropriateness of presentation of UNIT 2 is 3.75. According to the result, the language used in

Unit 2 is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} < 4.00$ . However, the expert suggested the researcher to put instructions in the reflection stage to make students have clear direction of what they should do.

d. The Appropriateness of the Graphic of UNIT 2

Table 39. **The Data of the Appropriateness of the Graphic of UNIT 2**

No.	Items	Score
1	The developed materials are printed on ISO-standardized size papers (A4, A5, B5).	4
2	The layout of the developed materials is proportional.	4
3	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
4	The illustrations in the developed materials help to clarify the presentation of the materials.	3
5	The developed materials use the appropriate variation of fonts.	4
6	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
7	The overall design of the developed materials is visually interesting.	3
	<b>Mean</b>	3.57

Table 39 shows that the mean value of the appropriateness of presentation of the UNIT 2 is 3.57. According to the result, the graphic aspect of UNIT 2 is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} < 4.00$ . However, the expert suggested the researcher to put more pictures in the unit. The complete explanation about revisions of UNIT 2 can be seen in appendix H.

## **2. Revisions of UNIT 2**

The revisions of UNIT 2 were conducted based on the result of expert judgment and the expert's suggestions. The first revision is to correct the grammatical errors in some of the instructions. Another revision in UNIT 2 is the expert asked the researcher to change the activity in Task 21. The activity in Task 21 is less challenging so there is a need to make a more difficult activity to make the task more challenging for the students. The researcher also added an instruction for the reflection stage to make the activity in the stage clearer. The complete explanation about revisions of UNIT 2 can be seen in appendix H.

### **c. The Result of the Expert Judgment of UNIT 3**

There were four aspects of the learning material which were evaluated by the expert. Those aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of graphic. Presented below are the results of the analysis of the questionnaire for expert judgment of UNIT 3:

#### **1. The Result of the Expert Judgment of UNIT 3**

##### **a. The appropriateness of content**

Table 40 shows the data of the appropriateness of content of UNIT 3.

Table 40. The Appropriateness of the Content of UNIT 3

No.	Items	Score
1	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2	The developed materials meet the syllabus.	4
3	The topics of the units in the developed materials are relevant with the grade XI students of welding engineering department's daily life.	4
4	The developed materials include the explanation of the structure of a text of a particular genre.	4
5	The developed materials include the explanation of social functions of a text of a particular genre.	4
6	The developed materials include the explanation about the language features of a text of a particular genre.	4
7	The developed materials include vocabulary learning activities which are related with the topic of the unit.	4
8	The developed material include pronunciation which are related to the topic of the unit.	4
9	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
10	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
	<b>Mean</b>	4

Table 40 shows that the mean value of the appropriateness of content of the UNIT 3 is 4. According to the result, the content aspect of UNIT 3 is categorized as "Very Good" since the mean is within the interval  $3.25 < \bar{x} < 4.00$ .

#### b. The Appropriateness of Language

Table 41 shows the data of the appropriateness of language of UNIT 3.

Table 41. **The Appropriateness of the Language of Unit 3**

No.	Items	Score
1	The language of instructions and explanations in the developed materials is in accordance students of visual communication design program's cognitive development.	4
2	The language used in the developed materials is clear and understandable by the students.	4
3	The language used in the developed materials is grammatically correct.	4
4	The language used in the developed materials is consistent.	4
	<b>Mean</b>	3.25

Table 41 shows that the mean value of the appropriateness of language of the unit 1 is 4. According to the result, the language used in UNIT 3 is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{X} < 4.00$ . However, the expert suggested the researcher to mind the grammar used in the unit. There are still wrong usage of prepositions in the instructions for Task 7, Task 17, and Task 22.

#### c. The Appropriateness of Presentation

Table 42 shows the data of the appropriateness of presentation of UNIT 3.

Table 42. **The Appropriateness of the presentation of Unit 3**

No.	Items	Score
1	The developed materials are in accordance with the learning steps of scientific approach as required by Curriculum 2013.	4
2	The developed materials are in accordance with the characteristics of Communicative Language Learning.	3
3	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
4	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
5	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
6	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
7	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
8	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
9	Every unit of the developed material has the learning objective stated.	4
10	Every unit of the developed materials has summary part that provides the summary of the unit presented in the learning material.	4
11	Every unit of the developed materials has homework part.	4
12	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4
	<b>Mean</b>	3.75

Table 42 shows that the mean value of the appropriateness of presentation of UNIT 3 is 3.75. According to the result, the presentation aspect in UNIT 3 is categorized as “Very Good” since the mean is within the interval

$3.25 < \bar{x} < 4.00$ . However, the expert suggested the researcher to put instructions in the reflection stage to make students have clear direction of what they should do.

d. The Appropriateness of Graphic

Table 43 below shows the data of the appropriateness of graphic of UNIT 3.

**Table 43. The Data of the Appropriateness of the Graphic of Unit 3**

No.	Items	Score
1	The developed materials are printed on ISO-standardized size papers (A4, A5, B5).	4
2	The layout of the developed materials is proportional.	4
3	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
4	The illustrations in the developed materials help to clarify the presentation of the materials.	3
5	The developed materials use the appropriate variation of fonts.	4
6	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
7	The overall design of the developed materials is visually interesting.	3
	<b>Mean</b>	3.57

Table 43 shows that the mean value of the appropriateness of presentation of the UNIT 3 is 3.57. According to the result, the graphic aspect of UNIT 3 is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} < 4.00$ . However, the expert suggested the researcher to put more pictures in the unit. The complete explanation about revisions of UNIT 3 can be seen in appendix H.

## **2. Revisions of UNIT 3**

The revisions of UNIT 3 were conducted based on the result of expert judgment and the expert's suggestions. The first revision is to correct the grammatical errors in some of the instructions. Another revision in UNIT 3 is giving period for each sentence in the table in Task 14. The researcher also added an instruction for the reflection stage to make the activity in the stage clearer. The complete explanation about revisions of UNIT 3 can be seen in appendix H.

## **B. Discussion**

The developed materials in this study were developed using the concept of English for specific purpose (ESP) proposed by Hutchinson and Waters (1987). The process begins with identifying students' needs by conducting the needs analysis. The students' needs are divided into two: Target needs and learning needs. The need analysis was conducted on January 6<sup>th</sup> by distributing 28 questions to grade XI students of welding engineering department in SMKN 1 Sedayu. The topics of the learning materials are all related to welding and daily lives surrounding it.

The developed materials consist of three units. The input for the materials were chosen in accordance to the core competences and basic competences in Curriculum 2013. The learning steps applied in the materials followed Scientific-approach based learning steps which were taken from Curriculum 2013. UNIT 1 was derived from basic competences 1.1, 2.3, 3.9, and 4.13. It focused in report text explaining about characteristics and

description about metals as the objects of welding. UNIT 2 was derived from basic competences 1.1, 2.3, 3.6, 4.9, and 4.10. It focused on procedure text about how to weld metals. UNIT 3 was derived from basic competences 1.1, 2.3, 3.1, and 4.1. It focused on expressions of asking for and giving suggestions to problems related to welding.

The organization of the units followed the grading, sequencing, and integrating concept proposed by Nunan (2004). According to the theories, simple topics or texts with the easiest difficulty comes first and the harder one come later. The researcher believed that knowing about the characteristics and descriptions of metals as the objects of welding is simpler and may provide students with sufficient knowledge to do the activities in the next unit.

Each unit in the developed materials consist of introduction (warm-up), main lesson (observing, questioning, collecting, analyzing, and communicating), reinforcement (evaluation, homework, reflection, summary), and intermezzo. The parts of the learning materials are relevant with the six steps of unit development proposed by Nunan (2004:13) combined with the learning steps for the main lesson which follow scientific-approach based learning steps are taken from Curriculum 2013.

The number of tasks for each unit in the learning materials are almost the same with UNIT 1 consists of 24 tasks, UNIT 2 consist of 23 tasks, and UNIT 3 also consist of 23 tasks. Each unit of the materials begin with Introduction stage. It consists of schema-building activities and also provides students with necessary vocabulary that are relevant to the topic of each unit.

The next stage is the main lesson. The learning steps in the main lesson follows the steps of scientific approach based learning activities: observing, questioning, collecting, analyzing, and communicating. This stage focuses in guiding students to reach the competences as stated in the core competences and basic competences. Reinforcement part consists of homework, reflection, and summary. Students do additional activity outside the class to apply what they have learned by doing practices which are set to be closely resembling the actual situation in daily lives. Reflection part gives students chance to self-evaluate their progress in doing the activity in the tasks and how much achievement that they managed to achieve. The last part is intermezzo. In this part, students may gain additional information beyond the lesson. This part consists of some facts related to the topic that they may not know before.

The materials that have been developed are called the first drafts. They are then evaluated by an expert. The material evaluation is relevant with the standard of material evaluation proposed by BSNP. There are 33 questions in the questionnaire distributed to the expert that covered four aspects of material evaluation proposed by BSNP: the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of graphic.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This R n D research aims to discover the target needs and the learning needs of grade XI students of welding engineering department in SMKN 1 Sedayu. The data are then used to develop the appropriate learning materials for the students. This chapter describes the conclusion of the research and the suggestions derived from this research.

#### **A. Conclusions**

##### **1. Target Needs**

Based on the result of needs analysis questionnaire, it can be concluded that the target needs can be listed as follows:

- a. The main purpose of the students to learn English in school is to be able to communicate using English both orally and written in daily lives. 48.15% students chose this option in the needs analysis questionnaire.
- b. Most of the students believe that their recent English proficiency is at the level of beginner, which means they can only communicate at the level of Basic English. 48.15% students chose this option in the needs analysis questionnaire.
- c. Most of the students (33.33%) want to be able to register many English terms which are related to welding because they believe it will help them in their future job.

## **2. Learning Needs**

Learning needs concern with students' view about what they should do to accomplish the target situation. Learning needs are classified into some components. The first component is the input. For the input, the students want sufficient number of texts related to welding engineering to be consisted about 150-25 words (44.44%) and the input for listening to be with the length of 2-3 minutes (33.33%). The students prefer the input to include many vocabularies and English terms related to welding with the additional of pictures (both options got 29.63% percentage in the needs analysis questionnaire). The students prefer to do activities in small groups (37.04%) with the teacher give problems to be discussed together with their own respective group (48.15%). This way, the students believe they will be able to actively participate in the learning process (51.85%).

## **3. Characteristics of English Learning Materials for Students of Welding Engineering Department**

Based on the result of the materials evaluation, the developed materials are considered to be appropriate. The developed learning materials should consist of topics and vocabularies which are related to welding. The tasks should be able to help students to use English in daily life situations. The developed materials consist of three units with characteristics as described below.

The first part of the unit is the title of the unit. The title reflects the whole topic of the unit. The existence of topic explanation and the unit goal in the

front of the unit gives students a more clear explanation about what they are going to do and what they are going to achieve in the unit.

The second part is warm-up tasks. The tasks are developed with the purpose of giving the students basic information in order to learn the unit. The existence of pictures in these tasks help to prompt students' attention and to help students learn better because they have visual proof to confirm what they are thinking.

The third part is the main lesson. The tasks provided in this section are following the steps of Scientific approach: Observing, questioning, collecting, analyzing, and communicating. Here the students will try to achieve the competences as stated in the core competences and basic competences. It is done through doing structured activities starting from guided activities to free practice activities at the end of the lesson which require the students to make a product of the text that they have learnt.

The fourth part of the unit is reinforcement. The reinforcement covers evaluation, homework, summary of the unit, and self-reflection. The first part of reinforcement is homework. By doing the task in the homework, the students will have more time to do further practice at home because the activity in homework is designed to let the students explore more about the topic in real-life situation. The second part is summary of the unit. This part consists of summary of all the input that the students have learnt in the unit including the text, the grammar, and the language features of the text that have been previously stated in the unit. All the materials of the unit are simplified in this

part. By exploring this, the students will find out what they have learnt from the unit in simple explanation. The last part is reflection. This part grants access for the students to check their level of understanding towards the unit.

The last part is Intermezzo. Some facts related to each topic in each unit are presented. Some of these facts may not be known by the students before. Aside from providing students with additional information about the topic, it can also provide students with some degree of entertainment.

## **B. Suggestions**

The final product of this research is English learning materials for grade XI students of Welding Engineering Department in SMKN 1 Sedayu. The result of this research is expected to be beneficial for the following stakeholders.

### **1. English Teachers at Vocational High School**

A suggestion for the teachers, some students like to be included in the class activities. It has been proven from the questionnaire in which this option got 51.85%. This situation can be achieved if the teacher gives activities which require students to solve the problems by discussing it together with their friends (48.15%).

### **2. Other Materials Developers**

For other materials developers, the existence of pictures in the learning materials is important for the students to learn the unit better because pictures help students to visualize the explanation in the unit and it will lead to better understanding for the students.

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# **APPENDICES**

# APPENDIX A



JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA  
Alamat: Karangmalang, Depok, Sleman, Yogyakarta, 55281

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Kepada Yth. Siswa-siswi Kelas XI Jur. Teknik Las

SMK Negeri 1 Sedayu

Di tempat

Saya adalah Bayu Sukma Pramesthi, mahasiswa program sarjana Jurusan Pendidikan Bahasa Inggris UNY yang sedang mengadakan penelitian untuk mengembangkan bahan ajar guna menyelesaikan tugas akhir skripsi. Penelitian saya adalah tentang pengembangan materi bahasa Inggris untuk siswa kelas XI Jurusan Teknik Las.

Sehubungan dengan hal tersebut, saya mohon Anda meluangkan waktu untuk mengisi angket ini sesuai dengan kenyataan sebenarnya. Jawaban yang Anda berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh pada nilai bahasa Inggris Anda.

Atas kesediaan dan bantuan Anda untuk mengisi angket ini, saya ucapkan terimakasih.

Peneliti,

Bayu Sukma Pramesthi

10202241059

### Angket Kebutuhan Belajar Siswa

#### A. Data Responden

Nama (boleh tidak diisi) :

Jenis Kelamin :

#### B. Kebutuhan Belajar Bahasa Inggris

Pilihlah salah satu jawaban yang telah disediakan atau isilah titik-titik dengan jawaban yang menggambarkan kebutuhan Anda dalam belajar bahasa Inggris.

1. Tujuan saya belajar bahasa Inggris di sekolah adalah ....
  - a. agar mampu berkomunikasi secara lisan dan tertulis dengan bahasa Inggris di kehidupan sehari-hari
  - b. untuk memperoleh hasil maksimal pada ujian nasional untuk pelajaran bahasa inggris
  - c. untuk bekal menjadi seorang teknisi las yang akan bekerja di luar negeri nantinya
  - d. untuk bekal melanjutkan studi ke universitas (di dalam maupun di luar negeri)
  - e. lain-lain, sebutkan \_\_\_\_\_
2. Saat bekerja sebagai seorang teknisi las, saya akan menggunakan bahasa Inggris untuk ....
  - a. berkomunikasi dengan sesama rekan teknisi jika mereka berasal dari negara lain
  - b. berkomunikasi dengan teman di universitas apabila melanjutkan sekolah ke luar negeri.
  - c. memahami istilah-istilah dalam bahasa inggris yang berkaitan dengan teknik pengelasan
  - d. memahami petunjuk kerja di bengkel las yang menggunakan bahasa Inggris
  - e. membaca buku-buku maupun teks yang ditulis dalam bahasa inggris
  - f. lain-lain,sebutkan \_\_\_\_\_

3. Jenis kemampuan berbahasa (*skill*) yang akan sering saya gunakan saat bekerja sebagai teknisi las adalah .... (boleh memilih lebih dari satu)
  - a. mendengarkan (*listening*)
  - b. berbicara (*speaking*)
  - c. membaca (*reading*)
  - d. menulis (*writing*)
4. Jenis pengetahuan bahasa Inggris yang akan sering saya gunakan saat bekerja sebagai teknisi las adalah .... (boleh memilih lebih dari satu)
  - a. kosa kata (*vocabulary*)
  - b. tata bahasa (*grammar*)
  - c. pengucapan (*pronunciation*)
  - d. lain-lain, sebutkan \_\_\_\_\_
5. Level kemampuan bahasa Inggris saya sekarang adalah:
  - a. tingkat dasar / *beginner* (mampu merespon sedikit percakapan dasar).
  - b. tingkat menengah / *intermediate* (mampu memahami dan menggunakan bahasa Inggris di situasi sehari-hari walaupun terkadang masih belum fasih).
  - c. tingkat lanjut / *advanced* (mampu memahami dan menggunakan bahasa Inggris dengan lancar dan benar dalam situasi sehari-hari).
6. Jumlah kosa kata bidang teknik las dan kelautan dalam bahasa Inggris yang saya tahu ....
  - a. <100 kosakata
  - b. 100-350 kosakata
  - c. 350-500 kosakata
  - d. >500 kosakata
7. Selama ini, kesulitan yang saya sering alami dalam mendengarkan (*listening*) bahasa Inggris adalah .... (boleh memilih lebih dari satu)
  - a. tidak tahu kata apa yang sedang diucapkan pembicara
  - b. sulit mengerti arti kata-kata yang diucapkan pembicara
  - c. tidak dapat mengikuti jalannya percakapan karena rekaman terlalu cepat
  - d. lain-lain,sebutkan \_\_\_\_\_
8. Selama ini, kesulitan yang saya sering alami dalam berbicara (*speaking*) bahasa Inggris adalah .... (boleh memilih lebih dari satu)
  - a. keterbatasan penguasaan ungkapan-ungkapan dalam bahasa Inggris

- b. keterbatasan penguasaan *grammar* bahasa Inggris
  - c. keterbatasan penguasaan kosakata dalam bahasa Inggris
  - d. tidak tahu pelafalan kosakata/ungkapan bahasa Inggris yang tepat
  - e. lain-lain, sebutkan \_\_\_\_\_
9. Selama ini, kesulitan yang saya sering alami dalam membaca (*reading*) bahasa Inggris adalah .... (boleh memilih lebih dari satu)
- a. tidak tahu arti kata-kata yang sedang dibaca
  - b. sulit memahami maksud kalimat-kalimat yang ditulis dalam bahasa Inggris
  - c. sulit membaca kata-kata dan kalimat dalam bahasa Inggris dengan lafal yang tepat
  - d. lain-lain, sebutkan \_\_\_\_\_
10. Selama ini, kesulitan yang saya sering alami dalam menulis (*writing*) bahasa Inggris adalah .... (boleh memilih lebih dari satu)
- a. sulit menyusun kalimat berbahasa Inggris dengan aturan/susunan (*grammar*) yang benar
  - b. sulit mengekspresikan ungkapan-ungkapan tertentu secara tertulis
  - c. kesulitan dalam memilih kosakata yang tepat
  - d. mengidentifikasi kesalahan dalam kata ataupun struktur dan memperbaikinya
  - e. lain-lain, sebutkan \_\_\_\_\_
11. Saya ingin materi bahasa Inggris yang menjadikan saya .... (boleh memilih lebih dari satu)
- a. bisa menguasai penggunaan *grammar* dengan baik
  - b. bisa menguasai kosakata umum dan kosakata terkait bidang teknik las dalam bahasa Inggris
  - c. bisa berbicara bahasa Inggris dengan lancar
  - d. bisa menggunakan ungkapan dalam bahasa Inggris dengan tepat
  - e. bisa mendapatkan skor TOEIC yang tinggi
  - f. lain-lain, sebutkan \_\_\_\_\_
12. Adanya gambar dalam materi pembelajaran bahasa Inggris:
- a. sangat membantu
  - b. membantu
  - c. kurang membantu

- d. tidak membantu
13. Dalam pembelajaran bahasa Inggris, topic yang saya inginkan adalah seputar .... (boleh memilih lebih dari satu)
- a. kehidupan sehari-hari
  - b. kehidupan di lingkungan sekolah dan perguruan tinggi
  - c. dunia las
  - d. lain-lain,sebutkan \_\_\_\_\_
14. Durasi untuk materi mendengarkan (*listening*) yang efektif menurut saya adalah ....
- a. < 2 menit
  - b. 2-3 menit
  - c. 3-4 menit
  - d. > 4 menit
  - e. lain-lain, sebutkan \_\_\_\_\_
15. Dalam pembelajaran mendengarkan (*listening*) bahasa Inggris, input yang saya inginkan adalah berupa .... (boleh memilih lebih dari satu)
- a. monolog/dialog singkat
  - b. monolog/dialog disertai gambar
  - c. monolog/dialog disertai daftar kosakata
  - d. monolog/dialog disertai ungkapan yang akan digunakan
  - e. lain-lain,sebutkan \_\_\_\_\_
16. Dalam pembelajaran berbicara (*speaking*) bahasa Inggris, input yang saya inginkan adalah berupa .... (boleh memilih lebih dari satu)
- a. monolog/dialog singkat
  - b. monolog/dialog disertai gambar
  - c. monolog/dialog disertai daftar kosakata
  - d. monolog/dialog disertai ungkapan yang akan digunakan
  - e. teks otentik yang ada dalam kehidupan sehari-hari
  - f. lain-lain,sebutkan \_\_\_\_\_

17. Dalam pembelajaran membaca (*reading*), panjang teks input yang efektif menurut saya adalah ....
- 100-150 kata
  - 150-200 kata
  - 250-300 kata
  - 300-350 kata
  - lain-lain,sebutkan \_\_\_\_\_
18. Dalam pembelajaran membaca (*reading*) bahasa Inggris, input yang saya inginkan adalah berupa .... (boleh memilih lebih dari satu)
- teks monolog/dialog
  - teks yang disertai gambar
  - teks tentang dunia las
  - teks otentik yang ada dalam kehidupan sehari-hari
  - lain-lain,sebutkan \_\_\_\_\_
19. Dalam pembelajaran menulis (*writing*) bahasa Inggris, input yang saya inginkan adalah berupa .... (boleh memilih lebih dari satu)
- contoh teks yang akan ditulis
  - kosakata yang berkaitan dengan dunia las
  - teks yang disertai gambar
  - penjelasan struktur kalimat
  - lain-lain,sebutkan \_\_\_\_\_
20. Dalam belajar mendengarkan (*listening*), saya lebih menyukai aktivitas seperti ....
- diskusi tentang isi monolog/dialog
  - mengidentifikasi ungkapan yang ada dalam dialog/monolog yang diperdengarkan
  - melengkapi kalimat dan merespon secara tertulis
  - melengkapi kalimat dan merespon secara lisan
  - melengkapi informasi tertentu yang ada dalam dialog/monolog yang diperdengarkan
  - lain-lain,sebutkan \_\_\_\_\_

21. Dalam belajar berbicara (*speaking*), saya lebih menyukai aktivitas seperti ....  
(boleh memilih dua pilihan)
- praktik berbicara di depan kelas secara individu (monolog)
  - praktik berbicara di depan kelas secara berpasangan (dialog)
  - bermain peran (*role play*)
  - diskusi dengan topik tertentu
  - permainan (*games*)
  - lain-lain, sebutkan \_\_\_\_\_
22. Dalam belajar membaca (*reading*), saya lebih menyukai aktivitas seperti ....  
(boleh memilih dua pilihan)
- membaca nyaring sebuah teks dengan intonasi dan pengucapan yang tepat
  - menjawab pertanyaan berdasarkan teks yang diberikan
  - diskusi tentang informasi yang ada dalam teks
  - memilih benar atau salah sebuah pernyataan (*true-false*)
  - menganalisa arti kata dan penggunaannya berdasarkan konteks
  - lain-lain, sebutkan \_\_\_\_\_
23. Dalam belajar menulis (*writing*), saya lebih menyukai aktivitas seperti ....  
(boleh memilih dua pilihan)
- menyusun kata menjadi kalimat yang benar
  - menyusun kalimat menjadi paragraf yang padu
  - menulis teks yang sama jenisnya dengan teks input
  - mengidentifikasi kesalahan tanda baca dan struktur kalimat pada teks yang ditulis
  - lain-lain, sebutkan \_\_\_\_\_
24. Dalam belajar kosakata (*vocabulary*), saya lebih menyukai aktivitas seperti ....  
(boleh memilih dua pilihan)
- menjodohkan kata-kata bahasa Inggris dengan artinya
  - mengartikan kosakata dan mengelompokkannya
  - mencari sinonim dan antonim
  - mengidentifikasi jenis-jenis kata (kata benda, kata kerja, kata sifat, kaata keterangan, dll.)
  - melengkapi kalimat rumpang dengan kata-kata yang tepat
  - menjodohkan kata dengan gambar yang sesuai yang telah tersedia

