

**DEVELOPING ENGLISH MATERIALS FOR THE ODD SEMESTER OF
GRADE XI OF AVIONICS MAINTENANCE AND REPAIR STUDY
PROGRAM AT SMK PENERBANGAN AAG ADISUTJIPTO**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of *Sarjana*

Pendidikan Degree in English Language Education



by:

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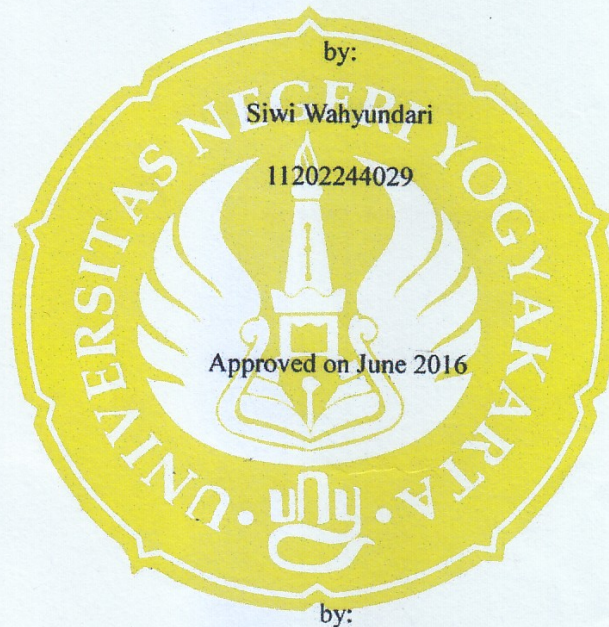
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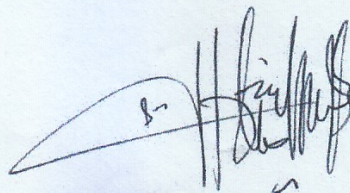
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A Thesis



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A THESIS

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PERNYATAAN

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MOTTO

Pourquoi tu gâches ta vie?

Pourquoi tu gâches ta vie?

Pourquoi tu gâches ta vie?

– Mika

“Don’t let the Muggles get you down!”

– Ronald Bilius Weasley

DEDICATION

This thesis is fondly dedicated to the people who spent millions for me to get a nice little '*S.Pd.*' tacked behind my name.

ACKNOWLEDGMENTS

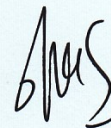
First of all I would like to express my deepest gratitude to my supervisor, *Ibu* Siti Mahripah, who has been very patient and helpful, and whose stimulating propositions aid me to finish the writing of this thesis on time. Secondly, I would like to express my deepest appreciation to *Ibu* Ella Wulandari for spending her precious time to evaluate the materials that I have developed. Her valuable suggestions and comments were truly useful for the improvement of my English materials. Thirdly, I would like to thank grade 11 students of Avionics Maintenance and Repair Study Program and the staff at SMK Penerbangan AAG Adisutjipto whose vital participation led to the realisation of the materials.

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Yogyakarta, June 2016

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ABSTRACT

The objectives of this study were to describe the English learning needs of grade eleven students of Avionics Maintenance and Repair program of SMK Penerbangan AAG Adisutjipto and to develop appropriate learning materials for grade eleven students of Avionics Maintenance and Repair program of SMK Penerbangan AAG Adisutjipto.

This study was a Research and Development (R&D) study. The subjects of the research consisted of 30 respondents with 23 male and 7 female students. The research procedure of this study was adapted from revised version of ADDIE model proposed by Jolly and Bolitho (in Tomlinson, 1998: 96-98). The steps of this study were Identification of need, Exploration of need, Contextual and pedagogical realisation of materials, Production of materials, Evaluation, and Revising and writing the final draft. The data needed in this study were collected by distributing two types of questionnaires. The first was needs analysis questionnaire to gather information about students' needs and interests. The second was expert judgment questionnaire to obtain the data about the appropriateness of the materials.

The materials were developed based on the needs analysis data. Three units were developed and each unit consisted of four sections; Gear Up - Spoken Cycle - Written Cycle - Fun Fact. An expert judgment was conducted to find out about the appropriateness of the materials. According to the expert judgment data, it was revealed that the mean score of all aspects of the three developed units, in the scales of 1-4, was 3.59. It was within the range of $3.25 < x \leq 4$ which was considered as "very good". It can be concluded that the developed materials were appropriate for the eleventh grade students of Avionics Maintenance and Repair study program.

CHAPTER I INTRODUCTION

This chapter presents background of the study, identification of the problems, limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

A. Background of the Study

Indonesia as an archipelago country has continuously tried to improve itself since the independence 71 years ago. With an estimated of 18,000 islands, 922 of those are permanently inhabited, the people of Indonesia have tirelessly tried to find ways to connect with their brothers and sisters across the sea. Aside from water transportation, Indonesian people are currently establishing their aerospace industry as a means to provide alternative for the often unreliable water transportation. This effort is expressed in the form of establishment of schools that offer excellent aviation-related programs that will launch their students into an aviation career.

As a former Dutch colony, Indonesia inherits a lot of things from the colonial era, one of which is its educational system where the secondary education consists of Junior High School (Bahasa Indonesia: *Sekolah Menengah Pertama* or SMP) and Senior High School (Bahasa Indonesia: *Sekolah Menengah Atas* or SMA). Each of this educational institution takes three years to complete. The senior high school level itself is divided into general high school (SMA) and

vocational high school (Bahasa Indonesia: *Sekolah Menengah Kejuruan* or SMK). According to the *UU Sistem Pendidikan Nasional Pasal 18* (the Act of National Education System Article 18), however, the goals of the teaching and learning process are vastly different. The teaching/learning process in general high school aims to prepare students for higher educational level. Meanwhile, the teaching and learning process in vocational high school aims to prepare students for their future career.

Unlike SMA's students who have limited study program options, SMK's students have highly varied study program options. SMA's students may choose one of the three majors offered namely Natural Science, Social Science and Literature. On the other hand, there are 38 areas of expertise with more than 130 programs, one of them is Avionic Electronic Instrumentation Maintenance and Repair program. Avionic maintenance technicians projected career is to repair and service a variety of electronics systems on modern aircraft, including the radar, radio and control systems in planes and helicopters. These trained individuals may also find positions within any airports as a flight attendant, part of ground handling staff, and others; and aerospace parts manufacturing businesses.

The researcher specifically chose Avionics Maintenance and Repair program because the ever growing of Indonesian aerospace industry. Moreover, the issuance of *Perpres No. 28 Tahun 2008* on Industrial Policy makes Indonesian aerospace industry increasingly profitable for those who invest in it. Furthermore, most of the graduates from this program work with multinational enterprises or even abroad. They will undoubtedly encounter many people from many different

places who speak different languages, with English as their *lingua franca*, in the workplace.

This promising future held by vocational students and with so many different available options, makes it not surprising that as of 2014 the comparison between SMK's students and SMA's students was 70:30. Ironically, even though SMK dominates Indonesian educational system, in terms of the number of study programs and students, it is often neglected by the government who seems to favor SMA more. The government's seemingly half-hearted effort to better SMK education is apparent from the lack of educational materials created specifically for SMK, most notably in its language education area. Both SMK and SMA's students get the same English textbook, which is not fair for SMK students because the goals of SMA's and SMK's teaching and learning process are different.

B. Identification of the Problems

The most obvious and most common form of materials supporting a language instruction comes through textbooks (Brown, 2001). In the best case, English textbooks used in vocational high school should be designed specifically to meet the needs of students from a particular study program. Yet, most of English textbooks available are general English textbooks which do not exactly cater to the needs of vocational high school students. Perhaps this is caused by the number of programs available in a vocational high school, which correspond to the needs of equally large number of specifically designed English textbooks,

that the government circulates general English textbooks, however inadequate they are, in the hope that it can be used by larger crowds.

This remarkable phenomenon demands English teachers to design their own teaching materials considering that students have specific needs in learning English as a response to the communicative demands in the workplace. The English learning materials should suit their professional skills because they may need to use English to communicate in the real workplace situation. For instance, vocational high school students of the Avionics Maintenance and Repair study program need to learn the specific English used to support them in English with other people in the workplace while doing some specific jobs.

The lack of suitable materials that meet the students' needs as well as learning context is also apparent from the lack of relevant teaching media that the class will be benefited from. Vocational high school English teachers are mostly aware of the needs to teach students English for specific purpose considering that students come from different study programs. Unfortunately, ready to use and contextually relevant English materials are hard to come by. Furthermore, teachers are either having no time or not well informed on how to develop their own teaching materials.

C. Limitation of the Problems

In reference to the problem above, this research deals with developing English learning materials for odd semester of grade eleven students of Avionics Maintenance and Repair program of SMK Penerbangan AAG Adisutjipto based

on Curriculum 2006.

D. Formulation of the Problems

Based on the limitation above, the researcher formulates the problems as follow:

1. What are the English learning needs of grade eleven students of Avionics Maintenance and Repair program of SMK Penerbangan AAG Adisutjipto?
2. How are the appropriate English learning materials for grade eleven students of Avionics Maintenance and Repair program of SMK Penerbangan AAG Adisutjipto developed?

E. Objectives of the Study

The objectives of this research are:

1. to describe the English learning needs of grade eleven students of Avionics Maintenance and Repair program of SMK Penerbangan AAG Adisutjipto.
2. to develop appropriate learning materials for grade eleven students of Avionics Maintenance and Repair program of SMK Penerbangan AAG Adisutjipto.

F. Significance of the Study

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

1. Students

The result of this study is expected to be able to provide students of

Avionics Maintenance and Repair program, especially those of SMK Penerbangan AAG Adisutjipto, with contextually relevant English materials that enhance their learning and skills.

2. Teachers

The developed English materials can be used as a resource to the English teaching and learning process.

3. Other Researchers

The result of this study can be a reference on how to develop appropriate English teaching and learning materials for vocational high school program, especially those of Avionics Maintenance and Repair program.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical review, review of related studies, and the conceptual framework of the research. In the theoretical review and review of related studies, some theories underlying the research are examined by the researcher. In the conceptual framework, the researcher relates the theories to the research.

A. Theoretical Review

1. Teaching English in Vocational School

a. Theories of Language Learning and Teaching

As a foreign language, English in Indonesia is mainly used in the educational and multinational business setting. Even so, most students are exposed to English only in the class except for select few. This fact is an important factor which will determine what approach in teaching a foreign language that can be used best in Indonesia. According to Richards and Renandya (2002: 20-21), there are three different views of language: structural view, functional view, and interactional view.

According to the structural view, language is considered as a system which consists of structures as the elements to represent message to be understood by the receiver, he explains. Here, language teachers emphasize on the mastery of linguistic elements including phonological units

(phonemes), grammatical units (clauses, phrases, sentences), grammatical operations (adding, shifting, joining, or transforming elements), and lexical items (function and structure words).

On the other hand, functional view defines language as “... a vehicle for the expression of functional meaning.” It is implied that language is used as a tool to convey meaning in communication. The main goal of communication is to get the meaning across and language is used to achieve that. This view considers grammar as not the only important element in language learning. Language learning materials are often categorized based on the meaning and function, in preference to the structure and grammar.

The activities should have communicative purpose so students will be encouraged to get the message across while doing those activities. Robinson in Richards and Rodgers (2001: 21) also added that the revival of ESP is urged by this theoretical view on functional account of learner needs. It implies that there should be some study to formulate what functional language the students need to learn in order to prepare them for using the language in the specific professional situation.

The third view of language, the interactional view, defines language as “a tool for the creation and maintenance of social relations”. Language in the interactional view carries two important tasks, i.e. “as a vehicle for the realization of interpersonal relations” and “for the performance of social transactions between individuals.” Interactional view of language puts more focus on the patterns of moves, acts, negotiation, and interaction in

conversational exchanges.

Based on the explanations above, it can be concluded that there are different teaching approaches implied by each views. By applying structural view to the language teaching-learning process, language teachers believe that grammar is the key factor on language acquisition. Then in functional view, language learning is targeted on the semantic and communicative dimensions. Learning activities are based on the language functions, whether it is transactional or interpersonal. Lastly, in transactional view, the language teaching relies on the existence of specified and organized materials based on the patterns of exchange and interaction that promotes the interaction among the students as the interactors who will interact and exchange information with each other.

b. English for Vocational High School

There are two points of teaching English in vocational high school as mandated by the Curriculum 2006. The first is to enable the students to master basic English skills to back up the accomplishment of their study program. The second point is to enable the students to employ their English skills to communicate, either spoken or written, on the intermediate level. There are three aspects of teaching English in vocational school; those are Basic English communication in novice level, Basic English communication in elementary level, and Basic English communication in intermediate level.

Grade eleventh of vocational high school is categorized as elementary level. At this level, the students have to be able to convey transactional or

interpersonal function of language in the form of request or command which is related to certain jobs, either formal or informal. The complete standard of competence and the basic of competence of the first semester of second grade of vocational high school is shown in the table below.

Table 1: Standard of Competence and Basic Competence for Vocational High School

Standard of Competence	Basic Competence
1. Able to communicate in English on the novice level.	1.1. Comprehending basic expressions in the social interactions for the importance of life. 1.2. Mentioning things, people, characteristics, times, days, months and years. 1.3. Describing things, people, characteristics, times, days, months and years. 1.4. Producing complete simple discourse for basic functions. 1.5. Explaining present continuous activities. 1.6. Comprehending memo, simple menu, schedules of public transportation and traffic signs. 1.7. Comprehending word and foreign technical term as well as simple sentence based on formula. 1.8. Writing simple invitation.
2. Able to communicate in English on elementary level.	2.1. Comprehending simple daily conversation both in professional and personal context with non-native speaker. 2.2. Taking simple messages both in direct and by means interactions. 2.3. Explaining job description and

Standard of Competence	Basic Competence
	educational background in both spoken and written language. 2.4. Recounting previous jobs and explaining future plans. 2.5. Expressing feelings. 2.6. Comprehending simple instructions. 2.7. Making short messages, instructions and lists with selection of words, correct spelling and writing mechanics.
3. Able to communicate in English on the intermediate level.	3.1. Comprehending monologues that occur in certain working situation. 3.2. Comprehending limited conversations with native speaker. 3.3. Presenting report. 3.4. Comprehending manuals. 3.5. Comprehending simple business letters. 3.6. Comprehending technical documents. 3.7. Writing business letters and simple reports.

As can be seen from the standard of competence and the basic competence above, the teaching of English in vocational school aims to prepare the students with real-world situation. Avionics Maintenance and Repair students in SMK Penerbangan AAG Adisutjipto are in need of contextually appropriate English learning materials which deal with their future job and workplace. These materials are needed to prepare them better to work more effectively in the workplace.

Grade XI students of Avionics Maintenance and Repair study program have 4 basic competences which need to be achieved in the first semester. They are comprehending simple daily conversation both in professional and personal context with non-native speaker, taking simple messages both in direct and by means interactions, explaining job description and educational background in both spoken and written language, and recounting previous jobs and explaining future plans.

These competences can be achieved by providing students with relevant materials that encourage them to exercise all of four basic skills of English. This can be implemented by providing reading activities that lead to writing activities as well as listening activities that lead to speaking activities. Therefore, all activities are continuous and could support one another. All materials will be made relevant to students' projected career and workplace.

Harmer (2007: 37) asserts that age is a major factor in teaching. The students of vocational school are categorized into adolescent learners. Harmer (2007: 83 – 84) explains that the characteristics of adolescent learners are still searching for their self-identity and need to feel good and be valued of their self – esteem. Moreover, most of the adolescent learners understand the need for learning and, with the right goals, can be responsible enough to do what is asked for them. In response to the characters of the adolescent learners, teachers have to design materials with topics which the students can react to. The students have to be encouraged to respond to the texts and situations with their own thoughts and experiences, rather than just

answering questions and doing abstract learning activities.

2. English for Specific Purposes (ESP)

a. Definition of ESP

Hutchinson and Waters (1987: 8) define English for Specific Purposes (ESP) as specific language which is developed in order to support the need of the students in the study or in the work situation. Further, Hutchinson and Waters (1987: 19) explain that ESP is an approach to language teaching in which all decision as to content and method are based on the learners' reasons for learning.

Nunan, Evans and John in Basturkmen (2010: 2) state that ESP is one of sub-components in language teaching that brings specific approach to curriculum development, materials design, pedagogy, testing, and research. Its practical outcomes included need analysis, text analysis, and preparation for the students to communicate effectively in study or work situation. Dudley-Evans and St Johns (2010: 169) state that ESP course and materials design requires "intelligent juggling" of all the course parameters and on experience of how best to match them with learners' needs. In their previous book Dudley-Evans and St John claim that lexicology has specialized and restricted meanings in certain disciplines and may vary in meaning across disciplines, while semi-technical lexicology is used in general language but has a higher frequency of occurrence in specific and technical description and discussion (1998: 83).

Furthermore, Harmer (2007: 28-29) claims that language is a social construct as much as it is a mental ability. The awareness of appropriacy is essential in learning a language. Variables that affect speakers' choice in using the appropriate language are setting, participants, gender, channel, topic, and tone. In order to use the language appropriately, language learners need to be aware of the place and situation, the people that they are talking to— whether they are talking to their friends, colleagues, or bosses and whether they are talking to men or women—, the communication tools (SMS text, telephone, mails), the topic being addressed, and various tones that imply formality and informality, politeness and impoliteness.

Topic being addressed in a certain place or situation will give impacts on how people choose certain lexicon and grammar. Basturkmen (2006: 15) examines the issue on language varieties where language use (register) is described in specific types of situations such as in academic, workplace, or professional environments. Bloor and Bloor in Basturkmen (2006: 16) state

All language learning is acquired from one variety or another, even if it is 'classroom English' variety. A language learner is as likely to acquire 'the language' from one variety as from another, but the use of language, being geared to situation and participants, is learned in appropriate contexts.

This view supports a theory of language use as the basis of language acquisition theory. Based on this perspective, teaching and learning English for specific purposes does not ask for the learners to firstly master general English. The process of teaching and learning more specific English language variety can take place in any level. ESP will even give more

advantages to the learners as the learners can learn about basic grammar on how to construct sentences and convey meaning in English while at the same time it can prepare their readiness to use the language in the workplace or professional environments.

b. Needs Analysis in ESP

For a course to meet learners' needs it is necessary to gather information about both the current state of the learners, where they stand in terms of language ability, learning preferences, and the desired goals or change, and where they would like to be or what they want to achieve, change, and so on (Graves, 2000: 101). This stage of ESP is referred as needs assessment or needs analysis. A needs analysis is conducted to discover the true needs of the learners. Graves (2000: 98) states that needs analysis is a systematic and cyclical process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs.

Richards (2001: 53) lists a number of reasons for conducting needs analysis before starting a course for a group of learners as follows.

1. to determine current levels of language proficiency of the learners.
2. to determine who are urgently needed the language training.
3. to identify the perception of language problems and difficulties which are faced.
4. to ascertain the types of transactions which are typically performed in English.
5. to determine the language characteristics of those transactions.
6. to assess the extent to the needs which are met by current available programs and textbooks.

Hutchinson and Waters (1987: 54) define needs as the ability to comprehend and to produce the linguistic features of target situation. Furthermore, they distinguish needs into two categories: target needs and learning needs. Target needs are what knowledge and abilities the learner will require in order to be able to perform appropriately in the target situation while learning needs are what the learner needs to do in order to learn. The analysis of the target needs is divided into three aspects which are necessities, lacks, and wants (Hutchinson and Waters, 1987: 55-58).

1. 'Necessities' is the type of needs determined by the demands of the target situation.
2. 'Lacks' is the gap between what the learners know already and what the learners do not know.
3. 'Wants' is what the learners expect about language area that they want to master.

In analysing learning needs, Hutchinson and Waters (1987: 57) list some questions, as follows.

1. Why are the learners taking the course?
 - a) Compulsory or optional;
 - b) Apparent need or not;
 - c) Are status, money, promotion involved?
 - d) What do learners think they will achieve?
 - e) What is their attitude towards the ESP course?
 - f) Do they want to improve their English or do they resent the time they have to spend on it?
2. How do the learners learn?
 - a) What is their learning background?
 - b) What is their concept of teaching and learning?

- c) What methodology will appeal to them?
 - d) What sort of techniques is likely to bore/alienate them?
- 3. What resources are available?
 - a) Number and professional competence of teachers;
 - b) Attitude of teachers to ESP;
 - c) Teachers' knowledge of and attitude to the subject content;
 - d) Materials;
 - e) Aids
 - f) Opportunities for out-of-class activities
- 4. Who are the learners?
 - a) Age/sex/nationality;
 - b) What do they know already about English?
 - c) What subject knowledge do they have?
 - d) What are their interests?
 - e) What is their socio-cultural background?
 - f) What teaching styles are they used to?
 - g) What is their attitude to English or to the cultures of the English speaking world?
- 5. Where will the ESP course take place?
 - a) Are the surrounding pleasant, dull, noisy, cold, etc.
 - b) When will the ESP course take place?
 - c) Time of day
 - d) Every day/ once a week
 - e) Full-time/part-time
 - f) Concurrent with need or pre-need.

In conducting the needs analysis, Graves (2000: 103-104) classifies two types of information revealed namely present information and future information. Present information consists of six aspects: 1) who the learners are, 2) the learners' level of language proficiency, 3) the learners' level of intercultural competence, 4) their interests, 5) their learning preference, and

6) their attitudes. On the other hand, the future information consists of four aspects: 1) the learners' goals and expectation, 2) the target context: situation, roles, topics, content, 3) types of communicative skills they need and tasks they will perform, 4) language modalities they will use.

She further mentions the cycle of needs assessment process. They are 1) deciding what information to gather and why, 2) deciding the best way to gather it; when, how, and from whom, 3) gathering information, 4) interpreting the information, 5) acting on the information, 6) evaluating the effect and effectiveness of the action, 7) (back to number 1) deciding on further information to gather. After conducting process number 7, the teacher/material developer may re-start the process of needs assessment in order to gather different information from the same object to improve the materials (Graves, 2000:100).

3. Content-Based Instruction

Richards and Rodgers (2001: 204) note that Content-based Instruction, hereafter is referred as CBI, refers to an approach to language teaching in which teaching is organized around the content or information that students will acquire rather than around linguistics features. The Content-based Instruction is likely drawn on the principles of Communicative Language Teaching. It argues the ideal situation language learning which should focus on real communication and the exchange of information. Therefore an ideal situation for language learning is not based on grammar and functions, but contents which are related to the subject matter from the outside of language

domain.

a. Definition and Principles of Content-Based Instruction

Content-Based Instruction is the by-product of the implementation of the communicative language teaching (Richards, 2006: 27). It refers to the teaching language through exposure to content that is interesting and relevant to learners (Brinton, 2003). It emphasizes the socially appropriate and meaningful use of language in communication by knowing how to effectively use the language rather than knowing about it (Lotherington in Davies & Elder, 2004: 695).

Stoller in Richards and Renandya (2002: 94) cites that the popularity and wider applicability of CBI in English language instruction have increased dramatically since the early 1990s. He further mentions that CBI prefers to use content as the vehicle for developing language skills. Content refers to the information or subject matter that people learn or communicate through language rather than the language used to convey it (Richards, 2006: 28). Content-based approach is grounded on two basic principles, 1) people learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself and 2) CBI better reflects learners' needs for learning a second language and also a foreign language (Richards and Rodgers, 2001: 205).

In later development of CBI, Richards (2006: 28) puts one more item which becomes the basic principle of CBI. The third principle is that content provides a coherent framework that can be used to link and develop all of

the language skills. Furthermore, the last principle proposed by Richards raises the Content-based instruction into five general functions: Content-based instruction can be used as the framework for a unit of work, as the guiding principle for an entire course, as a course that prepares students for mainstreaming, as the rationale for the use of English as a medium for teaching some school subjects in an EFL setting, and as the framework for commercial EFL/ESL materials.

In addition to the principles of CBI proposed by Richards and Rodgers, Brinton as cited in Nunan (2004: 132) also discovers another set of Content-based instruction principles. The principles suggested by Brinton are summarized as follows.

1. Base instructional decisions on content rather than language criteria: Content-based instruction allows the choice of the content to influence the selection and sequencing of language items.
2. Integrate skills: CBI practitioners use an integrated skills approach to language teaching, covering all four language skills as well as grammar and vocabulary. This reflects what happens in the real world, where interactions involve multiple skills simultaneously.
3. Involve students actively in all phases of the learning process: Students learn by doing and are actively engaged in the learning process. They do not depend on the teacher to direct all learning

or to be the source of all information.

4. Choose content for its relevance to students' lives, interests and / or academic goals: The choice of content in CBI courses fully depends on the student and the instructional settings. In many school contexts, content-based language instruction closely parallels the school subjects.
5. Select authentic text and tasks: A key component of CBI is authenticity of both the text used in the classroom and the tasks that the learners are asked to perform.

Stoller in Richards and Renandya (2002: 96) notes four important findings from other researchers in educational and cognitive psychology that emphasizes the benefits of Content-Based Instruction. They are explained below.

1. Thematically organized materials, typical of Content-Based Instruction classrooms, are easier to remember and learn.
2. The presentation of coherent and meaningful information, characteristic of well-organized content-based curricula, leads to deeper processing and better learning.
3. There is a relationship between student motivation and student interest -common outcomes of content-based classes- and student's ability to process challenging materials, recall information, and elaborate.
4. Expertise in a topic develops when learners reinvest their

knowledge in a sequence of progressively more complex tasks feasible in content-based classroom and usually absent from more traditional language classroom because of the narrow focus on language rules or limited time on superficially developed and disparate topics.

b. Theory of Language Learning in Content-Based Instruction

The core assumption of content-based language teaching is that language is best taught when it is used as a means to gather and convey information which is beyond the language itself. Richards and Rodgers (2001: 208) coin more assumptions which are underlying the emergence of CBI as explained below:

1. Language is text and discourse-based: The content-based instruction emphasizes the use of the language as vehicle for learning the content. It means that the focus of CBI is using English to communicate and construct information through texts and discourse meaningfully.
2. Language use draws on integrated skills: Communication generally involves the integration of several skills. In content-based class, the tasks given to the students resemble the real world tasks which involve integrated skills of language. Therefore, grammar in CBI is seen as a component of the skills which teachers or developers are responsible to identify relevant grammatical and / or other linguistic focuses to complement

topics or themes of the teaching – learning activities.

3. Language is purposeful: Language can be used for many purposes such as academic, vocational and social purposes. When learners focus on the purpose, they will get more engaged to the learning. Moreover, they will individually check whether their goals are accomplished or not.

The departure point of content-based instruction is the content which can generate meaningful and contextualized language learning. In the formal education, English is best learned when the focus is on the mastery of contents rather than on the mastery of language. This is in contrast to traditional approach in which the primary focus of language teaching is the language forms. Moreover, CBI allows the learners to build on their previous knowledge, expose to the contextualized uses of language, and prepare for the eventual uses to which the language would be put. In addition, Richards and Rodgers (2001: 210) add four more core assumptions of language learning through CBI.

Firstly, people learn English successfully when the information they are acquiring is considered as interesting, useful, and leading to a desired goal. Therefore, to promote effective learning, CBI must take into account the expectation of the learners to the eventual target language that they will use in the target situation. Moreover, the informational content should be perceived as relevant so that learners will be motivated during the learning process. In addition, motivation can also be increased when the focus of the

learning is other than language such as ideas, issues, and opinions. If content with high level of interest is chosen, learners may acquire the language more willingly.

Secondly, some content areas are more useful as a basis for CBI than others. Therefore, the choice of content areas should be based on the learners' interest or something which is appropriate to present the language and attractive to a large number of people. The topics are chosen for the CBI classroom because of the highly structured contents, the emphasize on receptive learning of factual information, and the availability of appropriate textbooks and other learning sources.

Thirdly, students learn best when instruction addresses students' needs. This principle emphasizes that in CBI the content that students study is selected according to their needs. Therefore, the authentic inputs (written and spoken) that students will encounter in the real world (at school or work) become the starting point for developing the syllabus. Furthermore, the academic needs of the students which are generalized from the sequence of particular subject matter in dealing with language are determined to create the language curriculum.

Lastly, teaching builds on the previous experience of learners. This assumption of CBI seeks to build on the students' knowledge and previous experience. In other words, students are supposed to bring their background knowledge to the CBI classroom.

Content-Based Instruction sees language as a medium to convey

informational content (Larsen-Freeman, 2000). This, according to Richards (2006: 30) leads the advocates of CBI to believe that the best way to learn language is by using content as the driving force of classroom activities and to link all the different dimensions of communicative competence. Further, he mentions three core assumptions about language learning viewed through CBI perspective.

1. People learn new language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
2. CBI reflects learners' needs for learning second language better.
3. Content provides a coherent framework that can be used to link and develop all of the language skills.

Furthermore, Brinton (2003) states that learners learn language optimally when language is being continually recycled throughout the unit and students are given multiple opportunities to use the new language they acquire as they read, discuss, and write about particular topics. Hence creating a learning environment that engages learners to deal with particular linguistic items several times in particular context is the key point of CBI. Educator practitioners should refer to the principles of CBI to be able to create such learning environment.

c. Approaches and Tasks used in Content-Based Instruction

Brinton in Richards and Rodgers (2001: 206) describes that CBI should cover linguistic, strategic, and cultural objectives. The summaries of those

objectives are to activate and develop existing English language skills, to develop general academic skills which are applicable in all subject areas, and to broaden students' understanding of English speaking people.

The syllabus in CBI is mostly derived from content areas and these vary widely in detail and format. The contents and instructional sequences are chosen accordingly to language learning goals. The syllabus usually refers to a typical syllabus which organization is built around the topics and subtopics. In addition, there are macro and micro levels in CBI syllabus. At the macro-level, the syllabus consists of a sequence of modules selected to reflect students' interests and multidisciplinary perspectives. The modules are designed and sequenced so that they relate to one another and create a cohesive transition of certain skills. At the micro-level, those modules move from an initial exercise which are aimed at developing students' ability. The final activity for each module should provide students with opportunities to use the appropriate language for a certain situation.

However, there are several types of activities which can be applied in Content-based instruction classrooms. Grabe and Stoller (1997) classify those activities into five categories, i.e. 1) language skills improvement, 2) vocabulary building, 3) discourse organization, 4) communicative interaction, and 5) study skills and synthesis of content materials and grammar.

Rather than language used to merely convey meaning, Brinton (2003) claims that content also serves several purposes. First, it provides a rich

context for the language classroom, allowing the teacher to present and explain specific language features. Additionally, it provides for what Stephen Krashen as cited in Brinton (2003), calls comprehensible input -challenging language that is slightly above the current linguistic level of the students which provides the foundation for successful language acquisition.

Accordingly, Stoller in Richards and Renandya (2002: 94) states that CBI seeks to use content as a vehicle for developing language skills. Furthermore, she notes that focus on content not only provides valuable real-world knowledge, but also provides the basis for a meaning-based pedagogy that goes beyond a focus on studying language separated from the context of its use. The meaningful learning principle makes learners more focused on very useful, practical objectives as the subject matter is perceived to be relevant to long term goals. Consequently, this also increases the intrinsic motivation that is so important to learning of any kind (Brown, 2001). Auerbach in Richards (2006: 42) identifies several features involved in implementation of CBI:

1. A focus on successful functioning in society. The purpose is to make students enable to be autonomous individuals living in the demand of the worlds.
2. A focus on life skills. In teaching students using CBI, teachers mostly use the materials in function of communication in the concrete task. Students are just taught those language forms/skills required by the situation in which the language has its function.

3. Task- or performance-oriented instruction. This approach orientate on what students can do after they get the instruction while learning. This approach emphasizes in the forming of behavior of communication rather than on the knowledge or ability to talk about language and skills.
4. Modularized instruction. Language learning is broken down into meaningful chunks. Objectives are broken into small amount of focused themes of learning, so teacher and students can see the progress clearly.
5. Outcomes are made explicit. The final product of the learning is clearly explained before the learning process is started. They are specified in term of behavioral objectives so that the students know what they are expected to be.
6. Continuous and ongoing assessment. Students are conducted in a pre-test to find the level of their proficiency and their lack on the skills. Post-test also conducted after the instruction on those skills. If the students are failed, the students should be retested after continuing to work in the objective.
7. Demonstrated mastery of performance objectives. Rather than the traditional paper-and-pencil test, assessment is based on the ability to demonstrate pre-specified behaviors.
8. Individualized, student-centered instruction. In the content, level, and pace, objectives are defined in terms of individual needs;

prior learning and achievement are taken into account in developing the curricula. Instruction is not time-based; students' progress at their own rates and concentrate on just those areas which lack competence.

d. Roles of Materials in Content-Based Instruction

One key factor to effective language learning is the availability of learning materials. Tomlinson (1998: 2) describes materials as anything which is deliberately used to increase the students' knowledge and/or experience of the language. Materials are commonly paper – based but it is also possible for materials in other forms such as recordings, videos, interactive multimedia and real objects (Dudley-Evans & St John, 1998). Materials become a crucial part in the success of language learning and teaching in many language courses.

Tomlinson (1998: 15) argues that materials are effective to help learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition. Hence materials should provide exposure to authentic use of English through both spoken texts and written texts with the potential to engage the learners cognitively and affectively. This approach has been widely used as the basis for design of work-related and survival-oriented language teaching programs commonly used for adults. It seeks to teach students the basic skills they need in order to prepare them for situation they commonly encounter in the work place (Richards, 2006:41).

To facilitate the language learning, materials in CBI are materials which are used in the subject matter of the content areas. A wide range of various materials can be used as the central concern of CBI is authenticity. However, the term authentic has two definitions. First, it refers to materials used by natives. Second, it refers to original sources such as newspapers, magazine articles, and any other media materials (Richards and Rodgers, 2001: 215). In addition, it is also recommended to use realia, i.e manuals, technical journals, and timetables.