- g. lain-lain,sebutkan \_\_\_\_\_
25. Dalam belajar tata bahasa Inggris (*grammar*), saya lebih menyukai aktivitas seperti .... (boleh memilih dua pilihan)
- menghafalkan rumus-rumus *tenses*
  - mengidentifikasi kesalahan struktur kalimat
  - membenarkan kesalahan struktur kalimat dengan *grammar* yang tepat
  - menulis kalimat berdasarkan pola yang ada
  - lain-lain,sebutkan \_\_\_\_\_
26. Dalam belajar pengucapan (*pronunciation*), saya lebih menyukai aktivitas seperti .... (boleh memilih dua pilihan)
- menirukan pengucapan guru
  - mendiskusikan dengan teman cara pengucapan kata yang benar
  - latihan membaca *phonetic transcription*
  - membaca kata-kata dengan keras kata-kata yang diberikan guru
  - lain-lain,sebutkan \_\_\_\_\_
27. Dalam proses pembelajaran bahasa Inggris, tugas yang diberikan sebaiknya dikerjakan secara ....
- individu
  - berpasangan
  - kelompok kecil (3-5 orang)
  - kelompok besar (lebih dari 5 orang)
  - satu kelas bersama
  - lain-lain,sebutkan \_\_\_\_\_
28. Aktivitas pembelajaran bahasa Inggris sebaiknya dilaksanakan di ....
- ruang kelas
  - perpustakaan
  - laboratorium bahasa
  - lain-lain,sebutkan \_\_\_\_\_
29. Dalam proses pembelajaran bahasa Inggris, peran guru sebaiknya ....
- menjelaskan sambil duduk dan berdiri di depan kelas saja
  - memberi soal lalu membahasnya

- c. menuntun siswa dalam belajar bahasa Inggris dari awal sampai akhir
  - d. berkeliling dan memberi masukan pada pekerjaan siswa
  - e. memotivasi siswa dalam mengerjakan belajar bahasa Inggris
  - f. lain-lain,sebutkan \_\_\_\_\_
30. Dalam proses pembelajaran bahasa Inggris, peran siswa sebaiknya ....
- a. mendengarkan guru saja
  - b. berpartisipasi aktif dalam kegiatan pembelajaran di kelas
  - c. melaksanakan instruksi dan perintah guru
  - d. memberi saran dan kritik kepada guru
  - e. lain-lain,sebutkan \_\_\_\_\_

o0o Terima kasih o0o

# **APPENDIX B**

### THE NEEDS ANALYSIS DATA

<b>Target Needs</b>				
<b>Necessities</b>				
Statements	Items	N	F	Percentage
The main purpose of learning English at school is ...	a. To be able to communicate using English both orally and written in daily basis	27	13	48.15%
	b. To get maximum results in the National Exam for English.	27	5	18.52%
	c. To prepare for working aboard.	27	7	25.93%
	d. To prepare for continuing to study abroad.	27	2	7.41%
When I work as a welding technician, I will use English...	a. as a means to communicate with other technicians from other countries.	27	8	26,67%
	b. as a means to communicate with friends in the university when I study abroad.	27	18	60%
	c. to understand the meaning of English terms related to welding.	27	10	37.04%
	d. to understand the working instruction in the workshop.	27	2	7.41%

	d. to read books or texts which are written in English.	27	1	3.70%
The communication skill(s) that I probably use the most when I work as a welding technician is...	a. listening.	27	8	29.63%
	b. speaking.	27	13	48.15%
	c. reading.	27	10	37.04%
	d. writing.	27	8	26.93%
The English knowledge that I probably use when I work as a welding technician is...	a. vocabulary	27	6	22.22%
	b. grammar	27	9	33.33%
	c. Pronunciation	27	18	66.67%
<b>Lacks</b>				
<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
My current English proficiency is currently at the level of...	a. beginner	27	13	48.15%
	b. intermediate	27	9	33.33%
	c. advanced	27	5	18.52%
The Number of English vocabularies which are related to welding that I master are...	a. <100 words	27	14	51.85%
	b. 100-350 words	27	6	22.22%
	c. 350-500 words	27	2	7.41%
	d. >500 words	27	5	18.52%
I find listening difficult because I...	a. fail to catch the words spoken by the speaker.	27	13	48.15%

	b. have a hard time to understand the meaning of the words spoken by the speaker.	27	10	37.04%
	c. cannot follow the pace of the conversation because it is too fast.	27	7	25.93%
The problem that I have in speaking is...	a. limited knowledge about the meaning of English terms which are related to welding.	27	12	44.44%
	b. limited knowledge of English grammar.	27	4	14.81%
	c. limited vocabularies.	27	7	25.93%
	d. limited knowledge about the pronunciation of English words.	27	9	33.33%
So far, the problem that I often have in reading is...	a. do not know the meaning of the words in the text.	27	12	44.44%
	b. hard to understand the intended information in the text.	27	12	44.44%
	c. difficult to pronounce the words appropriately.	27	9	33.33%
So far, the problem that I often have when writing is...	a. the incapability to arrange the English sentences according to grammar.	27	6	22.22%

	b. the incapability to express some expressions into writing.	27	9	33.33%
	c. the difficulty in choosing the appropriate vocabulary to use.	27	8	29.63%
	d. the incapability to identify the errors in the writing and to correct them.	27	5	18.52%
<b>Wants</b>				
Statements	Items	N	F	Percentage
I want the English materials that I learn can make me...	a. master the use of grammar.	27	6	22.22%
	b. master all vocabularies related to welding.	27	9	33.33%
	c. able to speak English appropriately.	27	9	33.33%
	d. able to use any English terms appropriately.	27	4	14.81%
	e. able to get high scores in TOEIC,	27	0	0%
<b>Learning Needs</b>				
<b>Input</b>				
Question	Items	N	F	Percentage
The existence of pictures in an English learning material is...	a. very helpful.	27	14	51.85%
	b. helpful.	27	10	37.04%
	c. less helpful.	27	2	7.41%
	d. not helpful.	27	1	3,70%
	a. daily life.	27	12	44.44%

In learning English, the topic that I want is...	b. education.	27	9	33.33%
	c. welding.	27	8	29.63%
I want the listening input with the length of...	a. < 2 minutes.	27	4	14.82%
	b. 2-3 minutes.	27	9	33.33%
	c. 3-4 minutes.	27	7	25.93%
	d. > 4 minutes.	27	7	25.93%
In learning listening, the input that I want is in the form of...	a. short monologue/dialogue.	27	5	18.52%
	b. monologue/dialogue with pictures.	27	10	37.04%
	c. monologue/dialogue with vocabulary list.	27	9	33.33%
	d. monologue/dialogue with welding terms.	27	5	18.52%
In learning speaking, the input that I want is in the form of...	a. short monologue/dialogue.	27	5	36,67%
	b. monologue/dialogue with pictures.	27	6	30%
	c. monologue/dialogue with vocabulary list.			
	d. monologue/dialogue with the welding terms.	27	10	23,33%
	e. authentic texts which exist in the real life.	27	16	53,33%
In learning reading, I want the input text with the length of...	a. 100-150 words	27	10	37.04%
	b. 150-250 words	27	12	44.44%
	c. 250-300 words	27	2	7.41%
	d. 300-350 words	27	3	11.11%

The input text that I want for reading is...	a. monologue/dialogue text	27	5	18.52%
	b. texts with pictures	27	11	40.74%
	c. texts about welding	27	2	11.11%
	d. authentic texts which exist in the real life.	27	8	29.63%
In learning writing, the input text that I want is...	a. the example of text that will be learnt.	27	6	22.22%
	b. vocabularies which are related to welding	27	8	29.63%
	c. texts with pictures	27	8	29.63%
	d. the explanation about sentence structure.	27	5	18.52%
<b>Procedure</b>				
<b>Question</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>Percentage</b>
Listening activity that I like is...	a. discussing the content of a monologue/dialogue.	27	8	29.63%
	b. identifying terms in the monologue/dialogue.	27	7	25.93%
	c. completing sentences and responding to the questions orally.	27	8	29.63%
	d. completing sentences and responding to the questions in writing.	27	2	7.41%
	e. completing specific information of a monologue/dialogue.	27	2	7.41%

Speaking activity that I like is...	a. practicing speaking in front of class individually.	30	18	60%
	b. practicing speaking in front of class with a partner.	30	9	30%
	c. role play	30	8	26,67%
	d. discussing a certain topic	30	10	33,33%
	e. games	30	7	23,33%
Reading activity that I like is...	a. reading aloud a text with appropriate intonation and pronunciation.	27	1	3.70%
	b. answering questions based on the information in the text.	27	13	48.15%
	c. discussing about information in the text.	27	5	18.52%
	d. deciding true or false on the statements.	27	6	22.22%
	e. analyzing the meaning of words used in the text and its use in other situations	27	4	14.81%
Writing activity that I like is...	a. arranging words into an appropriate sentence.	27	15	55.56%
	b. arranging sentences into an appropriate paragraph.	27	5	18.52%
	c. writing the same texts as the input texts.	27	6	22.22%
	d. identifying punctuation errors and sentence structure on the written text.,	27	3	11.11%
	a. match English words with their respective meaning.	27	7	25.93%

When learning vocabulary, I like to...	b. translate words and categorize them into their own respective group.	27	10	37.04%
	c. find the synonym and the antonym of a word.	27	3	11.11%
	d. identify the type of words.	27	9	33.33%
	e. complete the sentence with appropriate words.	27	2	7.41%
	f. match the words with the appropriate picture.	27	0	0%
When learning grammar, I like to...	a. memorize tenses	27	4	14.81%
	b. identifying the errors in the sentence structure.	27	6	22.22%
	c. correct the errors in the sentence according to the appropriate grammar.	27	10	37.04%
	d. writing a sentence based on the existing pattern.	27	8	29.63%
When learning pronunciation, I like to...	a. mimic the teacher's way to pronounce words..	30	12	40%
	b. discuss with friends about the correct way to pronounce words.	30	9	30%
	c. read words given by the teachers loudly.	30	4	13,33%

<b>Setting</b>				
Question	Items	N	F	Percentage
In the teaching and learning process, the tasks are better complete...	a. individually.	27	5	18.52%
	b. in pairs.	27	10	37.04%
	c. in small groups (3-5 students).	27	8	29.63%
	d. in big groups (more than 5 students)..	27	3	11.11%
	e. together as a whole class.	27	2	7.41%
The learning activity is better take place in...	a. classroom.	27	10	37.04%
	b. library.	27	12	44.44%
	c. language laboratory..	27	5	18.52%
<b>Teachers' Role</b>				
Question	Items	N	F	Percentage
In teaching and learning process, the teachers had better...	a. explain while sitting and standing in front of the class..	27	3	11.11%
	b. give questions and then discuss it together.	27	13	48.15%
	c. guide the students in learning from the beginning to the end..	27	4	14.82%
	d. walk around the class and help students do the tasks..	27	3	11.11%
	e. motivate students in learning English.	27	3	11.11%
<b>Students' Role</b>				
Statement	Items	N	F	Percentage
	a. just listen to the teacher.	27	1	3.70%

In teaching and learning process, the students had better...	b. actively participate in the learning process.	27	14	51.85%
	c. do the instructions given by the teacher.	27	8	29.63%
	d. give advice and critique to the teacher..	27	4	14.81%

# APPENDIX C

## SYLLABUS

**Subject** : Bahasa Inggris  
**Class** : XI  
**Core Competence** :

CC 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

CC 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

CC 3: Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

CC 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan..

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9 Menganalisis struktur teks dan unsur</p>	<p><b>Written texts of Report texts and recordings of report texts</b></p> <p><i>Social function</i></p> <p>To classify and describe the phenomena of the world.</p> <p><i>Text Structure</i></p> <p>Generic Structure of report text:</p> <p>a. <i>General classification: Tells what the phenomena under discussion is.</i></p> <p>b. <i>Description: Describes the phenomena in</i></p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students study pictures related to the topic and answer questions related to the pictures.</li> <li>Students do an exercise about some vocabularies related to the topic.</li> </ul> <p><b>Reading and writing</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Students read a report text entitled "Metal".</li> <li>Students find out what they know and what they want to know about the text.</li> </ul>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Respond to the meaning of the words related to the context.</li> <li>Respond to the questions related to the content and the purpose of the text.</li> <li>Pronounce the words related to the texts accurately.</li> <li>Identify the generic structure of a report text.</li> </ul>	<p><b>In the Form of:</b></p> <ul style="list-style-type: none"> <li>Students' writing products.</li> <li>Students everyday conducts and attitudes in the class.</li> <li>Students' performance.</li> </ul>	4 Meetings	English For Students Of Welding Engineering Department Class XI.

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
<p>kebahasaan untuk melaksanakan fungsi sosial teks <i>factual report</i> dengan menyatakan dan menanyakan tentang teks ilmiah <i>factual</i> tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p> <p>4.13 Menangkap makna dalam teks ilmiah <i>factual (factual report)</i>, lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p><i>terms of parts, qualities, habits or behaviors.</i></p> <p><i>Language feature</i></p> <p>Vocabularies related to the topic and passive voice.</p> <p><i>Topic</i></p> <p>Characteristics and description about metals as the objects of welding.</p>	<p><b>Questioning</b></p> <p>Students formulate questions based on the things that they want to know and propose temporary answers</p> <p><b>Collecting, Analyzing, Communicating</b></p> <ul style="list-style-type: none"> <li>• Students read a report text and answer some questions related to the text.</li> <li>• Students read information about report text from books, internet, or any other sources about report text and also listen to the teacher's explanation for things that they do not understand.</li> <li>• Students further enhance their understanding about report text by doing structured and guided exercises.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Students do a semi-guided exercises in pair.</li> <li>• Students create a report text individually based on the topic that has been decided</li> </ul>	<ul style="list-style-type: none"> <li>• Create a report text correctly, accurately, and fluently.</li> <li>• Describe about a metal or an alloy orally using their own words.</li> </ul>			

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
		<p><b>Listening and Speaking</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Students listen to a recording about which explains about steel.</li> <li>• Students find out what they know and what they want to know about the text.</li> </ul> <p><b>Questioning</b></p> <p>Students formulate questions based on the things that they want to know and propose temporary answers</p> <p><b>Collecting, Analyzing, Communicating</b></p> <ul style="list-style-type: none"> <li>• Students listen to a recording which explains about steel and answer some questions related to the text.</li> <li>• Students do a vocabulary exercise using words that are related to the recording and practice to pronounce the words.</li> <li>• Students further enhance their listening and speaking skills by doing structured and guided exercises.</li> </ul>				

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
		<p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Students do a semi-guided exercises in pair.</li> <li>Students tell their friends about an alloy orally in front of the class based on the topic that has been decided.</li> </ul>				
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.6 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p>	<p><b>Written texts of Procedure texts and recordings of Procedure texts</b></p> <p><i>Social function</i></p> <p>To describe how something is achieved or accomplished through a sequence of actions or steps.</p> <p><i>Text Structure</i></p> <p>Generic Structure of report text:</p> <p>a. <b>Goal:</b> Tells what the phenomena under discussion is.</p> <p>b. <b>Materials:</b> Explains all materials needed to achieve the goal.</p> <p>c. <b>Steps:</b> Contains a series of actions in sequence which are</p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students study pictures related to the topic and answer questions related to the pictures.</li> <li>Students do an exercise about some vocabularies related to the topic.</li> </ul> <p><b>Reading and writing</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Students read a procedure text.</li> <li>Students find out what they know and what they want to know about the text.</li> </ul> <p><b>Questioning</b></p> <p>Students formulate questions based on the things that they want to know and propose temporary answers</p>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Respond to the meaning of the words related to the context.</li> <li>Respond to the questions related to the content and the purpose of the text.</li> <li>Pronounce the words related to the texts accurately.</li> <li>Identify the generic structure of a procedure text.</li> <li>Create a procedure text correctly, accurately, and fluently.</li> <li>Explain about how to weld a metal or an alloy orally using their own words correctly,</li> </ul>	<p><b>In the Form of:</b></p> <ul style="list-style-type: none"> <li>Students' writing products.</li> <li>Students everyday conducts and attitudes in the class.</li> <li>Students' performance.</li> </ul>	4 Meetings	English For Students Of Welding Engineering Department Class XI.

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
<p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>oriented to achieve the goal.</p> <p><i>Language feature</i></p> <p>Vocabularies related to the topic, imperative sentences, and sequencing connectives.</p> <p><i>Topic</i></p> <p>Steps of how to weld metals.</p>	<p><b>Collecting, Analyzing, Communicating</b></p> <ul style="list-style-type: none"> <li>• Students read a procedure text and answer some questions related to the text.</li> <li>• Students read information about report text from books, internet, or any other sources about procedure text and also listen to the teacher's explanation for things that they do not understand.</li> <li>• Students further enhance their understanding about procedure text by doing structured and guided exercises.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Students do a semi-guided exercises in pair.</li> <li>• Students create a procedure text individually based on the topic that has been decided</li> </ul> <p><b>Listening and Speaking</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Students listen to a recording which explains about how to weld copper.</li> </ul>	<p>accurately, and fluently.</p>			

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
		<ul style="list-style-type: none"> <li>• Students find out what they know and what they want to know about the text.</li> </ul> <p><b>Questioning</b></p> <p>Students formulate questions based on the things that they want to know and propose temporary answers</p> <p><b>Collecting, Analyzing, Communicating</b></p> <ul style="list-style-type: none"> <li>• Students listen to a recording which explains about how to weld copper and answer some questions related to the text.</li> <li>• Students do a vocabulary exercise using words that are related to the recording and practice to pronounce the words.</li> <li>• Students further enhance their listening and speaking skills by doing structured and guided exercises.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Students do a semi-guided exercises in pair.</li> <li>• Students tell their friends about how to weld metals orally in front</li> </ul>				

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
		of the class based on the topic that has been decided.				
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.10 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan</p>	<p><b>Written texts and recordings of expressions of asking for and giving suggestions</b></p> <p><i>Social function</i></p> <p>To ask and give suggestion to someone.</p> <p><i>Text Structure</i></p> <p>List of expressions of asking for and giving suggestion:</p> <p><b>Asking for suggestion:</b></p> <p>a. Do you have any suggestions for me?</p> <p>b. What is your suggestion?</p> <p>c. What should I do?</p> <p><b>Giving Suggestion:</b></p> <p>a. I think...</p> <p>b. I suggest that you...</p> <p>c. You should...</p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students study pictures related to the topic and answer questions related to the pictures.</li> <li>Students do an exercise about some vocabularies related to the topic.</li> </ul> <p><b>Reading and writing</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>Students read a text containing expressions of asking for and giving suggestion..</li> <li>Students find out what they know and what they want to know about the text.</li> </ul> <p><b>Questioning</b></p> <p>Students formulate questions based on the things that they want to know and propose temporary answers</p>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Respond to the meaning of the words related to the context.</li> <li>Respond to the questions related to the content and the purpose of the text.</li> <li>Pronounce the words related to the texts accurately.</li> <li>Identify the expressions of asking and giving suggestion and expressions of offering and its responses.</li> <li>Create a dialogue which contain expressions of asking and giving information and expressions of offering and its responses correctly, accurately, and fluently.</li> </ul>	<p><b>In the Form of:</b></p> <ul style="list-style-type: none"> <li>Students' writing products.</li> <li>Students everyday conducts and attitudes in the class.</li> <li>Students' performance.</li> </ul>	4 Meetings	English For Students Of Welding Engineering Department Class XI.

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
<p>merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan susai konteks..</p>	<p><i>Language feature</i> Vocabularies related to the topic</p> <p><i>Topic</i> Give suggestions to problems related to welding.</p>	<p><b>Collecting, Analyzing, Communicating</b></p> <ul style="list-style-type: none"> <li>• Students read a text containing expressions of asking for and giving information and answer some questions related to the text.</li> <li>• Students read information about asking for and giving suggestion from books, internet, or any other sources and also listen to the teacher's explanation for things that they do not understand.</li> <li>• Students further enhance their understanding about expressions of asking and giving suggestion by doing structured and guided exercises.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Students do a semi-guided exercises in pair.</li> <li>• Students create a dialogue containing expressions of asking and giving suggestion based on the topic that has been decided</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a dialogue which contain expressions of asking for and giving suggestion, and expressions of offering and its responses.</li> </ul>			

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
		<p><b>Listening and Speaking</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Students listen to a recording which contains expressions of asking for and giving suggestion.</li> <li>• Students find out what they know and what they want to know about the text.</li> </ul> <p><b>Questioning</b></p> <p>Students formulate questions based on the things that they want to know and propose temporary answers</p> <p><b>Collecting, Analyzing, Communicating</b></p> <ul style="list-style-type: none"> <li>• Students listen to a recording which contain expressions of asking for and giving suggestion and answer some questions related to the text.</li> <li>• Students do a vocabulary exercise using words that are related to the recording and practice to pronounce the words.</li> <li>• Students read information about asking for and giving suggestion from books, internet, or any other sources and also listen to the</li> </ul>				

Basic Competence	Main Material	Activities	Indicators	Evaluation	Time Allocation	Sources
		<p>teacher's explanation for things that they do not understand.</p> <ul style="list-style-type: none"> <li>• Students further enhance their listening and speaking skills by doing structured and guided exercises.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Students do a semi-guided exercises in pair.</li> <li>• Students practice their conversation skills by acting out a dialogue which contain expressions of asking for and giving suggestion.</li> </ul>				

# APPENDIX D

<b>Unit 1-What Is Metal?</b>	
<b>Warm-up</b>	
<p><b>Task 1</b> <b>Instruction:</b></p> <p>Study the pictures below and answer the questions.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to answer questions based on the pictures. This task has function as a schema-builder to activate students' schemata related to the topic of the unit. Students are expected to answer the questions by relying on their experience and current knowledge. After doing this task, students are expected to have a general view about what they are going to learn in the unit.</p>
<p><b>Task 2</b> <b>Instruction:</b></p> <p>The words in the box are often used when talking about metal. It will help you to understand the texts in this unit better. Work in pairs and find the Indonesian equivalents of the English Words below.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to find the Indonesian equivalent of some English words related to the topic. This task aims to help students enrich their vocabulary and to prepare them with some knowledge to help them do the next tasks in the unit.</p>
<b>Reading and Writing</b>	
<b>Observing</b>	
<p><b>Task 3</b> <b>Instruction:</b></p> <p>Read the report text about metal below. Tick (✓) and write items that you want to know.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to read a written report text and identify things they want to know further. This task aims to give students an opportunity to observe a language phenomenon that they are going to learn which is in the form of report text.</p>
<b>Questioning</b>	
<p><b>Task 4</b> <b>Instruction:</b></p> <p>Based on the items you want to know in Task 3, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.</p>	<p><b>Description:</b></p> <p>This task is adapting the second stage of the scientific method that is formulating questions. It is a follow up of the previous task. In this task, students are asked to formulate questions and propose temporary answers based on the things they want to know further related to the text.</p>

<p><b>Task 5</b> <b>Instruction:</b></p> <p>Read the report text in Task 3 again and answer the questions. Then report your answers with your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to read again the written report text and answer comprehension questions related to the text. This task aims to check students' comprehension about the text. This task also make use of students' ability to collect and analyze data.</p>
<b>Finding out</b>	
<p><b>Task 6</b> <b>Instruction:</b></p> <p>Read the statements below and tick (✓) the right statements based on the report text that you have read. Then report your answers with your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to decide which of the statements given in the table are correct. This task aims to guide students to know type of text that they have just read. Here, students are once again asked to collect and analyze data and communicate their answers to their friends.</p>
<p><b>Task 7</b> <b>Instruction:</b></p> <p>Study the explanation about a report text below. Discuss it with your classmates and ask your teacher for further explanation.</p>	<p><b>Description:</b></p> <p>In this task, the information about report text is presented. There is also an example provided to help students understand the report text better. This task aims to give information about report text and its language features.</p>
<p><b>Task 8</b> <b>Instruction:</b></p> <p>Read the following report text about alloy and identify the generic structure of the report text. Report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to read another written report text. After that, they are required to identify the generic structure of the text. This task aims to check students understanding about the generic structure of report text.</p>
<p><b>Task 9</b> <b>Instruction:</b></p> <p>Below are some words which appear in the report text entitled "Alloy". Find the synonyms of the words and report your answers to your classmates.</p> <p>.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to analyze and then find the synonym of the words which are related to the report text. This task aims to enrich students vocabularies with words related to the topic.</p>