Furthermore, comprehensibility is also crucial for Content – based instruction materials. Although authenticity is important, it should be noted that materials may need modifications in order to maximize comprehensibility. The modification may mean linguistic simplification or adding redundancy to text materials. However, both CBI and ESP approach to language teaching have the same view to the learning materials. Materials are considered to be important in the teaching–learning processes because a number of advantages such as providing linguistic inputs, context of learning and also guidance for the teachers. Therefore, developing materials for either ESP or CBI classrooms has become a key characteristic in an English course.

4. Materials Development

a. Definition of Material Development

Materials is a vital part of a teaching and learning process. Nunan

(1991: 208) argues that materials, either commercially developed or teacher developed, are crucially elements in the teaching learning process. It provides valuable input to the students about what they are learning. In accordance with this, Tomlinson (1998: 2) defines that materials belong to anything which is used by teachers or learners to facilitate the learning of a language. Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways designed to promote language learning. Due to the importance of the materials in the teaching and learning process,

Richard and Rodgers, as cited in Nunan (1991: 213), assert that materials would focus on 1) the communicative abilities of interpretation expression and negotiation, 2) the understandable, relevant, interesting exchange of information rather than the presentation of grammatical form, and 3) the involvement of different kinds of texts and media to develop their competencies.

On another note, Tomlinson (1998: 7–21) proposes some principles of good materials as follows 1) it should achieve impact, 2) it should help learners to feel at ease, 3) it should improve learners' confidence, 4) it should be relevant and useful, 5) it should require and facilitate learners' self-investment, 6) it should help learners to acquire the point, 7) it should expose the learners to language in authentic use, 8) it should attract learners' attention to language features, 9) it should give chance to the learners to use target language to achieve communicative purpose, 10) it should concern

that the positive effects of instruction are usually delayed, 11) it should consider that the learners have different styles in learning, 12) it should consider that the learners have different affective attitude, 13) it should permit a silent period at the beginning of instruction, 14) it should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain hemisphere, 15) it should not rely on controlled practice, and 16) it should provide opportunities for outcome feedback.

In addition, Hutchinson and Waters (1987: 157) also provide some additional characteristics of good materials as follows 1) good materials should contain interesting texts, enjoyable activities, opportunities for learners to learn more with their knowledge, something which can be learned both by teachers and learners, 2) good materials should present a clear and coherent unit that guides teachers and learners, and 3) good materials should not be so tightly structured.

From this view, it can be seen that a good materials should be attractive and clear enough for the teacher and the students to learn. Therefore, good materials should be designed based on the students' needs in terms of theme and level. If the materials are appropriate for the students, it is expected to improve the students' motivation in learning English. In addition, the materials should not be too difficult or too easy. It will cause the students to get bored.

As proposed by Hutchinson and Waters (1987: 107 – 108), there are six principles of designing materials, they are 1) provides a stimulus to learning, 2) helps to organize teaching process, 3) represents a view of the nature of language and learning, 4) reflects the nature of the learning task, 5) broadens the basis of teacher training by introducing teachers to new techniques, and 6) provides models of correct and appropriate language use. Related to this, Robinett in Brown (2001) identified 12 criteria of a good material as follows.

1. It must accomplish the goals of the course. It must be able to help the learners to reach the targeted objectives.
2. It must fit the students' background. It must be suitable with the student's age, native language and culture, educational background, and motivation or purpose for learning English.
3. It must reflect theoretical approaches. It should reflect the theories of learning and the theories of language.
4. It teaches the four language skills. It should emphasize on listening, speaking, reading, and writing which the curriculum also emphasizes. The skills must be balanced.
5. It must reflect what is now known about language and language learning. It includes the validity of the textbook, the authenticity of the language, the appropriateness and currency of the topics, the situations and contexts, and the students' proficiency levels.

6. It must contain quality of practice materials. It must have various exercises from guided to free, clarity of directions, active participation of the students, grammatical and other linguistic explanation, and review materials.
7. It is sequenced. It can be by grammatical structure, by skills, by situations, or by some combinations.
8. It pays attention to the word and the word study. It provides a list of words and strategies for word analysis.
9. It should provide general sociolinguistic factors. A textbook must provide information on variety of languages and cultural contents.
10. It must have attractive, usable, and durable layout. It includes the clarity of typesetting, use of special notation (phonetic symbols, stress/intonation marking, etc.), quality and clarity of illustrations, size of the book and binding, table of contents, and chapter headings.
11. It must have accompanying materials. It can be in the forms of workbooks, tapes-audio and/or video, posters, flash cards, etc.
12. It must provide a useful teacher's guide. It must guide the teacher in the teaching and learning process.

The explanations above show us the criteria of appropriate materials to be used in the teaching learning process. In short, the materials should provide the students with the real-world activities to rehearse the students

with the real communication in their future work-place. The materials also should provide new knowledge beyond the students' life to give them experiences to their workplace. For Avionic Maintenance and Repair Department, the new knowledge can be in the form of highly specialized technical phraseology which has been acknowledged internationally. Through this information, the students can recognize the terms which are used in their work-place.

b. Steps in Designing Materials

There are five general process of designing learning material, as proposed by Tomlinson (1998: 97) below.

a. Identification

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

b. Exploration

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

c. Contextual Realization

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

d. Pedagogical Realization

In this step, the material developer finds appropriate exercises and

activities and the writing of appropriate instructions for use.

e. Physical Production

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

In addition, there are five steps in designing materials as proposed by Masuhara in Tomlinson (1998: 247). Those steps are explained as follows.

1. Needs analysis

The very first thing a material developer should do before starting to design materials is collecting information related to the materials which is needed by the teacher and the learners in the classroom.

2. Goals and Objectives

After conducting needs analysis, the material developer determines the goals and objectives of the materials.

3. Syllabus design

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

4. Methodology/Materials

After that, the material developer starts designing the learning materials. The material developer also finds out the teaching method which is can be implemented through the teaching

materials.

5. Testing and evaluation

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

c. Tasks in Materials Development

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

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

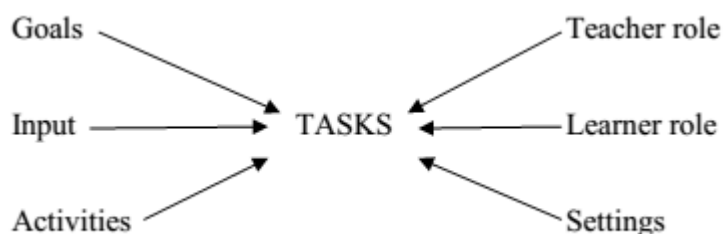


Figure 1: The Component of a Task

a. Goals

Goals are the vague general intentions behind any given

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

b. Input

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

c. Activities

Activities specify what learners will actually do with the input which forms the point of departure for the learning task. There are three principal learning activities; those are information – gap activity; that is an activity of transferring given information from one person to another, or from one form to another, or from

one place to another. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other.

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

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

Another type of task activities is matching activities, which recognize the students to match items, or to complete pairs or sets. The next is communication strategies, which is designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback, and simplifying. The other tasks activities are pictures and picture stories, which can stimulate any communication activities, for example spot the difference, memory test, or sequencing pictures to tell a story, puzzles and problems, which require learners to ‘make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning’, and the last is discussions and decisions, which require the learner to collect and share information to reach a decision.

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

d. Teacher and Students’ Roles

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Richards and

Nunan, 1990: 79). It means that both teacher and students have to be active during the teaching and learning process in the classroom. In order to make the students more active in the classroom, teacher may use any activities which encourage the students about the nature of language and ways to learn. It is more effective than asking the students to memorizing and manipulating the Language. According to Richards and Rodgers in Richards and Nunan (1990: 84), the roles of the teacher are related to:

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

Meanwhile, learners' role depends on the approach used in teaching and learning process in the classroom. Based on Nunan (2004: 65), there are some categories of learners' roles as follow.

- a) Learner is a passive recipient of outside stimuli.
- b) Learner is an interactor and negotiator who is capable of giving as well as thinking.

- c) Learner is a listener and performer who has little control over the content of learning.
- d) Learner is involved in a process of personal growth.
- e) Learner is involved in a social activity and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes.
- f) Learner must take responsibility for his or her own learning, developing autonomy skills in learning how to learn.

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

e. Settings

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

situation, the tasks should have three particular benefits below.

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

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

d. Tasks Sequencing

In relevance with developing units, materials developer should consider the underlying principles about language and learning or, about the ‘what’ and the ‘how’. There are several considerations about which task should come first and which next. Nunan (2004: 31-33) proposes five steps of developing materials which can be used as the basis for developing units.

1) Schema Building

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and

introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

2) Controlled Practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures, and functions

3) Authentic Listening Practice

The next step involves learners in intensive listening practice. This step would expose students to authentic or simulated conversation

4) Focus on Linguistic Elements

The students now get to take part in a sequence of exercise in which the focus is on one or more linguistic elements

5) Provide Freer Practice

The students should be encouraged to extemporize, using whatever language they have at their disposal to complete the task.

Table 2: Phases of Task Sequencing (Nunan, 2004: 126)

Phases	Steps within Phases
A. Processing (comprehension)	<ol style="list-style-type: none"> 1. Read or study a text – no other response required. 2. Read or listen to a text and give a non – verbal, physical response (e.g. learner raises hands every time key words are heard). 3. Read or listen to a text and give non – physical, non – verbal response (e.g. check – off a box or a grid every time key words are heard). 4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
B. Productive	<ol style="list-style-type: none"> 5. Listen to cued utterances or dialogue fragments and repeat them, or repeat a complete version of the cue.

Phases	Steps within Phases
	6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. question) and give a meaningful response (i.e. one that is true for the learners).
C. Interactive	8. Role play (e.g. have listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation / discussion (e.g. students in small groups share information about their own families). 10. Problem – solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc).

From the explanation above, it can be concluded that developing unit is a process of arranging ‘what to learn’ and ‘how to learn’ into a particular sequence based on the principles of language and learning. The tasks in a unit should be well structured according to which task should come first and which comes next.

Moreover, Nunan (2004: 128) adds that the regular way to divide any mini–sequence is into three phases: a pre–task phase, a task–proper phase, and a follow up phase. The pre–task phase fulfills a similar function as a schema–building task in larger instruction sequences, whereas, in the task–proper phase learners complete the task and they get a comment from the teacher, report of the results of the task back to the class as a whole, and may receive corrective feedback from the teacher, in the follow–up phase.

Additionally, Richards (2001: 145) states that gradation is concerned with the grouping and sequencing of teaching items in a syllabus. The decisions of sequencing can be based on the following criteria:

a) Simple to Complex

Content can be sequenced according to difficulty level, moving from simpler to complex on the later items. For example is reading texts may be simplified at the beginning of the course then more complex at the later levels.

b) Chronology

Contents can be sequenced according to the order like what occurs in the real world. For example opening the lesson, delivering explanation, closing the lesson.

c) Need

Contents can be sequenced according to the students' needs in the real world. For example, the topics are sequenced in order from the importance to students' lives

d) Pre-requisite Learning

The sequence of the content may reflect what is necessary at the beginning to the foundation for the next step in the learning process. For example, a certain set of grammar items may be taught as a pre-requisite to paragraph writing.

e) Spiral Sequencing

This approach involves the recycling of items to ensure that

learners have repeated opportunities to learn them.

e. Materials Evaluation

Learning materials need to be evaluated to find out the reliability of the materials. Tomlinson (1998: 3) defines materials evaluation consists of attempts to predict whether the students will be able to use the materials without many difficulties and will enjoy doing activities or not. In addition, Hutchinson and Waters (1987: 96) note that evaluation is a matter of judging the appropriateness of something for a specific purpose. Further, they argue that the decision finally made based on the evaluation is to make the variable better.

In relation to the materials evaluation, Tomlinson (1998: 3) states that valuable materials are those which the learning points should be potentially useful to the learners and the learning procedures should maximize the chance for the learners to learn what they want and need to learn. In this study, the evaluation will be conducted by distributing questionnaires to several evaluators. The questionnaire distributed to the evaluators contains statements about the materials. The results of this evaluation will be used by the researcher to decide whether the materials need to be revised or not.

This step is important in developing a learning material. It is conducted in order to know the strength and the weaknesses and the effectiveness of the material itself. Aside from that, evaluation is needed to improve the material which has been arranged and tested. Ellis in Tomlinson (1998: 227 – 231) proposed some steps of material evaluation as follows:

1. Description of Task

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

a. Input

Input here means the information that the learners are supplied with. It can be in the verbal form, such as a series of directions, or non-verbal like diagram or picture.

b. Procedures

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

c. Language activity

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

d. Outcomes

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

2. Planning the Evaluation

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

evaluators, timing, and type of information.

3. Collecting Information

A task evaluation will need to consider collecting three types of information: 1) information about how the task was performed, 2) information about what learning took place as a result of performing the task, and 3) information regarding the teacher's and the learner's opinions about the task. The information can be collected: 1) before the task is used, 2) while the task is used, and 3) on completion of the task.

4. Analysis of the Information Collected

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

5. Conclusion and Recommendation

In this last step, the difference between conclusion and recommendation should be defined clearly. Conclusion relates to what has been discovered as a result of the analysis, while recommendation relates to proposal for future

teaching, whether or not the task should be used again or abandoned, what changes need to be made to the task (in terms of input and/or procedures), and what kind of follow – up work is needed with the learners in question.

Furthermore, Hutchinson and Waters (1998: 109) explained that there are various aspects of learning in a unit that should be taken into account. Therefore, a materials developer should create a framework to help the development of the units. At the very least, the framework includes four key elements: input, content focus, language focus and task.

1. Input

The ‘input’ can be in form of a text, dialogue, diagram, or other forms of communication data. It provides stimulus materials for activity, new language items, correct models of language use, and a topic for communication.

2. Content Focus

Language is used as a means of communication conveying information and feeling. Hence non-linguistic content can be exploited to generate meaningful communication in the classroom

3. Language Focus

Language knowledge is given in order to achieve the purpose of language learning which is enabling learners to use the language correctly

4. Task

The communicative task is employed to make the learners use the

content knowledge and language knowledge in the classroom.

B. Review of Related Studies

The rapid development of aviation industry in the world has led to many studies conducted in the field of aviation industry. Such studies are also conducted in the field of aviation English teaching due to the unique circumstances regarding the language of aviation industry. Since the implementation of the International Civil Aviation Organization (ICAO) Operational Level 4 mandate, aviation English course development and valid assessments to measure English proficiency of the people work in the industry will continue to be critical areas of ESP inquiry.

English for Avionics Maintenance and Repair study program is considered as part of Aviation English for educational purposes. This refers to the five different content areas that are identified under the umbrella of Aviation English as Ragan (1997) explained below:

1. Flight, which includes English used by Air Traffic Control and English used in various flight services.
2. Technology, which includes English used in Airframe and Powerplant Mechanics, Avionics, Aircraft Manufacture, and Flight Line Operations.
3. Engineering, which includes English used in Aeronautical Engineering and Aerospace Engineering.
4. Business Administration, which includes English used in

Airline/Charter Services, Fixed Bases Operations, Airport Management, and Marketing.

5. Education/Training, which includes English used in Flight, Maintenance, Engineering, and Business Administration.

The highly specialized language is also affirmed by Wang (2011) who notes that aeronautical English vocabulary is a symbol and a collection of technological developments in aviation industry, a linkage network of global transportation. In his research, he found out that due to different codes and communities of practice in the industry, it is important for students to study the discursive features and factors of difficulty of aviation English (e.g. condensed grammar in skytalk, specialised phraseological units in engineering technoelect, simplified English in the aircraft maintenance sector, etc.) (Wang, 2011).

He also stresses the importance of students' involvement in the aviation culture in the process of learning the language. Furthermore, Wang (2011) reveals that the proper usage of teaching materials, classroom activities and correct teaching methods targeted at different groups of students are all perceived as enjoyable ways to teach aeronautical English lexicology. Theoretically, he concludes, the more words are analyzed either phonologically, semantically or comprehensively, the more they are enriched by associations rendered by learners, the longer they will be stored in memory.

English is considered as an adoptive subject, in which it is aimed to provide students the ability to communicate in English in the communicative materials contexts needed for the students' program, both written and spoken. Consequently, it means that in vocational high schools, English must be based on the students' needs and must be relevant to their field of study (Zhang, 2008). This can be done by giving them comprehensible input that related to their field and the vocabulary presented are also must be useful for their field of study (McLvor, 1980).

C. Conceptual Framework

The current English taught in Avionics Maintenance and Repair study program is probably not as specialized as it needs to be. As a consequence, students are less supplied with contextual information which are useful for their job in the future. This, as history has proven, may be potentially disastrous. A probe into one well-known incident in 2007 that involved Air China 9-81 landing at New York's JFK airport found the Chinese pilot's English to be incomprehensible, and he also failed to understand the native-English-speaking air traffic controller (<http://harry.hchen1.com/2007/10/15/555>). A lack of grasp of English will also hinder their chance to further their career because in this globalization era, the industry is getting more competitive and workforce come from all over the world.

Having established that, it can be seen the relation between appropriate learning materials and students' career success. Hence the researcher developed appropriate English learning materials for them based on Curriculum 2006 as well as their needs due to its commercial unavailability in the market. Through these materials, the researcher expected that she could give adequate Aviation English knowledge for the students. The students are also able to explore more about aviation industry through the materials which will be collected from numerous sources.

In the process of materials writing, in order to make the materials even more relevant for students, the researcher applied CBI with the Curriculum 2006 as the guidelines. CBI was specifically chosen because it facilitates students to learn useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Therefore students can make greater connections with the language and retain more of what they have learned. More importantly, CBI possessed greater flexibility and adaptability to fit in the curriculum (<https://www.teachingenglish.org.uk/article/content-based-instruction>).

Richards (2006:43) states that there are two things about CBI. First, it seeks to build more accountability into education by describing what a course of instruction seeks to accomplish. Secondly, it shifts attention away from methodology or classroom processes, to the learning outcomes. In other words, this approach does not take account on what methodology is used as long as it delivers the learning outcome.

The materials which are developed in the form of students' book consist of some units. The units are built around themes that support goals or objectives of particular competence. A unit consists of several tasks that enable the students to achieve the goal. The tasks are sequenced from the easiest to the hardest one and from receptive to productive activities. After the first draft of the materials is developed, the researcher conducted material evaluation through expert judgment. It is expected that the materials will support the teaching and learning process and help the students develop their English competence to prepare themselves to enter the labor-market.

CHAPTER III RESEARCH METHOD

This chapter describes the methodology used in the research. The description is divided into six subtopics; type of study; research setting; research participants; research procedures; data collection technique; and data analysis technique.

A. Type of Research

This research is aimed to develop English materials for the students of Avionics Maintenance and Repair study program, therefore, it falls into the category of Research and Development (R&D). Gall, Gall, and Borg (2003: 772) defines R&D as a process used to develop and validate educational product. The term “product” refers to the establishment of procedures and processes, such as a teaching method or a method of organizing instruction.

B. Research Setting

The research was conducted in October 2015 at SMK Penerbangan AAG Adisutjipto Yogyakarta.

C. Research Participants

The participants of the research were 30 students (7 females and 23 males) of

grade XI of Avionics Maintenance and Repair study program at SMK Penerbangan AAG Adisutjipto Yogyakarta.

D. Research Instrument

There were two types of questionnaires used in this study. In the first questionnaire, the subjects were asked several questions related to their learning needs by answering multiple choice questions. This questionnaire was given to collect learners' needs after it had been validated by the supervisor. The organization of the first questionnaire is presented on the table below.

Table 3: Questionnaire Organization for Needs Analysis

Aspects	Item Number	The Purpose of the Question	References
Students' Identity		To find out who the students are.	Graves (2000: 103) Hutchinson and Waters (1987: 63)
Students' Goal	1	To find out the students' goal in learning English.	Graves (2000: 104)
Students' Needs			
Necessities	2, 3	To find out what the students need in the target situation for their job as students. To find out what the students need in the target situation for their job in the future.	Hutchinson and Waters (1987: 55)
Wants	5	To find out what the students want to be included in the materials.	Hutchinson and Waters (1987: 56)
Lacks	4	To find out the gap between what the students have known and what they should know	Hutchinson and Waters (1987: 56)
Learning Needs			
Input	6, 7, 8, 9, 10, 11, 12, 13, 14	To find out the spoken, written, and visual data that should be included in the materials	Nunan (2004: 47)

Procedure	15, 16, 17, 18, 19, 20, 21	To find out what the students should do with the input within the tasks	Nunan (2004: 52)
Setting	22, 23	To find out in what situations the learning process will take place	Nunan (2004: 70)
Students' Role	24	To find out what the students expect to do in carrying out the tasks.	Nunan (1990: 84)
Teachers' Role	25	To find out what part the teacher should take in the teaching and learning process.	Nunan (2004: 65-69)

The second questionnaire was intended to collect data for the purpose of materials evaluation. The questionnaire for the evaluation of the materials was adapted from “*Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris Sekolah Menengah Kejuruan*” published by BSNP (2007) and it was validated by the supervisor. The evaluators were asked to respond whether they were Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD).

The questions were divided into four aspects which were obtained from the guidelines provided by BSNP, those were the appropriateness of the content, the appropriateness of the linguistic, the appropriateness of the method, and the appropriateness of the presentation. Further explanations of the aspects can be found below.

1. Material Appropriateness

The content appropriateness can be determined by following the indicators:

- a) Aligned with the Standard of Competence and Basic Competence, children development, and community needs
- b) Contain science and life skills

- c) Provide insights for development
- d) Provide diversity of social values

2. Linguistic Appropriateness

The linguistic appropriateness can be determined by following the indicators:

- a) Readable
- b) Use grammatically correct language
- c) Logical instruction

3. Method Appropriateness

The method appropriateness can be determined by following the indicators:

- a) Techniques
- b) Material
- c) Teaching and Learning process

4. Presentation Appropriateness

The presentation appropriateness can be determined by following the indicators:

- a) The size/book format
- b) Cover Design
- c) Content section design
- d) Paper quality
- e) Print quality
- f) Binding quality

Table 4: Questionnaire Organization for Materials Evaluation

Aspects	Section	The Purpose of the Question	References
Material Appropriateness	A. Materials Appropriateness	To find out whether materials are in accordance with the relevant documents (the curriculum, the course grid, and the needs analysis result)	BSNP (2007)
	B. Materials Depth	To find out whether materials provide sufficient information or not.	
	C. Materials Accuracy	To find out whether materials will help students to achieve their learning goal or not.	
	D. Materials Novelty	To find out whether the contents were taken from sources relevant to the topic.	
Linguistic Appropriateness	A. Appropriateness with the Students' Ability	To find out whether the instruction used in the materials use language appropriate to the students' cognitive development.	BSNP (2007)
	B. Communicative Aspects	To find out whether the instruction used in the materials is comprehensible and not ambiguous.	
	C. Materials Accuracy	To find out whether the language used in the materials is grammatically correct or not.	
	D. Materials Unity and Harmony	To find out whether the language used in the materials is cohesive and coherent or not.	
Method Appropriateness	A. Presentation Technique	To find out whether the tasks are sequenced appropriately or not.	BSNP (2007)
	B. Lesson Presentation	To find out whether the materials facilitate the students to achieve the learning goals or not.	

Aspects	Section	The Purpose of the Question	References
Presentation Appropriateness	A. Contents Layout	To find out whether the illustrations and graphic design in the materials are visually interesting or not.	BSNP (2007)
	B. Contents Illustration	To find out whether the illustrations and graphic design in the materials are aesthetically functional or not.	
	C. Materials Typography	To find out whether the materials use the right number of font variation (bold, italic, underline, capitalization)	

E. Data Collection Technique

In developing English materials for particular study program, there were two types of information which should be obtained. The first was on the students' needs and the second was data for the evaluation of the materials, both of which were obtained through questionnaires.

F. Data Analysis Technique

The data from the needs analysis and the expert judgment questionnaires were analyzed quantitatively through descriptive statistics. The data from the needs analysis questionnaire were analyzed by calculating the percentage of each answer in the questionnaire. The answer with the highest percentage was considered to represent students' actual condition. The percentage was calculated using the following formula.

$P = \frac{f}{N} \times 100$	P : percentage (%) f : frequency	N : number of respondents 100 : fixed number
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In the second questionnaire, the data were first analyzed using the formula proposed by Suharto (2006: 52-53) below.

$$R = \frac{(Xh - Xl)}{4}$$

R : range

Xh : the highest scale

Xl : the lowest scale

4 : range of Likert-scale

Then, the result of the calculation was converted into descriptive analysis. To convert the data, data conversion table proposed by Suharto (2006: 52-53) was used as the mean of the data had been calculated. \bar{x} is mean obtained from expert judgment. The conversion table is as follows.

Table 5: Data Conversion Table

Scale	Interval	Descriptive Categories
1	$1 < \bar{x} \leq 1.74$	Poor
2	$1.74 < \bar{x} \leq 2.24$	Fair
3	$2.25 < \bar{x} \leq 3.24$	Good
4	$3.25 < \bar{x} \leq 4$	Very Good

G. Research Procedure

The research procedure of this study was adapted from revised version of ADDIE model proposed by Jolly and Bolitho (in Tomlinson, 1998: 96-98) below.

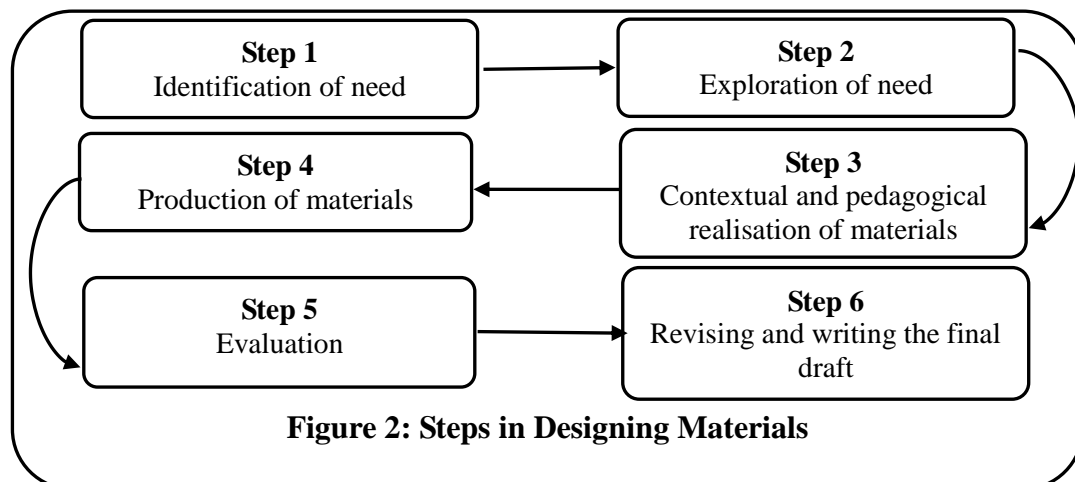


Figure 2: Steps in Designing Materials

a. Identification of Need

This stage is aimed to obtain information about the students' needs and interest in learning English. To get this information, the researcher dispersed questionnaire to the eleventh grade students of Avionic Maintenance and Repair study program. It included students' general attitude toward English and the difficulties they faced learning English. They also provided description of what kinds of materials that should be developed by the researcher.

b. Exploration of Need

The researcher explored the area of need/problem in terms of what language, what meanings, what functions, what skills, and so on that need to be considered and put into the materials.

c. Contextual and Pedagogical Realization of Materials

Firstly, the researcher proposed new materials by the finding of suitable ideas, contexts or texts with which to work as part of contextual realization. After that, the researcher entered the pedagogical realization stage by finding appropriate exercises and activities as well as the writing of appropriate instruction.

d. Production of Materials

The researcher started to design the layout of the materials, including type size, visuals and other things which were related with the physical production of the materials.

e. Evaluation

In this stage, the researcher consulted the materials to experts against some objectives in order to assess the appropriateness of the materials.

f. Revising and Writing the Final Draft

The results of the evaluation were analyzed and used to revise the first draft of the materials. The revisions were based on some categories such as the content, the language, the method, and the presentation. After being revised, the final product was considered as appropriate English learning materials for eleventh grade students of Avionic Maintenance and Repair study program.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of needs analysis, the process of materials writing as well as the results of expert judgment and the revision of the learning units in the materials.

A. Research Findings

1. The Results of Needs Analysis

Below are the data obtained through the needs analysis. It was conducted in the initial stage of materials development to find out students' learning needs. The questionnaire included 25 items of multiple choice questions which were divided into eight aspects namely necessities, wants, lacks, input, procedure, setting, students' role, and teacher's role. The students' needs were assumed from the highest percentage. There were 30 respondents with 23 of them were males and the rest were females.

a. Students' Goals

Table 6: Students' Goals

Question	Items	N	F	%
What is your main goal by learning English at school?	a. to pass the National Exam	30	0	0
	b. to support higher education.	30	0	0
	c. to support future job.	30	9	30
	d. to gain knowledge of the English language and culture	30	4	13.33
	e. to be able to communicate orally and in writing in English.	30	17	56.67

Goals are related to students' general motivation on why they decide to learn a specific subject, in this case, English. More than half of the respondents (56.67%) agreed that they learned English to be able to use it in communication, both orally and in writing. Next, more than a quarter (30%) of the respondents agreed that they will get benefits from learning English in their future career. Meanwhile, the rest of the respondents (13.33%) said that they learned English in order to know more about the language and also its culture.

b. Students' Needs

Target needs are what knowledge and abilities the learner needs in order to be able to perform appropriately (Hutchinson and Waters, 1987: 55-58). There are three aspects of students' needs, they are necessities, wants, and lacks.

1. Necessities

Table 7: Necessities

Question	Items	N	F	%
What is your current English level?	a. Novice	30	21	70
	b. Elementary	30	8	26.67
	c. Intermediate	30	1	3.33
As an XI grader, your English should be at what level?	a. Novice	30	0	0
	b. Elementary	30	28	93.33
	c. Intermediate	30	2	6.67

'Necessities' is the type of needs determined by the demands of the target situation. From the questionnaire, it was revealed that 70% of the respondents thought that their English skill was at the novice level. 26.67% of the respondents claimed that their English was at the elementary level, and 1 respondent with intermediate English. However, the majority of the students (93.33%) agreed that as eleventh graders they should have elementary level English skills, while the

rest thought that they should have intermediate level of English skill.

2. Wants

Table 8: Wants

Question	Items	N	F	%
English lesson should make you... (you may choose more than one answer)	a. understand phrases in English.	30	9	14.75
	b. understand varied English texts.	30	7	11.48
	c. understand words in English including their meaning and pronunciation.	30	19	31.14
	d. able to communicate in English.	30	26	42.63

‘Wants’ is described as what the learners expect about language area that they want to master. The results of this question were, 42.63% of the respondents wanted to be able to communicate in English, 31.14% wanted to understand words in English including their meaning and pronunciation, 14.75% wanted to understand phrases in English, and the rest wanted to understand varied English texts.

3. Lacks

Table 9: Lacks

Question	Items	N	F	%
To support higher education or future work, your English skill should be at what level?	a. Novice	30	0	0
	b. Elementary	30	7	23.33
	c. Intermediate	30	23	76.67

‘Lacks’ is the gap between what the learners know already and what the learners do not know. The majority of the respondents (76.67%) agreed that they should have advanced English skill to support their future. There were only 23.33% of respondents who thought that intermediate English skill would be

sufficient to support their future.

c. Learning Needs

Learning needs refer to what the learners need to do in order to learn. The analysis of learning needs of the students is divided into five aspects they are; input, procedures, setting, learners' role, and teacher's role.

1. Input

In this part of the questionnaire, the questions asked were related to the type of input that the students wanted. This sections were divided into 5 parts, 4 of them were dedicated to find out the desired input of each basic skill in English; Listening, Speaking, Reading, and Writing, and the last part was to find out their chosen topic.

Table 10: Listening Input

Question	Items	N	F	%
In listening session, what kind of input text that you want?	a. Monologue and dialogue without video.	30	1	3.33
	b. Monologue and dialogue with video.	30	6	20
	c. Either way does not matter.	30	23	76.67
What is the ideal length of listening input text?	a. > 250 words (long)	30	0	0
	b. > 200 words (medium)	30	15	50
	c. > 150 words (short)	30	15	50

In the listening section, 76.67% of the students thought that there was no problem whether the recordings were completed with video or not, 20% of them wanted that the recordings used in the lesson were completed with video, and the rest wanted the recordings to have no video. The respondents were equally divided between long and medium in terms of ideal input text length.

Table 11: Speaking Input

Question	Items	N	F	%
In speaking session, what kind of input text that you want?	a. Monologue and dialogue without pictures.	30	3	10
	b. Monologue and dialogue with pictures.	30	12	40
	c. Either way does not matter.	30	15	50
What is the ideal length of speaking input text?	a. > 250 words (long)	30	3	10
	b. > 200 words (medium)	30	14	46.67
	c. > 150 words (short)	30	13	43.33

In the speaking section, 50 % of the respondents agreed that the most ideal input text for speaking activities could be with or without pictures while 40% were convinced that input text with pictures was the best and the 10% agreed that input text with no picture was better. Then, on the next question, it was revealed that nearly half of the respondents (46.67%) agreed that the ideal length of the input text was >200 words, 43.33% prefer long input text, and only 10% wanted short input text.

Table 12: Reading Input

Question	Items	N	F	%
What is the length of a text that you easily understand?	a. > 250 words (long)	30	3	10
	b. > 200 words (medium)	30	15	50
	c. > 150 words (short)	30	12	40
What is the ideal length of reading input text?	a. > 250 words (long)	30	12	40
	b. > 200 words (medium)	30	10	33.33
	c. > 150 words (short)	30	8	26.67

In the reading section, it could be established that 50% of the respondents could easily digest a >200 words text, on the other hand, 40% of them were only able to do a >150 words text. The last 10% believed that they could easily understand a long text. The next question revealed the ideal length of reading input text. 40% of the respondents preferred long reading materials, 33.33% and 26.67% favored medium and short text respectively.

Table 13: Writing Input

In writing session, what kind of input text that you want? (you may choose more than one answer)	a. Example of text to be studied/used in writing practice.	30	16	25.40
	b. Vocabulary list to be used in writing practice.	30	14	22.22
	c. Explanation of text' linguistic features (text organization, grammar)	30	18	28.57
	d. In the form of images, tables, diagrams, charts, or graphs.	30	15	23.81
What is the ideal length of writing input text?	a. > 250 words (long)	30	6	20
	b. > 200 words (medium)	30	13	43.33
	c. > 150 words (short)	30	11	36.67

In the writing section, it was found that the preferred input text includes explanation of a text' linguistic features with 28.57% of the respondents agreed on it. 25.40% wanted to be provided with an example of text to be studied/used in writing practice, a further 23.81% chose to be supplied with images, tables, diagrams, charts, or graphs to help their writing practice, and the last 22.22% opted to be prompted using vocabulary list. In the next question concerning ideal length of the input text, 43.3% agreed that medium length text was preferred, while another 36.67% chose short text with a mere 20% chose long text.

Table 14: Preferred Topics

What topics that you want to be found in English lesson? (you may choose more than one answer)	a. Topics related to everyday life in family, school, and community.	30	17	28.82
	b. Topics related to adolescent life.	30	4	6.77
	c. Topics related to political, economic, and socio-cultural issues.	30	3	5.08
	d. Topics related to science.	30	10	16.95
	e. Topics related to your future career in aviation industry.	30	25	42.38

The last section was intended to find out the preferable topics used in the learning materials. Most students agreed that topics related to aviation industry were the most interesting while topics related to everyday life in family, school, and community and topics related to science following closely behind. Only 6.77% wanted learning materials that included adolescent life topic and 5.08% on topics related to political, economic, and socio-cultural issues.

2. Procedure

Table 15: Listening Activity

Question	Items	N	F	%
What kind of listening activity that you want? (you may choose more than one answer)	a. Identifying the contents of the text.	30	15	20.84
	b. Identifying detailed information	30	13	18.05
	c. Identifying expressions.	30	6	8.33
	d. Recounting the contents of the text using my own language.	30	8	11.11
	e. Noting important points.	30	19	26.39
	f. Filling in the blanks.	30	11	15.28

This section was intended to find students' preferred activity in the learning process. In listening activity, students' choice were spread almost evenly between noting important points, identifying contents of the text, identifying detailed information, and filling in the blanks. The least favorite activities were recounting and identifying expressions.

Table 16: Speaking Activity

What kind of speaking activity that you want? (you may choose more than one answer)	a. Practice a model of dialogue/monologue.	30	15	22.38
	b. Create a dialogue and practice.	30	11	16.42
	c. Present reports, stories, or speech.	30	9	13.44
	d. Discuss a topic and express opinions on the topic	30	8	11.94
	e. Role play.	30	14	20.89
	f. Outside class activities (interviewing tourists or public figures)	30	10	14.93

In speaking activity, 22.38% students leaned toward practicing a model of dialogue/monologue and 20.89% prefer to role play. The rest of the students' opinion on create and practice dialogue, outside class activities, presentation, and have discussion were 16.42%, 14.93%, 13.44%, and 11.94% respectively.

Table 17: Reading Activity

What kind of reading activity do you want? (you may choose more than one answer)	a. Identify the content of the text.	30	14	17.30
	b. Find specific information in the text.	30	9	11.11
	c. Answer questions related to the content of the text.	30	17	20.98
	d. Read aloud with correct pronunciation and intonation.	30	6	7.41
	e. Arranging jumbled paragraphs/sentences into correct order.	30	9	11.11
	f. Summarize a text.	30	7	8.65
	g. Discuss the content or the meaning of certain expressions within the text.	30	19	23.45

The table above shows that discussion and answering questions became the students' favorite. Meanwhile, the less favorite to the least favorite activities are as follow; identifying content of the text, finding specific information, arranging jumbled sentences/paragraphs, summarizing a text, and reading aloud.

Table 18: Writing Activity

What kind of writing activity do you want? (you may choose more than one answer)	a. Writing exercise based on model text.	30	21	24.42
	b. Arrange jumbled words into correct sentence.	30	18	20.94
	c. Arrange random sentences into correct order.	30	10	11.63
	d. Write text based on images, tables, diagrams, charts, or graphs.	30	14	16.28
	e. Filling in the blanks.	30	13	15.11
	f. Correct wrong sentence structure, spelling, and pronunciation.	30	5	5.81
	g. Conclude a text.	30	5	5.81

Writing practice based on model text was proven to be the activity liked most in learning writing process followed by arranging jumbled words into correct sentences. Writing practice with aids came third followed by filling the blanks and arranging jumbled sentences into correct order. The least favorite activities with 5.81% each were correcting wrong sentence structure, spelling, and pronunciation and concluding a text.

Table 19: Vocabulary Enrichment Activity

What do you want to enrich your vocabulary? (you may choose more than one answer)	a. Look up for new word's meaning or translation in the dictionary.	30	23	30.67
	b. Find new word and identify its meaning by the context of the text.	30	14	18.66
	c. Completing sentences/paragraphs using my own language.	30	6	8
	d. Matching words with provided meaning.	30	9	12
	e. Identify types of words: verbs, nouns, adjectives, etc.	30	23	30.67

As shown above, students' preference on the best vocabulary enrichment activity was divided equally between looking up words meaning in the dictionary and identifying types of words. The less preferred activities were finding new word and identifying its meaning based on the context, matching words with provided meaning, and completing sentences/paragraphs using their own language.

Table 20: Grammar Enrichment Activity

What kind of activity that you want to enrich your grammar? (you may choose more than one answer)	a. Memorize grammar formulas.	30	11	20.37
	b. Grammar exercises.	30	14	25.93
	c. Make my own sentences based on the formula.	30	16	29.63
	d. Correct wrong grammar in a sentence.	30	13	24.07

This question was aimed to find out the best grammar enrichment activity. Students' most preferred activity was making their own sentences based on formula

(29.63%), followed by doing grammar exercises (25.93%), then correcting wrong grammar in a sentence (24.07%). The least preferred activity was memorizing grammar formulas (20.37%).

Table 21: Pronunciation Enrichment Activity

What kind of activity do you want to check your pronunciation? (you may choose more than one answer)	a. Read aloud and check in the dictionary.	30	4	9.30
	b. Listen and repeat after the teacher.	30	21	48.83
	c. Read aloud using appropriate stress and intonation.	30	18	41.87

This question was aimed to find out the best pronunciation enrichment activity. Students' most preferred activity was listening to the teacher and then repeating after them (48.83%). This was followed by reading aloud using appropriate stress and intonation (41.87%). The least preferred activity was reading aloud and checking the pronunciation in the dictionary (9.30%).

3. Setting

Table 22: Setting

Question	Items	N	F	%
In learning English, where do you feel more comfortable? (you may choose more than one answer)	a. In the classroom.	30	9	20
	b. Outside of the classroom (class terrace, parks, school yard).	30	14	31.11
	c. In the library.	30	5	11.11
	d. In the language laboratory.	30	17	37.78
In learning English, you prefer to work ... (you may choose more than one answer)	a. individually.	30	7	14.58
	b. in pairs.	30	16	33.34
	c. in a small group (3-4 people).	30	19	39.58
	d. in a big group (5-8 people).	30	6	12.50

There are two aspects of setting, the first is environment, which refers to where the learning actually takes place. 37.78% students favored to learn in the

language laboratory and 21.11% favored to learn outside of the classroom. This was followed by learning in the classroom (20%) and the rest chose to study in the library.

The second aspect is mode, which refers to whether the learner is operating on an individual or group basis. 39.58% students chose to work in small group and 33.34% in pairs. Only 14.58% wanted to work by themselves and 12.50% to work in big group.

4. Students' Role

Table 23: Students' Role

Question	Items	N	F	%
At the time of the learning process takes place, you would rather ... (you may choose more than one answer)	a. listen to teacher's explanation.	30	6	11.33
	b. do exercise with teacher's guidance.	30	14	26.42
	c. use my creativity to do the exercise.	30	9	16.98
	d. ask questions and share opinions.	30	5	9.43
	e. have discussion and actively participate in solving problems and tasks.	30	19	35.84

35.84% students wanted to have discussion and actively participate in solving problems and tasks while 26.42% wanted to do exercise with teacher's guidance. Another 16.98% wanted to use their creativity to do exercise and 11.33% and 9.43% wanted to listen to teacher's explanation and ask question and share opinions respectively.

5. Teachers' Role

Table 24: Teacher's Role

Question	Items	N	F	%
At the time of the learning process takes place, you	a. motivate me when I work on exercises.	30	10	15.63
	b. support and direct me to use	30	13	20.31

prefer teacher to ... (you may choose more than one answer)	my creativity.			
	c. create conducive atmosphere for students to be active in solving problems and tasks.	30	22	34.37
	d. guide students in doing exercises.	30	4	6.25
	e. give suggestions, corrections, and feedback for each students' work.	30	15	23.44

This table presents teacher's role perceived by students. 34.37% of the respondents agreed that teacher should be able to create encouraging atmosphere for students to be active in solving problems and tasks. Then, 23.44% of the students agreed that teacher should be able to provide suggestions, corrections, and feedback for each students' work. 20.31% of the students thought that teachers should be able to support and direct students to employ their creativity. While 15.63% of the students thought teacher as motivator and the rest as counsellor.

2. The Course Grid

The researcher developed a course grid as the framework in developing materials based on the curriculum and needs analysis. It consisted of basic competence and standard competence, unit number and title, learning indicators, input text, and activities. There were three units that were developed. Each unit had different topics related to aviation industry. The full course grid can be seen in the appendix.

a. Unit 1

The course grid for Unit 1 was taken from standard competence number 2 and basic competences number 2.1 and 2.6. The title of the unit was "Equipment

on the Job” and the grammar focus was simple present tense. The full course grid can be found in the appendix.

b. Unit 2

The course grid for Unit 2 was taken from standard competence number 2 and basic competence number 2.2. The title of the unit was “Co-Worker Relationship” and the grammar focus was the linguistic features of expressions of asking for favors and the responses. The full course grid can be found in the appendix.

c. Unit 3

The course grid for Unit 3 was taken from standard competence number 2 and basic competence number 2.3. The title of the unit was “Professional Experience” and the grammar focus was simple past tense. The full course grid can be found in the appendix.

3. The Unit Design

Based on the developed course grid, the materials then designed. There were three units which were developed. Each unit followed the same design; title page, main lesson (which were divided into oral and written cycle), and reflection. Below are the flowchart of the unit design and the description of the sections in a unit.

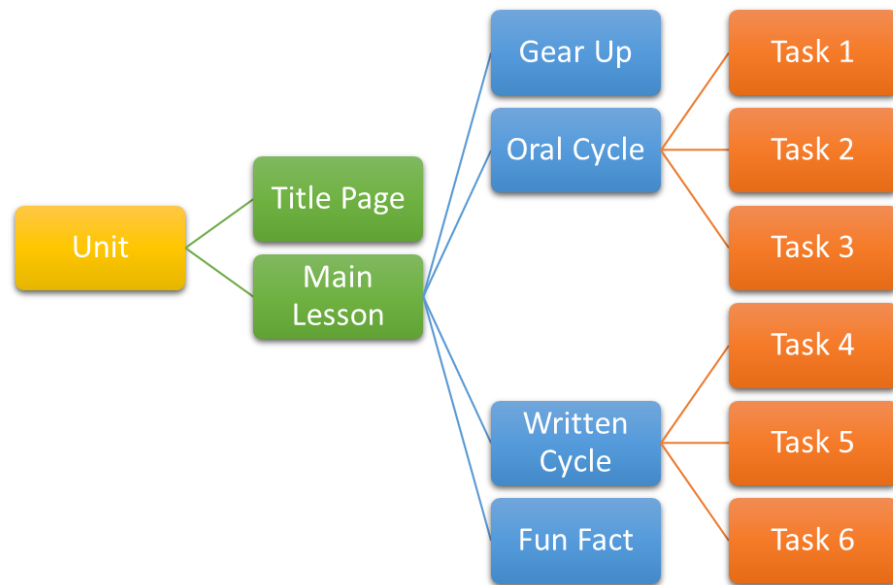


Figure 3: Unit Design

The learning unit in the material was divided into two sections, those were:

a. Title Page:

Title page contained information on the topic of the unit and learning objectives.

b. Main Lesson:

This part was further divided into 4 parts; gear up, oral cycle, written cycle, and fun fact section. ‘Gear Up’ made up the warm up activities to build students’ knowledge and to activate their existing schemata. ‘Oral Cycle’ and ‘Written Cycle’ contained various tasks designed to enable students to achieve the objectives of learning. The next part was ‘Fun Fact’, a column which contained a fun fact related to the topic on the unit as a means of refreshment for students.

4. The First Draft of the Materials

The developed materials consisted of three units which are explained below.

a. Unit 1

Unit 1 was entitled “Equipment on the Job”. It also represented the theme of the unit, which was built around the students’ needs; to prepare themselves for future work. The unit was derived from standard competence number 2 and basic competences number 2.1 and 2.6.

The standard competence in this unit required students to be able to communicate in English on Elementary Level. Furthermore, the basic competences required students to be able to comprehend simple daily conversation both in professional and personal context with non-native speaker and comprehend simple instructions.

There were 18 tasks in the first unit; 1 task belonged to warm up activity, 10 tasks belonged to listening and speaking activities, 6 tasks belonged to reading and writing activities, and 1 task belonged to reflection activity. The description of each task can be found in the appendix.

b. Unit 2

Unit 2 was entitled “Co-Worker Relationship”. It also represented the theme of the unit, which was built around the students’ needs; to prepare themselves for future work. The unit was derived from standard competence number 2 and basic competence number 2.2.

The standard competence in this unit required students to be able to communicate in English on Elementary Level. Furthermore, the basic

competence also required students to be able to take simple messages in both direct and by means interactions.

There were 18 tasks in the second unit; 1 task belonged to warm up activity, 8 tasks belonged to listening and speaking activities, 7 tasks belonged to reading and writing activities, and 1 task belonged to reflection activity. The description of each task can be found in the appendix.

c. Unit 3

Unit 3 was entitled “Professional Experience”. It also represented the theme of the unit, which was built around the students’ needs; to prepare themselves for future work. The unit was derived from standard competence number 2 and basic competences number 2.3.

The standard competence in this unit required students to be able to communicate in English on Elementary Level. Furthermore, the basic competence required students to be able to explain job description and educational background in both spoken and written language.

There were 19 tasks in the first unit; 1 task belonged to warm up activity, 10 tasks belonged to listening and speaking activities, 7 tasks belonged to reading and writing activities, and 1 task belonged to reflection activity. The description of each task can be found in the appendix.

5. Expert Judgment

After the first draft of the materials was developed, it was then evaluated. The expert who evaluated the developed materials was an M.A. holder and an ESP and materials development expert. She is a permanent lecturer in English

Education Department at Yogyakarta State University. The questionnaire for the expert judgment was based on the official document issued by *BSNP*. The following section contains the results of the expert judgment questionnaire and revisions of the materials. The mean value obtained for the three units in the developed materials was 3.59. It was within the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

Table 25: The Results of the Expert Judgment

1.	Unit 1	3.62
2.	Unit 2	3.50
3.	Unit 3	3.67
Mean		3.59

a. The Results of the Expert Judgment and Revision of Unit 1

1. The Results of Expert Judgment of Unit 1

There were four aspects which were evaluated in this unit. They were materials appropriateness, linguistic appropriateness, method appropriateness, and presentation appropriateness. The mean value for Unit 1 obtained from the expert judgment was 3.62 (as shown in the table below). It was within the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

Table 26: The Results of the Expert Judgment of Unit 1

1.	Materials Appropriateness	3.91
2.	Linguistic Appropriateness	3.14
3.	Method Appropriateness	3.75
4.	Presentation Appropriateness	3.67
Mean		3.62

The following are the elaboration of the expert judgment results for unit 1.

a) Materials Appropriateness

The following table shows the results of the analysis of materials appropriateness of Unit 1.

Table 27: Materials Appropriateness of Unit 1

1.	The materials were developed in accordance with the Standard of Competence (SC) and Basic Competence (BC) for grade XI of vocational high school in the odd semester.	4
2.	The materials were developed in accordance with the course grid.	4
3.	The materials were developed in accordance with the students' needs.	4
4.	The materials explored enough texts related to the lives of students majoring in Avionics Maintenance and Repair.	4
5.	The materials explained texts in detail.	3
6.	The materials provided explanation of the elements, the structures, the functions and the linguistic features clearly.	4
7.	The materials taught students about asking for and giving instructions expressions.	4
8.	Texts in the material helped students understand asking for and giving instructions expressions.	4
9.	The materials taught students about the use of transitional signals.	4
10.	The materials taught students about the use of simple present tense used in procedure texts.	4
11.	The contents (texts, tables, images, etc.) were taken from sources relevant to the topic .	4
Mean		3.91

Table 27 shows that the mean value of materials appropriateness of Unit 1 was 3.91. This value was in the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

b) Linguistic Appropriateness

The following table shows the results of the analysis of linguistic appropriateness of Unit 1.

Table 28: Linguistic Appropriateness of Unit 1

1.	The language used in the instructions was in accordance with the level of development of students.	3
2.	The language used in the explanation according to the level of cognitive development of learners.	3
3.	The language used in accordance with the development of language skills of students.	3
4.	The language was presented clearly and easily understood by students.	3
5.	The language was in accordance with English grammar.	3
6.	The contents presented in one unit/task/paragraph/sentence reflected the harmony in the delivery of ideas.	3
7.	The texts in the materials reflected the unity of ideas.	4
Mean		3.14

Table 28 shows that the mean value of linguistic appropriateness of Unit 1 was 3.14. This value was in the range of $2.25 < x \leq 3.24$ which was categorised as good and appropriate based on the standard proposed by *BSNP*.

c) Method Appropriateness

The following table shows the results of the analysis of method appropriateness of Unit 1.

Table 29: Method Appropriateness of Unit 1

1.	The materials provided opening section, core activities, and reflection consistently every unit.	4
2.	The tasks were presented in a balanced manner on each unit.	3
3.	In this unit, the tasks were arranged/sorted by the rules in material development.	4
4.	The tasks in the unit were presented in various ways.	4
5.	The tasks were developed to encourage interaction in English.	4
6.	The tasks encouraged students to be active in the classroom.	4
7.	Materials presentation and tasks encouraged students to be active in the process of self-learning.	4
8.	The materials encouraged students to recognize their success or lack in learning English.	3
Mean		3.75

Table 29 shows that the mean value of method appropriateness of Unit 1 was 3.75. This value was in the range of $3.25 < x \leq 4$ which was categorised as very

good and appropriate based on the standard proposed by *BSNP*.

d) Presentation Appropriateness

The following table shows the results of the analysis of presentation appropriateness of Unit 1.

Table 30: Presentation Appropriateness of Unit 1

1.	Consistent placement of the layout elements (title, introduction, illustrations) at the beginning of each unit.	4
2.	The placement of elements on the page layout followed a consistent pattern.	3
3.	The texts were differentiated clearly.	3
4.	The illustration was able to increase the understanding on the text content.	4
5.	The illustration has a proportional size so as to provide an accurate picture of the object in question.	4
6.	In general, the illustrations shown harmoniously in accordance with the topic of discussion.	4
7.	The material developed did not use too much different typefaces (fonts).	3
8.	The materials used easily readable typeface.	4
9.	The materials used letter variations (<i>bold</i> , <i>italic</i> , <i>capital</i>) to distinguish different level and stress on a text.	4
Mean		3.67

Table 30 shows that the mean value of presentation appropriateness of Unit 1 was 3.67. This value was in the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

2. The Revision of Unit 1

There were only two tasks in this unit that need revisions. In Task 8, the expert advised that the text was aligned. Then, in Task 11, there was a defect in the printed out materials, therefore it needed to be revised. The expert also suggested that the font variation must be made more consistently.

b. The Results of the Expert Judgment and Revision of Unit 2

1. The Results of Expert Judgment of Unit 2

There were four aspects which were evaluated in this unit. They were materials appropriateness, linguistic appropriateness, method appropriateness, and presentation appropriateness. The mean value for Unit 2 obtained from the expert judgment was 3.50 (as shown in the table below). It was within the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

Table 31: The Results of the Expert Judgment of Unit 2

1.	Materials Appropriateness	3.55
2.	Linguistic Appropriateness	3.43
3.	Method Appropriateness	3.37
4.	Presentation Appropriateness	3.67
Mean		3.50

The following are the elaboration of the expert judgment results for unit 2.

a) Materials Appropriateness

The following table shows the results of the analysis of materials appropriateness of Unit 2.

Table 32: Materials Appropriateness of Unit 2

1.	The materials were developed in accordance with the Standard of Competence (SC) and Basic Competence (BC) for grade XI of vocational high school in the odd semester.	4
2.	The materials were developed in accordance with the course grid.	4
3.	The materials were developed in accordance with the students' needs.	4
4.	The materials explored enough texts related to the lives of students majoring in Avionics Maintenance and Repair.	4
5.	The materials explained texts in detail.	3
6.	The materials provided explanation of the elements, the structures, the functions and the linguistic features clearly.	4
7.	The materials taught students about how to ask for favors.	4

8.	Texts in the material helped students understand how to ask for favors.	4
9.	The materials taught students about how to write memo.	2
10.	The materials taught students about the use of simple present tense used in writing memo.	2
11.	The contents (texts, tables, images, etc.) were taken from sources relevant to the topic.	4
Mean		3.55

Table 32 shows that the mean value of materials appropriateness of Unit 2 was 3.55. This value was in the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

b) Linguistic Appropriateness

The following table shows the results of the analysis of linguistic appropriateness of Unit 2.

Table 33: Linguistic Appropriateness of Unit 2

1.	The language used in the instructions was in accordance with the level of development of students.	3
2.	The language used in the explanation according to the level of cognitive development of learners.	3
3.	The language used in accordance with the development of language skills of students.	3
4.	The language was presented clearly and easily understood by students.	4
5.	The language was in accordance with English grammar.	4
6.	The contents presented in one unit/task/paragraph/sentence reflected the harmony in the delivery of ideas.	4
7.	The texts in the materials reflected the unity of ideas.	3
Mean		3.43

Table 33 shows that the mean value of linguistic appropriateness of Unit 2 was 3.43. This value was in the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

c) Method Appropriateness

The following table shows the results of the analysis of method

appropriateness of Unit 2.

Table 34: Method Appropriateness of Unit 2

1.	The materials provided opening section, core activities, and reflection consistently every unit.	4
2.	The tasks were presented in a balanced manner on each unit.	3
3.	In this unit, the tasks were arranged/sorted by the rules in material development.	3
4.	The tasks in the unit were presented in various ways.	3
5.	The tasks were developed to encourage interaction in English.	4
6.	The tasks encouraged students to be active in the classroom.	4
7.	Materials presentation and tasks encouraged students to be active in the process of self-learning.	3
8.	The materials encouraged students to recognize their success or lack in learning English.	3
Mean		3.37

Table 34 shows that the mean value of method appropriateness of Unit 2 was 3.37. This value was in the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

d) Presentation Appropriateness

The following table shows the results of the analysis of presentation appropriateness of Unit 2.

Table 35: Presentation Appropriateness of Unit 2

1.	Consistent placement of the layout elements (title, introduction, illustrations) at the beginning of each unit.	4
2.	The placement of elements on the page layout followed a consistent pattern.	4
3.	The texts were differentiated clearly.	3
4.	The illustration was able to increase the understanding on the text content.	4
5.	The illustration has a proportional size so as to provide an accurate picture of the object in question.	4
6.	In general, the illustrations shown harmoniously in accordance with the topic of discussion.	4
7.	The material developed did not use too much different typefaces (fonts).	3
8.	The materials used easily readable typeface.	3

9.	The materials used letter variations (<i>bold</i> , <i>italic</i> , <i>capital</i>) to distinguish different level and stress on a text.	4
Mean		3.67

Table 35 shows that the mean value of presentation appropriateness of Unit 2 was 3.67. This value was in the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

2. The Revisions of Unit 2

There were only two tasks in this unit that need revision. The first was in Task 6, in which the expert suggested that instead of focusing on simple present tense, the materials should focus in the linguistic features of expressions of asking for favor and the responses. In Task 16, the expert advised that a sample answer should be provided.

c. The Results of the Expert Judgment and Revision of Unit 3

1. The Results of Expert Judgment of Unit 3

There were four aspects which were evaluated in this unit. They were materials appropriateness, linguistic appropriateness, method appropriateness, and presentation appropriateness. The mean value for Unit 3 obtained from the expert judgment was 3.67 (as shown in the table below). It was within the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP* :

Table 36: The Results of the Expert Judgment of Unit 3

1.	Materials Appropriateness	3.64
2.	Linguistic Appropriateness	3.43
3.	Method Appropriateness	3.75
4.	Presentation Appropriateness	3.89
Mean		3.67

The following are the elaboration of the expert judgment results for unit 3.

a) Materials Appropriateness

The following table shows the results of the analysis of materials appropriateness of Unit 3.

Table 37: Materials Appropriateness of Unit 3

1.	The materials were developed in accordance with the Standard of Competence (SC) and Basic Competence (BC) for grade XI of vocational high school in the odd semester.	4
2.	The materials were developed in accordance with the course grid.	4
3.	The materials were developed in accordance with the students' needs.	4
4.	The materials explored enough texts related to the lives of students majoring in Avionics Maintenance and Repair.	3
5.	The materials explained texts in detail.	3
6.	The materials provided explanation of the elements, the structures, the functions and the linguistic features clearly.	4
7.	The materials taught students about how to tell personal educational background.	4
8.	Texts in the material helped students understand how to tell personal educational background.	4
9.	The materials taught students about the use of simple past tense used to tell about personal educational background.	3
10.	The materials taught students about the use of simple past tense in writing cover letter.	3
11.	The contents (texts, tables, images, etc.) were taken from sources relevant to the topic .	4
Mean		3.64

Table 37 shows that the mean value of materials appropriateness of Unit 3 was 3.64. This value was in the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

b) Linguistic Appropriateness

The following table shows the results of the analysis of linguistic appropriateness of Unit 3.

Table 38: Linguistic Appropriateness of Unit 3

1.	The language used in the instructions was in accordance with the level of development of students.	3
2.	The language used in the explanation according to the level of cognitive development of learners.	3
3.	The language used in accordance with the development of language skills of students.	3
4.	The language was presented clearly and easily understood by students.	4
5.	The language was in accordance with English grammar.	4
6.	The contents presented in one unit/task/paragraph/sentence reflected the harmony in the delivery of ideas.	4
7.	The texts in the materials reflected the unity of ideas.	3
Mean		3.43

Table 38 shows that the mean value of linguistic appropriateness of Unit 3 was 3.43. This value was in the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

c) Method Appropriateness

The following table shows the results of the analysis of method appropriateness of Unit 3.

Table 39: Method Appropriateness of Unit 3

1.	The materials provided opening section, core activities, and reflection consistently every unit.	4
2.	The tasks were presented in a balanced manner on each unit.	4
3.	In this unit, the tasks were arranged/sorted by the rules in material development.	4
4.	The tasks in the unit were presented in various ways.	3
5.	The tasks were developed to encourage interaction in English.	4
6.	The tasks encouraged students to be active in the classroom.	4
7.	Materials presentation and tasks encouraged students to be active in the process of self-learning.	4
8.	The materials encouraged students to recognize their success or lack in learning English.	3
Mean		3.75

Table 39 shows that the mean value of method appropriateness of Unit 3 was 3.75. This value is in the range of $3.25 < x \leq 4$ which was categorised as very

good and appropriate based on the standard proposed by *BSNP*.

d) Presentation Appropriateness

The following table shows the results of the analysis of presentation appropriateness of Unit 3.

Table 40: Presentation Appropriateness of Unit 3

1.	Consistent placement of the layout elements (title, introduction, illustrations) at the beginning of each unit.	4
2.	The placement of elements on the page layout followed a consistent pattern.	4
3.	The texts were differentiated clearly.	4
4.	The illustration was able to increase the understanding on the text content.	4
5.	The illustration has a proportional size so as to provide an accurate picture of the object in question.	4
6.	In general, the illustrations shown harmoniously in accordance with the topic of discussion.	4
7.	The material developed did not use too much different typefaces (fonts).	4
8.	The materials used easily readable typeface.	3
9.	The materials used letter variations (<i>bold</i> , <i>italic</i> , <i>capital</i>) to distinguish different level and stress on a text.	4
Mean		3.89

Table 40 shows that the mean value of presentation appropriateness of Unit 3 was 3.89. This value was in the range of $3.25 < x \leq 4$ which was categorised as very good and appropriate based on the standard proposed by *BSNP*.

2. The Revisions of Unit 3

There were only two tasks in this unit that need revision. The first was in Task 3, in which there was a defect on the printed out materials that needed to be repaired. Then in Task 16, the expert suggested to replace ‘make’ with ‘write’ in the instruction and to provide a sample answer. The expert also advised to provide more examples of using past tense to talk about educational background

therefore, more explanation and a task was added.

B. Discussion

The aims of teaching English in the vocational high school are to prepare the students with communicative competence and to prepare the students for future work. This research was focused on developing appropriate English materials for grade eleventh students of Avionics Maintenance and Repair study program in vocational school. Therefore, ESP approach was applied in this research.

The research procedure of this study was adapted from revised version of ADDIE model proposed by Jolly and Bolitho (in Tomlinson, 1998: 96-98) which consists of six steps: Identification of need, Exploration of need, Contextual and pedagogical realisation of materials, Production of materials, Evaluation, and Revising and writing the final draft.

In the Identification of need stage, a needs analysis was conducted to find out the students' needs. A validated questionnaire was distributed to the students. The results of needs analysis showed that the students' purpose of learning English was to prepare for future job based on the vocational program which was Avionics Maintenance and Repair, such as understanding how to operate and maintain electronic systems and devices for aeronautics and astronautics.

After the needs analysis had been conducted, the next steps were Exploration of need, Contextual and pedagogical realisation of materials, and Production of materials. In this stage, the course grid was formulated and the first draft of the materials were developed. The materials contained three units. There were 17 to

19 tasks in each unit in the materials. Each unit consisted of four sections; those were Gear Up - Spoken Cycle - Written Cycle - Fun Fact. After the materials had been developed, an expert judgment was carried out to obtain feedback on the materials quality. The criteria used for expert judgment were based on the English course book assessment standards issued by *BSNP*.

Based on the results of expert judgment, the content, the language, the method and the materials presentation were appropriate but in the first draft, the materials did not focus on teaching, but more on testing students' knowledge. Hence explanations on the language function must be added. There were also some minor print out defects that needed to be repaired and other revisions needed to be made in order to improve the quality of the developed materials.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The conclusions include the answers of the objectives of the research and the conclusions of research findings and discussion. The suggestions contain some suggestions from the researcher to English teachers of senior high school, other researchers and material developers.

A. Conclusions

The objectives of this research were to describe the English learning needs of grade eleven students of Avionics Maintenance and Repair program of SMK Penerbangan AAG Adisutjipto and to develop appropriate learning materials for grade eleven students of Avionics Maintenance and Repair program of SMK Penerbangan AAG Adisutjipto.

Based on the research findings and discussion in Chapter IV, two conclusions could be drawn. Firstly, from the needs analysis, it was revealed that the students' main goal of learning English was to be able to communicate in both spoken and written English well because they realized that their English skills were not sufficient to satisfy their future needs.

In terms of learning needs, students' needs were divided into five namely learning input, procedure, setting, students' role, and teacher's role. Students wanted varied and interesting input texts in reasonable lengths as the learning

materials for each skill. Students also liked almost all common learning activities such as listening and answering questions, reading and then answering questions, and so on. They preferred to work in a small group in the language laboratory. In addition, the students wanted to have discussion and be more active in the class while the teacher facilitated them to do so.

Secondly, the developed materials were relevant to needs of the eleventh grade students of Avionics Maintenance and Repair study program. They needed appropriate English materials that fulfill the students' needs with appropriate learning context. From the evaluation of the materials, it was found that the developed materials were appropriate to be implemented as the English materials for the eleventh grade students of Avionics Maintenance and Repair study program. The mean score based on the materials evaluation in the aspects of content, language, presentation, and graphic was 3.59 which belonged to the "Very Good" category. The materials were considered as the final draft of the research after doing some revisions.

Thus, it could be concluded that the materials were appropriate to be implemented as the English materials for the eleventh grade students of Avionics Maintenance and Repair study program at SMK Penerbangan AAG Adisutjipto.

B. Suggestions

There are some suggestions proposed to the English teachers, other researchers who are interested in this field, and material developers. Those are presented as follow.

1. For the English teachers of the eleventh grade of Avionics Maintenance and Repair study program.

The English teachers were suggested to use materials that live up to the students' needs. That is why conducting a needs analysis before the teaching and learning process is important. It was expected that by using the developed materials, the eleventh grade teachers can teach students of Avionics Maintenance and Repair study program English for Specific Purpose, which was more suitable to support the teaching learning process to make the students more prepared linguistically in their line of work in the future.