<p><b>Task 10</b> <b>Instruction:</b></p> <p>Read again report texts entitled “Alloy find out the general classification and the specific information about alloy and metal from the text. After that, report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to find the general information and the specific information of the report text. This task aims let students practice identifying the information that is contained in the report text.</p>
<p><b>Task 11</b> <b>Instruction:</b></p> <p>In the report text entitled alloy, there are some words marked in bold and underlined. Those are called Passive voice. Presented below is an explanation about passive voice. Discuss it with your classmates and ask your teacher for further explanation.</p>	<p><b>Description:</b></p> <p>This task present another clue about the language feature which is often used in the report text. This task aims to give students additional clue to help them understand the report text better.</p>
<p><b>Task 12</b> <b>Instruction:</b></p> <p>Work in pairs, change the words in the brackets into the passive form. Then, report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task students are asked to complete the incomplete sentences with correct passive voice. This task aims to give opportunities to students to practice using passive voice.</p>
<b>Creating</b>	
<p><b>Task 13</b> <b>Instruction:</b></p> <p>In pairs, complete the text below with relevant sentences based on the clues given to make a good report text about “copper”. You may add additional information about copper.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to complete the report text presented with appropriate information. This task aims to give students a chance to develop a paragraph according to their own preference and prepare the students before doing a free activity in the next task.</p>
<p><b>Task 14</b> <b>Instruction:</b></p> <p>Search from books, internet, or any other sources information about the</p>	<p><b>Description:</b></p> <p>In this task, students are asked to write a report text about metal that they choose. This task contains a free activity which means students are free</p>

characteristics of gold. After that, make your own report text which consists of at least 150 words or more. Do it individually.	to develop a report text according to their preference. This task aims to give students practice to make a written report text.
<p><b>Task 15</b> <b>Instruction:</b></p> <p>Listen to the report text entitled “Steel” and answer the questions. After that, tick (√) and write items that you want to know.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a spoken report text and answer the comprehension questions. This task aims to give students an example of a spoken report text and to check how much information they can get from listening to the report text.</p>
<b>Listening and Speaking</b>	
<b>Observing</b>	
<p><b>Task 15</b> <b>Instruction:</b></p> <p>Listen to the report text entitled “Steel” and answer the questions. After that, tick (√) and write items that you want to know.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a spoken report text and answer the comprehension questions. After that, students need to find out things that they want to know about the spoken report text. This task aims to give students an example of a spoken report text and to check how much information they can get from listening to the report text.</p>
<b>Questioning</b>	
<p><b>Task 16</b> <b>Instruction:</b></p> <p>Based on the items you want to know in Task 15, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.</p>	<p><b>Description:</b></p> <p>This task is adapting the second stage of the scientific method that is formulating questions. It is a follow up of the previous task. In this task, students are asked to formulate questions and propose temporary answers based on the things they want to know further related to the text.</p>
<b>Collecting, Analyzing, Communicating</b>	
<p><b>Task 17</b> <b>Instruction:</b></p> <p>Find the Indonesian meaning of the English words below. Then try to pronounce them together with your teacher.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to the Indonesian equivalent of the words related to the spoken report text. This task aims to enrich students’ vocabulary with words related to the text.</p>

<p><b>Task 18</b> <b>Instruction:</b></p> <p>Work in pairs. Listen to the report text about stainless steel and decide whether the statements below are true or false. Then, report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to another spoken report text and decide whether the statements presented in the table are true or false based on the text. This task aims to check students' comprehension about the text.</p>
<p><b>Task 19</b> <b>Instruction:</b></p> <p>Listen again to the recording entitled "Stainless Steel" carefully. Then, in pairs, complete the following table with the information that you find in the recording. Report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a spoken recount text and then, in pairs, identify the parts of the text by completing the table provided. This task aims to give them an opportunity to practice identifying information from the spoken report text.</p>
<p><b>Creating</b></p>	
<p><b>Task 20</b> <b>Instruction:</b></p> <p>Work in pairs. Listen to the report text about "zinc alloy". Try to complete the paragraphs using the words in the bracket. Then, tell your classmates about zinc alloy orally.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a short report text and complete the incomplete report with the words provided in the table. This task aims to give students an example of short report text.</p>
<p><b>Task 21</b> <b>Instruction:</b></p> <p>Report what you know about silver to your classmates, orally. Use the hints below to help you construct your speech.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to develop a speech and tell it to their friends. There are clues given to help students construct their speech. This task aims to give the students an opportunity to develop a speech about report text and practicing it.</p>
<p><b>Task 22</b> <b>Instruction:</b></p> <p>Choose one alloy. Explore the internet, books, and other sources to find information about the alloy. Then, tell</p>	<p><b>Description:</b></p> <p>This is a free activity. Students are asked to tell their friends about an alloy.</p>

your classmates about the alloy using your own words. Do it individually.	
<b>Homework</b>	
<p><b>Task 23</b> <b>Instruction:</b></p> <p>Try to remember all the metals that you've ever welded. Choose one of them. Write a report text about the metal including an explanation about the reason why that metal is easy or hard to weld. You may research in the Internet, books, or any other sources to find information about the characteristics of the metal.</p>	<p><b>Description:</b></p> <p>This task aims to give the students an opportunity to create their own written report text.</p>

### Description of Tasks in Unit Two

<b>Unit 2-Stories Around The World</b>	
<b>Warm-up</b>	
<p><b>Task 1</b> <b>Instruction:</b></p> <p>Study the pictures below and answer the questions.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to answer questions based on the pictures. This task has function as a schema-builder to activate students' schemata related to the topic of the unit. Students are expected to answer the questions by relying on their experience and current knowledge. After doing this task, students are expected to have a general view about what they are going to learn in the unit.</p>
<p><b>Task 2</b> <b>Instruction:</b></p> <p>The following are characters of some stories from other countries. Match each with suitable title of the stories.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to find the Indonesian equivalent of some English words related to the topic. This task aims to help students enrich their vocabulary and to prepare them with some knowledge to help them do the next tasks in the unit.</p>
<b>Reading and Writing</b>	
<b>Observing</b>	
<p><b>Task 3</b> <b>Instruction:</b></p> <p>Read the procedure text about how to weld aluminium below. Tick (√) and write items that you want to know.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to read a written procedure text and identify things they want to know further. This task aims to give students an opportunity to observe a language phenomenon that they are going to learn which is in the form of report text.</p>
<b>Questioning</b>	
<p><b>Task 4</b> <b>Instruction:</b></p> <p>Based on the items you want to know in Task 3, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to</p>	<p><b>Description:</b></p> <p>This task is adapting the second stage of the scientific method that is formulating questions. It is a follow up of the previous task. In this task, students are asked to formulate questions and propose temporary answers based on the things they want to know further related to the text.</p>

your questions based on your knowledge.	
<b>Collecting, Analyzing, Communicating</b>	
<p><b>Task 5</b> <b>Instruction:</b></p> <p>Read the procedure text in Task 3 again and choose the correct answers below. Then report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to read again the written procedure text and answer the comprehension questions. This task aims to check students' comprehension about the text.</p>
<p><b>Task 6</b> <b>Instruction:</b></p> <p>Read the statements below and tick (✓) the right statements based on the procedure text that you have read. Then report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to find the correct statements among the ones presented in the table. This task aims to guide students to know about procedure text.</p>
<p><b>Task 7</b> <b>Instruction:</b></p> <p>Study the explanation about procedure text below. Report it to your classmates and ask your teacher for further explanation.</p>	<p><b>Description:</b></p> <p>The information about report text and its language features are presented in this task.</p>
<p><b>Task 8</b> <b>Instruction:</b></p> <p>Read again following procedure text about how to weld aluminium and identify the generic structure of the procedure text. Report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to read again the procedure text and identify the generic structure. This task aims to let the students practice identifying the generic structure of a procedure text.</p>
<p><b>Task 9</b> <b>Instruction:</b></p> <p>Study the explanation about imperative sentences. Discuss it together with your</p>	<p><b>Description:</b></p> <p>This task presents information about imperative sentence. This task aims to give additional information which is often used in making procedure text.</p>

classmates. Ask your teacher if you don't understand the explanations.	
<p><b>Task 10</b> <b>Instruction:</b></p> <p>Arrange the jumbled words below into good imperative sentences. Then, report your answers to your classmates</p>	<p><b>Description:</b></p> <p>In this task, students are asked to arrange jumbled words to make a good imperative sentence. This task aims to let students know the correct form of an imperative sentence.</p>
<p><b>Task 11</b> <b>Instruction:</b></p> <p>Make imperative sentences using the words provided below. Then report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task students are asked to make good imperative sentences using the verbs presented. This task aims to let students practice on how to make a good imperative task.</p>
<b>Creating</b>	
<p><b>Task 12</b> <b>Instruction:</b></p> <p>Work in Pairs. Fill in the blanks by labeling steps according to the picture of welding an iron tool. After that, rewrite the sentences and make a good paragraph.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to label the steps of procedure text according to the picture. After that, students are required to rewrite the task into a good procedure task. This task aims to make students know about how to arrange a good steps in making a procedure text.</p>
<p><b>Task 13</b> <b>Instruction:</b></p> <p>Interview a welder about how to weld a particular metal. Then write down the result of your interview. Do it individually.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to get information about how to weld something and use that information to create a good procedure text.</p>
<b>Listening and Speaking</b>	
<b>Observing</b>	
<p><b>Task 14</b> <b>Instruction:</b></p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a spoken procedure text and then, students need to determine things that they want to know from the text. This</p>

Listen to the procedure text about how to weld copper. Tick (✓) and write items that you want to know.	task aims to give students an example of a spoken procedure text.
<b>Questioning</b>	
<p><b>Task 15</b> <b>Instruction:</b></p> <p>Based on the items you want to know in Task 14, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to formulate questions based on the things they want to know further and then propose a temporary answer to their questions. This task is the second and stage of the scientific approach that is questioning.</p>
<b>Collecting, Analyzing, Communicating</b>	
<p><b>Task 16</b> <b>Instruction:</b></p> <p>Find the Indonesian equivalents of the English words below. Then try to pronounce them together with your teacher.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to find the Indonesian equivalent of the words presented in the table. This task aims to enrich students' vocabulary with the words related to the topic.</p>
<p><b>Task 17</b> <b>Instruction:</b></p> <p>Listen to the recording entitled how to weld copper and decide whether the statements below are true or false. If the statements are false, correct them. Report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a spoken procedure text and decide whether the statements presented in the table are true or false. This task aims to check students comprehension about the text.</p>
<p><b>Task 18</b> <b>Instruction:</b></p> <p>Study the explanation about sequencing connectives. Discuss it with your friends. Ask your teacher for further explanations.</p>	<p><b>Description:</b></p> <p>This task presents information about sequencing connectives. This task aims to provide students with additional information about a language which is often used in making a procedure text.</p>

<p><b>Task 19</b> <b>Instruction:</b></p> <p>Listen to the recording entitled how to weld bronze. Arrange the jumbled sentences below into a good paragraph.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a procedure text and arrange the jumbled sentence according to the text. This task aims to let check students understanding about the spoken procedure text.</p>
<p><b>Task 20</b> <b>Instruction:</b></p> <p>Listen again to the recording which explains about how to weld bronze. Answer the questions. After that, report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a spoken proc</p>
<b>Creating</b>	
<p><b>Task 21</b> <b>Instruction:</b></p> <p>Arrange the pictures according to the appropriate steps by labeling each picture with the appropriate number of steps. Work in pairs. Report your answer to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a spoken procedure text and label the pictures with the correct steps of procedure text. This task aims to give students initial information before doing the next listening activity.</p>
<p><b>Task 22</b> <b>Instruction:</b></p> <p>Listen to a recording about how to weld steel. Complete the texts below with information based on the recording that you hear.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to complete a procedure text with answers according to the text that they hear. This task aims to check students comprehension about the text and to check their vocabulary skill</p>
<p><b>Task 23</b> <b>Instruction:</b></p> <p>Choose an alloy. Search from Youtube information about how to weld the alloy. Report your work in front of the class orally. Do it individually.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to create a spoken procedure text about alloy of their own choice. This task aims to give students opportunity to practice creating and using the spoken procedure text.</p>

<b>Homework</b>	
<p><b>Task 24</b> <b>Instruction:</b></p> <p>Choose an alloy or a metal. In groups of five, make a video demonstrating about how to weld the metal or the alloy. In each step of the process, there must be a narration explaining the step. Take turns narrating the process until all of you get a turn.</p>	<p><b>Description:</b></p> <p>This task aims to give the students an extra activity to do outside the classroom by making an instructional video about how to weld metals or alloys.</p>

### Description of Tasks in Unit Three

<b>Unit 3-I Am Going To Make A Masterpiece</b>	
<b>Warm-up</b>	
<p><b>Task 1</b> <b>Instruction:</b> Study the pictures below and answer the questions.</p>	<p><b>Description:</b> In this task, students are asked to answer questions based on the pictures. This task has function as a schema-builder to activate students' schemata related to the topic of the unit. Students are expected to answer the questions by relying on their experience and current knowledge. After doing this task, students are expected to have a general view about what they are going to learn in the unit.</p>
<p><b>Task 2</b> <b>Instruction:</b> The words in the box below will help you understand the texts in this unit better. Work in pairs and find the Indonesian equivalents of the English words below.</p>	<p><b>Description:</b> In this task, students are asked to find the Indonesian equivalent of some English words related to the topic. This task aims to help students enrich their vocabulary and to prepare them with some knowledge to help them do the next tasks in the unit.</p>
<b>Reading and Writing</b>	
<b>Observing</b>	
<p><b>Task 3</b> <b>Instruction:</b> Read the short messages below. Tick (✓) and write items that you want to know.</p>	<p><b>Description:</b> In this task, students are asked to read a short message text and identify things they want to know further. This task aims to give students an opportunity to observe a language expressions that they are going to learn.</p>
<b>Questioning</b>	
<p><b>Task 4</b> <b>Instruction:</b> Based on the items you want to know in Task 3, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.</p>	<p><b>Description:</b> This task is adapting the second stage of the scientific method that is formulating questions. It is a follow up of the previous task. In this task, students are asked to formulate questions and propose temporary answers based on the things they want to know further related to the text.</p>

<b>Collecting, Analyzing, Communicating</b>	
<p><b>Task 5</b> <b>Instruction:</b></p> <p>Below are some words used in the text in Task 3. Match the English words with its appropriate meaning.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to match the English words with their Indonesian equivalent. This task aims to enrich students' vocabularies with words related to the topic in the unit.</p>
<p><b>Task 6</b> <b>Instruction:</b></p> <p>Read again the text about consultation of welding problems with Mr. Alex Stuart in Task 3. In pairs, answer the questions below. Then, report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to read the short functional text again and answer comprehension questions. This task aims to check students' comprehension about the text and to guide them to the language expressions that are being learnt.</p>
<p><b>Task 7</b> <b>Instruction:</b></p> <p>Study the explanation below to help you understand about the expressions of asking and giving suggestion. Discuss it with your classmates. Ask your teacher for more detailed explanation.</p>	<p><b>Description:</b></p> <p>This task presents information about expressions of suggestions, about how to give and ask for suggestions.</p>
<p><b>Task 8</b> <b>Instruction:</b></p> <p>Work in pairs, match the expressions in the left side with the suitable response in the right side. Report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to match each problem with its appropriate solutions. This task aims to give students example about the use of expressions of asking for and giving suggestions.</p>
<p><b>Task 9</b> <b>Instruction:</b></p>	<p><b>Description:</b></p> <p>In this task, students are asked to find the expressions of asking for and giving suggestions from the text. This task aims to let students practicing to</p>

<p>Work in pairs, Identify the expression of asking and giving suggestion in Task 8. Write down the expressions in the column below. Report your answers with your classmates.</p>	<p>analyze the expressions of asking for and giving suggestions.</p>
<b>Creating</b>	
<p><b>Task 10</b> <b>Instruction:</b></p> <p>Your uncle has a problem with welding two cast iron plate metals. The cast irons always cracked and the joint wouldn't fuse strongly. He wants to consult this problem to an expert but he doesn't know how to write an email. Help him to compose an email. There are clues given to you in the brackets.</p>	<p><b>Description:</b></p> <p>In this task students are asked to complete the E-mail with appropriate answers. There are clues given in the text. This task aims to let students practice constructing a text which use the expressions of asking for a suggestions in a semi-guided activity.</p>
<p><b>Task 11</b> <b>Instruction:</b></p> <ol style="list-style-type: none"> <li>1. You have a problem with your welding. Write a message to one of your classmates in the class. Ask for suggestions from him/her because you cannot solve the problem by yourself.</li> <li>2. Trade your message with your friend. You have to help him/her solve the problem by giving suggestions.</li> </ol>	<p><b>Description:</b></p> <p>This task aims to give them a free practice in which they have to write a short letter containing expressions of asking for and giving suggestions.</p>
<b>Listening and Speaking</b>	
<b>Observing</b>	
<p><b>Task 12</b> <b>Instruction:</b></p> <p>Listen to the dialogue between Budi and his teacher. Tick (√) the items that you want to know.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to and complete a dialogue containing expressions of asking for and giving suggestions and then, identify things</p>

	that they want to know further related to the dialogue.
<b>Questioning</b>	
<p><b>Task 13</b> <b>Instruction:</b></p> <p>Based on the items you want to know in Task 13, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.</p>	<p><b>Description:</b></p> <p>This task is adapting the second stage of the scientific method that is formulating questions. It is a follow up of the previous task. In this task, students are asked to formulate questions and propose temporary answers based on the things they want to know further related to the text.</p>
<b>Collecting, Analyzing, Communicating</b>	
<p><b>Task 14</b> <b>Instruction:</b></p> <p>Listen again to the dialogue between Budi and his teacher, Mr. Ali. Decide whether the statements below are true or false. Report your answers to your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a dialogue and decide whether the statements presented in the table are true or false and give corrections to the false statements. This task aims to check students' comprehension about the dialogue.</p>
<p><b>Task 15</b> <b>Instruction:</b></p> <p>Listen to a dialogue between Budi and a shop attendant. Complete the dialogue between Budi and a shop attendant using words in the box and answer the questions. After that, practice the dialogue with your partner. Report your answers with your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to listen to a dialogue and complete the dialogue using the words presented in the table. After that, students are asked to practice the dialogue with their friend. This task aims to practice students' listening ability and to let the students practice the dialogue which contains the expressions of asking for and giving suggestions.</p>
<p><b>Task 16</b> <b>Instruction:</b></p> <p>Study the explanation about expressing offering and its responses below. Discuss them with your classmates and ask your teacher for more detailed explanations.</p>	<p><b>Description:</b></p> <p>This task presents another language expressions which are giving an offer and the replies.</p>

<p><b>Task 17</b> <b>Instruction:</b></p> <p>Match the expressions in the left column with the suitable responses in the right column below. Report the answers and act them out with your partner.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to match the expressions of giving an offer with the appropriate replies. This task aims to let the students practice identifying expressions of giving an offer and the appropriate replies.</p>
<p><b>Task 18</b> <b>Instruction:</b></p> <p>Listen again to the dialogue between Budi and Mr. Ali. Identify the expressions of asking for and giving suggestion and also expressions of offering including its responses. Report your answer with your classmates.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to identify the expressions of asking for and giving suggestions and expressions of offering together with the replies. This task aims to let students practice analyzing the expressions of asking for and giving suggestions and expressions of offering together with the replies.</p>
<b>Creating</b>	
<p><b>Task 19</b> <b>Instruction:</b></p> <p>Read the dialogues below and complete the blanks using suitable expressions. Do it individually.</p>	<p><b>Description:</b></p> <p>In this task, students are asked to complete a dialogue with the expressions provided. This task aims to let the students practice using the expressions of asking for and giving suggestions and expressions of offering with the replies in a semi-controlled activities.</p>
<p><b>Task 20</b> <b>Instruction:</b></p> <p>Have short dialogues with your partner based on the situations given. Use the expressions of asking for and giving information and also the expressions of offering with its responses. Act it out.</p>	<p><b>Description:</b></p> <p>This task aims to give the students an opportunity to create their own dialogue containing expressions of asking for and giving suggestions and expressions of offering with the replies.</p>

<b>Homework</b>	
<p><b>Task 21</b> <b>Instruction:</b></p> <p>Find out in a forum about welding. Find out at least five expressions of asking for and giving suggestions. Attach the web address of the forum when you submit the homework. Work individually.</p>	<p><b>Description:</b></p> <p>This task aims to give the students an extra activities outside the classroom which is to identify language expressions of asking for and giving suggestions in the real-life.</p>

# APPENDIX E

# UNIT 1

## WHAT IS METAL?



Have you read a report text about metal? It is a kind of text which explains about metals and their characteristics. As a student of Welding Engineering Department, the information about metal is important for you. Do you know how to write a report text and how to deliver it orally? In this unit, you will learn how to produce report text both orally and in writing while finding much information about metals.



## Task 1

Study the pictures below and answer the questions.



1)



2)



3)



4)

### Source:

Picture 1: [narmadapower.com](http://narmadapower.com)

Picture 2: [dreamatico.com](http://dreamatico.com)

Picture 3: [cfnewsads.thomasnet.com](http://cfnewsads.thomasnet.com)

Picture 4: [wanibesak.files.wordpress.com](http://wanibesak.files.wordpress.com)

### Questions

1. Do you know the names of all the metals shown in the picture?
2. Do you know the characteristics of copper?
3. What do you know about alloy?
4. Have you ever welded things other than iron and steel?
5. Do you think that every metal can be welded with the same method? State your reason.



## Task 2

The words in the box are often used when talking about metal. It will help you to understand the texts in this unit better. Work in pairs and find the Indonesian equivalents of the English Words below.

English	Indonesian
strong /strɒŋ/	
shiny /'ʃaɪ.ni/	
opaque /əʊ 'peɪk/	
brittle /'brɪt.l/	
oxidize /'ɒk.sɪ.daɪz/	
rust /rʌst/	
toughness /'tʌf.nəs/	
hard /hɑ:rd/	
solid /'sɒl.ɪd/	
corrosion /kə'reʊ.ʒən/	
soft /sɒft/	
elements /'el.ɪ.mənts/	
benefit /'ben.ɪ.fɪt/	
substance /'sʌb.stənt s/	
mixture /'mɪks.tʃər/	
solidify /sə'ɪd.ɪ.faɪ/	
resistance /rɪ'zɪs.tənt s/	
enhance /ɪn'hɑ:n s/	
alter /'ɒl.tər /	

**OBSERVING****Task 3**

Read the report text about metal below. Tick (✓) and write items that you want to know.

**Metal**

The word metal comes from greek word *metallon*. A metal is a material that is hard, opaque, shiny, and has good electrical and thermal conductivity. About 91 of the 118 elements in the periodic table are metals. Nowadays, metals are used in many aspects of life such as: transportation, aerospace, communications, construction, biomedical application, household conveniences, and many more.

The atoms in metals are solid, structured, and can easily change shape. The electron in the atom is also able to move easily from one atom to the other. This unique structure makes metals a good conductor, malleable, ductile, and also fusible. Malleable means that metals can be pressed or hammered without breaking. Ductile means metals can be converted into threads and wires. Fusible means that metals can be melted and fused with other metals or other materials.

There are four category of metals: Base metal, ferrous metal, noble metal, and precious metal. Base metal refers to metals which oxidize or corrode relatively easy. Examples include iron, nickel, lead, and zinc. Ferrous metal refers to metals that contain iron and often magnetic, such as steel. Noble metal are metals that are resistant to corrosion and oxidation, such as: gold, platinum, silver, and rhodium. While Precious metals are rare metals which have high economical value. Examples include platinum, palladium, and gold.

Adapted from: Wikipedia.com

**No. Things you want to know**

(√)

1. The information in the text
2. The purpose of the report text
3. The general structure of the report text
4. The grammar used in the report text

**Write more things you want to know**

1. ...
2. ...

**QUESTIONING**



**Task 4**

**Based on the items you want to know in Task 3, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.**

**No**

**Questions**

1. What is the text about?
2. What is the social purpose of the report text?

**Provide your temporary answers here.**

No.	Answers
1.	
2.	
3.	
4.	

## COLLECTING, ANALYZING, COMMUNICATING



### Task 5

**Read the report text in Task 3 again and answer the questions. Then report your answers with your classmates.**

1. According to the text, what is metal?
2. What are the characteristics of metal?
3. Which paragraph explains the characteristics of metal?
4. According to the text, what does malleable mean?
5. What does the important information in the last paragraph tell us about?



## Task 6

Read the statements below and tick (✓) the right statements based on the report text that you have read. Then report your answers with your classmates.

No	Statements	(✓)
1.	The report text entitled “Metal” gives information about metal in general.	
2.	The report text entitled “Metal” gives information about a specific or a particular metal.	
3.	The report text entitled “Metal” tells information about metal through research and observation.	
4.	The report text entitled “Metal” tells someone’s opinion about metal.	

## INTERMEZZO

- The most common metal in the Earth’s soil is aluminium. However, in terms of the whole planet, iron is the absolute leader among metals since it makes the major share of the Earth’s core.
- About 75% of the chemical elements are metals. Of the 118 known elements, 91 are metals. Many of the others possess some of the characteristics of metals and are known as semimetals or metalloids.
- The only metal that is a liquid at ordinary room temperature and pressure is mercury.



## Task 7

**Study the explanation about a report text below. Discuss it with your classmates and ask your teacher for further explanation.**

### REPORT TEXT

It is a kind of text which tells information about something, as it is, as a result of a systematic observation and analysis

### GENERIC STRUCTURE

1. Title: The title of the report text
2. General classification: statements that introduce the thing that will be discussed including its common description and its general classification. It is usually put in the first paragraph of the text.
3. Specific information: tells the distinct characteristics of the thing that is discussed in the text including parts, qualities, habits, etc.

### LANGUAGE FEATURES:

1. Use simple present tense.
2. Use general nouns, e.g. metal, rather than particular nouns, e.g. the black iron.
3. Use relating verbs to describe features, e.g. metal is solid and hard.
4. Use action verbs to describe behavior, e.g. the atoms of metal can easily move from one point to another, allowing the metal to change shape.
5. Use timeless present tense (often, usually, always) to indicate facts, e.g. base metals are usually mixed with other substances



## Task 8

Read the following report text about alloy and identify the generic structure of the report text. Report your answers to your classmates.

### ALLOY

An alloy is a mixture of either pure or fairly pure chemical elements, which forms an impure substance (admixture) that retains the characteristics of a metal.

With an alloy, the added impurities are usually desirable and will typically have some useful benefit. Alloys are made by mixing two or more elements; at least one of which being a metal. This is usually called the primary metal or the base metal, and the name of this metal may also be the name of the alloy while the other components may or may not be a metal.

When the alloy cools and solidifies (crystallizes), its mechanical properties will often be quite different from those of its individual constituents. A metal that is normally very soft and malleable, such as aluminium, can be altered by alloying it with another soft metal, like copper. Although both metals are very soft and ductile, the resulting aluminium alloy will be much harder and stronger.

Adding a small amount of non-metallic carbon to iron produces an alloy called steel. Due to its very-high strength and toughness (which is much higher than pure iron), and its ability to be greatly altered by heat treatment, steel is one of the most common alloys in modern use. By adding chromium to steel, its resistance to corrosion can be enhanced, creating stainless steel, while adding silicon will alter its electrical characteristics, producing silicon steel.

Adapted from: Wikipedia.com



## Task 9

**Read again report texts entitled “Alloy” and “Metal” and find out the general classification and the specific information about alloy and metal from both texts. After that, report your answers to your classmates.**

### ALLOY

General information about alloy:

- An alloy is...

Specific information about alloy:

- An alloy is made of...
- Benefits of alloy:
- Benefits of alloy:

### METAL

General information about metal:

- Metal is...

Specific information about metal:

- Characteristics of metal:
- Categories of metal:



## Task 10

Presented below is an explanation about passive voice. It is one of the language features which are often used in the report text. Discuss it with your classmates and ask your teacher for further explanation.

### PASSIVE VOICE

- When you write a report text, you will need to use a lot of present passive sentences
- These passive sentences make the text more formal and impersonal
- The formula for simple present passive voice is:  
Subject + to be (is/are) + verb 3/past participle

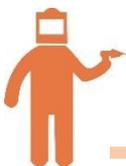
It is usually called the base metal.

**Subject to be adverb verb 3 object**

Metals can be converted into wires

**Subject modal to be verb 3 prep. Object**

- Remember that passive sentences can only be made if the sentences have transitive verbs. You cannot make passive sentences that contain intransitive verbs because they don't have objects



## Task 11

Work in pairs, change the words in the brackets into the passive form. Then, report your answers to your classmates.

1. An alloy \_\_\_\_\_(make) by mixing a metal with other metals or other materials.
2. A metal can \_\_\_\_\_(fuse) after it \_\_\_\_\_(melt).
3. After copper \_\_\_\_\_(mix) with aluminium, its toughness \_\_\_\_\_(enhance).
4. A non-metal material cannot \_\_\_\_\_(weld) because it is too weak against heat.

## CREATING



### Task 12

In pairs, complete the text below with relevant sentences based on the clues given to make a good report text about “copper”. You may add additional information about copper.

#### COPPER



Copper is a reddish brown nonferrous metal which has been used for thousands of years by many cultures.

**Characteristics:** ductile, malleable, corrosion resistant, good heat and electric conductor, toxic to organisms, can increase the strength and usefulness of other metals.

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Adapted from: [chemistryexplained.com](http://chemistryexplained.com)



### Task 13

Search from books, internet, or any other sources information about the characteristics of gold. After that, make your own report text which consists of at least 150 words or more. Do it individually.

**OBSERVING**



**Task 14**

**Listen to the report text entitled “Steel” and answer the questions. After that, tick (✓) and write items that you want to know.**



Source: [photographicdictionary.com](http://photographicdictionary.com/s/steel)

**Questions:**

1. What is steel made from?
2. What is the main characteristic of steel?
3. What factor decides the hardness of steel?
4. Is steel malleable?
5. In our daily life, where can you find steel?

No. Things you want to know

(√)

1. The content of the recording
2. How to deliver report text orally

Write more things you want to know

1. ...
2. ...

## QUESTIONING



### Task 15

Based on the items you want to know in Task 14, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.

No

Questions

1. What is the recording about?
2. How do we tell a report text orally?

Provide your temporary answers here.

No.

Answers

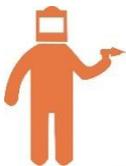
- 1.
- 2.



**Task 16**

**Find the Indonesian meaning of the English words below. Then try to pronounce them together to your teacher.**

properties	/ˈprɒp.ə.tɪs/	:
flexible	/ˈfleks.sɪ.bl/	:
vessel	/ˈves.əl/	:
melt	/melt/	:
hardness	/hɑ:d.nəs/	:
lead (n)	/li:d/	:



**Task 17**

**Work in pairs. Listen to the report text about stainless steel and decide whether the statements below are true or false. Then, report your answers to your classmates.**



Source: aemforge.com and Wisegeek.com

No	Items	True	False
1.	Stainless steels are always made using chromium.		
2.	Stainless steels are not corrosive-resistant.		
3.	Stainless steels are earth friendly materials.		
4.	There are four major types of stainless steel.		
5.	Stainless steels are often used in house wares.		
6.	Austenitic stainless steels are the strongest among stainless steels.		
7.	Ferritic stainless steels are the most flexible among stainless steels.		
8.	Martensitic stainless steels are strong and hard stainless steels.		
9.	Duplex stainless steels are flexible and resistant to corrosion.		



### Task 18

Listen again to the recording entitled “Stainless Steel” carefully. Then, in pairs, complete the following table with the information that you find in the recording. Report your answers to your classmates.

Title	
General Information	
Specific Classification	

## CREATING



### Task 19

Work in pairs. Listen to the report text about “zinc alloy”. Try to complete the paragraphs using the words in the bracket. Then, tell your classmates about zinc alloy orally.

#### Zinc Alloy

Zinc is used to make many useful 1)\_\_\_\_\_. Brass, an alloy of Zinc that contains between 55% and 95% of 2)\_\_\_\_\_, is among the best known alloys. The use of Brass dates back 2500 years and was widely used by the Romans and is commonly used today, particularly in musical instruments and many 3)\_\_\_\_\_ applications that must resist corrosion. Zinc is alloyed with Lead and Tin to make solder, a metal with a relatively low melting point used to 4)\_\_\_\_\_ electrical components, pipes, and other metallic items. Other Zinc Alloys include Nickel Silver, typewriter metal, and German 5)\_\_\_\_\_.

Adapted from: [belmontmetals.com](http://belmontmetals.com)

join

alloy

hardware

copper

silver



### Task 20

Report what you know about silver to your classmates, orally. Use the hints below to help you construct your speech.

- Ductile, malleable
- Better electrical conductor than copper
- Best heat conductor than other metals
- However, silver is more expensive than copper
- Silver is now mainly used as jewellery rather than used in electrical appliances.



## Task 21

**Choose one alloy. Explore the internet, books, and other sources to find information about the alloy. Then, tell your classmates about the alloy using your own words. Do it individually. The speech should consist of:**

- a. General Classification
- b. Specific Information
  - Characteristics
  - Benefits
  - Etc. (add your own information)

## HOMEWORK



## Task 22

**Try to remember all the metals that you've ever welded. Choose one of them and find information about the metal including its unique characteristics. Write a report text about the metal including an explanation about the reason why that metal is easy or hard to weld.**

## REFLECTION

Knowledge that I got in this chapter	I learn about...
When I was studying this chapter	This unit is good, because...
	This unit is not good enough, because...

## SUMMARY

### 1. Report Text

A report text is a kind of text which tells information about something, as it is. It is as a result of a systematic observation and analysis.

The generic structure of a report text is

- **Title:** The title of the report text
- **General classification:** statements that introduce the thing that will be discussed including its common description and its general classification. It is usually put in the first paragraph of the text.
- **Specific information:** tells the distinct characteristics of the thing that is discussed in the text including parts, qualities, habits, etc.

### 2. Passive Voice

When you write a report text, you will need to use a lot of present passive sentences to make the text more formal and impersonal. Passive sentences can only be made if the sentences have transitive verbs. Passive sentences cannot be produced if the verb does not need an object. The formula for simple present passive voice is:

**Subject + to be (is/are) + verb 3/past participle**

### QUOTE OF THE DAY



Taken from: [www.bms.co.in](http://www.bms.co.in)

## UNIT 2

# How to Weld Metals



When you become a welder, you will be asked to weld many kinds of metal with different characteristics. Each metal needs a specific method of welding in order to be able to weld the metal. Do you know how to tell others to weld metals both orally and in writing? In this unit, you will learn the tips about how to weld metals both orally and in the written form.



## Task 1

Study the pictures below and answer the questions.



Source: Wikipedia.com

### Questions

1. What is the picture about?
2. Do you think they are welding the same kind of metal? Why?
3. How many techniques of welding do you know?
4. Can you explain how to weld a copper?



## Task 2

The words in the box below will help you understand the texts in this unit better. Work in pairs and find the Indonesian equivalents of the English words below.

English	Indonesian
safety /'seɪf.ti/	
equipment /ɪ'kwɪp.mənt/	
preheat /,pri:'hi:t/	
amperage /'æm.pə.rɪdʒ/	
joint /dʒɔɪnt/	
thoroughly /'θɒr.ə.li/	
edge /edʒ/	
tightly /'taɪt.li/	
puddle /'pʌd.l/	
smooth /smu:ð/	

## INTERMEZZO



Some of the earliest welding recorded dates back to the Bronze age where small gold circular boxes were discovered. They were made by forge-welding two pieces of metal together and hammering them to make one component part. This was some 2000 years BC.

Sources: Metrosteel.co.au

OBSERVING



Task 3

Read the procedure text about how to weld aluminium below. Tick (✓) and write items that you want to know.

### How to Weld Aluminium

**You will need:**

- Aluminium to weld
- TIG welder
- Aluminium filler rod
- Proper safety equipment, such as: gloves, suits, a helm, and a fire extinguisher

**Steps:**

- **First**, preheat the aluminium. Aim for a temperature of about 176°C. This is important because when welding thick pieces of aluminium, welding without preheating can lead to a very weak, shallow bond.
- **Second**, fit the aluminium together as tightly as possible. If the joint is not fitted very tightly, you will create gaps in the joint.
- **Third**, set the amperage of your welder. Aim to use about 1 amp per 0.025 mm of the aluminium's thickness
- **Next**, start to weld the aluminium slowly and carefully.
- **Then**, create a puddle by melting the aluminium and the aluminium filler rod together.
- **Finally**, weld the puddle together with the aluminium in order to lock the joint. Repeat these two processes until all edges of the joint are tightly locked.

Adapted from: Wikihow.com

No.	Things you want to know	(√)
1.	The content of the text	
2.	The purpose of the procedure text	
3.	The general structure of the procedure text	
4.	The grammar used in the procedure text	
<b>Write more things you want to know</b>		
1.	...	
2.	...	

## QUESTIONING



### Task 4

**Based on the items you want to know in Task 3, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.**

No	Questions
1.	What is the text about?
2.	What is the social purpose of the procedure text?

Provide your temporary answers here.

No.	Answers
1.	
2.	
3.	
4.	

## COLLECTING, ANALYZING, COMMUNICATING



### Task 5

Read the procedure text in Task 3 again and choose the correct answers below. Then report your answers to your classmates.

1. What is the first step to weld aluminium?
  - a. Clean the aluminium.
  - b. Wear gloves.
  - c. Create a puddle.
  - d. Buy a mask.
2. Pick one equipment which is NOT a proper safety equipment in welding aluminium.
  - a. A helm.
  - b. Gloves.
  - c. Fire extinguishers.
  - d. A hammer.
3. What is the second step to weld aluminium?
  - a. Fit the aluminium.
  - b. Weld the aluminium.
  - c. Heat the aluminium.
  - d. Melt the aluminium.
4. What is the least step of welding aluminium?
  - a. Clean the puddle.
  - b. Weld the puddle.
  - c. Join the puddle.
  - d. Cool the puddle.
5. According to the text, how many steps are required to weld aluminium?
  - a. 7
  - b. 8
  - c. 6
  - d. 5



## Task 6

Read the statements below and tick (✓) the right statements based on the procedure text that you have read. Then report your answers to your classmates.

No	Statements	(✓)
1.	The purpose of procedure texts is to tell the reader how to do something.	
2.	The purpose of procedure texts is to tell the reader about writer's past experience.	
3.	The purpose of procedure texts is to tell the reader an expert's opinion	
4.	The purpose of procedure texts is to tell the reader how to make something.	



## Task 7

Study the explanation about procedure text below. Report it to your classmates and ask your teacher for further explanation.

### PROCEDURE TEXT

It is a kind of text which explain how to use instructions/operation manuals or explains how to achieve a particular goal through a sequence of steps or actions.

#### Generic Structure

1. Goal/aim: The goal or the things that you want to make.
2. Materials/equipment: Materials that are needed to accomplish the goal.
3. Methods/steps: A series of actions to achieve the goal.

#### Language features

1. Using sequencing connectives (e.g. first, second, third)
2. Using imperative sentence (command) (e.g. move your welding stick, cool the metals down)



## Task 8

Read again following procedure text about how to weld aluminium and identify the generic structure of the procedure text. Report your answers to your classmates.

### How to Weld Aluminium

You will need:

- Aluminium to weld
- TIG welder
- Aluminium filler rod
- Proper safety equipment, such as: gloves, suits, a helm, and a fire extinguisher

Steps:

- First, preheat the aluminium. Aim for a temperature of about 176°C. This is important because when welding thick pieces of aluminium, welding without preheating can lead to a very weak, shallow bond.
- Second, fit the aluminium together as tightly as possible. If the joint is not fitted very tightly, you will create gaps in the joint.
- Third, set the amperage of your welder. Aim to use about 1 amp per 0.025 mm of the aluminium's thickness
- Next, start to weld the aluminium slowly and carefully.
- Then, create a puddle by melting the aluminium and the aluminium filler rod together.
- Finally, weld the puddle together with the aluminium in order to lock the joint. Repeat these two processes until all edges of the joints are tightly locked.

Adapted from: Wikihow.com

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Task 9

Study the explanation about imperative sentences. Discuss it together with your classmates. Ask your teacher if you don't understand the explanations.

### IMPERATIVE SENTENCE

When you produce a procedure text, you need to use imperative sentences. What is the imperative sentence?

- It is a type of sentence that gives advice or instructions, request or command.
- An imperative sentence typically begins with the Verb 1. The subject "You" is eliminated. Therefore the formula is:

**Verb + Object + Adverb**

Example:

- Preheat the welding gun to ease the welding.

**Verb + Object + Adverb**

Other Examples:

- Wipe the metals to clean it.
- Let the metal cooling down slowly before welding it again.
- Choose the appropriate welding rod.

### Negative Form of Imperative Sentence

To negate an imperative sentence, the auxiliary *do* is combined with not and placed at the beginning of the sentence before the verb.

Example:

- Do not preheat the welding gun
- **Do + Not + Verb + Object.**

Other examples:

- Do not wipe the metals.
- Do not let the metal cool down.
- Do not break your welding machine.



### Task 10

Arrange the jumbled words below into good imperative sentences. Then, report your answers to your classmates

1. cast-irons-Clean.
2. weld -the-sections-that- Preheat -you-want-to.
3. the- Press-cast-irons.
4. pressing-Weld-keep-the-section-while -it.
5. slowly-it-cool-Let.



### Task 11

Make imperative sentences using the words provided below. Then, report your answers to your classmates.

1. Weld : \_\_\_\_\_
2. Put : \_\_\_\_\_
3. Cool : \_\_\_\_\_
4. Join : \_\_\_\_\_
5. Heat : \_\_\_\_\_
6. Rub : \_\_\_\_\_
7. Keep : \_\_\_\_\_

## CREATING



### Task 12

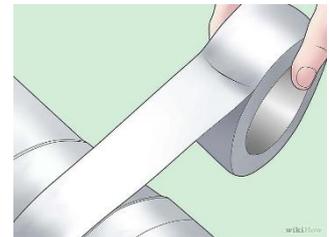
Work in Pairs. Fill in the blanks by labeling steps according to the picture of welding an iron tool. After that, rewrite the sentences and make a good paragraph.



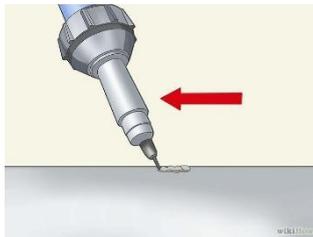
1.



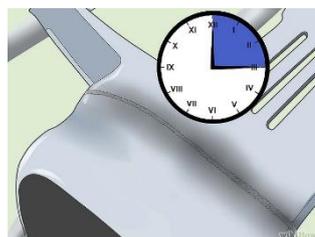
2.



3.



4.



5.



6.

Adapted from: [wikihow.com](http://www.wikihow.com)

#### Steps:

- \_\_\_ . Cool down the iron for at least fifteen minutes
- \_\_\_ . Tape the other areas close to the section that you want to weld in order not let it be heated too much.
- \_\_\_ . Preheat your welding torch.
- \_\_\_ . Grind the section that you just welded as a finisher.
- \_\_\_ . Clean the metal the iron that you want to weld by grinding it.
- \_\_\_ . Weld the iron by moving the welding torch horizontally.



### Task 13

**Interview a welder about how to weld a particular metal. Then write down the result of your interview. Do it individually.**

Goal \_\_\_\_\_

Material (optional):

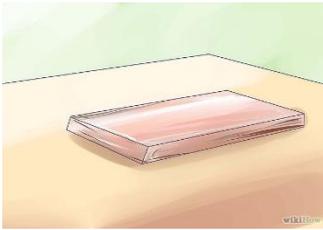
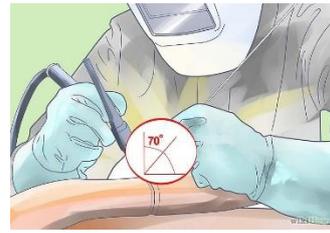
- Steps
1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_
  3. \_\_\_\_\_  
\_\_\_\_\_
  4. \_\_\_\_\_  
\_\_\_\_\_
  5. \_\_\_\_\_  
\_\_\_\_\_
  6. \_\_\_\_\_  
\_\_\_\_\_
  7. \_\_\_\_\_  
\_\_\_\_\_

**OBSERVING**



**Task 14**

Listen to the procedure text about how to weld copper. Tick (✓) and write items that you want to know.



**No. Things you want to know (✓)**

- 1. The content of the recording
- 2. How to tell a procedure text orally

Write more things you want to know

- 1. ...
- 2. ...

## QUESTIONING



### Task 15

Based on the items you want to know in Task 14, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.

No	Questions
1.	What is the recording about?
2.	How do you tell a procedure text?

Provide your answers here.

No.	Answers
1.	
2.	
3.	
4.	

## COLLECTING, ANALYZING, COMMUNICATING



### Task 16

Find the Indonesian equivalents of the English words below. Then try to pronounce them together with your teacher.

angle	/ˈæŋ.ɡl/	:
cloth	/klɒθ/	:
section	/ˈsek.ʃən/	:
torch	/tɔ:tʃ/	:
grinder	/ˈɡrɑɪ.n.də r/	:
pool	/pu:l/	:



### Task 17

Listen to the recording entitled how to weld copper and decide whether the statements below are true or false. If the statements are false, correct them. Report your answers to your classmates.

No	Items	True	False	Correction
1	Flammable materials are dangerous when welding copper.			
2	Copper do not need to be cleaned before welded.			
3.	Your weld metal must be stronger than copper.			
4.	Welding copper is not dangerous.			
5.	It takes less skill to weld copper.			



## Task 18

Study the explanation about sequencing connectives. Discuss it with your friends. Ask your teacher for further explanations.

### SEQUENCING CONNECTIVES

In telling a procedure text, sequencing connectives are often used. It is because:

- These connectives help to develop logical sequence of the ideas.
- These connectives enable you to show chronological order.

The sequencing connectives include: **first, second, then, after that, before, next, etc.**

For example:

**First**, prepare your safety equipment.

**Second**, preheat your welding rod.



## Task 19

Listen to the recording entitled how to weld bronze. Arrange the jumbled sentences below into a good paragraph.

\_\_\_\_. Second, prepare your welding machine. Adjust the gas flow to create a point-shaped flame.

\_\_\_\_. Third, apply the welding material. Hold the flame of the torch against an area of the joint to be welded.

\_\_\_\_. First, clean and degrease the surfaces to be welded. Thoroughly clean and degrease the surfaces to be welded using commercial metal cleanser and degreaser products.

\_\_\_\_. After that, allow the weld area to cool. Remove the bronze welding rod and the torch flame from the weld area. Securely turn off the torch and allow the newly welded joint to cool.

\_\_\_\_. Next, fit the 2 parts to be welded together in the desired position.

\_\_\_\_. Finally, complete the weld. Move the heating and melting flame slowly over adjoining parts of the initial weld, and continue around the joint area.



## Task 20

Listen again to the recording which explains about how to weld bronze. Answer the questions. After that, report your answers to your classmates.

1. What kind of welding rod used to weld the Bronze in the recording?
2. What is the first step in welding bronze according to the recording?
3. What is the second step in welding bronze according to the recording?
4. What is the fourth step in welding bronze according to the recording?
5. When did we cool the bronze down?