2. For other researchers

It was expected that the other researchers who have the same interest in this field could make more interesting materials. They should provide some activities that make the students more interested in learning English. Then, the students will have a lot of practices in English. The results of this research can also be used as the reference in conducting the same research.

3. For material developers

The lack of ESP materials for vocational high school students, particularly Avionics Maintenance and Repair study program, is a great opportunity for material developers to create one which is better in terms of its quality and content. The materials should provide sufficient learning inputs that facilitate students' needs and consider the theories in teaching and learning process.

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APPENDICES

APPENDIX A
THE NEEDS ANALYSIS
QUESTIONNAIRE

**ANGKET ANALISA KEBUTUHAN SISWA UNTUK PENGEMBANGAN
MATERI BELAJAR BAHASA INGGRIS SEKOLAH MENENGAH
KEJURUAN JURUSAN *AVIONICS MAINTENANCE AND REPAIR***

Nama : _____
Usia : _____ (L / P) *
Kelas : _____
Nomor Absen : _____

*) Coret yang tidak perlu

Isilah kuesioner ini dengan cara memberi tanda silang (x) pada huruf a, b, c, d atau seterusnya yang sesuai dengan pengalaman Anda selama mengikuti kegiatan pembelajaran bahasa Inggris. Jawaban tidak mempengaruhi nilai.

1. Apakah tujuan utama Anda belajar bahasa Inggris di sekolah?
 - a. Memenuhi syarat lulus Ujian Nasional.
 - b. Menunjang pendidikan di jenjang universitas.
 - c. Menunjang pekerjaan setelah lulus sekolah.
 - d. Mendapatkan pengetahuan tentang bahasa Inggris dan budayanya
 - e. Untuk bisa berkomunikasi secara lisan maupun tertulis dalam Bahasa Inggris.

2. Kemampuan bahasa Inggris Anda saat ini berada pada level ...
 - a. Pemula (*novice*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
 - b. Menengah (*elementary*): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks .
 - c. Mahir (*intermediate*): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.

3. Untuk saat ini (kelas XI), seharusnya kemampuan bahasa Inggris Anda berada pada level ...
 - a. Pemula (*novice*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
 - b. Menengah (*elementary*): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks .
 - c. Mahir (*intermediate*): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.

4. Untuk dapat menunjang pendidikan ke jenjang yang lebih tinggi atau menunjang pekerjaan Anda kelak, seharusnya kemampuan bahasa Inggris Anda berada pada level ...
 - a. Pemula (*novice*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
 - b. Menengah (*elementary*): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks.
 - c. Mahir (*intermediate*): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.
5. Pelajaran bahasa Inggris seharusnya dapat membuat Anda ...
(Boleh memilih lebih dari satu jawaban)
 - a. memahami ungkapan-ungkapan bahasa Inggris.
 - b. memahami berbagai macam teks bahasa Inggris.
 - c. memahami kata-kata dalam bahasa Inggris termasuk arti dan cara pengucapannya yang baik dan benar.
 - d. dapat berkomunikasi dengan baik dalam bahasa Inggris.
6. Di dalam pembelajaran mendengarkan (*listening*), bentuk input *listening* seperti apa yang Anda inginkan?
 - a. Monolog dan dialog tanpa video.
 - b. Monolog dan dialog dengan video.
 - c. Monolog dan dialog, dengan atau tanpa video tidak masalah
7. Berapa panjang teks sebagai input pembelajaran mendengarkan (*listening*) yang mampu Anda pahami?
 - a. > 250 kata (panjang)
 - b. > 200 kata (sedang)
 - c. > 150 kata (pendek)
8. Di dalam pembelajaran berbicara (*speaking*), bentuk teks sebagai input pembelajaran seperti apa yang Anda inginkan?
 - a. Monolog dan dialog tanpa gambar.
 - b. Monolog dan dialog yang disertai gambar.
 - c. Monolog dan dialog, dengan atau tanpa gambar tidak masalah.
9. Berapa panjang teks input yang Anda inginkan dalam pembelajaran berbicara (*speaking*)?
 - a. > 250 kata (panjang)
 - b. > 200 kata (sedang)
 - c. > 150 kata (pendek)

10. Berapa panjang teks sebagai input pembelajaran membaca (*reading*) yang mampu Anda pahami?
 - a. > 300 kata (panjang)
 - b. > 250-300 kata (sedang)
 - c. > 150-200 kata (pendek)
11. Berapa panjang teks input yang Anda inginkan dalam pembelajaran membaca (*reading*)?
 - a. > 300 kata (panjang)
 - b. > 250-300 kata (sedang)
 - c. > 150-200 kata (pendek)
12. Di dalam pembelajaran menulis (*writing*), teks tertulis sebagai input pembelajaran seperti apa yang Anda inginkan?
(Boleh memilih lebih dari satu jawaban)
 - a. Berupa contoh teks yang akan dipelajari/digunakan dalam latihan menulis.
 - b. Berupa kosa kata baru yang terkait dengan teks.
 - c. Berupa penjelasan struktur kebahasaan yang berkaitan dengan teks (susunan teks, *grammar*).
 - d. Berupa gambar, tabel, diagram, bagan, atau grafik.
13. Berapa panjang teks yang anda inginkan dalam pembelajaran menulis (*writing*)?
 - a. > 300 kata (panjang)
 - b. > 250-300 kata (sedang)
 - c. > 150-200 kata (pendek)
14. Topik atau tema dalam pembelajaran bahasa Inggris seperti apa yang Anda inginkan?
(Boleh memilih lebih dari satu jawaban)
 - a. Topik-topik yang berhubungan dengan kehidupan sehari-hari di lingkungan keluarga, sekolah, dan masyarakat.
 - b. Topik-topik yang berhubungan dengan kehidupan remaja.
 - c. Topik-topik yang berhubungan dengan kehidupan politik, ekonomi, dan sosial budaya.
 - d. Topik-topik yang berhubungan dengan dunia ilmu pengetahuan (misalnya tentang tumbuhan, planet, tata surya, penemuan baru di bidang IPTEK)
 - e. Topik-topik yang berhubungan dengan pekerjaan Anda kelak di bidang industri penerbangan
15. Jenis kegiatan pembelajaran mendengarkan (*listening*) seperti apa yang Anda inginkan?
(Boleh memilih lebih dari satu jawaban)
 - a. Mengidentifikasi isi teks dengan menyimak secara garis besar.
 - b. Mengidentifikasi rincian/ detail informasi dari teks dengan menyimak yang

- diperdengarkan dan menjawab beberapa pertanyaan yang telah disediakan.
- c. Mengidentifikasi ungkapan-ungkapan tertentu dari teks menyimak.
 - d. Menceritakan kembali isi teks dengan bahasa sendiri.
 - e. Mencatat poin-poin penting.
 - f. Melengkapi teks rumpang.
16. Jenis kegiatan pembelajaran berbicara (*speaking*) seperti yang Anda inginkan?
(Boleh memilih lebih dari satu jawaban)
- a. Mempraktikan sebuah model dialog/ monolog yang tersedia.
 - b. Membuat sebuah dialog lalu mempraktekkan.
 - c. Mempersentasikan laporan, cerita, atau pidato.
 - d. Berdiskusi tentang sebuah topik dan menyampaikan pendapat berkaitan dengan topik tersebut.
 - e. Bermain peran (*role-play*).
 - f. Kegiatan di luar kelas (mewawancarai turis atau tokoh masyarakat).
17. Jenis kegiatan pembelajaran membaca (*reading*) seperti yang Anda inginkan?
(Boleh memilih lebih dari satu jawaban)
- a. Membaca teks bacaan untuk mencari tahu isi bacaan secara umum.
 - b. Membaca teks bacaan untuk mencari tahu informasi tertentu dalam bacaan.
 - c. Membaca teks bacaan lalu menjawab pertanyaan yang berkaitan dengan isi bacaan tersebut.
 - d. Membaca nyaring teks dengan pengucapan dan intonasi yang benar.
 - e. Meyusun paragraf/ kalimat acak menjadi sebuah urutan paragraf/kalimat yang benar atau logis.
 - f. Meringkas isi bacaan.
 - g. Mendiskusikan isi atau arti ungkapan-ungkapan tertentu yang terdapat dalam bacaan tersebut.
18. Jenis kegiatan pembelajaran menulis (*writing*) seperti yang Anda inginkan?
(Boleh memilih lebih dari satu jawaban)
- a. Menulis teks yang sama dengan contoh model teks yang diberikan sesuai dengan tata bahasa dan struktur penyusunan paragraf yang benar.
 - b. Menyusun kata-kata acak sehingga menjadi kalimat yang padu.
 - c. Menyusun kalimat-kalimat acak sehingga menjadi satu paragraf yang padu.
 - d. Menulis teks berdasarkan gambar, tabel, diagram, bagan, atau grafik.
 - e. Melengkapi paragraf rumpang dengan kalimat yang sesuai.
 - f. Membetulkan struktur kalimat, ejaan, dan tanda baca yang salah.
 - g. Menulis kesimpulan dari sebuah teks.
19. Jenis kegiatan pembelajaran pengayaan kosa kata (*vocabulary*) seperti yang Anda inginkan?
(Boleh memilih lebih dari satu jawaban)
- a. Menemukan kosa kata baru di dalam sebuah teks dan mencari arti atau terjemahannya di dalam kamus.
 - b. Menemukan kosa kata baru di dalam sebuah teks dan mengidentifikasi arti

- atau terjemahannya berdasarkan konteks di dalam teks bacaan.
- c. Melengkapi kalimat/paragraf dengan pengetahuan sendiri.
 - d. Mencocokkan kata-kata dengan pilihan makna yang telah disediakan.
 - e. Mengidentifikasi jenis kata: kata kerja, kata benda, kata sifat, dll.
20. Jenis kegiatan pembelajaran tata bahasa (*grammar/structure*) seperti yang Anda inginkan?
(Boleh memilih lebih dari satu jawaban)
- a. Menghafalkan rumus struktur tata bahasa.
 - b. Mengerjakan soal-soal latihan tentang tata bahasa.
 - c. Membuat kalimat sendiri berdasarkan pola yang diajarkan.
 - d. Mengidentifikasi struktur kalimat yang salah lalu memperbaikinya.
21. Jenis kegiatan pembelajaran pengucapan/pelafalan (*pronunciation*) seperti yang Anda inginkan?
(Boleh memilih lebih dari satu jawaban)
- a. Membaca secara nyaring dan melihat cara pengucapannya di dalam kamus.
 - b. Mendengar dan menirukan cara pengucapan dari guru.
 - c. Berlatih mengucapkan setiap kalimat termasuk cara penekanan (*stress*) dan intonasi pengucapan.
22. Anda merasa lebih nyaman jika proses pembelajaran bahasa Inggris dilaksanakan di ...
(Boleh memilih lebih dari satu jawaban)
- a. Ruang kelas.
 - b. Luar kelas, (emperan kelas, taman, aula sekolah).
 - c. Perpustakaan.
 - d. Laboratorium bahasa/ ruang praktek.
23. Dalam proses pembelajaran Bahasa Inggris, Anda lebih suka mengerjakan tugas/kegiatan Bahasa Inggris secara ...
(Boleh memilih lebih dari satu jawaban)
- a. Individu.
 - b. Berpasangan.
 - c. Dalam sebuah kelompok kecil terdiri dari 3-4 orang.
 - d. Dalam sebuah kelompok besar 5-8 orang.
24. Pada saat proses belajar mengajar berlangsung, Anda lebih suka...
(Boleh memilih lebih dari satu jawaban)
- a. Hanya mendengarkan penjelasan dari guru.
 - b. Dituntun dalam setiap mengerjakan tugas/latihan dari guru.
 - c. Menggunakan kreativitas anda dalam mengerjakan tugas.
 - d. Mengajukan pertanyaan dan pendapat Anda.
 - e. Berdiskusi dan berpartisipasi aktif dalam memecahkan masalah dan mengerjakan tugas.

25. Pada saat proses belajar mengajar berlangsung, Anda lebih menginginkan jika guru ...
(Boleh memilih lebih dari satu jawaban)
- a. Memotivasi anda saat mengerjakan setiap soal latihan.
 - b. Mendorong dan mengarahkan anda untuk menggunakan kreativitas anda.
 - c. Menciptakan suasana bagi para siswa untuk aktif dalam memecahkan masalah dan mengerjakan tugas.
 - d. Mengarahkan para siswa untuk mengerjakan soal/latihan.
 - e. Memberi saran, koreksi, dan komentar terhadap setiap hasil kerja siswa.

APPENDIX B

THE NEEDS ANALYSIS DATA

NEEDS ANALYSIS DATA

No.	Question	Items	N	F	%
1.	What is your main goal by learning English at school?	a. to pass the National Exam	30	0	0
		b. to support higher education.	30	0	0
		c. to support future career.	30	9	30
		d. to gain knowledge of the English language and culture.	30	4	13.33
		e. to be able to communicate orally and in writing in English.	30	17	56.67
2.	What is your current English level?	a. Novice	30	21	70
		b. Elementary	30	8	26.67
		c. Intermediate	30	1	3.33
3.	As an XI grader, your English should be at what level?	a. Novice	30	0	0
		b. Elementary	30	28	93.33
		c. Intermediate	30	2	6.67
4.	To support higher education or future work, your English skill should be at what level?	a. Novice	30	0	0
		b. Elementary	30	7	23.33
		c. Intermediate	30	23	76.67
5.	English lesson should make you... (you may choose more than one answer)	a. understand phrases in English.	30	9	14.75
		b. understand varied English texts.	30	7	11.48
		c. understand words in English including their meaning and pronunciation.	30	26	31.14
		d. able to communicate in English.	30	19	42.63
6.	In listening session, what kind of input text that you want?	a. Monologue and dialogue without video.	30	1	3.33
		b. Monologue and dialogue with video.	30	23	20
		c. Either way does not matter.	30	6	76.67
7.	What is the ideal length of listening input text?	a. > 250 words (long)	30	0	0
		b. > 200 words (medium)	30	15	50
		c. > 150 words (short)	30	15	50
8.	In speaking session, what kind of input text that you want?	a. Monologue and dialogue without pictures.	30	3	10
		b. Monologue and dialogue with pictures.	30	12	40
		c. Either way does not matter.	30	15	50
9.	What is the ideal length of speaking input text?	a. > 250 words (long)	30	3	10
		b. > 200 words (medium)	30	14	46.67
		c. > 150 words (short)	30	13	43.33
10.	What is the length of a text that you easily understand?	a. > 250 words (long)	30	3	10
		b. > 200 words (medium)	30	15	50
		c. > 150 words (short)	30	12	40

11.	What is the ideal length of reading input text?	a. > 250 words (long)	30	12	40
		b. > 200 words (medium)	30	10	33.33
		c. > 150 words (short)	30	8	26.67
12.	In writing session, what kind of input text that you want? (you may choose more than one answer)	a. Example of text to be studied/used in writing practice.	30	16	25.40
		b. Vocabulary list to be used in writing practice.	30	14	22.22
		c. Explanation of text' linguistic features (text organization, grammar)	30	18	28.57
		d. In the form of images, tables, diagrams, charts, or graphs.	30	15	23.81
13.	What is the ideal length of writing input text?	a. > 250 words (long)	30	6	20
		b. > 200 words (medium)	30	13	43.33
		c. > 150 words (short)	30	11	36.67
14.	What topics that you want to be found in English lesson? (you may choose more than one answer)	a. Topics related to everyday life in family, school, and community.	30	17	28.82
		b. Topics related to adolescent life.	30	4	6.77
		c. Topics related to political, economic, and socio-cultural issues.	30	3	5.08
		d. Topics related to science.	30	10	16.95
		e. Topics related to your future career in aviation industry.	30	25	42.38
15.	What kind of listening activity that you want? (you may choose more than one answer)	a. Identifying the contents of the text.	30	15	20.84
		b. Identifying detailed information	30	13	18.05
		c. Identifying expressions.	30	6	8.33
		d. Recounting the contents of the text using my own language.	30	8	11.11
		e. Noting important points.	30	19	26.39
		f. Filling in the blanks.	30	11	15.28
16.	What kind of speaking activity that you want? (you may choose more than one answer)	a. Practice a model of dialogue/monologue.	30	15	22.38
		b. Create a dialogue and practice.	30	11	16.42
		c. Present reports, stories, or speech.	30	9	13.44
		d. Discuss a topic and express opinions on the topic	30	8	11.94
		e. Role play.	30	14	20.89
		f. Outside class activities (interviewing tourists or public figures)	30	10	14.93
17.	What kind of reading activity that you want? (you may choose more than one answer)	a. Identify the content of the text.	30	14	17.30
		b. Find specific information in the text.	30	9	11.11
		c. Answer questions related to the content of the text.	30	17	23.45
		d. Read aloud with correct pronunciation and intonation.	30	6	7.41
		e. Arranging jumbled paragraphs/sentences into correct	30	9	11.11

		order.			
		f. Summarize a text.	30	7	8.65
		g. Discuss the content or the meaning of certain expressions within the text.	30	19	20.98
18.	What kind of writing activity that you want? (you may choose more than one answer)	a. Practice writing based on model text.	30	21	24.42
		b. Arrange jumbled words into correct sentence.	30	18	20.94
		c. Arrange random sentences into correct order.	30	10	11.63
		d. Write text based on images, tables, diagrams, charts, or graphs.	30	14	16.28
		e. Filling in the blanks.	30	13	15.11
		f. Correct wrong sentence structure, spelling, and pronunciation.	30	5	5.81
		g. Conclude a text.	30	5	5.81
19.	What do you want to enrich your vocabulary? (you may choose more than one answer)	a. Look up for new word's meaning or translation in the dictionary.	30	23	30.67
		b. Find new word and identify its meaning by the context of the text.	30	14	18.66
		c. Completing sentences/paragraphs using my own language.	30	6	8
		d. Matching words with provided meaning.	30	9	12
		e. Identify types of words: verbs, nouns, adjectives, etc.	30	23	30.67
20.	What kind of activity that you want to enrich your grammar? (you may choose more than one answer)	a. Memorize grammar formulas.	30	11	20.37
		b. Grammar exercises.	30	14	25.93
		c. Make my own sentences based on the formula.	30	16	29.63
		d. Correct wrong grammar in a sentence.	30	13	24.07
21.	What kind of activity that you want to check your pronunciation? (you may choose more than one answer)	a. Read aloud and check in the dictionary.	30	4	9.30
		b. Listen and repeat after the teacher.	30	21	48.83
		c. Read aloud using appropriate stress and intonation.	30	18	41.87
22.	In learning English, where do you feel more comfortable? (you may choose more than one answer)	a. In the classroom.	30	9	20
		b. Outside of the classroom (class terrace, parks, school yard).	30	14	31.11
		c. In the library.	30	5	11.11
		d. In the language laboratory.	30	17	37.78
23.	In learning English, you prefer to work ...	a. individually.	30	7	14.58
		b. in pairs.	30	16	33.34

	(you may choose more than one answer)	c. in a small group (3-4 people).	30	19	39.58
		d. in a big group (5-8 people).	30	6	12.50
24.	At the time of the learning process takes place, you would rather ... (you may choose more than one answer)	a. listen to teacher's explanation.	30	6	11.33
		b. do exercise with teacher's guidance.	30	14	26.42
		c. use my creativity to do the exercise.	30	9	16.98
		d. ask questions and share opinions.	30	5	9.43
		e. have discussion and actively participate in solving problems and tasks.	30	19	35.84
25.	At the time of the learning process takes place, you prefer teacher to ... (you may choose more than one answer)	a. motivate me when I work on exercises.	30	10	15.63
		b. support and direct me to use my creativity.	30	13	20.31
		c. create conducive atmosphere for students to be active in solving problems and tasks.	30	22	34.37
		d. guide students in doing exercises.	30	4	6.25
		e. give suggestions, corrections, and feedback for each students' work.	30	15	23.44

APPENDIX C

COURSE GRID

COURSE GRID

ENGLISH MATERIALS FOR THE ODD SEMESTER OF GRADE XI OF AVIONICS MAINTENANCE AND REPAIR STUDY PROGRAM

Grade/ Semester : XI/ I

Study Program : Avionics Maintenance and Repair

Unit	Standard Competence	Basic Competence	Learning Indicators	Input Text	Activities
Unit 1 Equipment on the Job	2. Berkomunikasi dengan Bahasa Inggris setara <i>Level Elementary (able to communicate in English on</i>	2. 1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan	Students are able to: 1. ask for instructions. 2. give instructions.	- Listening and speaking: Dialogues and monologues containing expressions of asking for and giving instruction in personal and professional contexts. - Reading and writing: Procedure texts (manuals). Linguistic Features:	GEAR UP - Activating students' background knowledge by answering questions on the unit's topic. ORAL CYCLE - With a partner, finding the meanings of words in dictionary and practice their pronunciations to enrich the students' vocabularies. - With a partner, matching pictures and appropriate words to enrich the students' vocabularies.

Unit	Standard Competence	Basic Competence	Learning Indicators	Input Text	Activities
	<i>Elementary Level)</i>	<p>orang bukan penutur asli (<i>comprehending simple daily conversation both in professional and personal context with non-native speaker.</i>)</p> <p>2.6 Memahami instruksi-instruksi sederhana (<i>comprehending simple instructions</i>)</p>		<p>- Simple Present Tense (through action words)</p> <p>- Vocabularies Turn, Cut, Flashed, Cleared, Clutch, Wire, Connect</p>	<p>- With a partner, listening to short conversation and answering questions about the conversation.</p> <p>- With a partner, studying an explanation on asking for and giving instructions.</p> <p>- With a partner, completing a dialogue with transitional words and practicing the completed dialogue.</p> <p>- With a partner, arranging a jumbled dialogue into correct order and answering questions about its content.</p> <p>- Individually reading and learning a list of equipment.</p> <p>WRITTEN CYCLE</p> <p>- With a partner, studying an explanation on procedure text (manual).</p> <p>- With a partner, reading a text and deciding whether the statements are True or False by providing evidence.</p> <p>- With a partner, reading a text and answering questions on the text content as well as its social function.</p>

Unit	Standard Competence	Basic Competence	Learning Indicators	Input Text	Activities
					<ul style="list-style-type: none"> - With a partner, completing missing transitional words and answering questions on its content. - With a partner, choosing correct verb forms in sentences used in procedure. - Individually writing a procedure text based on a diagram on a piece of paper to be submitted to the teacher.
Unit 2 Co-Worker Relationship	2. Berkomunikasi dengan Bahasa Inggris setara <i>Level Elementary (able to communicate in English on</i>	2.2 Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat <i>(taking simple messages in both direct and</i>	Students are able to: 1. ask for favors. 2. write memo.	<ul style="list-style-type: none"> - Listening and speaking: Dialogues and monologues containing expressions of asking for favors and the responses in both direct and by means interactions. - Reading and writing: Memos. Linguistic Features: 	<p>GEAR UP</p> <ul style="list-style-type: none"> - Activating students' background knowledge by answering questions on the unit's topic. <p>ORAL CYCLE:</p> <ul style="list-style-type: none"> - Individually, listening and matching expressions of asking for favors with the correct responses. - With a partner, listening to a short conversation and answering questions about its content. - With a partner, listening to a conversation and

Unit	Standard Competence	Basic Competence	Learning Indicators	Input Text	Activities
	<i>Elementary Level)</i>	<i>by means interactions)</i>		<ul style="list-style-type: none"> - Expressions of asking someone to do something (using modals) Can/Could/Will/Would+You +Verb 1+Please - How to respond Positive Response: Yes/Sure Negative Response: I'm afraid I can't/I'd like to, but... -Vocabularies Ladder, Demonstrate, Practical, Request,, Shift, Copy that, Roger 	<p>complete the missing words in the conversation.</p> <ul style="list-style-type: none"> - With a partner, reading the now completed dialogue in the previous task and answering questions on its content. - With a partner, studying explanation on expressions of asking for favors and the responses. - With a partner, making expressions of asking for favors and their responses based on the provided verbs. - With a partner, practicing a dialogue then answering the questions on its content. - With a partner, reading and practicing a dialogue then answering the following questions on its content. <p>WRITTEN CYCLE</p> <ul style="list-style-type: none"> - Reading a text individually and answering questions on its social function. - With a partner, studying the explanation on memo.

Unit	Standard Competence	Basic Competence	Learning Indicators	Input Text	Activities
					<ul style="list-style-type: none"> - Individually reading a text and answering questions on its content. - With a partner, rearranging a text into a good order. - With a partner, reading the text in the previous task and deciding whether the statements are TRUE or FALSE by providing evidence. - With a partner, answering questions by choosing the correct option. - With a partner, choosing correct verb forms in sentences. - Individually, writing a memo based on one of the topics provided on a piece of paper then submit it to the teacher.
Unit 3 Professional Experience	2. Berkomunikasi dengan Bahasa	2.3 Merinci tugas pekerjaan dan latar	Students are able to: 1. tell about	<ul style="list-style-type: none"> - Listening and speaking: Dialogues on job interview. - Reading and writing: Cover letter. 	GEAR UP <ul style="list-style-type: none"> - Activating students' background knowledge by answering questions on the unit's topic.

Unit	Standard Competence	Basic Competence	Learning Indicators	Input Text	Activities
	Inggris setara <i>Level Elementary (able to communicate in English Elementary Level)</i>	belakang pendidikan yang dimilikinya secara lisan dan tulisan (<i>explaining job description and educational background in both spoken and written language</i>)	one's educational background and job description using simple past tense. 2. write an effective cover letter.	Linguistic Features: - Simple Past Tense Active Voice: S+V2+O Passive Voice: S+was/were+V3+by O - Vocabularies Familiar, Graduate, Pass, Grade, Major, Degree, Internship	ORAL CYCLE: - With a partner, finding the meanings of words in dictionary and practice their pronunciations to enrich the students' vocabularies. - With a partner, listening to a short conversation and answering questions about its content. - With a partner, listening to a short dialogue and answering questions by choosing the correct option. - With a partner, completing missing words in a dialogue with verbs in V2 form and answering questions on its content. - With a partner studying explanation in Simple Past Tense. - Correcting 10 grammatical mistakes in a dialogue with a partner. - With a partner, matching interview questions and the correct responses then practicing it.

Unit	Standard Competence	Basic Competence	Learning Indicators	Input Text	Activities
					<p>- Having a discussion in a group of five on a topic then presenting the discussion result in front of the class.</p> <p>WRITTEN CYCLE</p> <p>- With a partner, reading a text and answering questions on its content.</p> <p>- With a partner, studying an explanation on how to write a cover letter.</p> <p>- With a partner, reading a text and answering questions on its content.</p> <p>- With a partner, reading a text and answering questions on its content.</p> <p>- With a partner, completing a text with provided V2 verbs and rearranging the text into good order then answering questions on its content.</p> <p>- Individually making sentences using Simple Past Tense with provided verbs.</p>

Unit	Standard Competence	Basic Competence	Learning Indicators	Input Text	Activities
					- Individually writing a cover letter based on an ad to be submitted to the teacher on a piece of paper.

APPENDIX D

THE TASKS DESCRIPTION

DESCRIPTION OF TASKS IN UNIT 1

EQUIPMENT ON THE JOB	
GEAR UP!	
TASK 1 Instruction: Look at the following picture and discuss the questions with your partner.	Description: In this task there is a picture and some questions related to the topic of the unit. This task aims to help students to recall their existing knowledge.
SPOKEN CYCLE	
TASK 2 Instruction: With your partner, study the list below, practice their pronunciation and find the meanings of each word.	Description: In this task students are asked to find the meanings of the words in the list in the dictionary. This task aims to prepare students with some vocabularies found in the unit.
TASK 3 Instruction: Match the following pictures to appropriate instructions provided in the box with your partner.	Description: In this task there are some pictures of people doing things and a list of instructions. This task aims to give students clearer picture about the meanings of some instructions found in the unit.
TASK 4 Instruction: You will listen to the conversation between Doni and Rahmat on how to install butt connector. Listen carefully and tick (✓) the instructions that you heard from the recording.	Description: In this task two people are conversing. One of them asks for instruction and the other one gives instruction. This task aims to let students practice their listening skill by noticing the things mentioned in the recording.
TASK 5 Instruction: Listen to the conversation in Task 4 one more time. Listen carefully and answer the questions below individually.	Description: In this task two people are conversing. One of them asks for instruction and the other one gives instruction. This task aims to let students practice their listening skill by noticing content of the conversation.
TASK 6 Instruction: Listen to Rose and Andi's conversation on sealed crimp connector installation and answer the questions with your partner.	Description: In this task two people are conversing. One of them asks for instruction and the other one gives instruction. This task aims to let students practice their listening skill by noticing content of the conversation.
TASK 7 Instruction: Study the explanation on asking for and giving instructions below with your partner.	Description: This task aims to explain the language focus of the unit to the students.
TASK 8 Instruction: With your partner, arrange the conversation	Description: This task aims to check students' understanding of the generic structure of

between Ari and Rudi below into a correct order. Then answer the following questions. Number 1 has been done for you.	oral procedure text (manual).
TASK 9 Instruction: Individually, reread the now well-arranged dialogue in Task 8 then decide whether the following statements are TRUE <i>or</i> FALSE. Provide the evidence.	Description: This task aims to check students' comprehension of the content of a dialogue.
TASK 10 Instruction: With your partner, complete the following dialogue with the words or phrases provided in the box then practice the dialogue.	Description: This task aims to enrich students' vocabulary and practice their speaking skill.
TASK 11 Instruction: In pairs, make a dialogue on how to do repair or maintenance routine using one of the tools below. After that, act it out in front of the class.	Description: This task aims to provide opportunity for students to work with more liberty and practice their speaking skill more freely.
WRITTEN CYCLE	
TASK 12 Instruction: Study the following explanation on procedure text with your partner.	Description: This task aims to explain the generic structure of a procedure text (manual) and other linguistic features to students.
TASK 13 Instruction: With your partner, read the text below and decide whether the following statements are TRUE <i>or</i> FALSE. Provide the evidence.	Description: This task aims to check students' comprehension on the content of the text.
TASK 14 Instruction: With your partner, read the text below and answer the questions.	Description: This task aims to check students' comprehension on the content of the text.
TASK 15 Instruction: With your partner, rearrange and complete the missing transitional signals in the text below and answer the following questions.	Description: This task aims to check students' comprehension on the content of the text and understanding on the technicalities of a manual writing.
TASK 16 Instruction: With your partner, circle the correct form of verb in the sentences below.	Description: This task aims to check students' understanding on the grammar focus of the unit.
TASK 17 Instruction: Individually, look at the diagram below and write a procedure text out of it. Submit your work to your teacher on a piece of paper.	Description: This task aims to provide opportunity for students to work independently and practice their writing skill more freely.
REFLECTION	

TASK 18 Instruction: This is where you look back to the things you have learned in this unit. Below are some questions that can help you to reflect. Feel free to add more of your thoughts.	Description: This task aims to give students to reflect on the things they have learned in this unit and what they have achieved.
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DESCRIPTION OF TASKS IN UNIT 2

CO-WORKER RELATIONSHIP	
GEAR UP!	
TASK 1 Instruction: Look at the following picture and discuss the questions with your partner.	Description: In this task there is a picture and some questions related to the topic of the unit. This task aims to help students to recall their existing knowledge.
SPOKEN CYCLE	
TASK 2 Instruction: Individually, listen to the recording and match the expressions with the correct responses.	Description: This task aims to check students' listening skill by asking them to match an expression with the response that they hear from the recording.
TASK 3 Instruction: Eric wants to leave a message for Diana through the front office. Listen to their phone call carefully and answer the questions with your partner.	Description: This task aims to check students' listening comprehension by answering some questions after they listened to the recording.
TASK 4 Instruction: Listen to the walkie-talkie recording carefully and complete the missing words in the conversation below with your partner.	Description: This task aims to teach students different style of by means interaction in the work place and check their listening skill by noticing specific words.
TASK 5 Instruction: With your partner, read the now completed dialogue in Task 4 and answer the questions below.	Description: This task aims to check students' comprehension on the content of the dialogue.
TASK 6 Instruction: Study the explanation on expressions of asking for favors and the responses below with your partner.	Description: This task aims to explain the language focus of the unit to the students.
TASK 7 Instruction: With your partner, make expressions of asking for favors and their responses based	Description: This task gives students opportunity to exercise what they have learned in Task 4.

on the provided verbs.	
TASK 8 Instruction: With your partner, practice the dialogue below then answer the following questions.	Description: This task aims to provide students guided speaking activity and check their comprehension on the content of the dialogue.
TASK 9 Instruction: With your partner, read and practice the dialogue below then answer the following questions.	Description: This task aims to provide students guided speaking activity and check their comprehension on the content of the dialogue.
TASK 10 Instruction: In pairs, make a dialogue based on of the prompts below then act it out in front of the class.	Description: This task aims to provide opportunity for students to work with more liberty and practice their speaking skill more freely.
WRITTEN CYCLE	
TASK 11 Instruction: Read the text below individually and answer the following questions.	Description: This task aims to check students' comprehension on the text content.
TASK 12 Instruction: Study the following explanation on memo with your partner.	Description: This task aims to explain the generic structure of a memo and other linguistic features to students.
TASK 13 Instruction: Individually, read the text below and answer the questions.	Description: This task aims to check students' comprehension on the text content.
TASK 14 Instruction: With your partner, rearrange the jumbled text below into a good order in the provided template.	Description: This task aims to check students' understanding on the generic structure and other technicalities in a memo writing.
TASK 15 Instruction: Reread the memo in Task 13 then decide whether the following statements are TRUE <i>or</i> FALSE. Provide the evidence.	Description: This task aims to check students' comprehension on the text content.
TASK 16 Instruction: With your partner, answer the questions below by choosing the correct option.	Description: This task aims to check students' comprehension on the text content.
TASK 17 Instruction: Individually, write a memo based on one of the topics below on a piece of paper then submit it to your teacher.	Description: This task aims to provide opportunity for students to work independently and practice their writing skill more freely
REFLECTION	

TASK 18 Instruction: This is where you look back to the things you have learned in this unit. Below are some questions that can help you to reflect. Feel free to add more of your thoughts!	Description: This task aims to give students to reflect on the things they have learned in this unit and what they have achieved.
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DESCRIPTION OF TASKS IN UNIT 3

PROFESSIONAL EXPERIENCE	
GEAR UP!	
TASK 1 Instruction: Look at the following picture and discuss the questions with your partner.	Description: In this task there is a picture and some questions related to the topic of the unit. This task aims to help students to recall their existing knowledge.
SPOKEN CYCLE	
TASK 2 Instruction: With your partner, study the list below, practice their pronunciation and find the meanings of each word.	Description: In this task students are asked to find the meanings of the words in the list in the dictionary. This task aims to prepare students with some vocabularies found in the unit.
TASK 3 Instruction: Listen and watch the video entitled ‘So you want to be an Avionics Technician’ carefully and answer the questions with your partner.	Description: This task aims to check students’ comprehension on the content of the recording.
TASK 4 Instruction: Individually, listen to the conversation between two friends about job interview preparation and choose the correct answer.	Description: This task aims to check students’ ability to note important points in a dialogue.
TASK 5 Instruction: With your partner, listen to the recording and complete the missing words in the dialogue below. After that answer the following questions.	Description: This task aims to check students’ ability to notice words in the recording and also the content of it.
TASK 6 Instruction: Study the explanation on the linguistic features of talking about educational background or work experience below with your partner.	Description: This task aims to explain the language focus of the unit to the students.