## CREATING



## Task 21

Listen to a recording about how to weld steel. Fill in the blanks to complete the instructions according to the recording that you hear. After that, rewrite the text into a simple procedure text using your own words. Work in pairs.



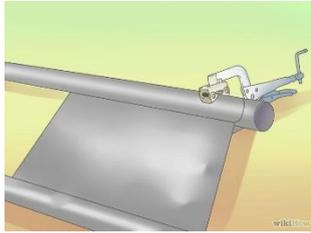
1. \_\_\_\_\_. You should have a welding machine, electrode holder with lead, ground clamp with lead, electrodes, and metal to be welded. You will also need are a chipping hammer to get rid of the slag and a wire brush to clean the steel.



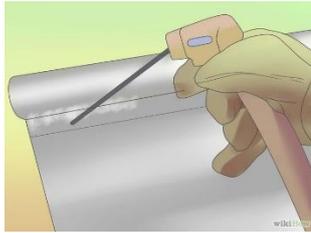
2. \_\_\_\_\_. Most welding machines are fairly straight forward. You should most likely be using an amperage of around 90-120 amps, although this should be adjusted for metal thickness and electrode diameter.



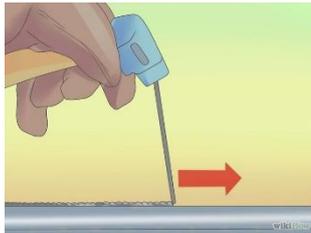
3. \_\_\_\_\_. This can be done by brushing the surface(s) to be welded with a wire brush or a grinder. Remove as much rust or paint from the metal as possible.



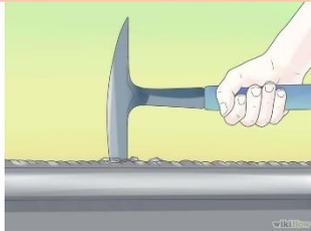
4. \_\_\_\_\_. Use clamps and vises to ensure that the joint you are welding is precisely and firmly held together.



5. \_\_\_\_\_. To create a good pool, you should stay where you started for a second or two before moving.



6. \_\_\_\_\_. Keep the electrode at an angle a few degrees close to  $90^\circ$ . Don't travel too fast; as a general guide you want to use about an inch of electrode for each inch of weld. When moving the weld pool, you can go in a straight line (a *stringer* bead) or move around in small circles.



7. \_\_\_\_\_. Slag is a residue left from the welding process. During the weld, the slag protects the hot metal from contaminants. The slag covering does not cool at the same rate as the weld bead, which can cause the slag to pop off the weld. Use the chipping hammer to break the slag off the weld.



8. \_\_\_\_\_. If this is only practice, dipping the metal in water will cool it faster. Cooling in water will make the weld brittle, so allow any structural welds to cool by air instead.

Adapted from: [wikihow.com](http://www.wikihow.com)

**Rewrite your text using this format.**

**Title** : \_\_\_\_\_

**Materials** :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Steps** :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Task 22**

**Choose an alloy. Search from youtube, google, books, internet, or any other sources information about how to weld the alloy. Report your work in front of the class orally. Do it individually.**

## HOMEWORK



### Task 23

Find a video that consists of tips to weld a metal or an alloy in the Internet. Convert the steps shown in the video into a short paragraph using your own words in a piece of paper. Do it individually.

## REFLECTION

Knowledge that I got in this chapter	I learn about...
When I was studying this chapter	This unit is good, because...
	This unit is not good enough, because...

## SUMMARY

### 1. PROCEDURE TEXT

It is a kind of text which explain how to use instructions/operation manuals or explains how to achieve a particular goal through a sequence of steps or actions.

#### Generic Structure:

1. Goal/aim: The goal or the things that you want to make.
2. Materials/equipment: Materials that are needed to accomplish the goal.
3. Methods/steps: A series of actions to achieve the goal.

### 2. IMPERATIVE SENTENCE

Imperative sentence is a type of sentence that gives advice or instructions, request or command. The formula for imperative sentence is:

**Verb + Object + Adverb**

### 3. SEQUENCING CONNECTIVES

In telling a procedure text, sequencing connectives are often used. It is because:

- These connectives help to develop logical sequence of the ideas.
- These connectives enable you to show chronological order.

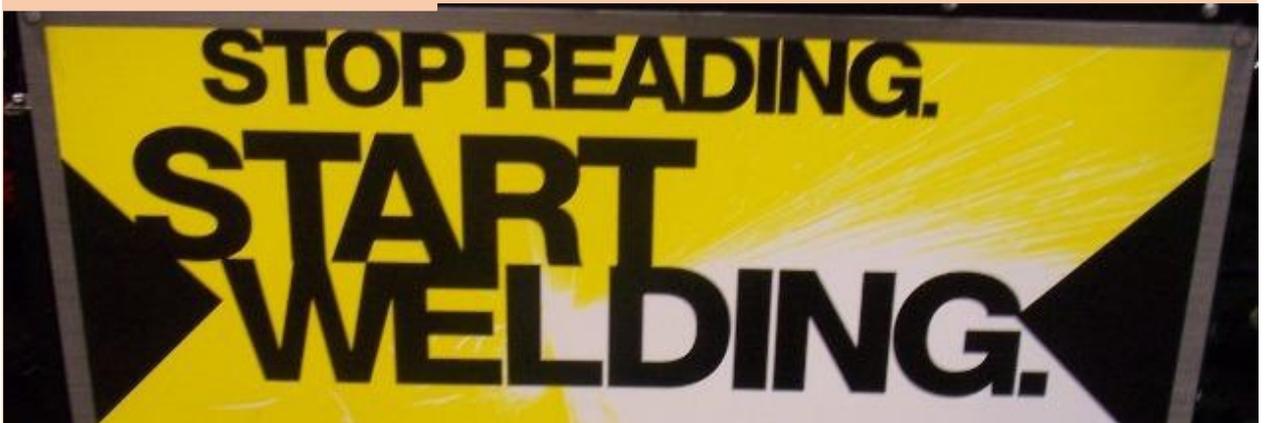
The sequencing connectives include: **first, second, then, after that, before, next, etc.**

For example:

**First**, prepare your safety equipment.

**Second**, preheat your welding rod.

### QUOTE OF THE DAY



Taken from: [www.weldingtipsandtricks.com](http://www.weldingtipsandtricks.com)

## UNIT 3

# I SUGGEST YOU TO...



As students of welding engineering, you may have encounter problems which you cannot solve by yourself which is related to welding. At times like these, you need suggestions from someone else. Do you know how to ask for and give suggestions in English? In this chapter, you will learn how to ask for and give suggestions using English both orally and in writing.



**Task 1**

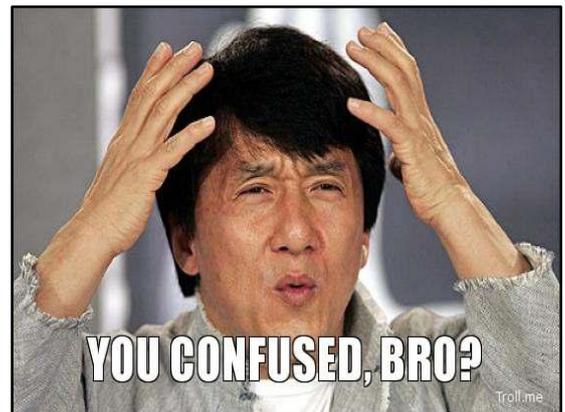
Study the pictures below and answer the questions.



1



2



3

Source: Wikipedia.com

Questions

1. What is felt by the man in the second picture?
2. What is the reason for the man to feel that way?
3. Do you think you can help him? If yes, give one suggestion for the man in the second picture.



## Task 2

The words in the box below will help you understand the texts in this unit better. Work in pairs and find the Indonesian equivalents of the English words below.

English	Indonesian
suggestion /sə'dʒes.tʃən/	
recommend /,rek.ə'mend/	
offer /'ɒf.ər /	
store /stɔːr /	
confused /kən'fjuːzd/	
corrosion /kə'rəʊ.ʒən/	
boil /bɔɪl/	
idea /aɪ'diə/	
problem /'prɒb.ləm/	
toxic /'tɒk.sɪk/	

OBSERVING



Task 3

Read the short messages below. Tick (✓) and write items that you want to know.

To: Mr. Alex Stuart

Mr. Alex. I am a Tig welder. I have worked as a welder for a year. The other day, my boss asked me to weld brass metal. I tried to do it but for some reason, the brass just wouldn't **fuse**. Please give me your **suggestions** on how to weld brass.

Benjamin (25)

To: Benjamin

Tig weld brass **repair** job..

Welding is not always sticking 2 pieces together like in the text books. Sometimes it involves just putting back some metal that is gone due to old age or corrosion.

The reason Tig welding brass is difficult is because of the zinc. Zinc has a really low **melting point**. Brass is very thermally conductive and requires **quite a bit** of heat input to weld. The heat from the arc will easily **vaporize** the zinc. That is why it needs a skillful welder to weld brass. My suggestion is when the zinc boils, it likes to jump on your electrode. When this happens, I suggest that you stop welding. Wait for a moment, grind the **tungsten**, and start welding again. Do this over and over again and you will be able to weld the brass metal.

Adapted from: [weldingtipsandtricks.com](http://weldingtipsandtricks.com)

No.	Things you want to know	(✓)
1.	The content of the text	
2.	The meanings of the words in the text	
3.	The expressions of giving suggestions	

4. The purpose of expressions of giving suggestion

Write more things you want to know

1. ...

2. ...

## QUESTIONING



### Task 4

Based on the items you want to know in Task 3, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.

No

Questions

1. What is the text about?

2. What is the meaning of the words in the text?

**Provide your temporary answers here.**

No.

Answers

1.

2.

3.

4.

## COLLECTING, ANALYZING, COMMUNICATING



### Task 5

Below are some words used in the text in Task 3. Match the English words with its appropriate meaning.

- fuse
- suggestions
- repair
- melting point
- quite a bit
- vaporize
- tungsten

- memperbaiki
- menguap
- menyatu
- titik leleh
- saran
- metal tungsten
- agak banyak



### Task 6

Read again the text about consultation of welding problems with Mr. Alex Stuart in Task 3. In pairs, answer the questions below. Then, report your answers to your classmates.

1. What kind of metal did Benjamin try to weld?
2. What problem did Benjamin have when he tried to weld the metal?
3. According to Mr. Alex, what is the cause of the problem?
4. What suggestion did Mr. Alex give to Benjamin?



## Task 7

Study the explanation below to help you understand about the expressions of asking and giving suggestion. Discuss it with your classmates. Ask your teacher for more detailed explanation.

### EXPRESSIONS OF SUGGESTIONS

Giving a suggestion means to introduce or to propose an idea or a plan for consideration. A suggestion can be accepted or refused. Here are some expressions related to asking and giving suggestions.

Asking for suggestions	Giving Suggestions
Do you have any suggestions for me?	I think...
What is your suggestion?	I suggest that you...
What should I do?	You should...
Give me your suggestion?	How about...?
Can you tell me what I should do to...?	You might want to change...

#### Responding to Suggestions

Accepting	Declining
That is a good idea.	Really? I am not sure about that.
Ok. I will do that.	I don't think it will work.
You're right.	I don't think so.

#### Examples:

A: My welding machine cannot produce much heat. **What should I do?**

(Asking for suggestion)

B: **I think** you need to check the rod. Maybe the rod is not functioning anymore.

(Giving suggestion)

A: **You're right.** I will do that.

(Responding to suggestion)



## Task 8

Work in pairs, match the expressions in the left side with the suitable response in the right side. Report your answers to your classmates.



weldreality.com

I often find holes and cracks when welding the aluminium. What should I do?



Weldingweb.com

Here is the result of my welding a stainless steel. The welded part look too big and ugly. What is your suggestion?



mez.co.uk

I tried to weld copper the other day but I could not get a satisfactory result. I think the welded joints are just not strong enough. Give me your suggestion.

When you weld stainless steel, you ought to do it quickly to minimize the heat input. It is because stainless steel can expand 1.7 times better than mild steel, so the faster you weld it, the better.

Adapted from: mig-welding.co.uk

To avoid cracks and porosity, I suggest you to preheat all the joints that you want to weld first before you start welding it. Copper also needs quite a bit of heat and longer time to weld.

Adapted from: twi.com

The main risk of welding aluminium is porosity. It happens usually because of moisture either from the metals or the workplace. My suggestion is that you take care of the moisture first before you start welding aluminium.

Adapted from: alcotec.com



### Task 9

Work in pairs, Identify the expression of asking and giving suggestion in Task 8. Write down the expressions in the column below. Report your answers with your classmates.

Asking for Suggestions	Giving Suggestions
1.	
2.	
3.	

## CREATING



### Task 10

Your uncle has a problem with welding two cast iron plate metals. The cast irons always cracked and the joint wouldn't fuse strongly. He wants to consult this problem to an expert but he doesn't know how to write an email. Help him to compose an email. There are clues given to you in the brackets.

To : Expertwelder@gmail.com

Subject : Suggestions to weld cast iron metal plates

Greetings,

Mr.Expertwelder, my name is Hamdan. I'd like to ask your opinion about welding cast irons. I've never welded a cast iron before. \_\_\_\_\_ (always cracked).

\_\_\_\_\_ (the metals won't fuse strongly).

\_\_\_\_\_ (it's depressing).

\_\_\_\_\_ (ask for suggestions).

Hamdan, Yogyakarta



## Task 11

1. **You have a problem with your welding. Write a message to one of your classmates in the class. Ask for suggestions from him/her because you cannot solve the problem by yourself.**

To:

---

---

---

---

(your name)

2. **Trade your message with your friend. You have to help him/her solve the problem by giving suggestions.**

To:

---

---

---

---

(your name)

**OBSERVING**



**Task 12**

Listen to the dialogue between Budi and his teacher. Tick (✓) the items that you want to know.

**No. Things you want to know (✓)**

1. The content of the recording
2. How to ask and give suggestions orally.
3. The expression of offering something and the responses.

**Write more things you want to know**

1. ...
2. ...

**INTERMEZZO**



## QUESTIONING



### Task 13

**Based on the items you want to know in Task 13, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.**

No	Questions
1.	What is the recording about?
2.	How does one ask and give suggestion?

**Provide your temporary answers here.**

No.	Answers
1.	
2.	
3.	
4.	

## COLLECTING, ANALYZING, COMMUNICATING



### Task 14

Listen again to the dialogue between Budi and his teacher, Mr. Ali. Decide whether the statements below are true or false. Report your answers to your classmates.

No	Statements	True/ False	Correction
1	Budi wanted to learn how to weld nickel		
2.	Mr. Ali recommended Budi that he weld nickel.		
3.	Budi already had enough information about welding nickel.		
4.	Mr. Ali suggested that Budi should watch him welding nickel in his workshop.		
5.	Budi refuses Mr. Ali's suggestion.		



### Task 15

Listen to a recording. Complete the dialogue between Budi and a shop attendant using words in the box and answer the questions. After that, practice the dialogue with your partner. Report your answers with your classmates.

fuse	bought	good
copper	preheating	rod

- Shop Assistant : Good afternoon, Budi. ***Can I help you?***
- Budi : I am looking for a welding **1.**\_\_\_\_\_.
- Shop Assistant : The rod which used to weld?
- Budi : Yeah that one. I need a rod which is made from **2.**\_\_\_\_\_.
- Shop Assistant : I thought you were just bought a welding rod yesterday, Budi. Are you going to weld a different metal this time?
- Budi : No, I think I **3.**\_\_\_\_\_ a wrong rod yesterday. My uncle asked me to weld a copper pipe but I think I still couldn't master how to weld copper yet. The pipe wouldn't **4.**\_\_\_\_\_ no matter what I did.
- Shop Assistant : That is right, you need a copper rod to weld copper. I have three copper rods here. Which one do you want?
- Budi : ***Do you have any recommendation for me?***
- Shop Assistant : ***I recommend*** this rod made by lincoln. It's a bit expensive but the quality is **5.**\_\_\_\_\_.
- Budi : I'll take that. Oh, ***can you give me a suggestion to*** help me weld the copper?
- Shop Assistant : Hmmm, from what I've read in Mr.Expertwelder blog, **I think** you need to pay attention to the **6.**\_\_\_\_\_ and the cooling process. Maybe you'll find out more when you read his blog
- Budi : ***Yeah, you are right. Thanks for the advice.***

### Questions:

1. What did Budi mean when he asked “*Do you have any recommendation for me?*” to the shop assistant?  
  
**Budi wanted to ask suggestion about the best copper rod to buy.**
2. What did the shop assistant mean when he said “*I recommend this rod made by Lincoln.*” to Budi?
3. What did Budi mean when he asked “*Can you give me a suggestion to help me weld the copper*” to the shop assistant?
4. What did the shop assistant mean when he said “*I think you need to pay attention to the preheating and the cooling process.*” to Budi?



## Task 16

**Study the explanation about expressing offering and its responses below. Discuss them with your classmates and ask your teacher for more detailed explanations.**

In the dialogue above, you may find two language functions. The first language function is about expressing suggestions and the second one is about expressing offering. You have already learned about expressing suggestions in the first part of the unit. In this part, you will learn about expressing offering.

### EXPRESSING OFFERING

Offering	Accepting	Refusing
<ul style="list-style-type: none"> <li>• Can I help you?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, Please.</li> </ul>	<ul style="list-style-type: none"> <li>• No, thank you.</li> </ul>
<ul style="list-style-type: none"> <li>• What can I get you?</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like...</li> </ul>	<ul style="list-style-type: none"> <li>• Thanks, but no thanks</li> </ul>
<ul style="list-style-type: none"> <li>• You want...?</li> </ul>	<ul style="list-style-type: none"> <li>• That's very kind of you.</li> </ul>	<ul style="list-style-type: none"> <li>• I am good</li> </ul>
<ul style="list-style-type: none"> <li>• Would you have...?</li> </ul>	<ul style="list-style-type: none"> <li>• Sure, I'd love to.</li> </ul>	
<ul style="list-style-type: none"> <li>• Would you like to...?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes. Thank you. That would be nice.</li> </ul>	
<ul style="list-style-type: none"> <li>• Shall I...?</li> </ul>	<ul style="list-style-type: none"> <li>• I'll take you up on the offer</li> </ul>	

#### Examples:

Offering	Response
<ul style="list-style-type: none"> <li>• Shall I take you home?</li> </ul>	<ul style="list-style-type: none"> <li>• I'll take you up on the offer</li> </ul>
<ul style="list-style-type: none"> <li>• Can I help you?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, please. I think my car is having a trouble.</li> </ul>
<ul style="list-style-type: none"> <li>• You want a help?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes. Thank you</li> </ul>
<ul style="list-style-type: none"> <li>• Would you like to change your welding cloth?</li> </ul>	<ul style="list-style-type: none"> <li>• No. I am good.</li> </ul>
<ul style="list-style-type: none"> <li>• Would you have a new welding machine?</li> </ul>	<ul style="list-style-type: none"> <li>• No, thank you.</li> </ul>



### Task 17

Match the expressions in the left column with the suitable responses in the right column below. Report the answers and act them out with your partner.

Can I help you?
Shall I get you new gloves?
Would you like to go to the welding store and look for a new welding machine?
You want me to teach you how to weld brass?

Yes, please. That would be great.
Yes. I cannot turn on my welding machine.
No, thanks. I can still use these gloves
I'll take you up on the offer.



### Task 18

Listen again to the dialogue between Budi and Mr. Ali. Identify the expressions of asking for and giving suggestion and also expressions of offering including its responses. Report your answer with your classmates.

Asking for suggestion	Giving suggestion

Offering	Responses

## CREATING



### Task 19

Read the dialogues below and complete the blanks using suitable expressions. Do it individually.

#### 1. Hamdan and Mr. Expertwelder are talking about welding gold.

Mr. Expertwelder : Hamdan, you look troubled. \_\_\_\_\_ (offering).

Hamdan : Yeah, please. I have a problem

Mr. Expertwelder : Is it related to welding? If yes, then I can help you.

Hamdan : Yes. I was asked to weld windows made from gold. I don't know how to do it.

Mr. Expertwelder : It's true that people are rarely asked to weld metals like gold. Okay then, \_\_\_\_\_ (giving suggestion).

#### 2. Mr. Ali and Budi is at the workshop in school.

Budi : Mr. Ali, may I ask you something?

Mr. Ali : Sure, what is it?

Budi : Do metals contain toxic?

Mr. Ali : Not all metals, but some metals like copper may contain dangerous gas.

Budi : \_\_\_\_\_ (asking for suggestion)

Mr. Ali : However, don't be afraid. \_\_\_\_\_ (giving suggestion).



## Task 20

**Have short dialogues with your partner based on the situations given. Use the expressions of asking for and giving information and also the expressions of offering with its responses. Act it out.**

1. Your friend is practicing to weld stainless steel. However, his practice doesn't seem to go well. He asks you for a suggestion.
2. Your co-worker asks for a suggestion about the safety equipment needed before starting to weld copper. Help him.
3. A shop assistant is offering you different kinds of welding rods. You have a hard time to choose. You ask the shop assistant for suggestions.
4. Your uncle broke his metal pipe. Offer your help to your uncle.

## HOMEWORK



## Task 21

**Find out in a forum about welding. Find out at least five expressions of asking for and giving suggestions. Attach the web address of the forum when you submit the homework. Work individually.**

## REFLECTION

Knowledge that I got in this chapter	I learn about...
When I was studying this chapter	This unit is good, because...
	This unit is not good enough, because...

## SUMMARY

In this unit, you have learned two kinds of expressions. The first one is expressions of asking for and giving suggestions and the second one is Expressions of offering and its responses. To suggest means to give a plan or an idea to be considered. Suggestions can be accepted or rejected. To offer means to give something to others, whether things or helps.

Asking for suggestions	Giving Suggestions
Do you have any suggestions for me?	I think...
What is your suggestion?	I suggest that you...
What should I do?	You should...
Give me your suggestion?	How about...?
Can you tell me what I should do to...?	You might want to change...

### Responding to Suggestions

Accepting	Declining
That is a good idea.	Really? I am not sure about that.
Ok. I will do that.	I don't think it will work.
You're right.	I don't think so.

### EXPRESSING OFFERING

Offering	Accepting	Refusing
• Can I help you?	• Yes, Please.	• No, thank you.
• What can I get you?	• I'd like...	• Thanks, but no thanks
• You want...?	• That's very kind of you.	• I am good
• Would you have...?	• Sure, I'd love to.	
• Would you like to...?	• Yes. Thank you. That would be nice.	
• Shall I...?	• I'll take you up on the offer	

# **APPENDIX F**

**SURAT PERMOHONAN *EXPERT JUDGMENT***

Hal : Permohonan Kesiediaan Expert Judgment

Lampiran : 1 bendel

Kepada Yth.

Ibu Ella Wulandari, M.A.

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Bayu Sukma Pramesthi

NIM : 10202241059

Judul Penelitian : *Developing Scientific-Approach based English Learning Material for Grade XI Students of Welding Engineering Department in SMK N 1 Sedayu*

Memohon dengan sangat kesediaan Bapak untuk memberikan penilaian pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk kelas XI jurusan Teknik Las SMK Negeri 1 Sedayu berdasarkan Kurikulum 2013.

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Ibu, saya ucapkan banyak terima kasih.

Yogyakarta, 9 April 2015

Pemohon

Bayu Sukma Pramesthi  
NIM. 10202241059

**ANGKET EVALUASI**  
**MATERI PEMBELAJARAN BAHASA INGGRIS**  
**UNTUK SISWA KELAS XI JURUSAN TEKNIK LAS**

(Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris  
 SMK)

**A. IDENTITAS RESPONDEN**

Nama :

.....

Jenis Kelamin : L/P (coret yang tidak sesuai)

Pekerjaan :

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Pendidikan : ( ) D3      ( ) S1      ( ) S2      ( ) S3

Lama Bekerja :

.....

**B. EVALUASI MATERI PEMBELAJARAN**

Berilah tanda centang (√) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak. Bapak juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan:

SS : Sangat Setuju (4)

TS : Tidak Setuju (2)

S : Setuju (3)

STS : Sangat Tidak Setuju (1)

**UNIT 1**  
**“WHAT IS METAL?”**

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
- 4.13 Menangkap makna dalam teks ilmiah factual (*factual report*), lisan dan tertulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

No.	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar Kurikulum 2013 yang disebutkan di atas.				
2.	Materi pembelajaran dikembangkan sesuai dengan silabus pembelajaran yang dibuat.				
3.	Topik materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik las.				

4.	Materi pembelajaran antara lain mencakup pembelajaran tentang struktur sebuah teks.				
5.	Materi pembelajaran antara lain mencakup pembelajaran tentang fungsi sosial sebuah teks.				
6.	Materi pembelajaran antara lain mencakup pembelajaran tentang fitur linguistik sebuah teks.				
7.	Materi pembelajaran antara lain mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum				
8.	Materi pembelajaran antara lain mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum				
9.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
11.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
12.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				

14.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					
15.	Kegiatan pembelajaran di dalam buku sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
16.	Kegiatan pembelajaran di dalam buku sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
17.	Kegiatan pembelajaran di dalam buku disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
28.	Kegiatan pembelajaran di dalam buku mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
29.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
20.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
21.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
22.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				

23.	Tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
24.	Tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
25.	Tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
26.	Tiap unit materi dilengkapi dengan <i>intermezzo</i> yang relevan dengan proses pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
27.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
28.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
29.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
30.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
31.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
32.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
33.	Keseluruhan desain visual materi menarik.				

**TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan teknik las UNIT 1 dengan judul “WHAT IS METAL?” dinyatakan:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, \_\_\_\_\_

Evaluator Materi,

\_\_\_\_\_  
NIP.

## UNIT 2

### “HOW TO WELD METAL”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar Kurikulum 2013 yang disebutkan di atas.				
2.	Materi pembelajaran dikembangkan sesuai dengan silabus pembelajaran yang dibuat.				
3.	Topik materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik las.				
4.	Materi pembelajaran antara lain mencakup pembelajaran tentang struktur sebuah teks.				

5.	Materi pembelajaran antara lain mencakup pembelajaran tentang fungsi sosial sebuah teks.				
6.	Materi pembelajaran antara lain mencakup pembelajaran tentang fitur linguistik sebuah teks.				
7.	Materi pembelajaran antara lain mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum				
8.	Materi pembelajaran antara lain mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum				
9.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
11.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
12.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
14.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					

15.	Kegiatan pembelajaran di dalam buku sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
16.	Kegiatan pembelajaran di dalam buku sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
17.	Kegiatan pembelajaran di dalam buku disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
28.	Kegiatan pembelajaran di dalam buku mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
29.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
20.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
21.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
22.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
23.	Tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				

24.	Tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
25.	Tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
26.	Tiap unit materi dilengkapi dengan <i>intermezzo</i> yang relevan dengan proses pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
27.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
28.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
29.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
30.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
31.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
32.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
33.	Keseluruhan desain visual materi menarik.				

**TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan teknik las UNIT 2 dengan judul “HOW TO WELD METAL” dinyatakan:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, \_\_\_\_\_

Evaluatur Materi,

\_\_\_\_\_  
NIP.

**UNIT 3**  
**“I SUGGEST YOU TO...”**

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar Kurikulum 2013 yang disebutkan di atas.				
2.	Materi pembelajaran dikembangkan sesuai dengan silabus pembelajaran yang dibuat.				
3.	Topik materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik las.				
4.	Materi pembelajaran antara lain mencakup pembelajaran tentang struktur sebuah teks.				
5.	Materi pembelajaran antara lain mencakup pembelajaran tentang fungsi sosial sebuah teks.				

6.	Materi pembelajaran antara lain mencakup pembelajaran tentang fitur linguistik sebuah teks.				
7.	Materi pembelajaran antara lain mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum				
8.	Materi pembelajaran antara lain mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum				
9.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
11.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
12.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
14.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					

15.	Kegiatan pembelajaran di dalam buku sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
16.	Kegiatan pembelajaran di dalam buku sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
17.	Kegiatan pembelajaran di dalam buku disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
28.	Kegiatan pembelajaran di dalam buku mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
29.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
20.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
21.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
22.	Kegiatan pembelajaran di dalam buku mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
23.	Tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				

24.	Tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
25.	Tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
26.	Tiap unit materi dilengkapi dengan <i>intermezzo</i> yang relevan dengan proses pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
27.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
28.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
29.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
30.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
31.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
32.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
33.	Keseluruhan desain visual materi menarik.				

**TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan teknik las UNIT 3 dengan judul “I SUGGEST YOU TO...” dinyatakan:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, \_\_\_\_\_

Evaluatur Materi,

\_\_\_\_\_  
NIP.

# APPENDIX G

## THE EXPERT JUDGMENT DATA

### The Result of the Expert Judgment of Unit 1

#### The data of the appropriateness of content of Unit 1

No	Items	Score
1	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2	The developed materials are in accordance with coursegrid.	4
3	The developed materials have relevance with students of computer engineering and networking study program's life.	4
4	The materials cover texts that are relevant with daily life and the field of computer engineering and networking.	4
5	The materials cover the explanation of generic structure of texts.	4
6	The materials cover the explanation of social function of texts.	3
7	The materials cover the explanation of linguistics feature of texts.	4
8	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
10	The materials cover learning activities that guide the students to develop their communicative competence in written language.	4

#### The data of the appropriateness of language of Unit 1

No	Items	Score
<b>No.</b>	<b>Items</b>	<b>Score</b>
1	The language of instructions and explanations in the developed materials is in accordance students of visual communication design program's cognitive development.	3
2	The language used in the developed materials is clear and understandable by the students.	3
3	The language used in the developed materials is grammatically correct.	3

**The data of the appropriateness of presentation of Unit 1**

No	Items	Score
1	The developed materials are in accordance with the learning steps of scientific approach as required by Curriculum 2013.	4
2	The developed materials are in accordance with the characteristics of Communicative Language Learning.	3
3	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
4	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	3
5	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
6	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
7	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	3
8	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
9	Every unit of the developed material has the learning objective stated.	4
10	Every unit of the developed materials has summary part that provides the summary of the unit presented in the learning material.	4
11	Every unit of the developed materials has homework part.	4
12	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4

**The data of the appropriateness of graphic of Unit 1**

No	Items	Score
1	The developed materials are printed on ISO-standardized size papers (A4, A5, B5).	4
2	The layout of the developed materials is proportional.	4
3	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
4	The illustrations in the developed materials help to clarify the presentation of the materials.	3

5	The developed materials use the appropriate variation of fonts.	4
6	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
7	The overall design of the developed materials is visually interesting.	3

### **The Result of the Expert Judgment of Unit 2**

#### **The data of the appropriateness of content of Unit 2**

<b>No</b>	<b>Items</b>	<b>Score</b>
1	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2	The developed materials meet the syllabus.	4
3	The topics of the units in the developed materials are relevant with the grade XI students of welding engineering department's daily life.	4
4	The developed materials include the explanation of the structure of a text of a particular genre.	4
5	The developed materials include the explanation of social functions of a text of a particular genre.	4
6	The developed materials include the explanation about the language features of a text of a particular genre.	4
7	The developed materials include vocabulary learning activities which are related with the topic of the unit.	4
8	The developed material include pronunciation which are related to the topic of the unit.	4
9	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
10	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4

#### **The data of the appropriateness of language of Unit 2**

<b>No</b>	<b>Items</b>	<b>Score</b>
1	The language of instructions and explanations in the developed materials is in accordance students of visual communication design program's cognitive development.	4

2	The language used in the developed materials is clear and understandable by the students.	4
3	The language used in the developed materials is grammatically correct.	4
4	The language used in the developed materials is consistent.	4

### The data of the appropriateness of presentation of Unit 2

No	Items	Score
1	The developed materials are in accordance with the learning steps of scientific approach as required by Curriculum 2013.	4
2	The developed materials are in accordance with the characteristics of Communicative Language Learning.	3
3	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
4	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
5	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
6	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
7	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
8	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4
9	Every unit of the developed material has the learning objective stated.	4
10	Every unit of the developed materials has summary part that provides the summary of the unit presented in the learning material.	4
11	Every unit of the developed materials has homework part.	4
12	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4

### The data of the appropriateness of graphic of Unit 2

No	Items	Score
1	The developed materials are printed on ISO-standardized size papers (A4, A5, B5).	4
2	The layout of the developed materials is proportional.	4
3	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
4	The illustrations in the developed materials help to clarify the presentation of the materials.	3
5	The developed materials use the appropriate variation of fonts.	4
6	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
7	The overall design of the developed materials is visually interesting.	3

### The Result of the Expert Judgment of Unit 3

#### The data of the appropriateness of content of Unit 3

No	Items	Score
1	The developed materials are in accordance with the core and basic competences stated in Curriculum 2013 for grade X students of vocational high school.	4
2	The developed materials meet the syllabus.	4
3	The topics of the units in the developed materials are relevant with the grade XI students of welding engineering department's daily life.	4
4	The developed materials include the explanation of the structure of a text of a particular genre.	4
5	The developed materials include the explanation of social functions of a text of a particular genre.	4
6	The developed materials include the explanation about the language features of a text of a particular genre.	4
7	The developed materials include vocabulary learning activities which are related with the topic of the unit.	4
8	The developed material include pronunciation which are related to the topic of the unit.	4
9	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4

10	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
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### The data of the appropriateness of language of Unit 3

No	Items	Score
1	The language of instructions and explanations in the developed materials is in accordance students of visual communication design program's cognitive development.	4
2	The language used in the developed materials is clear and understandable by the students.	4
3	The language used in the developed materials is grammatically correct.	4
4	The language used in the developed materials is consistent.	4

### The data of the appropriateness of presentation of Unit 3

No	Items	Score
1	The developed materials are in accordance with the learning steps of scientific approach as required by Curriculum 2013.	4
2	The developed materials are in accordance with the characteristics of Communicative Language Learning.	3
3	The developed materials are begun with guided tasks and gradually move to the free production tasks.	3
4	The developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
5	The developed materials encourage learners to actively interact in English with classmates, teachers, and other people.	4
6	The developed materials encourage learners to get involved in both spoken and written communicative events on their own initiative.	3
7	The developed materials promote learners to be responsible with their own learning so that they become autonomous learners.	4
8	The developed materials encourage learners to have self-reflection to identify their achievements and lacks during their learning.	4

9	Every unit of the developed material has the learning objective stated.	4
10	Every unit of the developed materials has summary part that provides the summary of the unit presented in the learning material.	4
11	Every unit of the developed materials has homework part.	4
12	Every unit of the developed materials has intermezzo part that is relevant with the instructional process.	4

### **The data of the appropriateness of graphic of Unit 3**

<b>No</b>	<b>Items</b>	<b>Score</b>
1	The developed materials are printed on ISO-standardized size papers (A4, A5, B5).	4
2	The layout of the developed materials is proportional.	4
3	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
4	The illustrations in the developed materials help to clarify the presentation of the materials.	3
5	The developed materials use the appropriate variation of fonts.	4
6	The developed materials used the right number of variation (bold, italic, underline, capitalization).	4
7	The overall design of the developed materials is visually interesting.	3

# APPENDIX H

### REVISIONS OF UNIT 1

Parts of the Unit	Points to Revise	Revisions
Unit's objective	<ul style="list-style-type: none"> <li>Replace the word "its" with "their".</li> </ul>	Have you read a report text about metal? It is kind of text which explains about metals and <b>their</b> characteristics.
Task 1	No Revision	No Revision
Task 2	No Revision	No Revision
Task 3	No Revision	No Revision
Task 4	No Revision	No Revision
Task 5	<ul style="list-style-type: none"> <li>Change the question sentence number five into correct interrogative sentence.</li> </ul>	What information do you usually <b>involve</b> in your story?
Task 6	<ul style="list-style-type: none"> <li>Correct The punctuation of all sentences in the table.</li> </ul>	<p>Give period at the end of each sentence in the table.</p> <p>a. The report text entitled "Metal" gives information about metal in general.</p> <p>b. The report text entitled "Metal" gives information about a specific or a particular metal.</p> <p>c. The report text entitled "Metal" tells information about metal through research and observation.</p> <p>d. The report text entitled "Metal" tells someone's opinion about metal.</p>

Task 7	<ul style="list-style-type: none"> <li>In the instruction, erase the words “it” and “is”.</li> <li>There is no actual example of the report text which is in accordance with the explanation given in the text.</li> </ul>	<p>a. Remove the words “it” and “is” from the instruction and combine the two sentences into one.</p> <p><b>It is a kind of text which tells information about something, as it is, as a result of a systematic observation and analysis.</b></p> <p>b. Give an actual example of the report text which is in accordance with the explanation given in the text.</p>
Task 8	No Revision	No Revision
Task 9	<ul style="list-style-type: none"> <li>There is no activity which concern with the vocabulary related to the text.</li> </ul>	Add an activity which concern with the vocabulary related to the text.
Task 10	<ul style="list-style-type: none"> <li>Preciously part of Task 9</li> </ul>	No revision
Task 11	<ul style="list-style-type: none"> <li>In the instruction, correct a grammatical mistake.</li> </ul>	“In the report text entitled alloy, there are some words marked in bold and underlined. Those <b>are</b> called Passive voice. Presented below is an explanation about passive voice.”
Task 12	No Revision	No Revision
Task 13	No Revision	No Revision
Task 14	No Revision	No Revision
Task 15	No Revision	No Revision
Task 16	Correct the wrong pronunciation of the word <b>lead</b> /led/.	Changed into /li:d/

Task 17	No Revision	No Revision
Task 18	Add more clues to make the task becomes doable.	Adding the clues for the task. The clues are: <b>1. Stain steel is made from...</b> <b>2. Stainless steel is used for...</b> <b>3. Types of stainless steel...</b>
Task 19	No Revision	No Revision
Task 20	No Revision	No Revision
Task 21	No Revision	No Revision
Task 22	Correct the grammatical mistake for the word <b>characteristic</b> in the instruction.	Characteristic becomes <b>characteristics</b> .

### REVISIONS OF UNIT 2

Parts of the Unit	Points to Revise	Revisions
Unit's Objective	No Revision	No revision
Task 1	Change the word <b>that</b> with the word <b>do</b> to make a correct question sentence for question number 4.	How many techniques of welding <b>do</b> you know?
Task 2	No Revision	No Revision
Task 3	No Revision	No Revision
Task 4	No Revision	No Revision
Task 5	Change all the initial letters in the words <b>a helm, gloves,</b>	<b>1. A helm</b> <b>2. Gloves</b> <b>3. Fire extinguishers</b>

	<b>fire extinguishers, a hammer.</b>	<b>4. A hammer</b>
Task 6	No Revision	No Revision
Task 7	No Revision	No Revision
Task 8	No Revision	No Revision
Task 9	Change the wrong preposition in the sentence <b>“Discuss it together to your classmates.”</b>	Discuss it together <b>with</b> your classmates.
Task 10	No Revision	No Revision
Task 11	No Revision	No Revision
Task 12	Add a space for students’s answer.	No Revision
Task 13	No Revision	No Revision
Task 13	No Revision	No Revision
Task 14	No Revision	No Revision
Task 15	No Revision	No Revision
Task 16	No Revision	No Revision
Task 17	<ul style="list-style-type: none"> <li>Correct an ungrammatical sentence “If the statements <b>are</b> false, correct <b>it</b>.”</li> </ul>	<ul style="list-style-type: none"> <li>“If the statements <b>are</b> false, correct <b>them</b>.”</li> <li></li> </ul>
Task 18	No Revision	No Revision
Task 19	No Revision	No Revision
Task 20	No Revision	No Revision
Task 21	Change and split Task 21 into two tasks to make them more challenging.	Task 21 is changed from <b>filling in the blank</b> kind of task into <b>arrange the picture according to the correct steps</b> .
Task 22	Task 22 is a new task splitted from task 21.	No Revision

Task 23	No Revision	No Revision
Task 24	No Revision	No Revision

### REVISIONS OF UNIT 3

Parts of the Unit	Points to Revise	Revisions
Task 1	No Revision	No Revision
Task 2	No Revision	No Revision
Task 3	Correct a grammatical mistake in the word " <i>The expression of giving suggestion.</i> "	The expression of giving <b>suggestions.</b>
Task 4	No Revision	No Revision
Task 5	No Revision	No Revision
Task 6	No Revision	No Revision
Task 7	No Revision	No Revision
Task 8	Change the wrong preposition with the correct one in the sentence: " <i>Report your answer to your classmates.</i> "	Report your answer <b>with</b> your classmates.
Task 9	No Revision	No Revision
Task 10	No Revision	No Revision
Task 11	No Revision	No Revision
Task 11	No Revision	No Revision
Task 12	No Revision	No Revision
Task 13	No Revision	No Revision
Task 14	No Revision	No Revision
Task 15	No Revision	No Revision
Task 16	No Revision	No Revision
Task 17	No Revision	No Revision

Task 18	No Revision	No Revision
Task 19	No Revision	No Revision
Task 20	No Revision	No Revision
Task 21	No Revision	No Revision
Task 22	No Revision	No Revision
Task 23	No Revision	No Revision

# APPENDIX I

# UNIT 1

## WHAT IS METAL?



Have you read a report text about metal? It is a kind of text which explains metals and their characteristics. As a student of Welding Engineering Department, the information about metal is important for you. Do you know how to write a report text and how to deliver it orally? In this unit, you will learn how to produce report texts both orally and in writing while finding much information about metals.



## Task 1

Study the pictures below and answer the questions.



1)



2)



3)



4)

### Source:

Picture 1: narmadapower.com

Picture 2: dreamatico.com

Picture 3: cfnewsads.thomasnet.com

Picture 4: wanibesak.files.wordpress.com

### Questions

1. Do you know the names of all the metals shown in the picture?
2. Do you know the characteristics of copper?
3. What do you know about alloy?
4. Have you ever welded things other than iron and steel?
5. Do you think that every metal can be welded with the same method? State your reason.



## Task 2

The words in the box are often used when talking about metal. It will help you to understand the texts in this unit better. Work in pairs and find the Indonesian equivalents of the English words below.

English	Indonesian
strong /strɒŋ/	
shiny /'ʃaɪ.ni/	
opaque /əʊ 'peɪk/	
brittle /'brɪt.l/	
oxidize /'ɒk.sɪ.daɪz/	
rust /rʌst/	
toughness /'tʌf.nəs/	
hard /hɑ:rd/	
solid /'sɒl.ɪd/	
corrosion /kə' rəʊ.ʒən/	
soft /sɒft/	
elements /'el.ɪ.mənts/	
benefit /'ben.ɪ.fit/	
substance /'sʌb.stənt s/	
mixture /'mɪks.tʃər/	
solidify /sə' lɪd.ɪ.fai/	
resistance /rɪ' zɪs.tənt s/	
enhance /ɪn'hɑ:n s/	
alter /'ɒl.tər /	

**OBSERVING****Task 3**

Read the report text about metal below. Tick (✓) and write items that you want to know.

**Metal**

The word metal comes from greek word *metallon*. A metal is a material that is hard, opaque, shiny, and has good electrical and thermal conductivity. About 91 of the 118 elements in the periodic table are metals. Nowadays, metals are used in many aspects of life such as: transportation, aerospace, communications, construction, biomedical application, household conveniences, and many more.

The atoms in metals are solid, structured, and can easily change shape. The electron in the atom is also able to move easily from one atom to the other. This unique structure makes metals a good conductor, malleable, ductile, and also fusible. Malleable means that metals can be pressed or hammered without breaking. Ductile means metals can be converted into threads and wires. Fusible means that metals can be melted and fused with other metals or other materials.

There are four categories of metals: base metal, ferrous metal, noble metal, and precious metal. Base metal refers to metals which oxidize or corrode relatively easy. Examples include iron, nickel, lead, and zinc. Ferrous metal refers to metals that contain iron and often magnetic, such as steel. Noble metal are metals that are resistant to corrosion and oxidation, such as: gold, platinum, silver, and rhodium. While Precious metals are rare metals which have high economical value. Examples include platinum, palladium, and gold.

Adapted from: Wikipedia.com

**No. Things you want to know**

(√)

1. The information in the text
2. The purpose of the report text
3. The general structure of the report text
4. The grammar used in the report text

**Write more things you want to know**

1. ...
2. ...

**QUESTIONING**



**Task 4**

**Based on the items you want to know in Task 3, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.**

**No**

**Questions**

1. What is the text about?
2. What is the social purpose of the report text?

Provide your temporary answers here.

No.	Answers
1.	
2.	
3.	
4.	

## COLLECTING, ANALYZING, COMMUNICATING



### Task 5

Read the report text in Task 3 again and answer the questions. Then report your answers with your classmates.

1. According to the text, what is metal?
2. What are the characteristics of metal?
3. Which paragraph explains the characteristics of metal?
4. According to the text, what does **malleable** mean?
5. What does the important information in the last paragraph tell us about?



## Task 6

Read the statements below and tick (✓) the right statements based on the report text that you have read. Then report your answers with your classmates.

No	Statements	(✓)
1.	The report text entitled “Metal” tells information about metal in general.	
2.	The report text entitled “Metal” tells information about a specific or a particular metal.	
3.	The report text entitled “Metal” tells information about metal through research and observation.	
4.	The report text entitled “Metal” tells someone’s opinion about metal.	

## INTERMEZZO

- The most common metal in the Earth’s soil is aluminium. However, in terms of the whole planet, iron is the absolute leader among metals since it makes the major share of the Earth’s core.
- About 75% of the chemical elements are metals. Of the 118 known elements, 91 are metals. Many of the others possess some of the characteristics of metals and are known as semimetals or metalloids.
- The only metal that is a liquid at ordinary room temperature and pressure is mercury.



## Task 7

Study the explanation about a report text below. Discuss it with your classmates and ask your teacher for further explanation.

### REPORT TEXT

It is a kind of text which tells information about something, as it is, as a result of a systematic observation and analysis

### GENERIC STRUCTURE

1. Title: The title of the report text
2. General classification: statements that introduce the thing that will be discussed including its common description and its general classification. It is usually put in the first paragraph of the text.
3. Specific information: tells the distinct characteristics of the thing that is discussed in the text including parts, qualities, habits, etc.

### LANGUAGE FEATURES:

1. Use a simple present tense.
2. Use general nouns, e.g. metal, rather than particular nouns, e.g. the black iron.
3. Use relating verbs to describe features, e.g. metal **is** solid and hard.
4. Use action verbs to describe behavior, e.g. the atoms of metal **can** easily **move** from one point to another, allowing the metal to change shape.
5. Use timeless present tense (**often, usually, always**) to indicate facts, e.g. base metals are usually mixed with other substances to create stronger metals.
6. Use technical terms, e.g. base metals **oxidize** easily.

Read an example of a report text below. Pay attention to its generic structure and language features.

Metal

The word metal comes from greek word *metallon*. A metal **is** a material that **is** hard, opaque, shiny, and has good electrical and thermal conductivity. About 91 of the 118 elements in the periodic table **are** metals. Nowadays, metals are used in many aspects of life such as: transportation, aerospace, communications, construction, biomedical application, household conveniences, and many more.

The atoms in metals **are** solid, structured, and **can** easily **change** shape. The electron in the atom **is** also **able to move** easily from one atom to the other. This unique structure **makes** metals a good conductor, malleable, ductile, and also fusible. Malleable means that metals can be pressed or hammered without breaking. Ductile means metals can be converted into threads and wires. Fusible means that metals can be melted and fused with other metals or other materials.

There are four category of metals: Base metal, ferrous metal, noble metal, and precious metal. Base metal **refers** to metals which oxidize or corrode relatively easy. Examples include iron, nickel, lead, and zinc. Ferrous metal **refers** to metals that contain iron and often magnetic, such as steel. Noble metal **are** metals that **are** resistant to corrosion and oxidation, such as: gold, platinum, silver, and rhodium. While Precious metals **are** rare metals which have high economical value. Examples include platinum, palladium, and gold.

Title

General Classification

Specific Information



## Task 8

Read the following report text about alloy and identify the generic structure of the report text. Report your answers to your classmates.