TASK 7 Instruction: With your partner, find the V2 and V3 form of the verbs below in the dictionary. Then write sentences using the verbs based on the formulas you can find in Task 6.	Description: This task aims to prepare students with different forms of verbs that are used later in the unit.
TASK 8 Instruction: With your partner, find and correct 10 grammatical mistakes in the dialogue below with your partner.	Description: This task aims to check students' grammar understanding.
TASK 9 Instruction: Individually, change the active sentences below into passive sentences using the formula in Task 6, or vice versa.	Description: This task aims to check students' grammar understanding.
TASK 10 Instruction: Match the interview questions in the left table with the correct responses in the right table with your partner. After that practice the dialogue with your partner.	Description: This task offers students guided speaking activity.
TASK 11 Instruction: In a group of five, do a job interview simulation.	Description: This task aims to provide opportunity for students to work with more liberty and practice their speaking skill more freely.
WRITTEN CYCLE	
TASK 12 Instruction: Read the text below individually and answer the following questions.	Description: This task aims to check students' comprehension on the text content.
TASK 13 Instruction: Study the following explanation on cover letter with your partner.	Description: This task aims to explain the generic structure of a cover letter and other linguistic features to students.
TASK 14 Instruction: With your partner, read the text below and answer the following questions.	Description: This task aims to check students' comprehension on the text content.
TASK 15 Instruction: With your partner, read the text below and answer the following questions.	Description: This task aims to check students' comprehension on the text content.
TASK 16 Instruction: With your partner, complete the missing words in the text below and rearrange it into a good order. After that answer the following questions	Description: This task aims to check students' comprehension on the text content and understanding of a cover letter's generic structure.

TASK 17 Instruction: Individually, write active or passive sentences using SIMPLE PAST TENSE pattern with the verbs below.	Description: This task aims to check students' grammar understanding.
TASK 18 Instruction: Individually, choose one of the job vacancies below and write a cover letter out of it in a piece of paper. After that submit your work to your teacher.	Description: This task aims to provide opportunity for students to work independently and practice their writing skill more freely
REFLECTION	
TASK 19 Instruction: This is where you look back to the things you have learned in this unit. Below are some questions that can help you to reflect. Feel free to add more of your thoughts!	Description: This task aims to give students to reflect on the things they have learned in this unit and what they have achieved.

APPENDIX E

THE FIRST DRAFT OF THE

MATERIALS

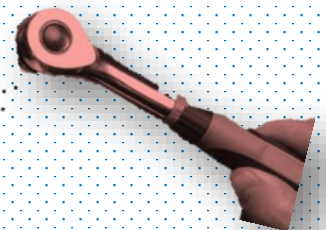
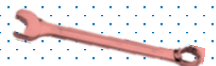
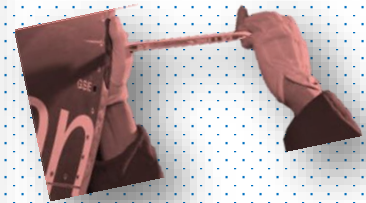


UNIT 1: EQUIPMENT ON THE JOB



In this unit you will learn how to :

- ask for instructions.
- give instructions.



GEAR UP!

Task 1 Look at the following picture and discuss the questions with your partner.



Snap-On Catalogue 2015

1. Are you familiar with the tools in the picture?

2. Can you name them? What are they?

3. Pick one tool you are most familiar with and tell your friends how you use it.

ORAL CYCLE

Task 2 With your partner, study the list below, practice their pronunciation and find the meanings of each word.

miniature bulbs /'mɪnɪtʃə 'bʌlbs/

:

beam lamps /'bi:m 'læmpz/

:

pliers /'plaiəz/

:

cable cutter /'keɪbl 'kʌtə/

:

electrical tape /ɪ'lektrɪkəl 'teɪp/

:

butt splice /'bʌt 'splaɪs/

:

circuit breakers /'sɜ:kɪt 'breɪkəz/

:

cable tie /'keɪbl 'taɪ/

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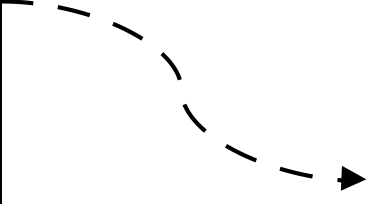



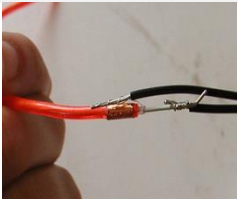



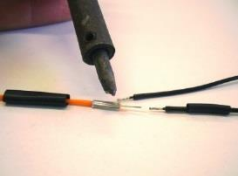

cable thimble /'keɪbl 'θɪmbl/

:

wire cap /'waɪə 'kæp/

:

Task 3 Match the following pictures to appropriate instructions provided in the box with your partner.

1.			Check the electricity.
2.			Turn the light bulb counter-clockwise.
3.			Insert the light bulb into the socket.
4.			Crimp the wire.
5.			Pick the correct size screwdriver.
6.			Connect the wires using a solder.
7.			Loosen the screw.
8.			Intermingle the wire strands.
9.			Apply sealant to prevent water leakage.
10.			Heat the solder using heat gun.



Task 4 You will listen to the conversation between Doni and Rahmat on how to install butt connector. Listen carefully and tick (✓) the instructions that you heard from the recording.

☐ Choose the correct crimping die.

☐ Check the hydraulic pumps.

☐ Slide the connector over one of the wires.

☐ Select the proper size connector.

☒ Strip the wire insulation neatly.

☐ Heat the connector evenly.

☐ Intermingle the wire strands.

☐ Insert the wire into the connector.

☐ Center the soldering ring

☐ Remove the connector from the heat.



Task 5 Listen to the conversation in Task 4 one more time. Listen carefully and answer the questions below individually.



<https://www.raf.mod.uk/>

1. What tools are needed to install butt connector?

2. What do you do after the soldering ring is centered over the wire strands?

3. Why does the heat need to be distributed evenly?



Task 6 Listen to Rose and Andi's conversation on sealed crimp connector installation and answer the questions with your partner.

1. What did Andi do?

2. What are the tools needed to install crimp connector?

3. What will probably happen if Andi did not crimp the connector?



<https://www.raf.mod.uk/>

Task 7 Study the explanation on asking for and giving instructions below with your partner.

A : I've never done this before. **How do you pull the screw out?**

B : Oh that's easy. First, pick the correct size screwdriver. Then, push it into the hole here and twist counter clockwise. Tada!

A : What should I do then?

B : **Do not forget to keep the screws properly.** You could easily lost them in a busy shop like this.

A : Thanks!

Asking for instructions

How do you/How do I/What is the best way/What should I do?

Giving instructions can be done through several ways:

1. Using transitional signals:
 - First ..., second ..., third ..., fourth ...
 - After that ..., next ..., before that ..., then ...
 - You begin by ..., now ..., the last step is/finally/lastly, ...
 - ETC
2. Using imperative words: Do not, Select, Center, Insert, and so on.

Task 8 With your partner, arrange the conversation between Ari and Rudi below into a correct order. Then answer the following questions. Number 1 has been done for you.



Rudi : Certainly. If you are early, you might be able to snatch the military grade toolbox. It got all the necessary equipment that cover a lot of common aircrafts; Airbus, Bell, Boeing, Cessna, you name it. Or, you can make a list of the tools you might need and save yourself numerous trips to the garage later on the day.

Ari : Now, after you flashed your ID and the officer cleared it with you, they will give you some tags with number on it. Next, go to the toolbox section and pick your choice, then leave one of your tags in the provided box and that's it.

Rudi : That's true.

Rudi : Woah, that's quite a procedure just to check out a toolbox.

Rudi : So, after that you can take it out to the shop and go on with your work?

Ari : Yeah, I know, but it's perfectly understandable. The toolbox does contain some expensive equipment and the company wouldn't want to lose any of them.

Rudi : Excellent advice. Thanks, Ari!

1

Rudi : Hi, Ari. I'm new here. What should I do if I want to borrow the toolbox from the garage?

Ari : Hi! I know it's a bit confusing. But let me show you. First, you have to report to your team leader that you need to check out the toolbox. He will clear it with the garage officer. Once you have done that, go ahead to the garage and show the officer there your employee ID.

text adapted from ECAS Catalogue

Task 9 Individually, reread the now well-arranged dialogue in Task 8 then decide whether the following statements are **TRUE or FALSE**. Provide the evidence.

Statements	T/F	Evidence
1. Rudi wants to know how to check out the toolbox from the garage.		
2. The company has a tight regulation on how to check out tools.		
3. One should ask the garage officer first to check out a toolbox.		
4. Avionics technician's tools are cheap.		
5. The tags will have numbers on them.		

Task 10 With your partner, complete the following dialogue with the words or phrases provided in the box then practice the dialogue.

Yanto : Manny, today you are going to do Electrical Power Up routine check with me.

Manny : What's the best way to do this routine, sir?

Yanto : Let me show you the steps. First, to do the electrical power up check we have to go to the forward overhead panel switches. Let's start with the battery switch and make sure that the guards are closed. Then, check the standby power switch and alternate flaps master switch. Do not forget to ensure that their guards are closed.

Manny : Done.

Yanto : Good. Next, let's check the windshield wiper selectors. These are supposed to be in "PARK" position.

Manny : Got it.

Yanto : Now, check the electrical hydraulic pumps. They should be switched off. And lastly, check the ground power switch, which should be in "ON" position. Do you understand?

Manny : Electric hydraulic pumps switch, OFF; ground power switch, ON.

Yanto : Very good.

Now

Start

First

Then

Lastly

Next

What's the best way

Let me show you

Do you understand?

Task 11 In pairs, make a dialogue on how to do repair or maintenance routine using one of the tools below. After that, act it out in front of the class.

Able to repeat the instruction that you hear is an indication that you understand the instruction.

b)



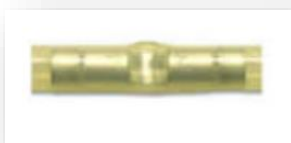
a)



c)



d)



WRITTEN CYCLE

In this cycle, you are going to learn to comprehend simple written instructions found in manuals.

Task 12 Study the following explanation on procedure text with your partner.

❖ Procedure Text

A procedure text is a text which contains sequence of tasks, steps, decisions, and processes, that when undertaken in the sequence laid down will produce the described result, product, or outcome. There are several types of procedure text, such as, recipe, itinerary, and manual instruction. However, in this unit we will focus on instructional manuals only. This type of text is commonly found in the work field.

HOW TO REMOVE RADIOS FROM INSTRUMENT PANELS

This is how you remove radios from a plane's instrument panels.

The only tool you'll need is a .330 wrench. This is the most common screw head used by radio manufacturers.

Here's the thing, the short end of the wrench would not work. Instead, use the long end of the wrench and insert it in. After that engage the nut and unscrewed by twisting the wrench counter clockwise. After the nut has been released, proceed to the remaining nuts. Finally, the radio will come right out.

adapted from <https://www.youtube.com/watch?v=L6EwZWVRA-U>

Title

The purpose of the text:

Sometimes it is not necessary to write it because we can easily learn the purpose of the text in the title.

Materials: Materials also can be explicitly written unless you need a lot of materials.

Steps: A series of step to achieve the goal. Here, you use imperatives and transitional signals to give instruction as you have learned in **TASK 7**.

❖ Language Features

SIMPLE PRESENT TENSE (using V1) → S + V1 + O

Example: You need a pair of scissors and pliers.

Task 13 With your partner, read the text below and decide whether the following statements are **TRUE** or **FALSE**. Provide the evidence.

REPLACING WING TIP LED FORWARD POSITION LIGHT

An approved lighting system consists of two lights, one located on each wingtip. These lights should be replaced if there is excessive scratching, discoloration or cracking. Below is how you replace old wing tip LED forward position light with a new one.

Firstly, choose appropriate series replacement light assembly. Secondly, remove the old light, locate and save the existing (+) VDC lead and (-) ground lead. Clean and prep ends as required. Then make sure the existing system is equipped with and appropriate sized breaker. After that, connect the existing +14/28 VDC lead to the **POSITIVE** wire on the input cable assembly. Once you have done that, connect the existing ground lead to the **GROUND** wire on the input cable assembly or use the supplied connector. Ensure that the wire leads are clear of any obstructions and ty-wrap as required. Connect the strobe power supply and remove the shroud from the light assembly. Position the base of the new light assembly onto the mounting surface. Insert three (3) 6-32 pan head screws into the mounting hole and tighten firmly. Reinstall the lens so that the two notches are positioned under the shroud, with each notch equidistant to the centerline. Do not forget to check all avionics systems for interference from this recent installation.

adapted from ANTI-COLLISION LIGHT SYSTEMS INSTALLATION AND SERVICE MANUAL MAY 2015

Statements	T/F	Evidence
1. There are two lights on each wingtip.		
2. The lights should be replaced if they are scratched.		
3. Replace ground lead along with the lights.		
4. Removing shroud is necessary in lights assembly.		
5. There might be interference from the lights installation.		

Task 14 With your partner, read the text below and answer the questions.

How to Save Money on Avionics Techs' Kit

Starting out as an avionics tech is extremely expensive due to the fact that you just started to collect your personal with no income yet. So, here's what I did to save money on toolkit.

All you need is good eyes and the will to go through all the bargains available in the market.

Firstly, as an avionics tech you would appreciate a good soldering station, so be sure to get the good one because it makes a huge difference. Secondly, buy used crimpers. A pair of second hand AMP 5920 cost about \$100 on eBay. They will do red/blue, so you'll need a separate one for yellow. For yellow, you need AMP 59239-4. If it is missing the pin, you can just super glue in a screw for the positioner. Thirdly, buy a pair of ideal 55-1987 (if you go to work on military aircraft, just run the MIL-SPEC of the wire on ideals website and buy the right strippers for them. Lastly, you can get Craftman's 'general' tools, such as sockets and wrenches instead of Snap On's which are far superior in every way, but, you know, cost an arm and a leg. Do not buy specialized tools unless you have your first job lined up. Some manufacturers give students special discount and credit facility. So, it is important that you start to collect tools since you were in school.

adapted from <http://www.reddit.com>

1. What is the purpose of the text?

2. From the text, it is implied that the writer's job is ...

3. The part with blue highlight is called ...

4. The part with red highlight is called ...

5. The part with grey highlight is called ...

6. The part with yellow highlight is called ...

7. Mention the steps of saving money on Avionics Techs' Kit.

Any Difficult Words?

Look up their meanings in the dictionary and write them down here so you won't forget them later!

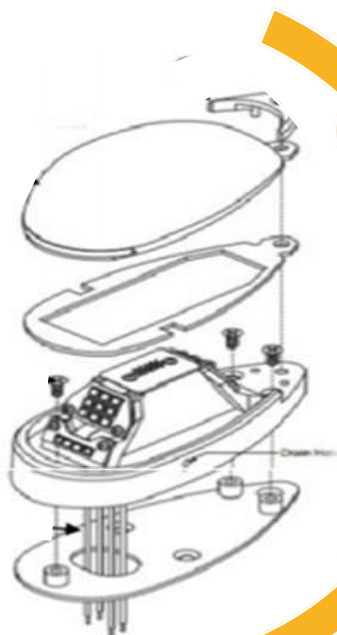
MIL-SPEC is abbreviation of Military Specification, or military grade tools requirement.

"...cost an arm and a leg ..." is an idiomatic expression to say that something is extremely expensive.

Task 15 With your partner, rearrange and complete the missing transitional signals in the text below and answer the following questions.

Then Next Firstly Fourth After that Thirdly Now Secondly
Finally Before you begin

Wingtip Forward Position and Anti-Collision Light Installation Guide



_____, route wires through the opening in the baseplate. _____ connect the power lead to and appropriately sized breaker. Install the light assembly on to the baseplate and insure that all leads are clear of any obstructions and secured as required. Note that proper orientation as achieved with the drain hole down. _____, install lens in the reverse order as removal and return the lens retainer to its installed location. Re-insert #4 Phillips head screw and tighten firmly. If necessary, seal the light to the aircraft and apply sealant around the perimeter of the base. Do not cover the drain hole. _____, check all avionics systems for interference from this installation. _____, update aircraft records by completing Form 337 and obtain FAA field approval for installation, if required.

An approved forward position lighting system consists of three lights, one located on the tail and one located on each wingtip. This is a wingtip forward position and anti-collision light installation guide.

_____, choose the appropriate light assembly. Use the mounting detail information provided, and prepare the aircraft for means to secure the light assembly. _____, carefully remove the #4 Phillips head screw and lens retainer. _____, remove the lens from the light assembly by lifting the rear of the lens approximately $\frac{1}{2}$ ". _____ slide the lens rearward approximately $\frac{1}{4}$ " and lift upwards to remove. To avoid potential damage, do not touch the LEDs with either fingers or sharp objects. _____, remove the baseplate by removing the 3 Phillips head screws securing the baseplate to the light assembly.

adapted from ANTI-COLLISION LIGHT SYSTEMS INSTALLATION AND SERVICE MANUAL May 2015

1. Why is it advised to not remove the LEDs using sharp objects or fingers?

2. What do you do after you remove 3 Phillips head screws?

3. What to keep in mind when you install the light to the baseplate?

4. What is the function of sealant?

5. Find out what is meant with "Form 337" on the internet and why it is relevant with this light installation guide.

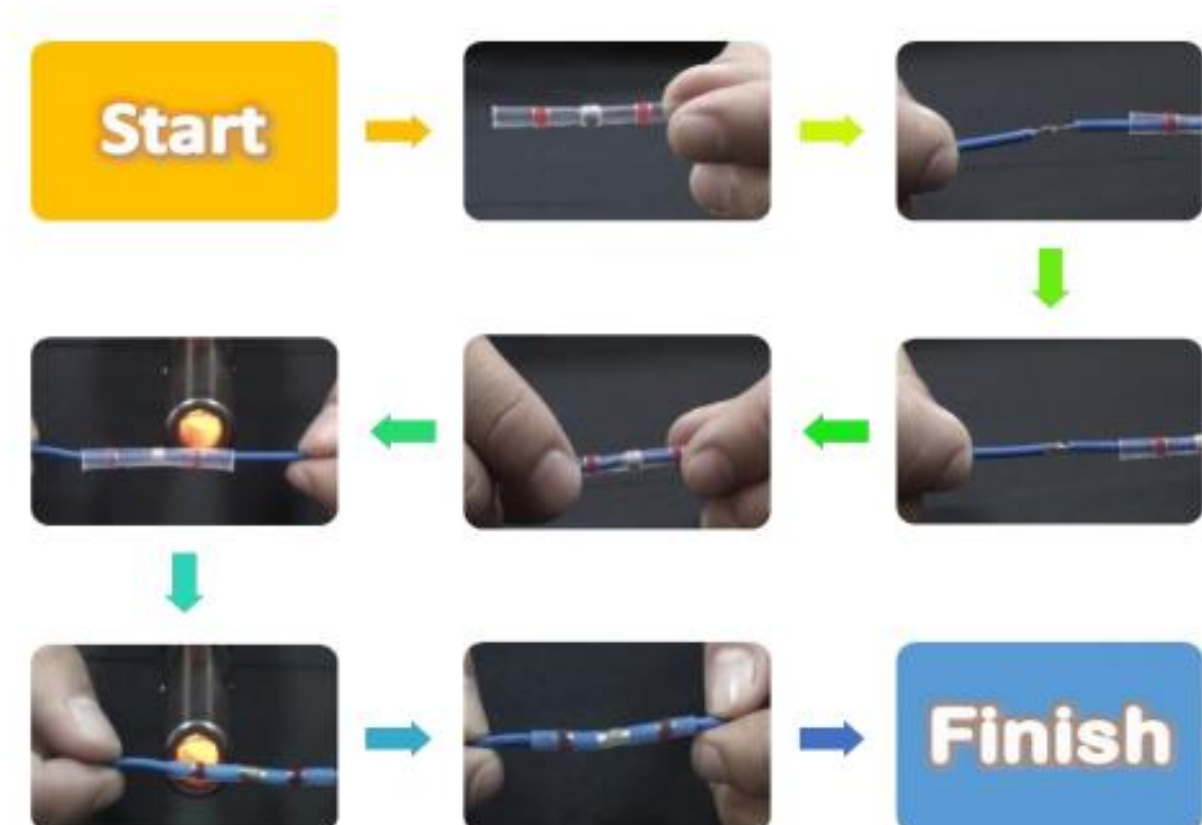
Task 16 With your partner, circle the correct form of verb in the sentences below.

1. To remove / removes / removed the radio panel you will need a 33.2 screwdriver.
2. Insert / inserts / inserted the long end of the screwdriver into the panel.
3. Place / places / placed a reed in a cavity just aft of the leading edge of the wing.
4. Then attach / attaches / attached the galvanometer across point X and Y.
5. After that mount / mounts / mounted a coil on either side of the pointer assembly that is mounted within the magnetic field.
6. Position / positions / positioned a voltmeter across the colder of the two junctions of the thermocouple.
7. Secondly, connect / connects / connected resistor to a resistance measuring device inside the cockpit indicator.
8. This allow / allows / allowed limited operation off battery power should the vacuum system and the electric generator fail.
9. One clutch transmit / transmits / transmitted motor torque to turn the output shaft in one direction.
10. The servo valves let / lets / let's hydraulic fluid to flow unrestricted in the flight control system for normal operation.

Task 17 Individually, look at the diagram below and write a procedure text out of it. Submit your work to your teacher on a piece of paper.

Some things you need to know:

- The following pictures are the diagram on how to utilize a water-proof heat shrinkable solder sleeve wire splices.
- Mention the materials needed.



Task 18 This is where you look back to the things you have learned in this unit. Below are some questions that can help you to reflect. Feel free to add more of your thoughts.

1.	What have you learned?	
2.	What are the difficulties that you encounter?	
3.	What do you do to solve those difficulties?	
4.	What's the improvement you've made after learning English in this unit?	
5.		
6.		
7.		
8.		
9.		
10.		

FUN FACT



UK researchers at University of Bristol said that aeroplane wings that could heal themselves are realizable. This technology could be introduced in the next five to ten years.

adapted from <http://www.bbc.com/>

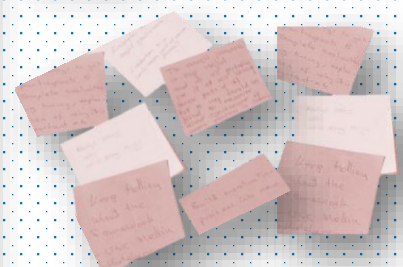
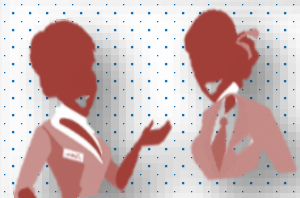


UNIT 2: CO-WORKER RELATIONSHIP



In this unit you will learn how to :

- ask for favors.
- write memo.



GEAR UP!

Task 1 Look at the following picture and discuss the questions with your partner.



1. What is the men in the picture doing?

2. Do you talk to all your friends?

3. If you were working, what would you probably talk about in the workplace?

ORAL CYCLE



Task 2 Individually, listen to the recording and match the expressions with the correct responses.

Expressions

Responses

1. Could you tilt the fuel container?	Of course.
2. Do you think you could lower the ladder?	I'm sorry, but I haven't finished yet.
3. Would you help me with this tool box?	Just a minute.
4. Could you pass the axle please?	Yes, of course, sorry.
5. Can I speak to you for a minute?	OK
6. Will you get me my glasses?	I can't, I'm going to meet the director over lunch.
7. Do you mind if I go now?	Yes, here you are.
8. Would you mind taking this book to the office?	I'm sorry, but I've got a bad back.
9. Could you hold my nuts for a minute?	No, that's fine. We're nearly finished.
10. Would you mind trading break time with me?	I'm afraid I can't.



Task 3 Listen to the recording and answer the questions with your partner.



<https://www.gettyimages.com/>

1. What is the name of the caller?

2. What is the name of the message receiver?

3. What does the message say?



Task 4 Listen to the recording and complete the missing words in the conversation below with your partner.

Elang I, _____ in.

Base, this is Elang I. Go _____.

Elang I, can you tell the Avionics Technicians in your team to especially check the B707 in shop #2's _____ system?

Copy that. Anything else? Over.

There's also some _____ on its _____ system, so keep an eye on that too. Keep _____ of maintenance and repair work as per usual. Over.

Is that all Base? Over.

I'll _____ you again if needed. Over.

Copy that. Over.

Task 5 With your partner, read the now completed dialogue in Task 4 and answer the questions below.

1. Who is the caller and the receiver?

2. Who is the message for?

3. What does the first message say?

4. What does the second message say?

5. Find out why people say "over" after a statement in radio conversation.

Task 6 Study the explanation on expressions of asking for favors and the responses below with your partner.

EXPRESSIONS OF ASKING FOR FAVOR

When you asked other people to do something for you, it's called 'asking for favor'. Below is how you construct expressions of asking for favor.

Modal	you	Verb 1	(please)
Can		take	
Could		cut	
Will		check	
Would		turn	

Here's how you respond someone who ask for a favor.

Positive Response	Negative Response
Yes.	I'm afraid I can't . . . (give your reason)
No problem	I'd like to, but . . . (give your reason)
Sure. What's the problem?	
I'd be glad to.	
No problem.	
OK	
Alright.	
Certainly.	

Example:

A: Can you pass the pliers?

B: Sure. Here you go.

A: What about the screwdrivers? Can you pass it to me?

B: Sorry, but I still need it.

A: No problem. Let me know when you're done.

B: OK.

Task 7 With your partner, make expressions of asking for favors and their responses based on the provided verbs.

Asking for Favor			Response
1	tell : Would you <u>tell</u> Risa to borrow the toolbox in the garage?	+	Alright.
2	take :	-	
3	turn :	+	
4	pick :	+	
5	heat :	-	
6	cut :	-	

Task 8 With your partner, practice the dialogue below then answer the following questions.



1. What does the message say in the dialogue?

2. What is meant with "copy that" as what Rudi said?

3. What is an oscilloscopes? Find out about it from the internet/book.

Task 9 With your partner, read and practice the dialogue below then answer the following questions.

Susan is calling Dani to ask her to pass on a message to their mutual friend, Lisa.

Susan : Dani!

Dani : Yup! What's up?

Susan : Um... are you on break?

Dani : Yeah, I just ordered my lunch.

Susan : Oh, great! Listen Dani, can you do me a favor?

Dani : What is it?

Susan : Here's the thing, I borrowed Lisa's ear plugs yesterday. I should have returned them this afternoon for her shift, but I can't reach her. So, would you mind telling her that her ear plugs are in my locker? My PIN is the last 4 digits of my phone number.

Dani : Sure thing, Susan.

Susan : Thanks so much Dani. I got to go. Bye.

1. Why does Susan call Dani?

2. What are the reasons that make Susan unable to give back the ear plugs herself?

3. What does Susan say to ask for favor?

4. What does Dani's response?

5. Why does Dani repeat Susan's message?

Technicians in the shop are not allowed to bring their personal handphones and communicate with each other through radio.

WRITTEN CYCLE

Task 10 Read the text below individually and answer the following questions.

MEMO

A memo is a type of document used to communicate with others in the same organization. Memos have two purposes: they bring attention to problems and they solve problems. They accomplish their goals by informing the reader about new information like policy changes, price increases, or by persuading the reader to take an action, such as attend a meeting, or change a current production procedure.

Memos are typically used for fairly short messages of one page or less. They should be concise and easy to read. Choose the audience of the memo wisely. Ensure that all of the people that the memo is addressed to need to read the memo. If it is an issue involving only one person, do not send the memo to the entire office. Also, be certain that material is not too sensitive to put in a memo; sometimes the best forms of communication are face-to-face interaction or a phone call. Memos are most effectively used when sent to a small to moderate number of people to communicate company or job objectives.

adapted from <http://www.writingcommons.org>

1. What are memos?

2. What are the purposes of a memo?

3. How do memos accomplish their goals?

4. What are the characteristics of a memo?

5. How do you make sure that a memo is received by the intended recipient?

Task 11 Study the following explanation on memo with your partner.

Generic Structures of a Memo

POWERPLANE SERVICE

MEMO

To : Joko Arian, Senior Manager
From : Radi Amil, Operational Manager
Date : February 23rd, 2016
Subject : Staff Dress Code

Considering that the new dress code includes a flowing cape, it is considered not practical for field staffs. We wish to bring this up in the next staff meeting.

Radi Amil

Heading Segment

Message

Closing Segment

The Language

- Straightforward and concise.
 - ✗ "Would you mind returning the toolbox before the second shift start?"
 - ✓ "Return the toolbox before 2nd shift."
- 1st person.
Ex: "I have a meeting"
- Not too much transitional phrases

Make sure you address the reader by his or her correct name and job title. You might call your manager "Robbie" on an informal note, but "Rob Maxwell, Manager" would be more appropriate for a formal memo.



Task 12 Individually, read the text below and answer the questions.

POWERPLANE SERVICE		
MEMO		
To	:	Jodi Arisa, PowerPlane Service AvTech Laboratories
From	:	Teddy VanNoord, RSO Designate
Date	:	3-22-2016
Subject	:	Amendment Request
1. Please provide information, following the guidance in NUREG-1556, Vol.7., Section 8.7.1, and Appendix C, Item No. 7., which demonstrates the qualifications by training and experience, of Teddy VanNoord, to serve as Radiation Safety Officer for your licensed program.		
2. Please clarify whether Redi Erden is to remain as an authorized user in your licensed program.		
Teddy		

1. Who is the memo sender?

2. Who is the memo receiver?

3. What is the memo subject?

4. What are Teddy's requests?

5. What is RSO short for?

Task 13 With your partner, rearrange the jumbled text below into a good order in the provided template.

In order to receive sick pay, I need to send in my doctor's note.

I attach the doctor's note.

Thank you.

From: K.K. Wong, Sales

I was sick yesterday, and therefore I couldn't come to work.

To: Julia Wong, Human Resources

Date: 19 December 2015

Subject: Sick leave certificate

Please confirm that the cost of the medicine is covered by the company health scheme.

POWERPLANE SERVICE
<u>MEMO</u>

Task 14 Reread the memo in Task 13 then decide whether the following statements are **TRUE** or **FALSE**. Provide the evidence.

Statements	T/F	Evidence
1. Both the sender and the receiver are from different departments.		
2. The sender was sick for a long time.		
3. The sender's sure the insurance covers the medicine cost.		
4. The company gives sick pay to employee.		
5. A doctor's note is included.		

Any Difficult Words?

Look up their meanings in the dictionary and write them down here so you won't forget them later!

Task 15 With your partner, answer the questions below by choosing the correct option.

POWERPLANE SERVICE		
<u>MEMO</u>		
To	:	S M Chan, General Manager
From	:	Samantha Smith, Office Manager
Date	:	22 December 2015
Subject	:	Purchase of a Microwave Oven
<p>At the monthly staff meeting on Monday, 7 December 2015, you requested information about the possible purchase of a microwave oven. Since the move to the new hangar in Green Bay, staff have difficulty in finding a nearby place to buy lunch. By providing a microwave oven in the pantry would enable staff to bring in their own lunchboxes and reheat their food. Also, staff members are less likely to return to work late after lunch. If this meets with your approval, we would appreciate it if you could authorize up to \$3,000 for the purchase of the microwave oven.</p>		
<i>Samantha Smith</i>		

- Who has higher position in the office?
 - Office Manager.
 - General Manager.
- When the staff meeting was held?
 - A couple weeks ago.
 - A couple months ago.
- What is the purpose of the memo?
 - Requesting money to buy a microwave oven.
 - Informing the result of the staff meeting.
- Why did they want to buy a microwave oven?
 - Because they move to a new hangar.
 - Because there are no nearby restaurant.
- How many benefits of microwave oven can you find in the memo?
 - 2
 - 3

A short informal report, or even a proposal might be written on a memo.

Task 16 Individually, write a memo based on one of the topics below on a piece of paper then submit it to your teacher.

Topic 1

To Team Supervisor from Department Manager about Employee Excellence Nominations. Submit the nominations for the quarterly Employee Excellence Nominations Award by January 8 2016. The requirements are as follow: have positive and professional attitude, friendly and helpful, excellent work consistent with PowerPlane Service' policies, have worked for PPS for at least a year, 20 or hours per week, have clear record of oral and written warnings for the last 6 months, have no work absences within the last six months. The winner will receive a framed certificate and a \$ 1,000 check. A nominating form is attached.

Topic 2

To all employees from Team Supervisor about change in operating hours. The company has been experimenting with a half-day Friday work schedule and it wants to conduct an evaluation to determine how well the program is working. The evaluation will be conducted on Wednesday, February 23rd, at 10.00 a.m. to discuss new scheduling procedures.


Use this memo template!

POWERPLANE SERVICE	
<u>MEMO</u>	
To	:
From	:
Date	:
Subject	:

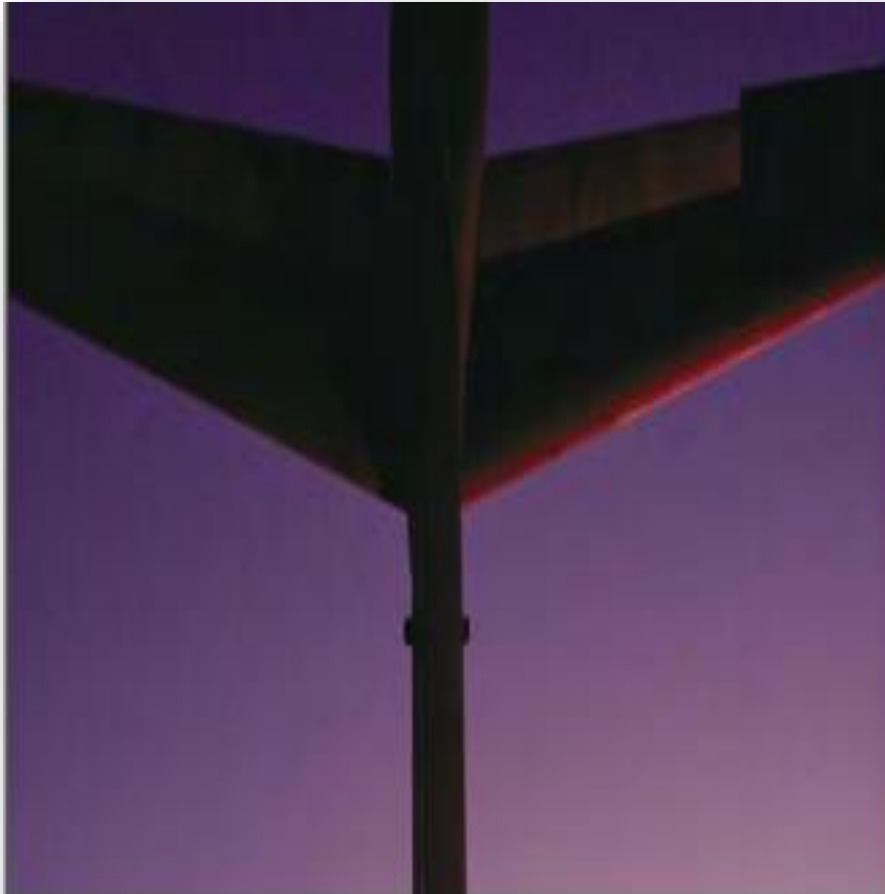
Task 17 This is where you look back to the things you have learned in this unit. Below are some questions that can help you to reflect. Feel free to add more of your thoughts!

1.	What have you learned?	
2.	What are the difficulties that you encounter?	
3.	What do you do to solve those difficulties?	
4.	What's the improvement you've made after learning English in this unit?	
5.		
6.		
7.		
8.		
9.		
10.		

☀️ **FUN FACT** ☀️

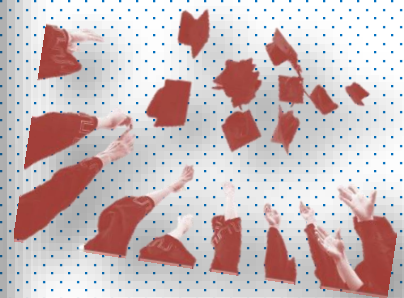


Taking proper phone messages is very important. A virtual receptionist service provides professionally trained individuals to answer your phones, take messages and handle many other tasks. They won't miss any details and your messages will always be delivered promptly. *(adapted from <https://www.conversational.com>)*



In this unit you will learn how to :

- tell about one's educational background and job description using simple past tense.
- write an effective cover letter.



UNIT 3: PROFESSIONAL EXPERIENCE



GEAR UP!

Task 1 Look at the following picture and discuss the questions with your partner.



<http://www.google.com/>

1. What do you know of job interview?

2. Do you think it's important? Why?

3. What are the things that might be asked in a job interview?

ORAL CYCLE

Task 2 With your partner, study the list below, practice their pronunciation and find the meanings of each words.

vocational high school /vəʊ'keɪʃənəl 'haɪ 'skul/

:

university /jʊnɪ'vɜːsəti/

:

college /'kɒlɪdʒ/

:

state school /'steɪt 'skul/

:

boarding school /'bɔːdɪŋ 'skul/

:

higher education /'haɪə edʒu'keɪʃən/

:

extracurricular /ekstrə'kʌrɪkjələ/

:

major /'meɪdʒə/

:

degree /'diːɡri/

:



Task 3 Listen and watch the video entitled 'So you want to be an Avionics Technician' carefully and answer the questions with your partner.



<http://cdn.wonderfulengineering.com/>

1. What are the responsibilities of an avionics technician?

2. How many tests that you should pass to get a certification? What are they?

3. Mention possible places that an avionics technician might work for.



Task 4 Individually, listen to the conversation between two friends about job interview preparation and choose the correct answer.

1. What are the people in the recording talking about?
a. Job interview preparation.
b. Back to school preparation.
c. Reality show interview preparation.
2. From the dialogue it can be inferred that the man has ...
a. dirty nose and teeth.
b. unpolished shoes.
c. mismatched socks.
3. A: Did you shine your shoes?
What is the word with the closest meaning to the underlined word?
a. Wax
b. Dulled
c. Darken
4. From the dialogue it can be inferred that when you're going to a job interview.
a. it is important to be punctual
b. it is important to be presentable
c. it is important to be prepared
5. It is implied that by being well dressed to a job interview, it will ...
a. give better first impression.
b. help you pass the test.
c. make you relaxed.



<http://www.wikihow.com>

Task 5 With your partner, listen to the recording and complete the missing words in the dialogue below. After that answer the following questions.

Interviewer : From your cover letter, I learned that you studied at a voc-tech high school. Can you tell me a little about what you studied?

Candidate : No problem. I _____ at an Aviation School. I _____ Avionics Maintenance and Repair as my study program. I _____ a lot at school, but mostly math and physics, which were my favorite. The school also provided us a lot of hours to get practical knowledge.

In order to improve my employment prospects, on my second semester I _____ an internship as an Avionics Technician with PowerPlane Service, which _____ very vocational as well as technical which _____ about 3 months. It _____ a very rewarding experience.

I _____ everything about the program and I _____ a very high final grade.

Interviewer : Very good, and what about at school?

Candidate : I _____ in a lot of extracurricular activities like being the secretary of the drama club and I _____ one of the editors of the Student Body, my school's newspaper. I _____ also part of the track club and I _____ the annual Governor Trophy for my school on my sophomore year.

Interviewer : Excellent, now can you tell me about your social works?

1. What are the things that the interviewer wants to know?

2. What subjects are liked the most by the candidate?

3. Did the candidate see the benefits of the internship? What are they?

4. How many extracurricular activities did the candidate join?

5. In what context is their conversation? Personal or professional?

Task 6 Study the explanation on the linguistic features of talking about educational background or work experience below with your partner.

Some frequently asked questions in a job interviews are your educational background, your work experience and/ or achievement. Make sure that you use **PAST TENSE** to talk about past events. It is also important that you are able to recognise different verb forms.

ACTIVE	PASSIVE
(+) S + V2 + O	(+) S + was/were + V3 + by O
(-) S + did + not + V1 + O	(-) S + was/were + not + V3 + by O
(?) Did + S + V1 + O	(?) Have/has + S + been + V3 + by O

EXAMPLE

ACTIVE	PASSIVE
(+) She studied English.	(+) The regular check was handled by Joni.
(-) She did not study English.	(-) The regular check was not handled by Joni.
(?) Did she study English?	(?) Has the regular check been handled by Joni?

There are two types of verb form change, regular and irregular. Check your dictionary to find out more.

EXAMPLE

Regular Verbs

V1	V2	V3
study	Studied	studied
graduate	Graduated	graduated
work	Worked	worked
intern	interned	interned
handle	handled	handled

Irregular Verbs

V1	V2	V3
do	Did	done
go	Went	gone
take	Took	taken
keep	Kept	kept
know	Knew	known

Task 7 With your partner, find the V2 and V3 form of the verbs below in the dictionary. Then write sentences using the verbs based on the formulas you can find in Task 6.

No	V1	V2	V3
1.	pass	passed	passed
2.	think		
3.	enjoy		
4.	speak		
5.	enroll		
6.	seek		

1. I passed the test in 2015.

2.

3.

4.

5.

6.

Task 8 With your partner, find and correct 10 grammatical mistakes in the dialogue below with your partner.

Mr. Elis : Can you tell me about your educational background?

Ms. Fani : Well... after I finish vocational high school in 2010, I continue my study at Aviation Institute of Maintenance.

Mr. Elis : I see. And what was your major?

Ms. Fani : I graduate very satisfactorily with an Avionic Maintenance degree in 2014.

Mr. Elis : Did you take any further education?

Ms. Fani : I did, still do actually. In 2015 I take a short English course to improves my English. And the following year, I enroll in a course to get my Confidential Clearance. I also takes part in relevant workshop or training when I have the time.

Mr. Elis : That's very impressive. Do you have any working experience?

Ms. Fani : I has been working for HQ Hero for over a year. Before that I intern at Garuda Maintenance Facility for 6 months. I am hope that this company will gives me better future career-wise.

Mr. Elis : What kind of projects are you familiar with?

Ms. Fani : I am familiar with Boeing 737 and 767 and also Airbus 320s.

Educational background includes any formal education, training, conferences, seminars, workshop, and many more.

Don't worry about making simple sentences rather than complex sentences with sophisticated grammar. It is much better to make **CORRECT** simple sentences with simple grammar than **WRONG** complex sentences with complex grammar.

	Wrong	Correct
1.	I finish vocational high school in 2010.	I <u>finished</u> vocational high school in 2010.
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Task 9 Individually, change the active sentences below into passive sentences using the formula in Task 6, or vice versa.

Active Voice		Passive Voice
1.	Tom spilt all the sealant.	
2.	They did not expect me.	
3.	Did you make a noise?	
4.	The team leader did not beat them.	
5.	They did not win the prize.	
6.	Did you crimp the die?	
7.		The toolbox was taken by the manager.
8.		The engine was cleaned by Alec.
9.		A report was written by Jenny.
10.		When was his overnight task done by him?
11.		Where was the cable thimble found by you?
12.		Which plane was checked by her last night?

Task 10 Match the interview questions in the left table with the correct responses in the right table with your partner. After that practice the dialogue with your partner.

QUESTION	RESPONSE
Good morning, my name is Ms. Martin. You've applied for the AvTech Assistant position right?	Well, I've always been fascinated with planes since I was a child. When I grow up, I decided to study avionics. I enjoyed it in the classroom and felt that this position would offer me an opportunity to extend my skills in this area.
Can you tell me why you replied to our advertisement?	An AvTech Assistant helps to maintain equipment, keeping a check on the supplies in the workshop, and other things deemed necessary by the Head Technician.
Do you know exactly what you would be doing as an AvTech Assistant?	Well, I've thought about doing the part-time AvTech Certificate course at Technical College. I think I would really benefit from doing that.
What sort of student do you regard yourself as . . . did you enjoy studying while you were at school?	Yes. I have worked full time at a department store in the city.
What were your favorite subjects at school?	I suppose I was a reasonable student. I passed all my tests and enjoyed studying subjects that interested me.
We have a lot of other applicants for this position. Why do you think that you deserve to get the job?	Yes Ms. Martin, I have.

Task 11 In a group of five, do a job interview simulation



Direction:

1. Make a group of five. All of you are going to apply for an avionics technician position.
2. One student will be the job interviewer. Use the provided list of questions below to interview the other four students.
3. After the four students have been interviewed, one of them replace the current student whose role is the job interviewer and take turn to interview him/her as a job applicant.

INTERVIEW QUESTIONS

1. Can you tell me about yourself?
2. Can you list your strengths?
3. What weaknesses do you have?
4. Why should I consider hiring you?
5. Where do you see yourself five years from now?
6. Why do you want to work here?
7. What is your salary expectation?
8. What motivates you?
9. What makes a good team player?
10. Is there anything that you would like to ask me?

WRITTEN CYCLE

In this cycle you are going to learn to write a cover letter. In which you will write your educational and, if any, professional background.

Task 12 Read the text below individually and answer the following questions.

COVER LETTER TIPS

A cover letter is your first introduction to your employer. Your cover letter is a potential employer's first impression of you and can be the most vital part of the application packet. It is important to highlight your skills, knowledge, and experience. These will indicate what you can contribute to the company. Effective cover letters must be concise and convey a sense of purpose and project enthusiasm. Here are some tips to make your cover letter more outstanding.

1. Always include a cover letter when mailing your resume.
2. Unless the advertisement specifies "no phone calls please" and the name is not given in the ad, find out the name and title of the individual who will be receiving your letter. Make sure you spell the name properly and get the proper abbreviation (Mr., Mrs., Ms.) or you can address it as 'Dear, Hiring Manager'.
3. Get to the point! Employers do not have the time to read lengthy letters. A cover letter should never exceed one page.
4. Focus on the specific skills and interests you possess that you can offer the employer. Concentrate on skills which match the advertised employment qualifications. Stress what you can do for the company or college, not what the company. Sound upbeat and confident. Sell yourself!
5. Don't mention salary expectations unless the advertisement specifically requests it. In that case, the best strategy is to give a range.
6. End by thanking the reader and stating that you look forward to meeting with them.

adapted from <http://www.seek.com.au/>

1. What is a cover letter?

2. What are the things you need to write in your cover letter?

3. How do you address the letter if the ad does not include any name?

4. How do you 'sell' yourself in a cover letter?

5. What is your answer if your potential employer asked for how much you want for your payment?

Task 13 Study the following explanation on cover letter with your partner.

GENERIC STRUCTURE OF A COVER LETTER

PARTS OF A COVER LETTER	CONTENT
HEADING (Personal Contact Information - optional) Name Address Phone Number Email Address Date	Ana Widiyanto Jogjakarta 089671345234 example@coverletter.com February 26 th , 2015
INSIDE ADDRESS (Employer Contact Information) Name Title Company Address	Sandra Long Head of Human Resources Department HQ Hero Park Avenue 32
SALUTATION <i>Dear Mr./Ms. Last Name (leave out if you don't have a contact or using Dear Hiring Manager)</i>	Dear Ms. Long,
INTRODUCTORY PARAGRAPH <i>(Introduction and explanation on why you would like to be part of the company)</i>	This letter is in reference to the Avionics Technician job position that was listed through Institute's Career Center. I am confident that my skills and qualifications will benefit your company.
BODY PARAGRAPH(S) <i>(Explain that you are interested in the job position and why you are suitable for this job.)</i>	I have two years of work experience as an Avionics Technician Trainee with PowerPlane Service. My work involved performing repairs on electrical equipment on a daily basis and also inspecting all of the equipment in the airplanes. After I completed my vocational high school, and technical college, I obtained a license to become a telephone operator by taking a licensing exam. I also attend seminars in related fields.
CLOSING PARAGRAPH <i>(Indicate willingness to supply additional information.)</i>	I can be reached at example@coverletter.com . Thank you for your time and consideration.
COMPLIMENTARY CLOSE	Sincerely,
SIGNATURE & NAME	ANAWID ANA WIDIANTO
ENCLOSURE <i>(attached documents)</i>	Resume, certificates, and drug test result.

adapted from <http://www.seek.com.au/>



Go back to TASK 6 to check out the linguistic features of telling past events.

Task 14 With your partner, read the text below and answer the following questions.

Adi Susanto
Jalan ABC No 123
Wates, KP 55661
adi.s@coverletter.com

January 3rd, 2016

Ms. Christine Bailey
XYZ Offices
123 Main Street
Auburn, ME 04210

Dear Ms. Bailey,

This letter is in reference to the Avionics Technician Assistant position that was listed through Aviation Institute's Career Center. I am familiar with XYZ Office's recent growth and I am confident that my skills and qualifications will benefit your company as assistant technician.

I have two years of prior work experience as an Avionics Technician with PowerPlane Service. My work involved performing repairs on electrical equipment on a daily basis and also inspecting all of the equipment in the airplanes. I regularly ran test on the radar systems, communications systems, and navigation systems in the plane as well.

After I completed my technical school, I obtained a license in order to become a restricted radio-telephone operator by taking a licensing exam. I also continually attend seminars and classes in order to keep up with current trends in the market.

I welcome the opportunity to discuss my qualifications with you in person. I can be reached at 08123456789. Thank you for your time and consideration.

Sincerely/respectfully yours,

Adi S.

Enclosure :Resume, certificates, and drug test result.

1. What is the position that Mr. Adi wanted?

2. Where did he see the job ad?

3. What are Adi's strengths?

4. What is his educational background?

5. What are included with the letter?

Task 15 With your partner, read the text below and answer the following questions.

Santi Yani
Jl.Bunga Melati No. 16
08765432112

March 14th, 2011

Mr. Mark Gilchrist
Aerospace Avionics Group
4567 Locust Court
Anaheim, CA 5789

Dear Mr. Gilchrist

Your posting on www.jobvacancy.com seeking for avionics technician have made me write this letter. I want to apply for the post as I answer all the requirements that you have mentioned in your ad and have enclosed my resume with this letter.

I interned with PowerPlane Service as Junior Avioics Technician straight from vocational high school 8 months ago. My six months of experience as an avionics technician intern have made me considerably experienced in testing, analysis and repair of all aircraft engines and other equipment and materials. I am well aware of what goes inside radio, navigation, missile and the radar systems. I love my job and I am ever ready to learn new stuffs and teach what I know with others. I work fast and have a highly technical mind.

If you would like to hear more about my career details and qualifications, please call me at 08765432112 and please consider me at your convenience. I look forward to hear from you as soon as possible.

Sincerely,

Santi Yani

Enclosure: resume, experience certificates

1. To whom the letter is addressed?

2. Where did Santi previously work?

3. How long did she work for the company?

4. What fields is she experienced in?

5. Was she committed to her work? Provide the evidence.

Task 16 With your partner, complete the missing words in the text below and rearrange it into a good order. After that answer the following questions.

working took consider left arrange mentioned enjoy
reached graduated call

A mutual friend, Troy McClure, _____ to me that you may soon be looking for an individual in your Maintenance Department. Please _____ this my application for a position at PowerPlane Service. I have two years experience as a Senior Technician at my previous work.

Sincerely,

Maudi Pandeia

Jl. Kapiten Pattimura No.25 Jawa Barat

June 23, 2002

I am a well-organized, highly motivated individual who _____ the challenges of working in a fast-paced office environment.

Enclosed is my resume for your consideration. I will _____ you in a week to further discuss this position and to _____ a time that we can discuss my resume in further detail. I can be _____ at 08123456789 day or evening. Thank you very much for your time and consideration.

Ms. Jean Quimby
Personnel Manager
PowerPlane Service
65 Cedar Grove Ave.
Bangor, ME 04222

Dear Ms. Quimby:

I just _____ from a technical college a year ago. However I've been _____ since I _____ high school 8 years ago. That's why I have a lot of experience under my belt. While in college I _____ Avionics Technology as my degree.

1. What is the position that Maudi wanted?

2. Where did she know of the job vacancy?

3. What is Maudi's educational background?

4. What did she major in college?

5. What are Maudi's strengths?

Any Difficult Words?

Look up their meanings in the dictionary and write them down here so you won't forget them later!

Task 17 Individually, write active or passive sentences using **SIMPLE PAST TENSE** pattern with the verbs below.

1. Go	They went to the airport.
2. Graduate	
3. Leave	
4. Take	
5. Work	
6. Know	
7. Reach	
8. Call	
9. Attach	
10. Apply	

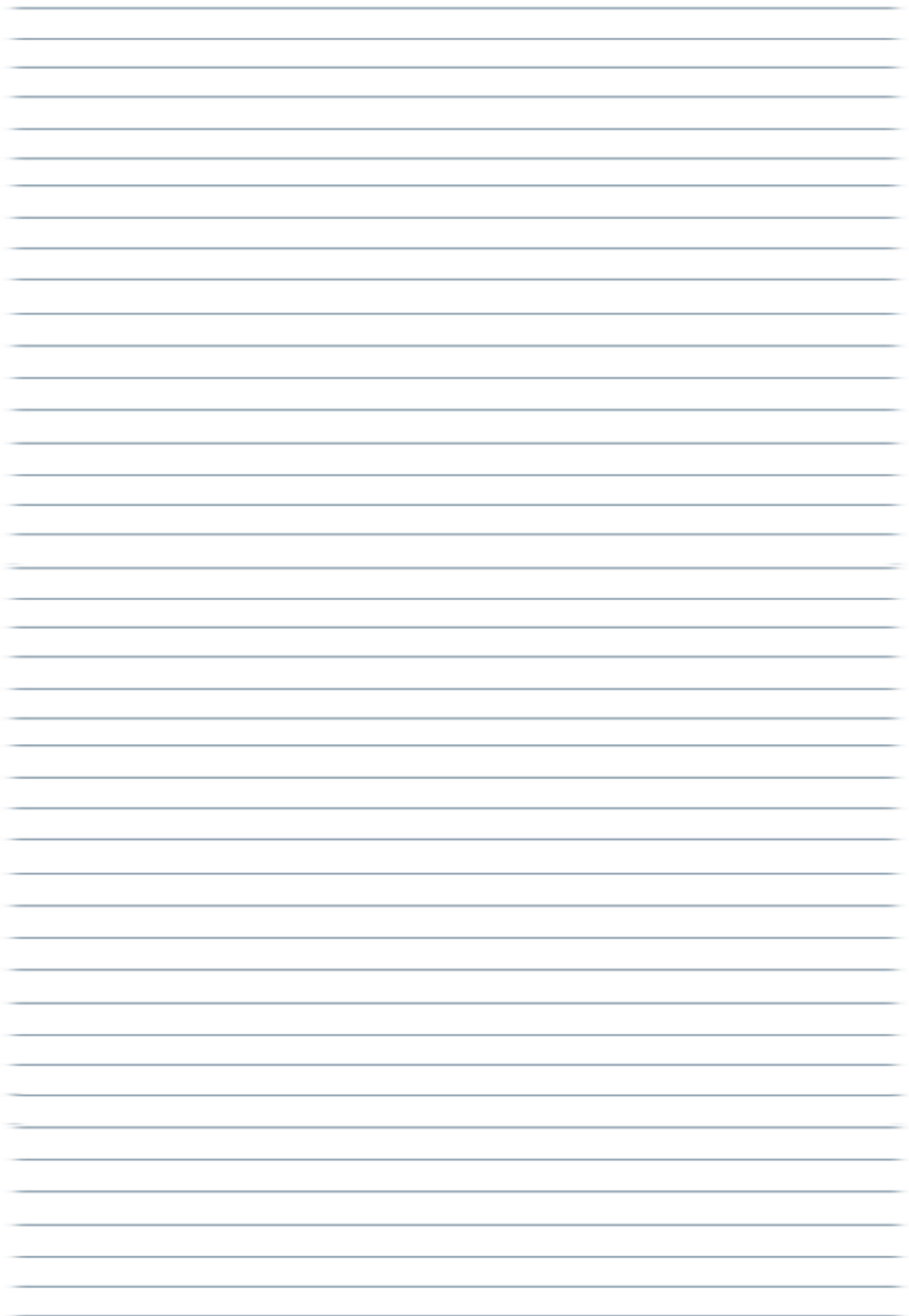
Task 18 Individually, choose one of the job vacancies below and write a cover letter out of it in a piece of paper. After that submit your work to your teacher.



Entry Level Avionics technician in Greensboro, NC. No exp. required, training will be provided. We are adding to our Entry Level Team that will have a variety of job duties. These could include removing panels, removing interiors, sweeping the floor, etc. Pay rate is \$12.00 an hour. Candidates must pass pre-employment drug test and criminal background check. Candidates must have a mechanical background. HQ Hero jobs@hqhero.com Greensboro, NC 27410.

Urgently required 40 Avionics technicians to work on commercial aircraft - 3+ years exp. - TOTAL of \$5,000 in travel/bonus pay available. George Green -Personnel Director, Star Commercial Aircraft Service jobs@staraircraft.com, Miami FL.


Avionics technician - 3+ years experience - We are in need of at least 4 Avtechs!! Projects include B757, B767, A320s. At least 3+ years of heavy A&P experience. Duration - at least 2 months, shift - 1st or 2nd. Strom Aviation jobs@stromaviation.com OR 800-743-8988 Minnesota 800-356-6440 Texas.



Task 19 This is where you look back to the things you have learned in this unit. Below are some questions that can help you to reflect. Feel free to add more of your thoughts!

1.	What have you learned?	
2.	What are the difficulties that you encounter?	
3.	What do you do to solve those difficulties?	
4.	What's the improvement you've made after learning English in this unit?	
5.		
6.		
7.		
8.		
9.		
10.		

FUN FACT



The annual salary of a newly graduated aircraft technician ranges from about \$35,000 to upwards of \$78,000 to experienced mechanics. However, the median salary is around \$55,210.

adapted from
<http://www.aviationmaintenance.edu/>

APPENDIX F
THE EXPERT JUDGMENT
QUESTIONNAIRE

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS

Pengantar: Kuesioner ini merupakan instrumen penilaian terhadap materi bahasa Inggris untuk kelas XI (sebelas) SMK jurusan Elektronika Pesawat Udara (*Avionics Maintenance and Repair*) pada semester gasal. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terimakasih.

A. IDENTITAS RESPONDEN

Nama :

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

Pekerjaan :

Instansi :

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (✓) pada salah satu kolom pada tiap pernyataan yang ada pada tabel.

Keterangan:

SS : Sangat Setuju (4)

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

Unit 1: Equipment on the Job

Materi : Asking for and giving instructions, Procedure text (manual)

Standar Kompetensi : 2. Berkomunikasi dengan Bahasa Inggris setara Level Elementary

Kompetensi Dasar : 2. 1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli

I. KELAYAKAN ISI

A. KESESUAIAN MATERI						
No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Materi yang dikembangkan sesuai dengan SK dan KD untuk SMK					

	kelas XI pada semester gasal.					
2.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .					
3.	Materi yang dikembangkan sesuai dengan kebutuhan Bahasa Inggris siswa jurusan Perbaikan dan Perawatan Instrumentasi Elektronik Pesawat Udara.					

B. KEDALAMAN MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang berkaitan dengan kehidupan siswa jurusan Elektronika Pesawat Udara.					
5.	Materi yang dikembangkan menguraikan teks secara rinci.					
6.	Secara umum materi memberikan penjelasan mengenai unsur, struktur, makna, dan fitur linguistic secara jelas.					

C. KEAKURATAN MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
7.	Materi mengajarkan siswa tentang <i>asking for and giving instructions</i> .					
8.	Teks yang diberikan dalam materi dapat membantu siswa dalam memahami <i>asking for and giving instructions</i> .					
9.	Materi mengajarkan siswa tentang penggunaan <i>transitional signals</i> .					
10.	Materi mengajarkan siswa tentang penggunaan <i>simple present tense</i> yang digunakan dalam <i>procedure text</i> .					

D. KEMUTAKHIRAN MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
11.	Bahan ajar (teks, table, gambar, dll) diambil dari sumber-sumber yang relevan dengan topik yang dibahas.					

II. KEBAHASAAN

A. KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK						
No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan peserta didik.					
2.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.					
3.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik					
B. KOMUNIKATIF						
No.	Butir	SS	S	TS	STS	KOMENTAR
4.	Bahasa yang digunakan disajikan dengan jelas dan mudah dipahami oleh peserta didik.					
C. AKURASI						
No.	Butir	SS	S	TS	STS	KOMENTAR
5.	Bahasa yang digunakan sesuai dengan kaidah Bahasa Inggris yang benar.					
D. KERUNTUTAN DAN KESATUAN GAGASAN						
No.	Butir	SS	S	TS	STS	KOMENTAR
6.	Materi yang disajikan dalam satu unit/aktivitas/paragraph/kalimat mencerminkan keruntutan penyampaian gagasan.					
7.	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan.					

III. KELAYAKAN PENYAJIAN

A. TEKNIK PENYAJIAN						
No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Materi yang dikembangkan menyajikan bagian pembuka, kegiatan inti, dan refleksi secara konsisten setiap unit.					
2.	Tugas-tugas disajikan secara seimbang pada setiap unit.					
3.	Dalam unit ini, tugas-tugas					

	disusun/diurutkan berdasarkan kaidah-kaidah dalam pengembangan materi.					
4.	Bentuk penugasan dalam unit disajikan secara beragam.					
B. PENYAJIAN PEMBELAJARAN						
No.	Butir	SS	S	TS	STS	KOMENTAR
5.	Penyajian tugas-tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam Bahasa Inggris.					
6.	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk aktif di kelas.					
7.	Penyajian materi dan tugas mendorong peserta didik aktif dalam proses belajar mandiri.					
8.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar Bahasa Inggris.					

IV. KEGRAFIKAAN

A. TATA LETAK ISI						
No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Penempatan unsur tata letak (judul, kata pengantar, ilustrasi) pada setiap awal unit konsisten.					
2.	Penempatan unsur tata letak pada halaman mengikuti pola yang konsisten.					
3.	Susunan teks pada akhir paragraph terpisah dengan jelas.					
B. ILUSTRASI ISI						
No.	Butir	SS	S	TS	STS	KOMENTAR
4.	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.					
5.	Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud.					
6.	Secara umum ilustrasi ditampilkan					

	secara serasi sesuai dengan topik pembahasan.					
--	---	--	--	--	--	--

C. TIPOGRAFI MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
7.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font).					
8.	Materi menggunakan jenis huruf yang mudah dibaca.					
9.	Materi menggunakan variasi huruf (<i>bold</i> , <i>italic</i> , <i>capital</i>) untuk membedakan jenjang dan memberikan tekanan pada teks yang dianggap penting.					

Lain-lain:

.....

.....

.....

.....

.....

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah disusun?

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran bahasa Inggris untuk siswa SMK kelas XI jurusan Perbaikan dan Perawatan Instrumentasi Elektronik Pesawat Udara (*Avionics Maintenance and Repair*) Semester Gasal dengan judul “Equipment on the Job” (Unit 1) dinyatakan:

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

.....

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Yogyakarta, Mei 2016
Evaluator Materi,

Ella Wulandari, M.A
NIP. 19830518 200604 2 001

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS

Pengantar: Kuesioner ini merupakan instrumen penilaian terhadap materi bahasa Inggris untuk kelas XI (sebelas) SMK jurusan Perbaikan dan Perawatan Instrumentasi Elektronik Pesawat Udara (*Avionics Maintenance and Repair*) pada semester gasal. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terimakasih.

A. IDENTITAS RESPONDEN

Nama :

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

Pekerjaan :

Instansi :

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (✓) pada salah satu kolom pada tiap pernyataan yang ada pada tabel.

Keterangan:

SS : Sangat Setuju (4)

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

Unit 2: Co-Worker Relationship

Materi : Aking for favors, Memo

Standar Kompetensi : 2. Berkomunikasi dengan Bahasa Inggris setara Level Elementary

Kompetensi Dasar : 2.2 Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat

I. KELAYAKAN ISI

A. KESESUAIAN MATERI						
No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Materi yang dikembangkan sesuai dengan SK dan KD untuk SMK					

	kelas XI pada semester gasal.					
2.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .					
3.	Materi yang dikembangkan sesuai dengan kebutuhan Bahasa Inggris siswa jurusan Perbaikan dan Perawatan Instrumentasi Elektronik Pesawat Udara.					

B. KEDALAMAN MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang berkaitan dengan kehidupan siswa jurusan Elektronika Pesawat Udara.					
5.	Materi yang dikembangkan menguraikan teks secara rinci.					
6.	Secara umum materi memberikan penjelasan mengenai unsur, struktur, makna, dan fitur linguistic secara jelas.					

C. KEAKURATAN MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
7.	Materi mengajarkan siswa tentang <i>asking for favors</i> .					
8.	Teks yang diberikan dalam materi dapat membantu siswa dalam memahami <i>asking for favors</i> .					
9.	Materi mengajarkan siswa tentang cara menulis memo.					
10.	Materi mengajarkan siswa tentang penggunaan <i>simple present tense</i> yang digunakan dalam memo.					

D. KEMUTAKHIRAN MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
11.	Bahan ajar (teks, table, gambar, dll) diambil dari sumber-sumber yang relevan dengan topik yang dibahas.					

II. KEBAHASAAN

A. KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK

No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan peserta didik.					
2.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.					
3.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik					

B. KOMUNIKATIF

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

C. AKURASI

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

D. KERUNTUTAN DAN KESATUAN GAGASAN

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

III. KELAYAKAN PENYAJIAN

A. TEKNIK PENYAJIAN

No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Materi yang dikembangkan menyajikan bagian pembuka, kegiatan inti, dan refleksi secara konsisten setiap unit.					
2.	Tugas-tugas disajikan secara seimbang pada setiap unit.					