### ALLOY

An alloy is a mixture of either pure or fairly pure chemical elements, which forms an impure substance (admixture) that retains the characteristics of a metal.

With an alloy, the added impurities are usually desirable and will typically have some useful benefit. Alloys are made by mixing two or more elements; at least one of which being a metal. This **is** usually **called** the primary metal or the base metal, and the name of this metal may also be the name of the alloy while the other components may or may not be a metal.

When the alloy cools and solidifies (crystallizes), its mechanical properties will often be quite different from those of its individual constituents. A metal that is normally very soft and malleable, such as aluminium, can **be altered** by alloying it with another soft metal, like copper. Although both metals are very soft and ductile, the resulting aluminium alloy will be much harder and stronger.

Adding a small amount of non-metallic carbon to iron produces an alloy called steel. Due to its very-high strength and toughness (which is much higher than pure iron), and its ability to **be** greatly **altered** by heat treatment, steel is one of the most common alloys in modern use. By adding chromium to steel, its resistance to corrosion can be enhanced, creating stainless steel, while adding silicon will alter its electrical characteristics, producing silicon steel.

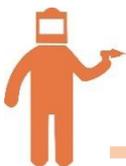
Adapted from: Wikipedia.com



### Task 9

Below are some words which appear in the report text entitled “Alloy”. Find the synonyms of the words and report your answers to your classmates.

English Words	Pronunciation	Synonym
retain	/rɪ'teɪn/	
impure	/ɪm'pjʊə/	
benefit	/'ben.ɪ.fɪt/	
constituents	/kən'stɪt.ju.ənt/	
alter	/'ɒl.tə/	
enhance	/ɪn'hɑːnts/	
desirable	/dɪ'zɑɪə.rə.bl/	



### Task 10

Read again a report text entitled “Alloy”. Find out the general classification and the specific information about alloy and metal from the text. After that, report your answers to your classmates.

#### ALLOY

General information about alloy:

- An alloy is...

Specific information about alloy:

- An alloy is made of...
- Benefits of alloy:
- Benefits of alloy:



## Task 11

In the report text entitled “Alloy”, there are some words marked in bold and in underline. Those are called **Passive voice**. Presented below is an explanation about passive voice. Discuss it with your classmates and ask your teacher for further explanation.

### PASSIVE VOICE

- When you write a report text, you will need to use a lot of present passive sentences
- These passive sentences make the text more formal and impersonal
- The formula for simple present passive voice is:  
**Subject + to be (is/are) + verb 3/past participle**

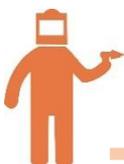
It is usually called the base metal.

**Subject to be adverb verb 3 object**

Metals can be converted into wires

**Subject modal to be verb 3 prep. Object**

- Remember that passive sentences can only be made if the sentences have transitive verbs. You cannot make passive sentences that contain intransitive verbs because they don't have objects.



## Task 12

Work in pairs. Change the words in the brackets into the passive form. Then, report your answers to your classmates.

1. An alloy \_\_\_\_\_(make) by mixing a metal with other metals or other materials.
2. A metal can \_\_\_\_\_(fuse) after it \_\_\_\_\_(melt).
3. After copper \_\_\_\_ (mix) with aluminium, its toughness \_\_\_\_\_(enhance).
4. A non-metal material cannot \_\_\_\_ (weld) because it is too weak against heat.

## CREATING



### Task 13

In pairs, complete the text below with relevant sentences based on the clues given to make a good report text about “copper”. You may add additional information about copper.

#### COPPER



Copper is a reddish brown nonferrous metal which has been used for thousands of years by many cultures.

**Characteristics:** ductile, malleable, corrosion resistant, good heat and electric conductor, toxic to organisms, can increase the strength and usefulness of other metals.

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Adapted from: [chemistryexplained.com](http://chemistryexplained.com)



### Task 14

Search from books, Internet, or any other sources information about the characteristics of gold. After that, make your own report text which consists of at least 150 words or more. Do it individually.

**OBSERVING**



**Task 15**

**Listen to the report text entitled “Steel” and answer the questions. After that, tick (✓) and write items that you want to know.**



Source: [photographicdictionary.com](http://photographicdictionary.com/s/steel)

**Questions:**

1. What is steel made from?
2. What is the main characteristic of steel?
3. What factor decides the hardness of steel?
4. Is steel malleable?
5. In our daily life, where can you find steel?

**No. Things you want to know**

(√)

1. The content of the recording
2. How to deliver a report text orally

**Write more things you want to know**

1. ...
2. ...

**QUESTIONING**



**Task 16**

**Based on the items you want to know in Task 15, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.**

**No**

**Questions**

1. What is the recording about?
2. How do we tell a report text orally?

**Provide your temporary answers here.**

**No.**

**Answers**

- 1.
- 2.



**Task 17**

**Find the Indonesian meaning of the English words below. Then try to pronounce them together with your teacher.**

properties	/ˈprɒp.ə.tɪs/	:
flexible	/ˈfleks.sɪ.bl/	:
vessel	/ˈves.əl/	:
melt	/melt/	:
hardness	/hɑ:d.nəs/	:
lead (n)	/li:d/	:



**Task 18**

**Work in pairs. Listen to the report text about stainless steel and decide whether the statements below are true or false. Then, report your answers to your classmates.**



Source: aemforge.com and Wisegeek.com

No	Items	True	False
1.	Stainless steels are always made using chromium.		
2.	Stainless steels are not corrosive-resistant.		
3.	Stainless steels are earth friendly materials.		
4.	There are four major types of stainless steel.		
5.	Stainless steels are often used in house wares.		
6.	Austenitic stainless steels are the strongest among stainless steels.		
7.	Ferritic stainless steels are the most flexible among stainless steels.		
8.	Martensitic stainless steels are strong and hard stainless steels.		
9.	Duplex stainless steels are flexible and resistant to corrosion.		



### Task 19

Listen again to the report text entitled “Stainless Steel” carefully. Then, in pairs, complete the following table with the information that you find in the recording. Report your answers to your classmates.

Identify the generic structure of the text and put your answers in the table.

Title	Stainless Steel
General Information	Stainless steel is...
Specific Classification	

## CREATING



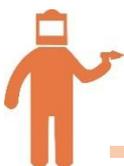
### Task 20

Work in pairs. Listen to the report text about “Zinc Alloy”. Try to complete the paragraphs using the appropriate words. Then, tell your classmates about zinc alloy orally.

#### Zinc Alloy

Zinc is used to make many useful 1)\_\_\_\_\_. Brass, an alloy of Zinc that contains between 55% and 95% of 2)\_\_\_\_\_, is among the best known alloys. The use of Brass dates back 2500 years and was widely used by the Romans and is commonly used today, particularly in musical instruments and many 3)\_\_\_\_\_ applications that must resist corrosion. Zinc is alloyed with Lead and Tin to make solder, a metal with a relatively low melting point used to 4)\_\_\_\_\_ electrical components, pipes, and other metallic items. Other Zinc Alloys include Nickel Silver, typewriter metal, and German 5)\_\_\_\_\_.

Adapted from: [belmontmetals.com](http://belmontmetals.com)



### Task 21

Report what you know about silver to your classmates orally. Use the hints below to help you construct your speech.

- Ductile, malleable
- Better electrical conductor than copper
- Best heat conductor than other metals
- However, silver is more expensive than copper
- Silver is now mainly used as jewellery rather than used in electrical appliances.



## Task 22

**Choose one alloy. Explore the internet, books, and other sources to find information about the alloy. Then, tell your classmates about the alloy using your own words. Do it individually. The speech should consist of:**

- a. General Classification
- b. Specific Information
  - Characteristics
  - Benefits
  - Etc. (add your own information)

## HOMEWORK



## Task 23

**Try to remember all the metals that you've ever welded. Choose one of them. Write a report text about the metal including an explanation about the reason why that metal is easy or hard to weld. You may research in the Internet, books, or any other sources to find information about the characteristics of the metal.**

## REFLECTION

Knowledge that I got in this chapter	I learn about...
When I was studying this chapter	This unit is good, because...
	This unit is not good enough, because...

## SUMMARY

### 1. Report Text

A report text is a kind of text which tells information about something, as it is. It is as a result of a systematic observation and analysis.

The generic structure of a report text is

- **Title:** The title of the report text
- **General classification:** statements that introduce the thing that will be discussed including its common description and its general classification. It is usually put in the first paragraph of the text.
- **Specific information:** tells the distinct characteristics of the thing that is discussed in the text including parts, qualities, habits, etc.

### 2. Passive Voice

When you write a report text, you will need to use a lot of present passive sentences to make the text more formal and impersonal. Passive sentences can only be made if the sentences have transitive verbs. Passive sentences cannot be produced if the verb does not need an object. The formula for simple present passive voice is:

**Subject + to be (is/are) + verb 3/past participle**

### QUOTE OF THE DAY



Taken from: [www.bms.co.in](http://www.bms.co.in)

## UNIT 2

# How to Weld Metals



When you become a welder, you will be asked to weld many kinds of metal with different characteristics. Each metal needs a specific method of welding in order to be able to weld the metal. Do you know how to tell others to weld metals both orally and in writing? In this unit, you will learn the tips about how to weld metals both orally and in the written form.



## Task 1

Study the pictures below and answer the questions.



Source: Wikipedia.com

### Questions

1. What is the picture about?
2. Do you think they are welding the same kind of metal? Why?
3. How many techniques of welding do you know?
4. Can you explain how to weld a copper?



## Task 2

The words in the box below will help you understand the texts in this unit better. Work in pairs and find the Indonesian equivalents of the English words below.

English	Indonesian
safety /'seɪf.ti/	
equipment /ɪ'kwɪp.mənt/	
preheat /,pri:'hi:t/	
amperage /'æm.pə.rɪdʒ/	
joint /dʒɔɪnt/	
thoroughly /'θɒr.ə.li/	
edge /edʒ/	
tightly /'taɪt.li/	
puddle /'pʌd.l/	
smooth /smu:ð/	

## INTERMEZZO



Some of the earliest welding recorded dates back to the Bronze age where small gold circular boxes were discovered. They were made by forge-welding two pieces of metal together and hammering them to make one component part. This was some 2000 years BC.

Sources: Metrosteel.co.au

OBSERVING



Task 3

Read the procedure text about how to weld aluminium below. Tick (✓) and write items that you want to know.

### How to Weld Aluminium

**You will need:**

- Aluminium to weld
- TIG welder
- Aluminium filler rod
- Proper safety equipment, such as: gloves, suits, a helm, and a fire extinguisher

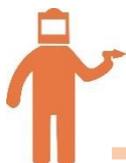
**Steps:**

- **First**, preheat the aluminium. Aim for a temperature of about 176°C. This is important because when welding thick pieces of aluminium, welding without preheating can lead to a very weak, shallow bond.
- **Second**, fit the aluminium together as tightly as possible. If the joint is not fitted very tightly, you will create gaps in the joint.
- **Third**, set the amperage of your welder. Aim to use about 1 amp per 0.025 mm of the aluminium's thickness
- **Next**, start to weld the aluminium slowly and carefully.
- **Then**, create a puddle by melting the aluminium and the aluminium filler rod together.
- **Finally**, weld the puddle together with the aluminium in order to lock the joint. Repeat these two processes until all edges of the joint are tightly locked.

Adapted from: Wikihow.com

No.	Things you want to know	(√)
1.	The content of the text	
2.	The purpose of the procedure text	
3.	The general structure of the procedure text	
4.	The grammar used in the procedure text	
<b>Write more things you want to know</b>		
1.	...	
2.	...	

## QUESTIONING



### Task 4

**Based on the items you want to know in Task 3, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.**

No	Questions
1.	What is the text about?
2.	What is the social purpose of the procedure text?

Provide your temporary answers here.

No.	Answers
1.	
2.	
3.	
4.	

## COLLECTING, ANALYZING, COMMUNICATING



### Task 5

Read the procedure text in Task 3 again and choose the correct answers below. Then report your answers to your classmates.

- What is the first step to weld aluminium?
  - Clean the aluminium.
  - Wear gloves.
  - Create a puddle.
  - Buy a mask.
- Pick one equipment which is NOT a proper safety equipment in welding aluminium.
  - A helmet.
  - Gloves.
  - Fire extinguishers.
  - A hammer.
- What is the second step to weld aluminium?
  - Fit the aluminium.
  - Weld the aluminium.
  - Heat the aluminium.
  - Melt the aluminium.
- What is the least step of welding aluminium?
  - Clean the puddle.
  - Weld the puddle.
  - Join the puddle.
  - Cool the puddle.
- According to the text, how many steps are required to weld aluminium?
  - 7
  - 8
  - 6
  - 5



## Task 6

Read the statements below and tick (✓) the right statements based on the procedure text that you have read. Then report your answers to your classmates.

No	Statements	(✓)
1.	The purpose of procedure texts is to tell the reader how to do something.	
2.	The purpose of procedure texts is to tell the reader about writer's past experience.	
3.	The purpose of procedure texts is to tell the reader an expert's opinion	
4.	The purpose of procedure texts is to tell the reader how to make something.	



## Task 7

Study the explanation about procedure text below. Report it to your classmates and ask your teacher for further explanation.

### PROCEDURE TEXT

It is a kind of text which explains how to use instructions/operation manuals or explains how to achieve a particular goal through a sequence of steps or actions.

#### Generic Structure

1. Goal/aim: The goal or the things that you want to make.
2. Materials/equipment: Materials that are needed to accomplish the goal.
3. Methods/steps: A series of actions to achieve the goal.

#### Language features

1. Using sequencing connectives (e.g. first, second, third)
2. Using imperative sentence (command) (e.g. move your welding stick, cool the metals down)



## Task 8

Read again following procedure text about how to weld aluminium and identify the generic structure of the procedure text. Report your answers to your classmates.

### How to Weld Aluminium

You will need:

- Aluminium to weld
- TIG welder
- Aluminium filler rod
- Proper safety equipment, such as: gloves, suits, a helm, and a fire extinguisher

Steps:

- First, preheat the aluminium. Aim for a temperature of about 176°C. This is important because when welding thick pieces of aluminium, welding without preheating can lead to a very weak, shallow bond.
- Second, fit the aluminium together as tightly as possible. If the joint is not fitted very tightly, you will create gaps in the joint.
- Third, set the amperage of your welder. Aim to use about 1 amp per 0.025 mm of the aluminium's thickness
- Next, start to weld the aluminium slowly and carefully.
- Then, create a puddle by melting the aluminium and the aluminium filler rod together.
- Finally, weld the puddle together with the aluminium in order to lock the joint. Repeat these two processes until all edges of the joints are tightly locked.

Adapted from: Wikihow.com

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Task 9

**Study the explanation about imperative sentences. Discuss it together with your classmates. Ask your teacher if you don't understand the explanations.**

### IMPERATIVE SENTENCE

When you produce a procedure text, you need to use imperative sentences. What is the imperative sentence?

- It is a type of sentence that gives advice or instructions, request or command.
- An imperative sentence typically begins with the Verb 1. The subject "You" is eliminated. Therefore the formula is:

**Verb + Object + Adverb**

Example:

- Preheat the welding gun to ease the welding.

**Verb + Object + Adverb**

Other Examples:

- Wipe the metals to clean it.
- Let the metal cooling down slowly before welding it again.
- Choose the appropriate welding rod.

### Negative Form of Imperative Sentence

To negate an imperative sentence, the auxiliary *do* is combined with not and placed at the beginning of the sentence before the verb.

Example:

- Do not preheat the welding gun
- **Do + Not + Verb + Object.**

Other examples:

- Do not wipe the metals.
- Do not let the metal cool down.
- Do not break your welding machine.



### Task 10

Arrange the jumbled words below into good imperative sentences. Then, report your answers to your classmates

1. cast-irons-Clean.
2. weld -the-sections-that- Preheat -you-want-to.
3. the- Press-cast-irons.
4. pressing-Weld-keep-the-section-while -it.
5. slowly-it-cool-Let.



### Task 11

Make imperative sentences using the words provided below. Then, report your answers to your classmates.

1. Weld : \_\_\_\_\_
2. Put : \_\_\_\_\_
3. Cool : \_\_\_\_\_
4. Join : \_\_\_\_\_
5. Heat : \_\_\_\_\_
6. Rub : \_\_\_\_\_
7. Keep : \_\_\_\_\_

## CREATING



### Task 12

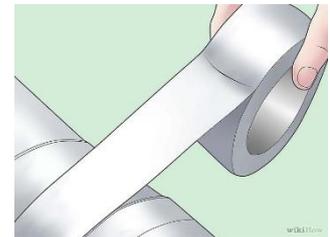
Work in Pairs. Fill in the blanks by labeling steps according to the picture of welding an iron tool. After that, rewrite the sentences and make a good paragraph.



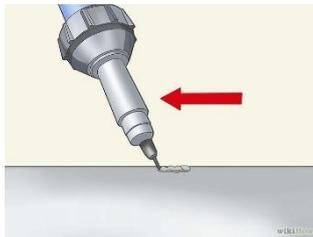
1.



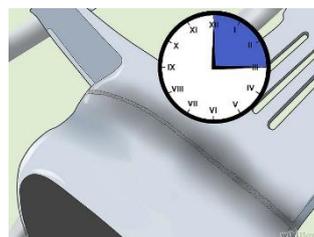
2.



3.



4.



5.



6.

Adapted from: [wikihow.com](http://www.wikihow.com)

#### Steps:

- \_\_\_ . Cool down the iron for at least fifteen minutes
- \_\_\_ . Tape the other areas close to the section that you want to weld in order not let it be heated too much.
- \_\_\_ . Preheat your welding torch.
- \_\_\_ . Grind the section that you just welded as a finisher.
- \_\_\_ . Clean the metal the iron that you want to weld by grinding it.
- \_\_\_ . Weld the iron by moving the welding torch horizontally.

Write your answer here.

**Welding an Iron Tool**

**Steps:**

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



### Task 13

**Interview your friend or your teacher about how to weld a particular metal. Then write down the result of your interview. Do it individually.**

Goal \_\_\_\_\_

Material (optional):

Steps

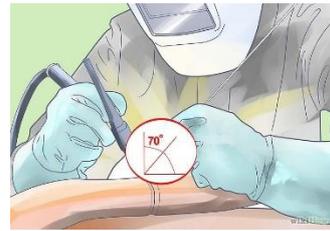
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**OBSERVING**



**Task 14**

Listen to the procedure text about how to weld copper. Tick (✓) and write items that you want to know.



**No. Things you want to know (✓)**

- 1. The content of the recording
- 2. How to tell a procedure text orally

Write more things you want to know

- 1. ...
- 2. ...

## QUESTIONING



### Task 15

**Based on the items you want to know in Task 14, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.**

No	Questions
----	-----------

- |    |                                   |
|----|-----------------------------------|
| 1. | What is the recording about?      |
| 2. | How do you tell a procedure text? |

--	--

**Provide your answers here.**

No.	Answers
-----	---------

- |    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

**COLLECTING, ANALYZING, COMMUNICATING**



**Task 16**

**Find the Indonesian equivalents of the English words below. Then try to pronounce them together with your teacher.**

angle	/ˈæŋ.ɡl/	:
cloth	/klɒθ/	:
section	/ˈsek.ʃən/	:
torch	/tɔ:tʃ/	:
grinder	/ˈɡrɑɪn.də r/	:
pool	/pu:l/	:



**Task 17**

**Listen to the procedure text entitled how to weld copper and decide whether the statements below are true or false. If the statements are false, correct them. Report your answers to your classmates.**

No	Items	True	False	Correction
1	Flammable materials are dangerous when welding copper.			
2	Copper does not need to be cleaned before welded.			
3.	Your weld metal must be stronger than copper.			
4.	Welding copper is not dangerous.			
5.	It takes less skill to weld copper.			



## Task 18

Study the explanation about sequencing connectives. Discuss it with your friends. Ask your teacher for further explanations.

### SEQUENCING CONNECTIVES

In telling a procedure text, sequencing connectives are often used. It is because:

- These connectives help to develop logical sequence of the ideas.
- These connectives enable you to show chronological order.

The sequencing connectives include: **first, second, then, after that, before, next, etc.**

For example:

**First**, prepare your safety equipment.

**Second**, preheat your welding rod.



## Task 19

Listen to the procedure text entitled how to weld bronze. Arrange the jumbled sentences below into a good paragraph.

\_\_\_\_. Second, prepare your welding machine. Adjust the gas flow to create a point-shaped flame.

\_\_\_\_. Third, apply the welding material. Hold the flame of the torch against an area of the joint to be welded.

\_\_\_\_. First, clean and degrease the surfaces to be welded. Thoroughly clean and degrease the surfaces to be welded using commercial metal cleanser and degreaser products.

\_\_\_\_. After that, allow the weld area to cool. Remove the bronze welding rod and the torch flame from the weld area. Securely turn off the torch and allow the newly welded joint to cool.

\_\_\_\_. Next, fit the 2 parts to be welded together in the desired position.

\_\_\_\_. Finally, complete the weld. Move the heating and melting flame slowly over adjoining parts of the initial weld, and continue around the joint area.



## Task 20

Listen again to the procedure text which explains about how to weld bronze. Answer the questions. After that, report your answers to your classmates.

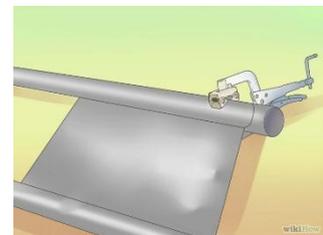
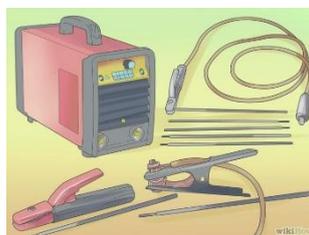
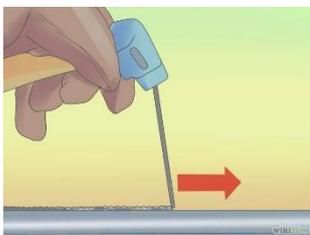
1. What kind of welding rod is used to weld the Bronze in the recording?
2. What is the first step in welding bronze according to the recording?
3. What is the second step in welding bronze according to the recording?
4. What is the fourth step in welding bronze according to the recording?
5. When did we cool the bronze down?

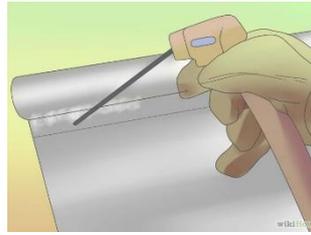
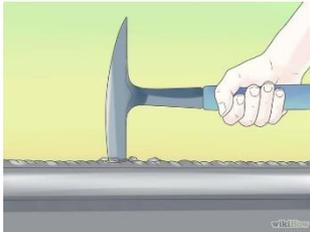
## CREATING



## Task 21

Listen to a procedure text about how to weld steel. Arrange the pictures according to the appropriate steps by labeling each picture with the appropriate number of steps. Work in pairs. Report your answer to your classmates.





**Steps:**

1. Gather your materials.
2. Set up the machine.
3. Clean the metal before welding.
4. Set up the joint.
5. Build up a weld pool.
6. Start moving the weld pool across the metal.
7. Clean the Slag.
8. Allow the metal to cool.



**Task 22**

Listen to the procedure text about how to weld steel. Complete the texts below with information based on the recording that you hear.

**How to Weld Steel**

**Gather your materials.** You should have a welding machine, electrode holder with 1. \_\_\_\_\_, ground clamp with lead, electrodes, and metal to be welded. You will also need a 2. \_\_\_\_\_ to get rid of the slag and a wire brush to clean the steel.

**Set up the machine.** Most welding machines are fairly straight forward. You should most likely be using an 3. \_\_\_\_\_ of around 90-120 amps, although this should be adjusted for metal thickness and electrode 4. \_\_\_\_\_.

**Clean the metal before welding.** This can be done by brushing the surface(s) to be welded with a wire brush or 5. \_\_\_\_\_. Remove as much rust or paint from the metal as possible.

**Set up the joint.** Use 6. \_\_\_\_\_ and vises to ensure that the joint you are welding is precisely and firmly held together.

**Build up a weld pool.** To create a good 7. \_\_\_\_\_, you should stay where you started for a second or two before moving.