3.	Dalam unit ini, tugas-tugas disusun/diurutkan berdasarkan kaidah-kaidah dalam pengembangan materi.					
4.	Bentuk penugasan dalam unit disajikan secara beragam.					
B. PENYAJIAN PEMBELAJARAN						
No.	Butir	SS	S	TS	STS	KOMENTAR
5.	Penyajian tugas-tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam Bahasa Inggris.					
6.	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk aktif di kelas.					
7.	Penyajian materi dan tugas mendorong peserta didik aktif dalam proses belajar mandiri.					
8.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar Bahasa Inggris.					

IV. KEGRAFIKAAN

A. TATA LETAK ISI						
No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Penempatan unsur tata letak (judul, kata pengantar, ilustrasi) pada setiap awal unit konsisten.					
2.	Penempatan unsur tata letak pada halaman mengikuti pola yang konsisten.					
3.	Susunan teks pada akhir paragraph terpisah dengan jelas.					
B. ILUSTRASI ISI						
No.	Butir	SS	S	TS	STS	KOMENTAR
4.	Ilustrasi yang diberikan mampu menambah pemahaman pada informasi yang disampaikan.					
5.	Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran					

	yang akurat tentang objek yang dimaksud.					
6.	Secara umum ilustrasi ditampilkan secara serasi sesuai dengan topik pembahasan.					
C. TIPOGRAFI MATERI						
No.	Butir	SS	S	TS	STS	KOMENTAR
7.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font).					
8.	Materi menggunakan jenis huruf yang mudah dibaca.					
9.	Materi menggunakan variasi huruf (<i>bold</i> , <i>italic</i> , <i>capital</i>) untuk membedakan jenjang dan memberikan tekanan pada teks yang dianggap penting.					

Lain-lain:

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TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah disusun?

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

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3. Apakah saran Bapak/Ibu 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 Perbaikan dan Perawatan Instrumentasi Elektronik Pesawat Udara (*Avionics Maintenance and Repair*) Semester Gasal dengan judul “Co-Worker Relationship” (Unit 2) dinyatakan:

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

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Yogyakarta, Mei 2016
Evaluator Materi,

Ella Wulandari, M.A
NIP. 19830518 200604 2 001

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS

Pengantar: Kuesioner ini merupakan instrumen penilaian terhadap materi bahasa Inggris untuk kelas XI (sebelas) SMK jurusan Perbaikan dan Perawatan Instrumentasi Elektronika Pesawat Udara (*Avionics Maintenance and Repair*) pada semester gasal. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kuesioner ini sebagai masukan atas materi yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan terimakasih.

A. IDENTITAS RESPONDEN

Nama :

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

Pekerjaan :

Instansi :

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (✓) pada salah satu kolom pada tiap pernyataan yang ada pada tabel.

Keterangan:

SS : Sangat Setuju (4)

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

Unit 3: Professional Experience

Materi : Telling about educational background and job description, Cover Letter

Standar Kompetensi : 2. Berkomunikasi dengan Bahasa Inggris setara Level Elementary

Kompetensi Dasar : 2.3 Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan

I. KELAYAKAN ISI

A. KESESUAIAN MATERI						
No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Materi yang dikembangkan sesuai dengan SK dan KD untuk SMK					

	kelas XI pada semester gasal.					
2.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .					
3.	Materi yang dikembangkan sesuai dengan kebutuhan Bahasa Inggris siswa jurusan Perbaikan dan Perawatan Instrumentasi Elektronik Pesawat Udara.					

B. KEDALAMAN MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks yang berkaitan dengan kehidupan siswa jurusan Elektronika Pesawat Udara.					
5.	Materi yang dikembangkan menguraikan teks secara rinci.					
6.	Secara umum materi memberikan penjelasan mengenai unsur, struktur, makna, dan fitur linguistic secara jelas.					

C. KEAKURATAN MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
7.	Materi mengajarkan siswa tentang menceritakan <i>personal educational background</i> .					
8.	Teks yang diberikan dalam materi dapat membantu siswa dalam memahami <i>personal educational background</i> .					
9.	Materi mengajarkan siswa tentang penggunaan <i>simple past tense</i> yang digunakan dalam menceritakan <i>educational background</i> .					
10.	Materi mengajarkan siswa tentang penggunaan <i>simple past tense</i> yang digunakan dalam penulisan <i>cover letter</i> .					

D. KEMUTAKHIRAN MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
11.	Bahan ajar (teks, table, gambar,					

	dll) diambil dari sumber-sumber yang relevan dengan topik yang dibahas.					
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II. KEBAHASAAN

A. KESESUAIAN DENGAN TINGKAT PERKEMBANGAN PESERTA DIDIK

No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan peserta didik.					
2.	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.					
3.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik					

B. KOMUNIKATIF

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

C. AKURASI

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

D. KERUNTUTAN DAN KESATUAN GAGASAN

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

III. KELAYAKAN PENYAJIAN

A. TEKNIK PENYAJIAN

No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Materi yang dikembangkan menyajikan bagian pembuka,					

	kegiatan inti, dan refleksi secara konsisten setiap unit.					
2.	Tugas-tugas disajikan secara seimbang pada setiap unit.					
3.	Dalam unit ini, tugas-tugas disusun/diurutkan berdasarkan kaidah-kaidah dalam pengembangan materi.					
4.	Bentuk penugasan dalam unit disajikan secara beragam.					

B. PENYAJIAN PEMBELAJARAN

No.	Butir	SS	S	TS	STS	KOMENTAR
5.	Penyajian tugas-tugas dalam materi yang dikembangkan mendorong terjadinya interaksi dalam Bahasa Inggris.					
6.	Tugas-tugas yang diberikan dalam unit ini mendorong siswa untuk aktif di kelas.					
7.	Penyajian materi dan tugas mendorong peserta didik aktif dalam proses belajar mandiri.					
8.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar Bahasa Inggris.					

IV. KEGRAFIKAAN

A. TATA LETAK ISI

No.	Butir	SS	S	TS	STS	KOMENTAR
1.	Penempatan unsur tata letak (judul, kata pengantar, ilustrasi) pada setiap awal unit konsisten.					
2.	Penempatan unsur tata letak pada halaman mengikuti pola yang konsisten.					
3.	Susunan teks pada akhir paragraph terpisah dengan jelas.					

B. ILUSTRASI ISI

No.	Butir	SS	S	TS	STS	KOMENTAR
4.	Ilustrasi yang diberikan mampu menambah pemahaman pada					

	informasi yang disampaikan.					
5.	Ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud.					
6.	Secara umum ilustrasi ditampilkan secara serasi sesuai dengan topik pembahasan.					

C. TIPOGRAFI MATERI

No.	Butir	SS	S	TS	STS	KOMENTAR
7.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font).					
8.	Materi menggunakan jenis huruf yang mudah dibaca.					
9.	Materi menggunakan variasi huruf (<i>bold</i> , <i>italic</i> , <i>capital</i>) untuk membedakan jenjang dan memberikan tekanan pada teks yang dianggap penting.					

Lain-lain:

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TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban Bapak/Ibu pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah disusun?

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

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3. Apakah saran Bapak/Ibu 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 Perbaikan dan Perawatan Instrumentasi Elektronik Pesawat Udara (*Avionics Maintenance and Repair*) Semester Gasal dengan judul “Professional Experience” (Unit 3) dinyatakan:

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

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Yogyakarta, Mei 2016
Evaluator Materi,

Ella Wulandari, M.A
NIP. 19830518 200604 2 001

APPENDIX G

THE EXPERT JUDGMENT DATA

EXPERT JUDGMENT DATA

UNIT 1

1. MATERIALS APPROPRIATENESS

1.	The materials were developed in accordance with the Standard of Competence (SC) and Basic Competence (BC) for grade XI of vocational high school in the odd semester.	4
2.	The materials were developed in accordance with the course grid.	4
3.	The materials were developed in accordance with the students' needs.	4
4.	The materials explored enough texts related to the lives of students majoring in Avionics Maintenance and Repair.	4
5.	The materials explained texts in detail.	3
6.	The materials provided explanation of the elements, the structures, the functions and the linguistic features clearly.	4
7.	The materials taught students about asking for and giving instructions expressions.	4
8.	Texts in the material helped students understand asking for and giving instructions expressions.	4
9.	The materials taught students about the use of transitional signals.	4
10.	The materials taught students about the use of simple present tense used in procedure texts.	4
11.	The contents (texts, tables, images, etc.) were taken from sources relevant to the topic .	4
Mean		3.91

2. LINGUISTIC APPROPRIATENESS

1.	The language used in the instructions was in accordance with the level of development of students.	3
2.	The language used in the explanation according to the level of cognitive development of learners.	3
3.	The language used in accordance with the development of language skills of students.	3
4.	The language was presented clearly and easily understood by students.	3
5.	The language was in accordance with English grammar.	3
6.	The contents presented in one unit/task/paragraph/sentence reflected the harmony in the delivery of ideas.	3
7.	The texts in the materials reflected the unity of ideas.	4
Mean		3.14

III. METHOD APPROPRIATENESS

1.	The materials provided opening section, core activities, and reflection consistently every unit.	4
----	--	---

2.	The tasks were presented in a balanced manner on each unit.	3
3.	In this unit, the tasks were arranged/sorted by the rules in material development.	4
4.	The tasks in the unit were presented in various ways.	4
5.	The tasks were developed to encourage interaction in English.	4
6.	The tasks encouraged students to be active in the classroom.	4
7.	Materials presentation and tasks encouraged students to be active in the process of self-learning.	4
8	The materials encouraged students to recognize their success or lack in learning English.	3
Mean		3.75

IV. PRESENTATION APPROPRIATENESS

1.	Consistent placement of the layout elements (title, introduction, illustrations) at the beginning of each unit.	4
2.	The placement of elements on the page layout followed a consistent pattern.	3
3.	The texts were differentiated clearly.	3
4.	The illustration was able to increase the understanding on the text content.	4
5.	The illustration has a proportional size so as to provide an accurate picture of the object in question.	4
6.	In general, the illustrations shown harmoniously in accordance with the topic of discussion.	4
7.	The material developed did not use too much different typefaces (fonts).	3
8.	The materials used easily readable typeface.	4
9.	The materials used letter variations (<i>bold</i> , <i>italic</i> , <i>capital</i>) to distinguish different level and stress on a text.	4
Mean		3.67

Mean: 3.6175

Revision :

- ❖ Task 8: give sample answer
- ❖ Task 11: repair print out quality

Comment : font variation

UNIT 2

1. MATERIALS APPROPRIATENESS

A. MATERIALS APPROPRIATENESS		
No.	Items	Mean
1.	The materials were developed in accordance with the Standard of Competence (SC) and Basic Competence (BC) for grade XI of vocational high school in the odd semester.	4
2.	The materials were developed in accordance with the course grid.	4
3.	The materials were developed in accordance with the students' needs.	4
4.	The materials explored enough texts related to the lives of students majoring in Avionics Maintenance and Repair.	4
5.	The materials explained texts in detail.	3
6.	The materials provided explanation of the elements, the structures, the functions and the linguistic features clearly.	4
7.	The materials taught students about how to ask for favors.	4
8.	Texts in the material helped students understand how to ask for favors.	4
9.	The materials taught students about how to write memo.	2
10.	The materials taught students about the use of simple present tense used in writing memo.	2
11.	The contents (texts, tables, images, etc.) were taken from sources relevant to the topic .	4
Mean		3.55

2. LINGUISTIC APPROPRIATENESS

1.	The language used in the instructions was in accordance with the level of development of students.	3
2.	The language used in the explanation according to the level of cognitive development of learners.	3
3.	The language used in accordance with the development of language skills of students.	3
4.	The language was presented clearly and easily understood by students.	4
5.	The language was in accordance with English grammar.	4
6.	The contents presented in one unit/task/paragraph/sentence reflected the harmony in the delivery of ideas.	4
7.	The texts in the materials reflected the unity of ideas.	3
Mean		3.43

III. METHOD APPROPRIATENESS

1.	The materials provided opening section, core activities, and reflection consistently every unit.	4
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2.	The tasks were presented in a balanced manner on each unit.	3
3.	In this unit, the tasks were arranged/sorted by the rules in material development.	3
4.	The tasks in the unit were presented in various ways.	3
5.	The tasks were developed to encourage interaction in English.	4
6.	The tasks encouraged students to be active in the classroom.	4
7.	Materials presentation and tasks encouraged students to be active in the process of self-learning.	3
8	The materials encouraged students to recognize their success or lack in learning English.	3
Mean		3.37

IV. PRESENTATION APPROPRIATENESS

1.	Consistent placement of the layout elements (title, introduction, illustrations) at the beginning of each unit.	4
2.	The placement of elements on the page layout followed a consistent pattern.	4
3.	The texts were differentiated clearly.	3
4.	The illustration was able to increase the understanding on the text content.	4
5.	The illustration has a proportional size so as to provide an accurate picture of the object in question.	4
6.	In general, the illustrations shown harmoniously in accordance with the topic of discussion.	4
7.	The material developed did not use too much different typefaces (fonts).	3
8.	The materials used easily readable typeface.	3
9.	The materials used letter variations (<i>bold</i> , <i>italic</i> , <i>capital</i>) to distinguish different level and stress on a text.	4
Mean		3.67

Mean : 3.505

Revision :

- ❖ Task 6: instead of teaching simple present, it should be teaching the linguistic features of expressions of asking for favor and the responses.
- ❖ Task 16: give sample answer.

Comment : instead of teaching simple present, it should be teaching the linguistic features of expressions of asking for favor and the responses.

UNIT 3

1. MATERIAL S APPROPRIATENESS

1.	The materials were developed in accordance with the Standard of Competence (SC) and Basic Competence (BC) for grade XI of vocational high school in the odd semester.	4
2.	The materials were developed in accordance with the course grid.	4
3.	The materials were developed in accordance with the students' needs.	4
4.	The materials explored enough texts related to the lives of students majoring in Avionics Maintenance and Repair.	3
5.	The materials explained texts in detail.	3
6.	The materials provided explanation of the elements, the structures, the functions and the linguistic features clearly.	4
7.	The materials taught students about how to tell personal educational background.	4
8.	Texts in the material helped students understand how to tell personal educational background.	4
9.	The materials taught students about the use of simple past tense used to tell about personal educational background.	3
10.	The materials taught students about the use of simple past tense in writing cover letter.	3
11.	The contents (texts, tables, images, etc.) were taken from sources relevant to the topic .	4
Mean		3.64

2. LINGUISTIC APPROPRIATENESS

1.	The language used in the instructions was in accordance with the level of development of students.	3
2.	The language used in the explanation according to the level of cognitive development of learners.	3
3.	The language used in accordance with the development of language skills of students.	3
4.	The language was presented clearly and easily understood by students.	4
5.	The language was in accordance with English grammar.	4
6.	The contents presented in one unit/task/paragraph/sentence reflected the harmony in the delivery of ideas.	4
7.	The texts in the materials reflected the unity of ideas.	3
Mean		3.43

III. METHOD APPROPRIATENESS

1.	The materials provided opening section, core activities, and reflection consistently every unit.	4
----	--	---

2.	The tasks were presented in a balanced manner on each unit.	4
3.	In this unit, the tasks were arranged/sorted by the rules in material development.	4
4.	The tasks in the unit were presented in various ways.	3
5.	The tasks were developed to encourage interaction in English.	4
6.	The tasks encouraged students to be active in the classroom.	4
7.	Materials presentation and tasks encouraged students to be active in the process of self-learning.	4
8	The materials encouraged students to recognize their success or lack in learning English.	3
Mean		3.75

IV. PRESENTATION APPROPRIATENESS

1.	Consistent placement of the layout elements (title, introduction, illustrations) at the beginning of each unit.	4
2.	The placement of elements on the page layout followed a consistent pattern.	4
3.	The texts were differentiated clearly.	4
4.	The illustration was able to increase the understanding on the text content.	4
5.	The illustration has a proportional size so as to provide an accurate picture of the object in question.	4
6.	In general, the illustrations shown harmoniously in accordance with the topic of discussion.	4
7.	The material developed did not use too much different typefaces (fonts).	4
8.	The materials used easily readable typeface.	3
9.	The materials used letter variations (<i>bold</i> , <i>italic</i> , <i>capital</i>) to distinguish different level and stress on a text.	4
Mean		3.89

Mean : 3.6775

Revision :

- ❖ Task 3: repair overlapping instructions found in the print out.
- ❖ Task 16: replace 'make' with 'write'

Comment : provide example of telling educational background in simple past tense, provide sample answer.

OVERALL MEAN: $10.78/3=3.59$

APPENDIX H

THE FINAL DRAFT OF THE MATERIALS

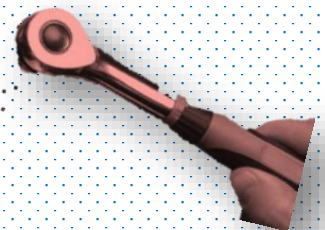
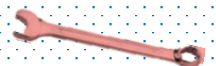
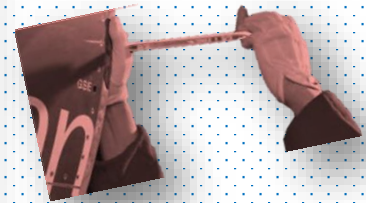


UNIT 1: EQUIPMENT ON THE JOB



In this unit you will learn how to :

- ask for instructions.
- give instructions.



GEAR UP!

Task 1 Look at the following picture and discuss the questions with your partner.



Snap-On Catalogue 2015

1. Are you familiar with the tools in the picture?

2. Can you name them? What are they?

3. Pick one tool you are most familiar with and tell your friends how you use it.

ORAL CYCLE

Task 2 With your partner, study the list below, practice their pronunciation and find the meanings of each word.

miniature bulbs /'mɪnɪtʃə 'bʌlbs/

:

beam lamps /'bi:m 'læmpz/

:

pliers /'plaiəz/

:

cable cutter /'keɪbl 'kʌtə/

:

electrical tape /ɪ'lektrɪkəl 'teɪp/

:

butt splice /'bʌt 'splaɪs/

:

circuit breakers /'sɜ:kɪt 'breɪkəz/

:

cable tie /'keɪbl 'taɪ/

:


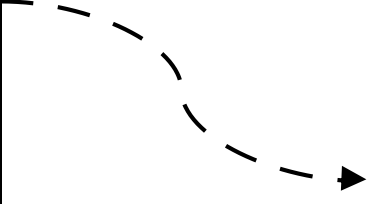



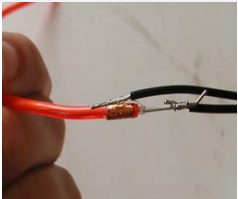



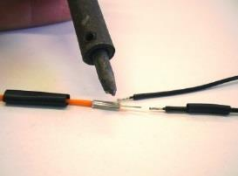

cable thimble /'keɪbl 'θɪmbəl/

:

wire cap /'waɪə 'kæp/

:

Task 3 Match the following pictures to appropriate instructions provided in the box with your partner.

1.			Check the electricity.
2.			Turn the light bulb counter-clockwise.
3.			Insert the light bulb into the socket.
4.			Crimp the wire.
5.			Pick the correct size screwdriver.
6.			Connect the wires using a solder.
7.			Loosen the screw.
8.			Intermingle the wire strands.
9.			Apply sealant to prevent water leakage.
10.			Heat the solder using heat gun.



Task 4 You will listen to the conversation between Doni and Rahmat on how to install butt connector. Listen carefully and tick (✓) the instructions that you heard from the recording.

☐ Choose the correct crimping die.

☐ Check the hydraulic pumps.

☐ Slide the connector over one of the wires.

☐ Select the proper size connector.

☒ Strip the wire insulation neatly.

☐ Heat the connector evenly.

☐ Intermingle the wire strands.

☐ Insert the wire into the connector.

☐ Center the soldering ring

☐ Remove the connector from the heat.



Task 5 Listen to the conversation in Task 4 one more time. Listen carefully and answer the questions below individually.



<https://www.raf.mod.uk/>

1. What tools are needed to install butt connector?

2. What do you do after the soldering ring is centered over the wire strands?

3. Why does the heat need to be distributed evenly?



Task 6 Listen to Rose and Andi's conversation on sealed crimp connector installation and answer the questions with your partner.

1. What did Andi do?

2. What are the tools needed to install crimp connector?

3. What will probably happen if Andi did not crimp the connector?



<https://www.raf.mod.uk/>

Task 7 Study the explanation on asking for and giving instructions below with your partner.

A : I've never done this before. **How do you pull the screw out?**

B : Oh that's easy. First, pick the correct size screwdriver. Then, push it into the hole here and twist counter clockwise. Tada!

A : What should I do then?

B : **Do not forget to keep the screws properly.** You could easily lost them in a busy shop like this.

A : Thanks!

Asking for instructions

How do you/How do I/What is the best way/What should I do?

Giving instructions can be done through several ways:

1. Using transitional signals:
 - First ..., second ..., third ..., fourth ...
 - After that ..., next ..., before that ..., then ...
 - You begin by ..., now ..., the last step is/finally/lastly, ...
 - ETC
2. Using imperative words:
Do not, Select, Center, Insert, and so on.

Task 8 With your partner, arrange the conversation between Ari and Rudi below into a correct order. Then answer the following questions. Number 1 has been done for you.



Rudi : Certainly. If you are early, you might be able to snatch the military grade toolbox. It got all the necessary equipment that cover a lot of common aircrafts; Airbus, Bell, Boeing, Cessna, you name it. Or, you can make a list of the tools you might need and save yourself numerous trips to the garage later on the day.

Ari : Now, after you flashed your ID and the officer cleared it with you, they will give you some tags with number on it. Next, go to the toolbox section and pick your choice, then leave one of your tags in the provided box and that's it.

Rudi : That's true.

Rudi : Woah, that's quite a procedure just to check out a toolbox.

Rudi : So, after that you can take it out to the shop and go on with your work?

Ari : Yeah, I know, but it's perfectly understandable. The toolbox does contain some expensive equipment and the company wouldn't want to lose any of them.

Rudi : Excellent advice. Thanks, Ari!

1 Rudi : Hi, Ari. I'm new here. What should I do if I want to borrow the toolbox from the garage?

Ari : Hi! I know it's a bit confusing. But let me show you. First, you have to report to your team leader that you need to check out the toolbox. He will clear it with the garage officer. Once you have done that, go ahead to the garage and show the officer there your employee ID.

text adapted from ECAS Catalogue

Task 9 Individually, reread the now well-arranged dialogue in Task 8 then decide whether the following statements are **TRUE or FALSE**. Provide the evidence.

Statements	T/F	Evidence
1. Rudi wants to know how to check out the toolbox from the garage.		
2. The company has a tight regulation on how to check out tools.		
3. One should ask the garage officer first to check out a toolbox.		
4. Avionics technician's tools are cheap.		
5. The tags will have numbers on them.		

Task 10 With your partner, complete the following dialogue with the words or phrases provided in the box then practice the dialogue.

Yanto : Manny, today you are going to do Electrical Power Up routine check with me.

Manny : What's the best way to do this routine, sir?

Yanto : Let me show you the steps. First, to do the electrical power up check we have to go to the forward overhead panel switches. Let's start with the battery switch and make sure that the guards are closed. Then, check the standby power switch and alternate flaps master switch. Do not forget to ensure that their guards are closed.

Manny : Done.

Yanto : Good. Next, let's check the windshield wiper selectors. These are supposed to be in "PARK" position.

Manny : Got it.

Yanto : Now, check the electrical hydraulic pumps. They should be switched off. And lastly, check the ground power switch, which should be in "ON" position. Do you understand?

Manny : Electric hydraulic pumps switch, OFF; ground power switch, ON.

Yanto : Very good.

Now

Start

First

Then

Lastly

Next

What's the best way

Let me show you

Do you understand?

Task 11 In pairs, make a dialogue on how to do repair or maintenance routine using one of the tools below. After that, act it out in front of the class.

Able to repeat the instruction that you hear is an indication that you understand the instruction.

b)



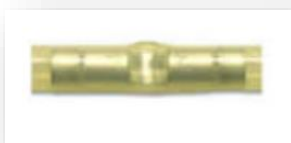
a)



c)



d)



WRITTEN CYCLE

In this cycle, you are going to learn to comprehend simple written instructions found in manuals.

Task 12 Study the following explanation on procedure text with your partner.

❖ Procedure Text

A procedure text is a text which contains sequence of tasks, steps, decisions, and processes, that when undertaken in the sequence laid down will produce the described result, product, or outcome. There are several types of procedure text, such as, recipe, itinerary, and manual instruction. However, in this unit we will focus on instructional manuals only. This type of text is commonly found in the work field.

HOW TO REMOVE RADIOS FROM INSTRUMENT PANELS

This is how you remove radios from a plane's instrument panels.

The only tool you'll need is a .330 wrench. This is the most common screw head used by radio manufacturers.

Here's the thing, the short end of the wrench would not work. Instead, use the long end of the wrench and insert it in. After that engage the nut and unscrewed by twisting the wrench counter clockwise. After the nut has been released, proceed to the remaining nuts. Finally, the radio will come right out.

adapted from <https://www.youtube.com/watch?v=L6EwZWVRA-U>

Title

The purpose of the text:

Sometimes it is not necessary to write it because we can easily learn the purpose of the text in the title.

Materials: Materials also can be explicitly written unless you need a lot of materials.

Steps: A series of step to achieve the goal. Here, you use imperatives and transitional signals to give instruction as you have learned in **TASK 7**.

❖ Language Features

SIMPLE PRESENT TENSE (using V1) → S + V1 + O

Example: You need a pair of scissors and pliers.

Task 13 With your partner, read the text below and decide whether the following statements are **TRUE** or **FALSE**. Provide the evidence.

REPLACING WING TIP LED FORWARD POSITION LIGHT

An approved lighting system consists of two lights, one located on each wingtip. These lights should be replaced if there is excessive scratching, discoloration or cracking. Below is how you replace old wing tip LED forward position light with a new one.

Firstly, choose appropriate series replacement light assembly. Secondly, remove the old light, locate and save the existing (+) VDC lead and (-) ground lead. Clean and prep ends as required. Then make sure the existing system is equipped with and appropriate sized breaker. After that, connect the existing +14/28 VDC lead to the **POSITIVE** wire on the input cable assembly. Once you have done that, connect the existing ground lead to the **GROUND** wire on the input cable assembly or use the supplied connector. Ensure that the wire leads are clear of any obstructions and ty-wrap as required. Connect the strobe power supply and remove the shroud from the light assembly. Position the base of the new light assembly onto the mounting surface. Insert three (3) 6-32 pan head screws into the mounting hole and tighten firmly. Reinstall the lens so that the two notches are positioned under the shroud, with each notch equidistant to the centerline. Do not forget to check all avionics systems for interference from this recent installation.

adapted from ANTI-COLLISION LIGHT SYSTEMS INSTALLATION AND SERVICE MANUAL MAY 2015

Statements	T/F	Evidence
1. There are two lights on each wingtip.		
2. The lights should be replaced if they are scratched.		
3. Replace ground lead along with the lights.		
4. Removing shroud is necessary in lights assembly.		
5. There might be interference from the lights installation.		

Task 14 With your partner, read the text below and answer the questions.

How to Save Money on Avionics Techs' Kit

Starting out as an avionics tech is extremely expensive due to the fact that you just started to collect your personal with no income yet. So, here's what I did to save money on toolkit.

All you need is good eyes and the will to go through all the bargains available in the market.

Firstly, as an avionics tech you would appreciate a good soldering station, so be sure to get the good one because it makes a huge difference. Secondly, buy used crimpers. A pair of second hand AMP 5920 cost about \$100 on eBay. They will do red/blue, so you'll need a separate one for yellow. For yellow, you need AMP 59239-4. If it is missing the pin, you can just super glue in a screw for the positioner. Thirdly, buy a pair of ideal 55-1987 (if you go to work on military aircraft, just run the MIL-SPEC of the wire on ideals website and buy the right strippers for them. Lastly, you can get Craftman's 'general' tools, such as sockets and wrenches instead of Snap On's which are far superior in every way, but, you know, cost an arm and a leg. Do not buy specialized tools unless you have your first job lined up. Some manufacturers give students special discount and credit facility. So, it is important that you start to collect tools since you were in school.

adapted from <http://www.reddit.com>

1. What is the purpose of the text?

2. From the text, it is implied that the writer's job is ...

3. The part with blue highlight is called ...

4. The part with red highlight is called ...

5. The part with grey highlight is called ...

6. The part with yellow highlight is called ...

7. Mention the steps of saving money on Avionics Techs' Kit.

Any Difficult Words?

Look up their meanings in the dictionary and write them down here so you won't forget them later!

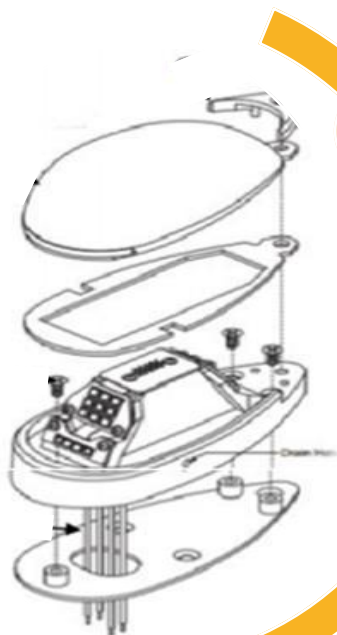
MIL-SPEC is abbreviation of Military Specification, or military grade tools requirement.

"...cost an arm and a leg ..." is an idiomatic expression to say that something is extremely expensive.

Task 15 With your partner, rearrange and complete the missing transitional signals in the text below and answer the following questions.

Then Next Firstly Fourth After that Thirdly Now Secondly
 Finally Before you begin

Wingtip Forward Position and Anti-Collision Light Installation Guide



_____, route wires through the opening in the baseplate. _____ connect the power lead to and appropriately sized breaker. Install the light assembly on to the baseplate and insure that all leads are clear of any obstructions and secured as required. Note that proper orientation as achieved with the drain hole down. _____, install lens in the reverse order as removal and return the lens retainer to its installed location. Re-insert #4 Phillips head screw and tighten firmly. If necessary, seal the light to the aircraft and apply sealant around the perimeter of the base. Do not cover the drain hole. _____, check all avionics systems for interference from this installation. _____, update aircraft records by completing Form 337 and obtain FAA field approval for installation, if required.

An approved forward position lighting system consists of three lights, one located on the tail and one located on each wingtip. This is a wingtip forward position and anti-collision light installation guide.

_____, choose the appropriate light assembly. Use the mounting detail information provided, and prepare the aircraft for means to secure the light assembly. _____, carefully remove the #4 Phillips head screw and lens retainer. _____, remove the lens from the light assembly by lifting the rear of the lens approximately $\frac{1}{2}$ ". _____ slide the lens rearward approximately $\frac{1}{4}$ " and lift upwards to remove. To avoid potential damage, do not touch the LEDs with either fingers or sharp objects. _____, remove the baseplate by removing the 3 Phillips head screws securing the baseplate to the light assembly.

adapted from ANTI-COLLISION LIGHT SYSTEMS INSTALLATION AND SERVICE MANUAL May 2015

1. Why is it advised to not remove the LEDs using sharp objects or fingers?

2. What do you do after you remove 3 Phillips head screws?

3. What to keep in mind when you install the light to the baseplate?

4. What is the function of sealant?

5. Find out what is meant with "Form 337" on the internet and why it is relevant with this light installation guide.

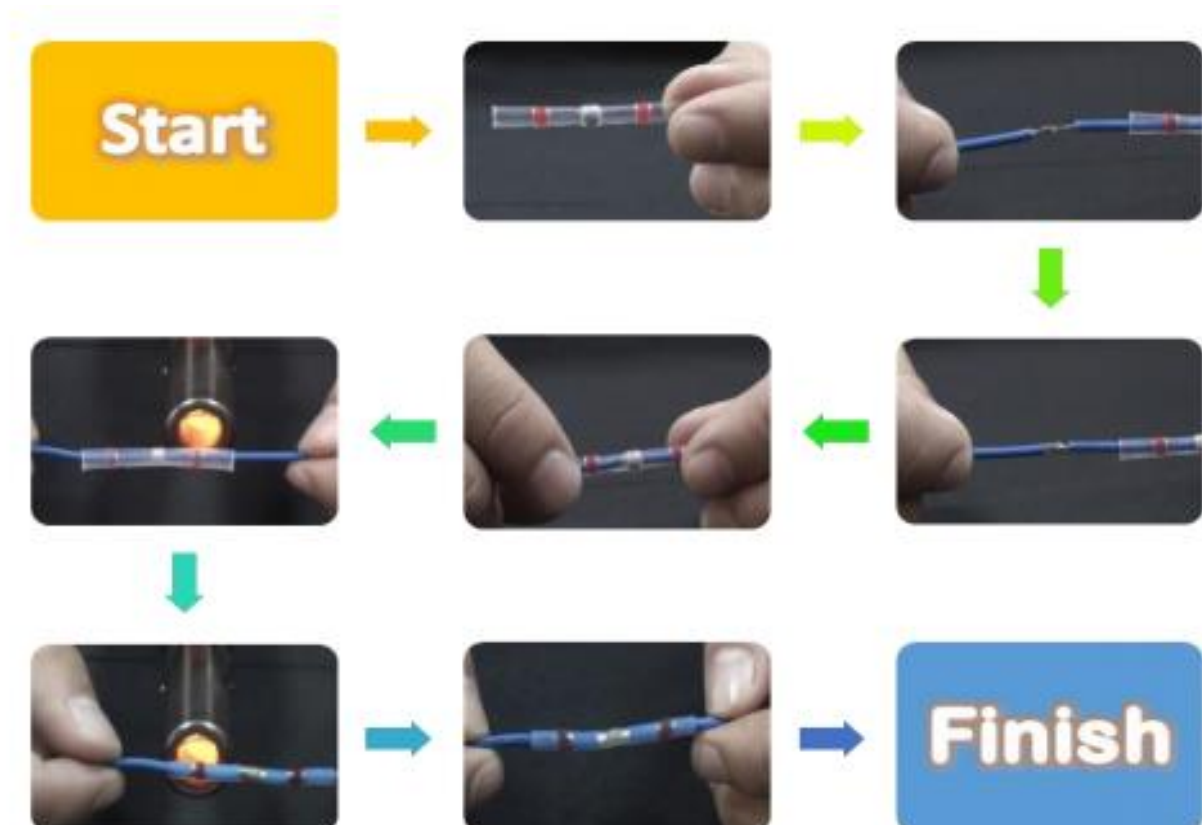
Task 16 With your partner, circle the correct form of verb in the sentences below.