**Start moving the weld pool across the metal.** Keep the electrode at an 8. \_\_\_\_\_ a few degrees close to 90°. Don't travel too fast; as a general guide you want to use about an inch of electrode for each inch of weld. When moving the weld pool, you can go in a straight line (a *stringer* bead) or move around in small 9. \_\_\_\_\_.

**Clean the Slag.** Slag is a 10. \_\_\_\_\_ left from the welding process. During the weld, the slag protects the hot metal from 11. \_\_\_\_\_. The slag covering does not cool at the same rate as the weld bead, which can cause the slag to 12. \_\_\_\_\_ the weld. Use the chipping hammer to break the slag off the weld.

**Allow the metal to cool.** If this is only practice, 13. \_\_\_\_\_ the metal in water will cool it faster. Cooling in water will make the weld brittle, so allow any structural welds to cool by air instead.



### Task 23

**Choose an alloy. Search from Youtube information about how to weld the alloy. Report your work in front of the class orally. Do it individually.**

## HOMEWORK



### Task 24

**Choose an alloy or a metal. In groups of five, make a video demonstrating about how to weld the metal or the alloy. In each step of the process, there must be a narration explaining the step. Take turns narrating the process until all of you get a turn.**

## REFLECTION

Knowledge that I got in this chapter	I learn about...
When I was studying this chapter	This unit is good, because...
	This unit is not good enough, because...

## SUMMARY

### 1. PROCEDURE TEXT

It is a kind of text which explains how to use instructions/operation manuals or explains how to achieve a particular goal through a sequence of steps or actions.

#### Generic Structure:

1. Goal/aim: The goal or the things that you want to make.
2. Materials/equipment: Materials that are needed to accomplish the goal.
3. Methods/steps: A series of actions to achieve the goal.

### 2. IMPERATIVE SENTENCE

Imperative sentence is a type of sentence that gives advice or instructions, request or command. The formula for imperative sentence is:

**Verb + Object + Adverb**

### 3. SEQUENCING CONNECTIVES

In telling a procedure text, sequencing connectives are often used. It is because:

- These connectives help to develop logical sequence of the ideas.
- These connectives enable you to show chronological order.

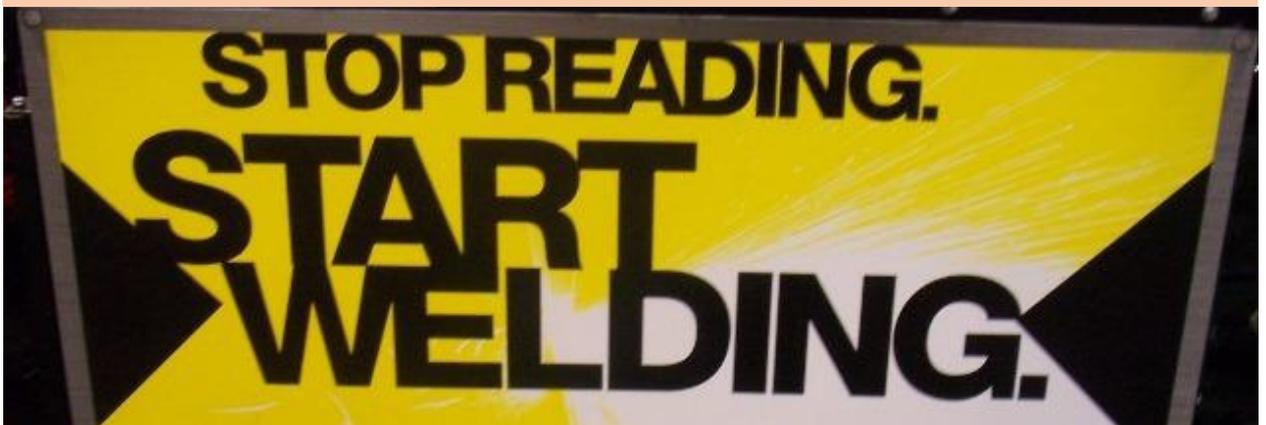
The sequencing connectives include: **first, second, then, after that, before, next, etc.**

For example:

**First**, prepare your safety equipment.

**Second**, preheat your welding rod.

## QUOTE OF THE DAY



Taken from: [www.weldingtipsandtricks.com](http://www.weldingtipsandtricks.com)

## UNIT 3

# I SUGGEST THAT YOU...



As students of welding engineering, you may have encounter problems which you cannot solve by yourself which is related to welding. At times like these, you need suggestions from someone else. Do you know how to ask for and give suggestions in English? In this chapter, you will learn how to ask for and give suggestions using English both orally and in writing.



**Task 1**

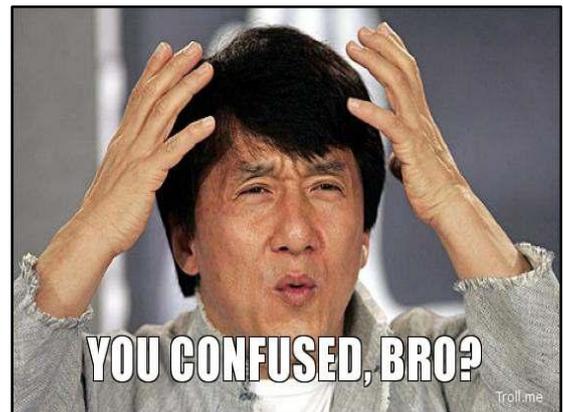
Study the pictures below and answer the questions.



1



2



3

Source: Wikipedia.com

Questions

1. How is the man in the second picture feeling?
2. What is the reason for the man to feel that way?
3. Do you think you can help him? If yes, give one suggestion for the man in the second picture.



## Task 2

The words in the box below will help you understand the texts in this unit better. Work in pairs and find the Indonesian equivalents of the English words below.

English	Indonesian
suggestion /sə'dʒes.tʃən/	
recommend /,rek.ə'mend/	
offer /'ɒf.ər/	
store /stɔːr/	
confused /kən'fjuːzd/	
corrosion /kə'rəʊ.ʒən/	
boil /bɔɪl/	
idea /aɪ'diə/	
problem /'prɒb.ləm/	
toxic /'tɒk.sɪk/	

OBSERVING



Task 3

Read the short messages below. Tick (✓) and write items that you want to know.

To: Mr. Alex Stuart

Mr. Alex. I am a Tig welder. I have worked as a welder for a year. The other day, my boss asked me to weld brass metal. I tried to do it but for some reason, the brass just wouldn't **fuse**. Please give me your **suggestions** on how to weld brass.

Benjamin (25)

---

To: Benjamin

Tig weld brass **repair** job..

Welding is not always sticking 2 pieces together like in the text books. Sometimes it involves just putting back some metal that is gone due to old age or corrosion.

The reason Tig welding brass is difficult is because of the zinc. Zinc has a really low **melting point**. Brass is very thermally conductive and requires **quite a bit** of heat input to weld. The heat from the arc will easily **vaporize** the zinc. That is why it needs a skillful welder to weld brass. My suggestion is when the zinc boils, it likes to jump on your electrode. When this happens, I suggest that you stop welding. Wait for a moment, grind the **tungsten**, and start welding again. Do this over and over again and you will be able to weld the brass metal.

Adapted from: [weldingtipsandtricks.com](http://weldingtipsandtricks.com)

No.	Things you want to know	(✓)
1.	The content of the text	
2.	The meanings of the words in the text	
3.	The expressions of giving suggestions	

4. The purpose of expressions of giving suggestion

Write more things you want to know

1. ...

2. ...

## QUESTIONING



### Task 4

Based on the items you want to know in Task 3, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.

No

Questions

1. What is the text about?

2. What is the meaning of the words in the text?

**Provide your temporary answers here.**

No.

Answers

1.

2.

3.

4.

## COLLECTING, ANALYZING, COMMUNICATING



### Task 5

Below are some words used in the text in Task 3. Match the English words with its appropriate meaning.

- fuse
- suggestions
- repair
- melting point
- quite a bit
- vaporize
- tungsten

- memperbaiki
- menguap
- menyatu
- titik leleh
- saran
- metal tungsten
- agak banyak



### Task 6

Read again the text about consultation of welding problems with Mr. Alex Stuart in Task 3. In pairs, answer the questions below. Then, report your answers to your classmates.

1. What kind of metal did Benjamin try to weld?
2. What problem did Benjamin have when he tried to weld the metal?
3. According to Mr. Alex, what is the cause of the problem?
4. What suggestion did Mr. Alex give to Benjamin?



## Task 7

Study the explanation below to help you understand about the expressions of asking and giving suggestion. Discuss it with your classmates. Ask your teacher for more detailed explanation.

### EXPRESSIONS OF SUGGESTIONS

Giving a suggestion means to introduce or to propose an idea or a plan for consideration. A suggestion can be accepted or refused. Here are some expressions related to asking and giving suggestions.

Asking for suggestions	Giving Suggestions
Do you have any suggestions for me?	I think...
What is your suggestion?	I suggest that you...
What should I do?	You should...
Give me your suggestion?	How about...?
Can you tell me what I should do to...?	You might want to change...

#### Responding to Suggestions

Accepting	Declining
That is a good idea.	Really? I am not sure about that.
I will do that.	I don't think it will work.
You're right.	I don't think so.

#### Examples:

A: My welding machine cannot produce much heat. **What should I do?**

(Asking for suggestion)

B: **I think** you need to check the rod. Maybe the rod is not functioning anymore.

(Giving suggestion)

A: **You're right.** I will do that.

(Responding to suggestion)



## Task 8

Work in pairs. Match the expressions in the left side with the suitable response in the right side. Report your answers to your classmates.



weldreality.com

I often find holes and cracks when welding the aluminium. What should I do?



Weldingweb.com

Here is the result of my welding a stainless steel. The welded part look too big and ugly. What is your suggestion?



mez.co.uk

I tried to weld copper the other day but I could not get a satisfactory result. I think the welded joints are just not strong enough. Give me your suggestion.

When you weld stainless steel, you ought to do it quickly to minimize the heat input. It is because stainless steel can expand 1.7 times better than mild steel, so the faster you weld it, the better.

Adapted from: mig-welding.co.uk

To avoid cracks and porosity, I suggest you to preheat all the joints that you want to weld first before you start welding it. Copper also needs quite a bit of heat and longer time to weld.

Adapted from: twi.com

The main risk of welding aluminium is porosity. It happens usually because of moisture either from the metals or the workplace. My suggestion is that you take care of the moisture first before you start welding aluminium.

Adapted from: alcotec.com



### Task 9

Work in pairs, Identify the expression of asking and giving suggestion in Task 8. Write down the expressions in the column below. Report your answers with your classmates.

Asking for Suggestions	Giving Suggestions
1.	
2.	
3.	

## CREATING



### Task 10

Your uncle has a problem with welding two cast iron plate metals. The cast irons always cracked and the joint wouldn't fuse strongly. He wants to consult this problem to an expert but he doesn't know how to write an email. Help him to compose an email. There are clues given to you in the brackets.

To : Expertwelder@gmail.com

Subject : Suggestions to weld cast iron metal plates

Greetings,

Mr.Expertwelder, my name is Hamdan. I'd like to ask your opinion about welding cast irons. I've never welded a cast iron before. \_\_\_\_\_ (always cracked).

\_\_\_\_\_ (the metals won't fuse strongly).

\_\_\_\_\_ (it's depressing).

\_\_\_\_\_ (ask for suggestions).

Hamdan, Yogyakarta



## Task 11

1. **You have a problem with your welding. Write a message to one of your classmates in the class. Ask for suggestions from him/her because you cannot solve the problem by yourself.**

To:

---

---

---

---

(your name)

2. **Trade your message with your friend. You have to help him/her solve the problem by giving suggestions.**

To:

---

---

---

---

(your name)

**OBSERVING**



**Task 12**

Listen to the dialogue between Budi and his teacher. Tick (✓) the items that you want to know.

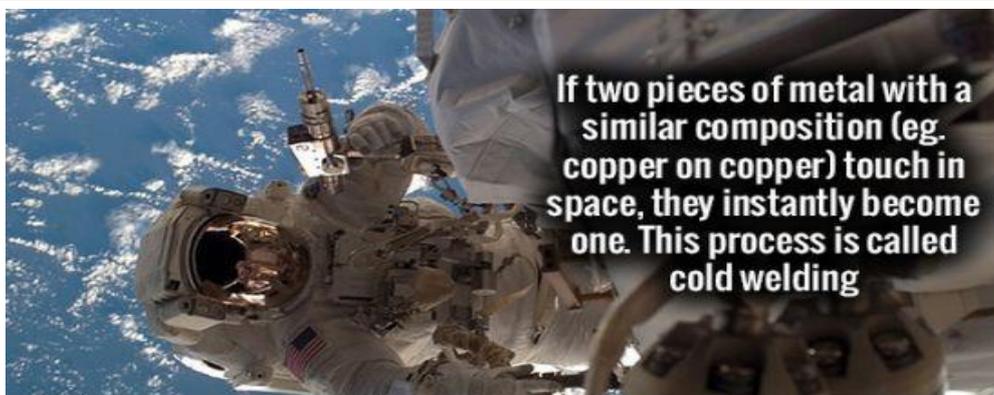
**No. Things you want to know (✓)**

1. The content of the recording
2. How to ask and give suggestions orally.
3. The expression of giving an offer something and the responses.

**Write more things you want to know**

1. ...
2. ...

**INTERMEZZO**



**Uber Humor**

2013, still no flying cars. Instead, blankets with sleeves.

## QUESTIONING



### Task 13

**Based on the items you want to know in Task 13, make relevant questions. Numbers 1 and 2 have been done as example. After that, provide answers to your questions based on your knowledge.**

No	Questions
1.	What is the recording about?
2.	How does one ask and give suggestion?

**Provide your temporary answers here.**

No.	Answers
1.	
2.	
3.	
4.	

## COLLECTING, ANALYZING, COMMUNICATING



### Task 14

Listen again to the dialogue between Budi and his teacher, Mr. Ali. Decide whether the statements below are true or false. Report your answers to your classmates.

No	Statements	True/ False	Correction
1	Budi wanted to learn how to weld nickel		
2.	Mr. Ali recommended Budi that he weld nickel.		
3.	Budi already had enough information about welding nickel.		
4.	Mr. Ali suggested that Budi should watch him welding nickel in his workshop.		
5.	Budi refuses Mr. Ali's suggestion.		



### Task 15

Listen to a dialogue between Budi and a shop attendant. Complete the dialogue between Budi and a shop attendant using words in the box and answer the questions. After that, practice the dialogue with your partner. Report your answers with your classmates.

fuse	bought	good
copper	preheating	rod

- Shop Assistant : Good afternoon, Budi. ***Can I help you?***
- Budi : I am looking for a welding **1.**\_\_\_\_\_.
- Shop Assistant : The rod which used to weld?
- Budi : Yeah that one. I need a rod which is made from **2.**\_\_\_\_\_.
- Shop Assistant : I thought you just bought a welding rod yesterday, Budi. Are you going to weld a different metal this time?
- Budi : No, I think I **3.**\_\_\_\_\_ a wrong rod yesterday. My uncle asked me to weld a copper pipe but I think I still couldn't master how to weld copper yet. The pipe wouldn't **4.**\_\_\_\_\_ no matter what I did.
- Shop Assistant : That is right, you need a copper rod to weld copper. I have three copper rods here. Which one do you want?
- Budi : ***Do you have any recommendation for me?***
- Shop Assistant : ***I recommend*** this rod made by Lincoln. It's a bit expensive but the quality is **5.**\_\_\_\_\_.
- Budi : I'll take that. Oh, ***can you give me a suggestion to*** help me weld the copper?
- Shop Assistant : Hmmm, from what I've read in Mr.Expertwelder blog, ***I think*** you need to pay attention to the **6.**\_\_\_\_\_ and the cooling process. Maybe you'll find out more when you read his blog
- Budi : ***Yeah, you are right. Thanks for the advice.***

### Questions:

1. What did Budi mean when he asked "*Do you have any recommendation for me?*" to the shop assistant?  
  
**Budi wanted to ask suggestion about the best copper rod to buy.**
2. What did the shop assistant mean when he said "*I recommend this rod made by Lincoln.*" to Budi?
3. What did Budi mean when he asked "*Can you give me a suggestion to help me weld the copper*" to the shop assistant?
4. What did the shop assistant mean when he said "*I think you need to pay attention to the preheating and the cooling process.*" to Budi?



## Task 16

Study the explanation about expressions of giving an offer and its responses below. Discuss them with your classmates and ask your teacher for more detailed explanations.

In the dialogue above, you may find two language functions. The first language function is about expressing suggestions and the second one is about expressions of giving an offer. You have already learned about expressing suggestions in the first part of the unit. In this part, you will learn about expressions of giving an offer and its responses.

### EXPRESSING AN OFFER

Giving an Offer	Accepting	Refusing
<ul style="list-style-type: none"> <li>• Can I help you?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, Please.</li> </ul>	<ul style="list-style-type: none"> <li>• No, thank you.</li> </ul>
<ul style="list-style-type: none"> <li>• What can I get you?</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like...</li> </ul>	<ul style="list-style-type: none"> <li>• Thanks, but no thanks</li> </ul>
<ul style="list-style-type: none"> <li>• You want...?</li> </ul>	<ul style="list-style-type: none"> <li>• That's very kind of you.</li> </ul>	<ul style="list-style-type: none"> <li>• I am good</li> </ul>
<ul style="list-style-type: none"> <li>• Would you have...?</li> </ul>	<ul style="list-style-type: none"> <li>• Sure, I'd love to.</li> </ul>	
<ul style="list-style-type: none"> <li>• Would you like to...?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes. Thank you. That would be nice.</li> </ul>	
<ul style="list-style-type: none"> <li>• Shall I...?</li> </ul>	<ul style="list-style-type: none"> <li>• I'll take you up on the offer</li> </ul>	

#### Examples:

Giving an Offer	Response
<ul style="list-style-type: none"> <li>• Shall I take you home?</li> </ul>	<ul style="list-style-type: none"> <li>• I'll take you up on the offer</li> </ul>
<ul style="list-style-type: none"> <li>• Can I help you?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, please. I think my car is having a trouble.</li> </ul>
<ul style="list-style-type: none"> <li>• You want a help?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes. Thank you</li> </ul>
<ul style="list-style-type: none"> <li>• Would you like to change your welding cloth?</li> </ul>	<ul style="list-style-type: none"> <li>• No. I am good.</li> </ul>
<ul style="list-style-type: none"> <li>• Would you have a new welding machine?</li> </ul>	<ul style="list-style-type: none"> <li>• No, thank you.</li> </ul>



### Task 17

Match the expressions in the left column with the suitable responses in the right column below. Report the answers and act them out with your partner.

Can I help you?
Shall I get you new gloves?
Would you like to go to the welding store and look for a new welding machine?
You want me to teach you how to weld brass?

Yes, please. That would be great.
Yes. I cannot turn on my welding machine.
No, thanks. I can still use these gloves
I'll take you up on the offer.



### Task 18

Listen again to the dialogue between Budi and Mr. Ali. Identify the expressions of asking for and giving suggestion and also expressions of giving an offer including its responses. Report your answer with your classmates.

Asking for suggestion	Giving suggestion

Giving an offer	Responses

## CREATING



### Task 19

Read the dialogues below and complete the blanks using suitable expressions. Do it individually.

#### 1. Hamdan and Mr. Expertwelder are talking about welding gold.

Mr. Expertwelder : Hamdan, you look troubled. \_\_\_\_\_ (giving an offer).

Hamdan : Yeah, please. I have a problem

Mr. Expertwelder : Is it related to welding? If yes, then I can help you.

Hamdan : Yes. I was asked to weld windows made from gold. I don't know how to do it.

Mr. Expertwelder : It's true that people are rarely asked to weld metals like gold. Okay then, \_\_\_\_\_ (giving suggestion).

#### 2. Mr. Ali and Budi is at the workshop in school.

Budi : Mr. Ali, may I ask you something?

Mr. Ali : Sure, what is it?

Budi : Do metals contain toxic?

Mr. Ali : Not all metals, but some metals like copper may contain dangerous gas.

Budi : \_\_\_\_\_ (asking for suggestion)

Mr. Ali : However, don't be afraid. \_\_\_\_\_ (giving suggestion).



## Task 20

**Have short dialogues with your partner based on the situations given. Use the expressions of asking for and giving information and also the expressions of giving an offer with its responses. Act it out.**

1. Your friend is practicing to weld stainless steel. However, his practice doesn't seem to go well. He asks you for a suggestion.
2. Your co-worker asks for a suggestion about the safety equipment needed before starting to weld copper. Help him.
3. A shop assistant is giving an offer you different kinds of welding rods. You have a hard time to choose. You ask the shop assistant for suggestions.
4. Your uncle broke his metal pipe. Offer your help to your uncle.

## HOMEWORK



## Task 21

**Find out in a forum about welding. Find out at least five expressions of asking for and giving suggestions. Attach the web address of the forum when you submit the homework. Work individually.**

## REFLECTION

Knowledge that I got in this chapter	I learn about...
When I was studying this chapter	This unit is good, because...
	This unit is not good enough, because...

## SUMMARY

In this unit, you have learned two kinds of expressions. The first one is expressions of asking for and giving suggestions and the second one is Expressions of offering and its responses. To suggest means to give a plan or an idea to be considered. Suggestions can be accepted or rejected. To offer means to give something to others, whether things or helps.

Asking for suggestions	Giving Suggestions
Do you have any suggestions for me?	I think...
What is your suggestion?	I suggest that you...
What should I do?	You should...
Give me your suggestion?	How about...?
Can you tell me what I should do to...?	You might want to change...

### Responding to Suggestions

Accepting	Declining
That is a good idea.	Really? I am not sure about that.
Ok. I will do that.	I don't think it will work.
You're right.	I don't think so.

### EXPRESSING OFFERING

Offering	Accepting	Refusing
• Can I help you?	• Yes, Please.	• No, thank you.
• What can I get you?	• I'd like...	• Thanks, but no thanks
• You want...?	• That's very kind of you.	• I am good
• Would you have...?	• Sure, I'd love to.	
• Would you like to...?	• Yes. Thank you. That would be nice.	
• Shall I...?	• I'll take you up on the offer	

# APPENDIX J



PEMERINTAH KABUPATEN BANTUL  
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL  
SMK 1 SEDAYU



Alamat : Argomulyo, Pos Kemusuk, Yogyakarta. Telp./ Fax. (0274) 798004 Kode Pos 55753  
Website : smk1sedayu.sch.id Email : smkn\_sedayu@yahoo.com

**SURAT KETERANGAN**

Nomor : 007 /113.2/SMK.1/PL/2015

Yang bertanda tangan di bawah ini

Nama : ANDI PRIMERIANANTO, M.Pd

NIP : 19611227 198603 1 011

Pangkat, Golongan Ruang : Pembina, IV/a

Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa :

Nama : Bayu Sukma Pramesthi

NIM : 10202241059

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Jurusan : Pendidikan Bahasa Inggris – S1

Telah Melaksanakan penelitian dengan kegiatan sebagai berikut :

Waktu : 05 Januari s.d 06 Januari 2015

Lokasi : SMK.1 Sedayu, Bantul, Yogyakarta

Tujuan : Penelitian Skripsi

Judul Skripsi : **Developing Scientific Approach Based English Learning Materials For Grade XI Students Of Welding Engineering Department Of SMK N 1 Sedayu.**

Demikian surat keterangan ini dibuat semoga dapat dipergunakan seperlunya.

Sedayu, 06 Januari 2015

Kepala SMK 1 Sedayu



ANDI PRIMERIANANTO, M.Pd

NIP. 19611227 198603 1 011

# APPENDIX K

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	<p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya.</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks,</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>factual report</i> dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.12 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p>
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.</p>	<p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan dan doa bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p data-bbox="824 262 1430 436">pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p data-bbox="824 470 1430 644">4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p> <p data-bbox="824 678 1430 779">4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.</p> <p data-bbox="824 812 1430 884">4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal.</p> <p data-bbox="824 917 1273 947">4.16 Menangkap pesan dalam lagu.</p>