1. To remove / removes / removed the radio panel you will need a 33.2 screwdriver.
2. Insert / inserts / inserted the long end of the screwdriver into the panel.
3. Place / places / placed a reed in a cavity just aft of the leading edge of the wing.
4. Then attach / attaches / attached the galvanometer across point X and Y.
5. After that mount / mounts / mounted a coil on either side of the pointer assembly that is mounted within the magnetic field.
6. Position / positions / positioned a voltmeter across the colder of the two junctions of the thermocouple.
7. Secondly, connect / connects / connected resistor to a resistance measuring device inside the cockpit indicator.
8. This allow / allows / allowed limited operation off battery power should the vacuum system and the electric generator fail.
9. One clutch transmit / transmits / transmitted motor torque to turn the output shaft in one direction.
10. The servo valves let / lets / let's hydraulic fluid to flow unrestricted in the flight control system for normal operation.

Task 17 Individually, look at the diagram below and write a procedure text out of it. Submit your work to your teacher on a piece of paper.

Some things you need to know:

- The following pictures are the diagram on how to utilize a water-proof heat shrinkable solder sleeve wire splices.
- Mention the materials needed.



Task 18 This is where you look back to the things you have learned in this unit. Below are some questions that can help you to reflect. Feel free to add more of your thoughts.

1.	What have you learned?	
2.	What are the difficulties that you encounter?	
3.	What do you do to solve those difficulties?	
4.	What's the improvement you've made after learning English in this unit?	
5.		
6.		
7.		
8.		
9.		
10.		

FUN FACT



UK researchers at University of Bristol said that aeroplane wings that could heal themselves are realizable. This technology could be introduced in the next five to ten years.

adapted from <http://www.bbc.com/>

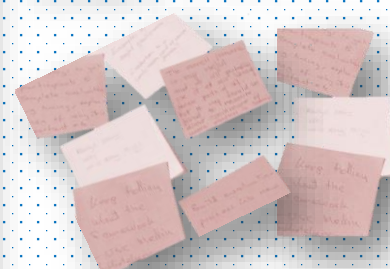
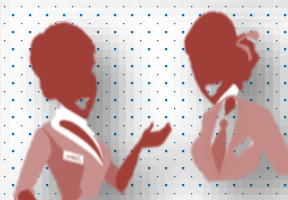
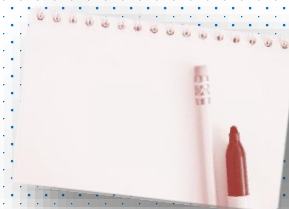


UNIT 2: CO-WORKER RELATIONSHIP



**In this unit you will learn
how to :**

- **ask for favors.**
- **write memo.**



GEAR UP!

Task 1 Look at the following picture and discuss the questions with your partner.



1. What is the men in the picture doing?

2. Do you talk to all your friends?

3. If you were working, what would you probably talk about in the workplace?

ORAL CYCLE



Task 2 Individually, listen to the recording and match the expressions with the correct responses.

Expressions

Responses

1. Could you tilt the fuel container?	Of course.
2. Do you think you could lower the ladder?	I'm sorry, but I haven't finished yet.
3. Would you help me with this tool box?	Just a minute.
4. Could you pass the axle please?	Yes, of course, sorry.
5. Can I speak to you for a minute?	OK
6. Will you get me my glasses?	I can't, I'm going to meet the director over lunch.
7. Do you mind if I go now?	Yes, here you are.
8. Would you mind taking this book to the office?	I'm sorry, but I've got a bad back.
9. Could you hold my nuts for a minute?	No, that's fine. We're nearly finished.
10. Would you mind trading break time with me?	I'm afraid I can't.



Task 3 Listen to the recording and answer the questions with your partner.



<https://www.gettyimages.com/>

1. What is the name of the caller?

2. What is the name of the message receiver?

3. What does the message say?



Task 4 Listen to the recording and complete the missing words in the conversation below with your partner.

Elang I, _____ in.

Base, this is Elang I. Go _____.

Elang I, can you tell the Avionics Technicians in your team to especially check the B707 in shop #2's _____ system?

Copy that. Anything else? Over.

There's also some _____ on its _____ system, so keep an eye on that too. Keep _____ of maintenance and repair work as per usual. Over.

Is that all Base? Over.

I'll _____ you again if needed. Over.

Copy that. Over.

Task 5 With your partner, read the now completed dialogue in Task 4 and answer the questions below.

1. Who is the caller and the receiver?

2. Who is the message for?

3. What does the first message say?

4. What does the second message say?

5. Find out why people say "over" after a statement in radio conversation.

Task 6 Study the explanation on expressions of asking for favors and the responses below with your partner.

EXPRESSIONS OF ASKING FOR FAVOR

When you asked other people to do something for you, it's called 'asking for favor'. Below is how you construct expressions of asking for favor.

Modal	you	Verb 1	(please)
Can		take	
Could		cut	
Will		check	
Would		turn	

Here's how you respond someone who ask for a favor.

Positive Response	Negative Response
Yes.	I'm afraid I can't . . . (give your reason)
No problem	I'd like to, but . . . (give your reason)
Sure. What's the problem?	
I'd be glad to.	
No problem.	
OK	
Alright.	
Certainly.	

Example:

A: Can you pass the pliers?

B: Sure. Here you go.

A: What about the screwdrivers? Can you pass it to me?

B: Sorry, but I still need it.

A: No problem. Let me know when you're done.

B: OK.

Task 7 With your partner, make expressions of asking for favors and their responses based on the provided verbs.

Asking for Favor			Response
1	tell : Would you <u>tell</u> Risa to borrow the toolbox in the garage?	+	Alright.
2	take :	-	
3	turn :	+	
4	pick :	+	
5	heat :	-	
6	cut :	-	

Task 8 With your partner, practice the dialogue below then answer the following questions.



1. What does the message say in the dialogue?

2. What is meant with "copy that" as what Rudi said?

3. What is an oscilloscopes? Find out about it from the internet/book.

Task 9 With your partner, read and practice the dialogue below then answer the following questions.

Susan is calling Dani to ask her to pass on a message to their mutual friend, Lisa.

Susan : Dani!

Dani : Yup! What's up?

Susan : Um... are you on break?

Dani : Yeah, I just ordered my lunch.

Susan : Oh, great! Listen Dani, can you do me a favor?

Dani : What is it?

Susan : Here's the thing, I borrowed Lisa's ear plugs yesterday. I should have returned them this afternoon for her shift, but I can't reach her. So, would you mind telling her that her ear plugs are in my locker? My PIN is the last 4 digits of my phone number.

Dani : Sure thing, Susan.

Susan : Thanks so much Dani. I got to go. Bye.

1. Why does Susan call Dani?

2. What are the reasons that make Susan unable to give back the ear plugs herself?

3. What does Susan say to ask for favor?

4. What does Dani's response?

5. Why does Dani repeat Susan's message?

Technicians in the shop are not allowed to bring their personal handphones and communicate with each other through radio.

WRITTEN CYCLE

Task 10 Read the text below individually and answer the following questions.

MEMO

A memo is a type of document used to communicate with others in the same organization. Memos have two purposes: they bring attention to problems and they solve problems. They accomplish their goals by informing the reader about new information like policy changes, price increases, or by persuading the reader to take an action, such as attend a meeting, or change a current production procedure.

Memos are typically used for fairly short messages of one page or less. They should be concise and easy to read. Choose the audience of the memo wisely. Ensure that all of the people that the memo is addressed to need to read the memo. If it is an issue involving only one person, do not send the memo to the entire office. Also, be certain that material is not too sensitive to put in a memo; sometimes the best forms of communication are face-to-face interaction or a phone call. Memos are most effectively used when sent to a small to moderate number of people to communicate company or job objectives.

adapted from <http://www.writingcommons.org>

1. What are memos?

2. What are the purposes of a memo?

3. How do memos accomplish their goals?

4. What are the characteristics of a memo?

5. How do you make sure that a memo is received by the intended recipient?

Task 11 Study the following explanation on memo with your partner.

Generic Structures of a Memo

POWERPLANE SERVICE

MEMO

To : Joko Arian, Senior Manager
From : Radi Amil, Operational Manager
Date : February 23rd, 2016
Subject : Staff Dress Code

Considering that the new dress code includes a flowing cape, it is considered not practical for field staffs. We wish to bring this up in the next staff meeting.

Radi Amil

Heading Segment

Message

Closing Segment

The Language

- Straightforward and concise.
 - ✗ "Would you mind returning the toolbox before the second shift start?"
 - ✓ "Return the toolbox before 2nd shift."
- 1st person.
Ex: "I have a meeting"
- Not too much transitional phrases

Make sure you address the reader by his or her correct name and job title. You might call your manager "Robbie" on an informal note, but "Rob Maxwell, Manager" would be more appropriate for a formal memo.



Task 12 Individually, read the text below and answer the questions.

POWERPLANE SERVICE		
MEMO		
To	:	Jodi Arisa, PowerPlane Service AvTech Laboratories
From	:	Teddy VanNoord, RSO Designate
Date	:	3-22-2016
Subject	:	Amendment Request
1. Please provide information, following the guidance in NUREG-1556, Vol.7., Section 8.7.1, and Appendix C, Item No. 7., which demonstrates the qualifications by training and experience, of Teddy VanNoord, to serve as Radiation Safety Officer for your licensed program.		
2. Please clarify whether Redi Erden is to remain as an authorized user in your licensed program.		
Teddy		

1. Who is the memo sender?

2. Who is the memo receiver?

3. What is the memo subject?

4. What are Teddy's requests?

5. What is RSO short for?

Task 13 With your partner, rearrange the jumbled text below into a good order in the provided template.

In order to receive sick pay, I need to send in my doctor's note.

I attach the doctor's note.

Thank you.

From: K.K. Wong, Sales

I was sick yesterday, and therefore I couldn't come to work.

To: Julia Wong, Human Resources

Date: 19 December 2015

Subject: Sick leave certificate

Please confirm that the cost of the medicine is covered by the company health scheme.

POWERPLANE SERVICE
<u>MEMO</u>

Task 14 Reread the memo in Task 13 then decide whether the following statements are **TRUE** or **FALSE**. Provide the evidence.

Statements	T/F	Evidence
1. Both the sender and the receiver are from different departments.		
2. The sender was sick for a long time.		
3. The sender's sure the insurance covers the medicine cost.		
4. The company gives sick pay to employee.		
5. A doctor's note is included.		

Any Difficult Words?

Look up their meanings in the dictionary and write them down here so you won't forget them later!

Task 15 With your partner, answer the questions below by choosing the correct option.

POWERPLANE SERVICE		
<u>MEMO</u>		
To	:	S M Chan, General Manager
From	:	Samantha Smith, Office Manager
Date	:	22 December 2015
Subject	:	Purchase of a Microwave Oven
<p>At the monthly staff meeting on Monday, 7 December 2015, you requested information about the possible purchase of a microwave oven. Since the move to the new hangar in Green Bay, staff have difficulty in finding a nearby place to buy lunch. By providing a microwave oven in the pantry would enable staff to bring in their own lunchboxes and reheat their food. Also, staff members are less likely to return to work late after lunch. If this meets with your approval, we would appreciate it if you could authorize up to \$3,000 for the purchase of the microwave oven.</p>		
<i>Samantha Smith</i>		

1. Who has higher position in the office?
 - a. Office Manager.
 - b. General Manager.
2. When the staff meeting was held?
 - a. A couple weeks ago.
 - b. A couple months ago.
3. What is the purpose of the memo?
 - a. Requesting money to buy a microwave oven.
 - b. Informing the result of the staff meeting.
4. Why did they want to buy a microwave oven?
 - a. Because they move to a new hangar.
 - b. Because there are no nearby restaurant.
5. How many benefits of microwave oven can you find in the memo?
 - a. 2
 - b. 3

A short informal report, or even a proposal might be written on a memo.

Task 16 Individually, write a memo based on one of the topics below on a piece of paper then submit it to your teacher.

Topic 1

To Team Supervisor from Department Manager about Employee Excellence Nominations. Submit the nominations for the quarterly Employee Excellence Nominations Award by January 8 2016. The requirements are as follow: have positive and professional attitude, friendly and helpful, excellent work consistent with PowerPlane Service' policies, have worked for PPS for at least a year, 20 or hours per week, have clear record of oral and written warnings for the last 6 months, have no work absences within the last six months. The winner will receive a framed certificate and a \$ 1,000 check. A nominating form is attached.

Topic 2

To all employees from Team Supervisor about change in operating hours. The company has been experimenting with a half-day Friday work schedule and it wants to conduct an evaluation to determine how well the program is working. The evaluation will be conducted on Wednesday, February 23rd, at 10.00 a.m. to discuss new scheduling procedures.


Use this memo template!

POWERPLANE SERVICE	
<u>MEMO</u>	
To	:
From	:
Date	:
Subject	:

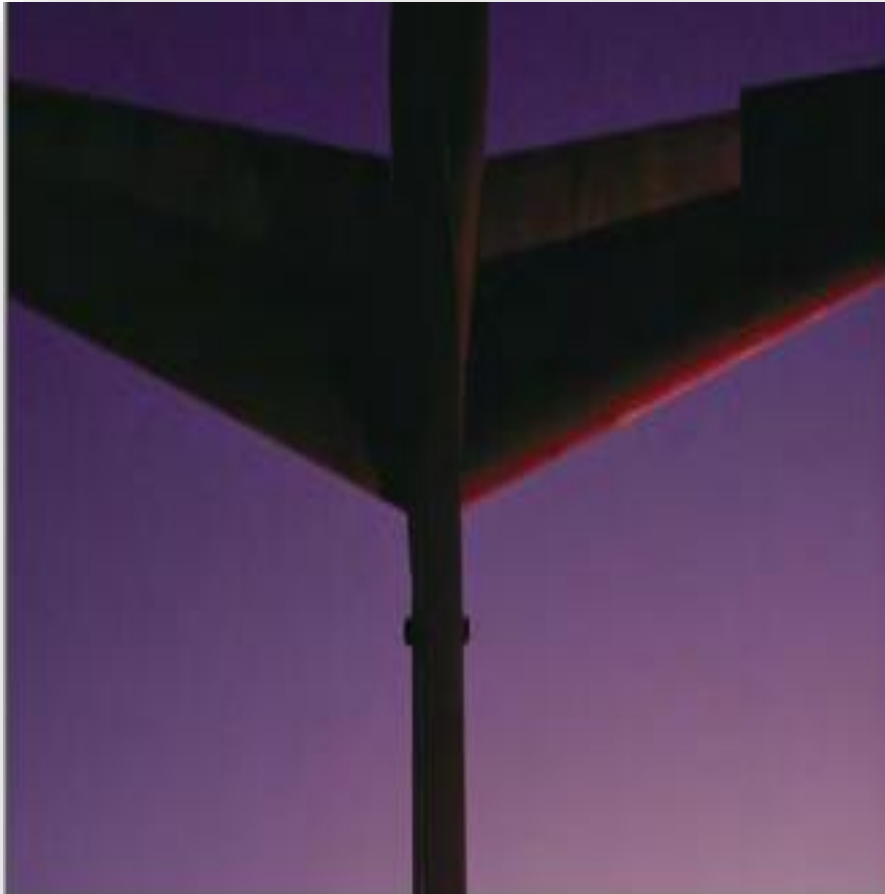
Task 17 This is where you look back to the things you have learned in this unit. Below are some questions that can help you to reflect. Feel free to add more of your thoughts!

1.	What have you learned?	
2.	What are the difficulties that you encounter?	
3.	What do you do to solve those difficulties?	
4.	What's the improvement you've made after learning English in this unit?	
5.		
6.		
7.		
8.		
9.		
10.		

☀️ **FUN FACT** ☀️

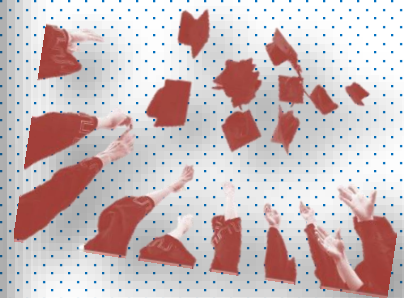


Taking proper phone messages is very important. A virtual receptionist service provides professionally trained individuals to answer your phones, take messages and handle many other tasks. They won't miss any details and your messages will always be delivered promptly. *(adapted from <https://www.conversational.com>)*



In this unit you will learn how to :

- tell about one's educational background and job description using simple past tense.
- write an effective cover letter.



UNIT 3: PROFESSIONAL EXPERIENCE



GEAR UP!

Task 1 Look at the following picture and discuss the questions with your partner.



<http://www.google.com/>

1. What do you know of job interview?

2. Do you think it's important? Why?

3. What are the things that might be asked in a job interview?

ORAL CYCLE

Task 2 With your partner, study the list below, practice their pronunciation and find the meanings of each words.

vocational high school /vəʊ'keɪʃənəl 'haɪ 'skul/

:

university /jʊnɪ'vɜːsəti/

:

college /'kɒlɪdʒ/

:

state school /'steɪt 'skul/

:

boarding school /'bɔːdɪŋ 'skul/

:

higher education /'haɪə edʒu'keɪʃən/

:

extracurricular /ekstrə'kʌrɪkjələ/

:

major /'meɪdʒə/

:

degree /'diːɡri/

:



Task 3 Listen and watch the video entitled 'So you want to be an Avionics Technician' carefully and answer the questions with your partner.



<http://cdn.wonderfulengineering.com/>

1. What are the responsibilities of an avionics technician?

2. How many tests that you should pass to get a certification? What are they?

3. Mention possible places that an avionics technician might work for.



Task 4 Individually, listen to the conversation between two friends about job interview preparation and choose the correct answer.

1. What are the people in the recording talking about?
a. Job interview preparation.
b. Back to school preparation.
c. Reality show interview preparation.
2. From the dialogue it can be inferred that the man has ...
a. dirty nose and teeth.
b. unpolished shoes.
c. mismatched socks.
3. A: Did you shine your shoes?
What is the word with the closest meaning to the underlined word?
a. Wax
b. Dulled
c. Darken
4. From the dialogue it can be inferred that when you're going to a job interview.
a. it is important to be punctual
b. it is important to be presentable
c. it is important to be prepared
5. It is implied that by being well dressed to a job interview, it will ...
a. give better first impression.
b. help you pass the test.
c. make you relaxed.



<http://www.wikihow.com>

Task 5 With your partner, listen to the recording and complete the missing words in the dialogue below. After that answer the following questions.

Interviewer : From your cover letter, I learned that you studied at a voc-tech high school. Can you tell me a little about what you studied?

Candidate : No problem. I _____ at an Aviation School. I _____ Avionics Maintenance and Repair as my study program. I _____ a lot at school, but mostly math and physics, which were my favorite. The school also provided us a lot of hours to get practical knowledge.

In order to improve my employment prospects, on my second semester I _____ an internship as an Avionics Technician with PowerPlane Service, which _____ very vocational as well as technical which _____ about 3 months. It _____ a very rewarding experience.

I _____ everything about the program and I _____ a very high final grade.

Interviewer : Very good, and what about at school?

Candidate : I _____ in a lot of extracurricular activities like being the secretary of the drama club and I _____ one of the editors of the Student Body, my school's newspaper. I _____ also part of the track club and I _____ the annual Governor Trophy for my school on my sophomore year.

Interviewer : Excellent, now can you tell me about your social works?

1. What are the things that the interviewer wants to know?

2. What subjects are liked the most by the candidate?

3. Did the candidate see the benefits of the internship? What are they?

4. How many extracurricular activities did the candidate join?

5. In what context is their conversation? Personal or professional?

Task 6 Study the explanation on the linguistic features of talking about educational background or work experience below with your partner.

Some frequently asked questions in a job interviews are your educational background, your work experience and/ or achievement. Make sure that you use **PAST TENSE** to talk about past events. It is also important that you are able to recognise different verb forms.

ACTIVE	PASSIVE
(+) S + V2 + O	(+) S + was/were + V3 + by O
(-) S + did + not + V1 + O	(-) S + was/were + not + V3 + by O
(?) Did + S + V1 + O	(?) Have/has + S + been + V3 + by O

EXAMPLE

ACTIVE	PASSIVE
(+) She studied English.	(+) The regular check was handled by Joni.
(-) She did not study English.	(-) The regular check was not handled by Joni.
(?) Did she study English?	(?) Has the regular check been handled by Joni?

There are two types of verb form change, regular and irregular. Check your dictionary to find out more.

EXAMPLE

Regular Verbs

V1	V2	V3
study	Studied	studied
graduate	Graduated	graduated
work	Worked	worked
intern	interned	interned
handle	handled	handled

Irregular Verbs

V1	V2	V3
do	Did	done
go	Went	gone
take	Took	taken
keep	Kept	kept
know	Knew	known

Task 7 With your partner, find the V2 and V3 form of the verbs below in the dictionary. Then write sentences using the verbs based on the formulas you can find in Task 6.

No	V1	V2	V3
1.	pass	passed	passed
2.	think		
3.	enjoy		
4.	speak		
5.	enroll		
6.	seek		

1. I passed the test in 2015.

2.

3.

4.

5.

6.

Task 8 With your partner, find and correct 10 grammatical mistakes in the dialogue below with your partner.

Mr. Elis : Can you tell me about your educational background?

Ms. Fani : Well... after I finish vocational high school in 2010, I continue my study at Aviation Institute of Maintenance.

Mr. Elis : I see. And what was your major?

Ms. Fani : I graduate very satisfactorily with an Avionic Maintenance degree in 2014.

Mr. Elis : Did you take any further education?

Ms. Fani : I did, still do actually. In 2015 I take a short English course to improves my English. And the following year, I enroll in a course to get my Confidential Clearance. I also takes part in relevant workshop or training when I have the time.

Mr. Elis : That's very impressive. Do you have any working experience?

Ms. Fani : I has been working for HQ Hero for over a year. Before that I intern at Garuda Maintenance Facility for 6 months. I am hope that this company will gives me better future career-wise.

Mr. Elis : What kind of projects are you familiar with?

Ms. Fani : I am familiar with Boeing 737 and 767 and also Airbus 320s.

Educational background includes any formal education, training, conferences, seminars, workshop, and many more.

Don't worry about making simple sentences rather than complex sentences with sophisticated grammar. It is much better to make **CORRECT** simple sentences with simple grammar than **WRONG** complex sentences with complex grammar.

	Wrong	Correct
1.	I finish vocational high school in 2010.	I <u>finished</u> vocational high school in 2010.
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Task 9 Individually, change the active sentences below into passive sentences using the formula in Task 6, or vice versa.

Active Voice		Passive Voice
1.	Tom spilt all the sealant.	
2.	They did not expect me.	
3.	Did you make a noise?	
4.	The team leader did not beat them.	
5.	They did not win the prize.	
6.	Did you crimp the die?	
7.		The toolbox was taken by the manager.
8.		The engine was cleaned by Alec.
9.		A report was written by Jenny.
10.		When was his overnight task done by him?
11.		Where was the cable thimble found by you?
12.		Which plane was checked by her last night?

Task 10 Match the interview questions in the left table with the correct responses in the right table with your partner. After that practice the dialogue with your partner.

QUESTION	RESPONSE
Good morning, my name is Ms. Martin. You've applied for the AvTech Assistant position right?	Well, I've always been fascinated with planes since I was a child. When I grow up, I decided to study avionics. I enjoyed it in the classroom and felt that this position would offer me an opportunity to extend my skills in this area.
Can you tell me why you replied to our advertisement?	An AvTech Assistant helps to maintain equipment, keeping a check on the supplies in the workshop, and other things deemed necessary by the Head Technician.
Do you know exactly what you would be doing as an AvTech Assistant?	Well, I've thought about doing the part-time AvTech Certificate course at Technical College. I think I would really benefit from doing that.
What sort of student do you regard yourself as . . . did you enjoy studying while you were at school?	Yes. I have worked full time at a department store in the city.
What were your favorite subjects at school?	I suppose I was a reasonable student. I passed all my tests and enjoyed studying subjects that interested me.
We have a lot of other applicants for this position. Why do you think that you deserve to get the job?	Yes Ms. Martin, I have.

Task 11 In a group of five, do a job interview simulation



Direction:

1. Make a group of five. All of you are going to apply for an avionics technician position.
2. One student will be the job interviewer. Use the provided list of questions below to interview the other four students.
3. After the four students have been interviewed, one of them replace the current student whose role is the job interviewer and take turn to interview him/her as a job applicant.

INTERVIEW QUESTIONS

1. Can you tell me about yourself?
2. Can you list your strengths?
3. What weaknesses do you have?
4. Why should I consider hiring you?
5. Where do you see yourself five years from now?
6. Why do you want to work here?
7. What is your salary expectation?
8. What motivates you?
9. What makes a good team player?
10. Is there anything that you would like to ask me?

WRITTEN CYCLE

In this cycle you are going to learn to write a cover letter. In which you will write your educational and, if any, professional background.

Task 12 Read the text below individually and answer the following questions.

COVER LETTER TIPS

A cover letter is your first introduction to your employer. Your cover letter is a potential employer's first impression of you and can be the most vital part of the application packet. It is important to highlight your skills, knowledge, and experience. These will indicate what you can contribute to the company. Effective cover letters must be concise and convey a sense of purpose and project enthusiasm. Here are some tips to make your cover letter more outstanding.

1. Always include a cover letter when mailing your resume.
2. Unless the advertisement specifies "no phone calls please" and the name is not given in the ad, find out the name and title of the individual who will be receiving your letter. Make sure you spell the name properly and get the proper abbreviation (Mr., Mrs., Ms.) or you can address it as 'Dear, Hiring Manager'.
3. Get to the point! Employers do not have the time to read lengthy letters. A cover letter should never exceed one page.
4. Focus on the specific skills and interests you possess that you can offer the employer. Concentrate on skills which match the advertised employment qualifications. Stress what you can do for the company or college, not what the company. Sound upbeat and confident. Sell yourself!
5. Don't mention salary expectations unless the advertisement specifically requests it. In that case, the best strategy is to give a range.
6. End by thanking the reader and stating that you look forward to meeting with them.

adapted from <http://www.seek.com.au/>

1. What is a cover letter?

2. What are the things you need to write in your cover letter?

3. How do you address the letter if the ad does not include any name?

4. How do you 'sell' yourself in a cover letter?

5. What is your answer if your potential employer asked for how much you want for your payment?

Task 13 Study the following explanation on cover letter with your partner.

GENERIC STRUCTURE OF A COVER LETTER

PARTS OF A COVER LETTER	CONTENT
HEADING (Personal Contact Information - optional) Name Address Phone Number Email Address Date	Ana Widiyanto Jogjakarta 089671345234 example@coverletter.com February 26 th , 2015
INSIDE ADDRESS (Employer Contact Information) Name Title Company Address	Sandra Long Head of Human Resources Department HQ Hero Park Avenue 32
SALUTATION <i>Dear Mr./Ms. Last Name (leave out if you don't have a contact or using Dear Hiring Manager)</i>	Dear Ms. Long,
INTRODUCTORY PARAGRAPH <i>(Introduction and explanation on why you would like to be part of the company)</i>	This letter is in reference to the Avionics Technician job position that was listed through Institute's Career Center. I am confident that my skills and qualifications will benefit your company.
BODY PARAGRAPH(S) <i>(Explain that you are interested in the job position and why you are suitable for this job.)</i>	I have two years of work experience as an Avionics Technician Trainee with PowerPlane Service. My work involved performing repairs on electrical equipment on a daily basis and also inspecting all of the equipment in the airplanes. After I completed my vocational high school, and technical college, I obtained a license to become a telephone operator by taking a licensing exam. I also attend seminars in related fields.
CLOSING PARAGRAPH <i>(Indicate willingness to supply additional information.)</i>	I can be reached at example@coverletter.com . Thank you for your time and consideration.
COMPLIMENTARY CLOSE	Sincerely,
SIGNATURE & NAME	ANAWID ANA WIDIANTO
ENCLOSURE <i>(attached documents)</i>	Resume, certificates, and drug test result.

adapted from <http://www.seek.com.au/>



Go back to TASK 6 to check out the linguistic features of telling past events.

Task 14 With your partner, read the text below and answer the following questions.

Adi Susanto
Jalan ABC No 123
Wates, KP 55661
adi.s@coverletter.com

January 3rd, 2016

Ms. Christine Bailey
XYZ Offices
123 Main Street
Auburn, ME 04210

Dear Ms. Bailey,

This letter is in reference to the Avionics Technician Assistant position that was listed through Aviation Institute's Career Center. I am familiar with XYZ Office's recent growth and I am confident that my skills and qualifications will benefit your company as assistant technician.

I have two years of prior work experience as an Avionics Technician with PowerPlane Service. My work involved performing repairs on electrical equipment on a daily basis and also inspecting all of the equipment in the airplanes. I regularly ran test on the radar systems, communications systems, and navigation systems in the plane as well.

After I completed my technical school, I obtained a license in order to become a restricted radio-telephone operator by taking a licensing exam. I also continually attend seminars and classes in order to keep up with current trends in the market.

I welcome the opportunity to discuss my qualifications with you in person. I can be reached at 08123456789. Thank you for your time and consideration.

Sincerely/respectfully yours,

Adi S.

Enclosure :Resume, certificates, and drug test result.

1. What is the position that Mr. Adi wanted?

2. Where did he see the job ad?

3. What are Adi's strengths?

4. What is his educational background?

5. What are included with the letter?

Task 15 With your partner, read the text below and answer the following questions.

Santi Yani
Jl.Bunga Melati No. 16
08765432112

March 14th, 2011

Mr. Mark Gilchrist
Aerospace Avionics Group
4567 Locust Court
Anaheim, CA 5789

Dear Mr. Gilchrist

Your posting on www.jobvacancy.com seeking for avionics technician have made me write this letter. I want to apply for the post as I answer all the requirements that you have mentioned in your ad and have enclosed my resume with this letter.

I interned with PowerPlane Service as Junior Avioics Technician straight from vocational high school 8 months ago. My six months of experience as an avionics technician intern have made me considerably experienced in testing, analysis and repair of all aircraft engines and other equipment and materials. I am well aware of what goes inside radio, navigation, missile and the radar systems. I love my job and I am ever ready to learn new stuffs and teach what I know with others. I work fast and have a highly technical mind.

If you would like to hear more about my career details and qualifications, please call me at 08765432112 and please consider me at your convenience. I look forward to hear from you as soon as possible.

Sincerely,

Santi Yani

Enclosure: resume, experience certificates

1. To whom the letter is addressed?

2. Where did Santi previously work?

3. How long did she work for the company?

4. What fields is she experienced in?

5. Was she committed to her work? Provide the evidence.

Task 16 With your partner, complete the missing words in the text below and rearrange it into a good order. After that answer the following questions.

working took consider left arrange mentioned enjoy
reached graduated call

A mutual friend, Troy McClure, _____ to me that you may soon be looking for an individual in your Maintenance Department. Please _____ this my application for a position at PowerPlane Service. I have two years experience as a Senior Technician at my previous work.

Sincerely,

Maudi Pandea

Jl. Kapiten Pattimura No.25 Jawa Barat

June 23, 2002

I am a well-organized, highly motivated individual who _____ the challenges of working in a fast-paced office environment.

Enclosed is my resume for your consideration. I will _____ you in a week to further discuss this position and to _____ a time that we can discuss my resume in further detail. I can be _____ at 08123456789 day or evening. Thank you very much for your time and consideration.

Ms. Jean Quimby
Personnel Manager
PowerPlane Service
65 Cedar Grove Ave.
Bangor, ME 04222

Dear Ms. Quimby:

I just _____ from a technical college a year ago. However I've been _____ since I _____ high school 8 years ago. That's why I have a lot of experience under my belt. While in college I _____ Avionics Technology as my degree.

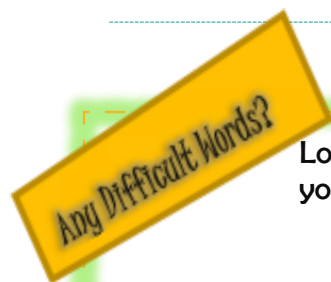
1. What is the position that Maudi wanted?

2. Where did she know of the job vacancy?

3. What is Maudi's educational background?

4. What did she major in college?

5. What are Maudi's strengths?



Look up their meanings in the dictionary and write them down here so you won't forget them later!

Task 17 Individually, write active or passive sentences using **SIMPLE PAST TENSE** pattern with the verbs below.

1. Go	They went to the airport.
2. Graduate	
3. Leave	
4. Take	
5. Work	
6. Know	
7. Reach	
8. Call	
9. Attach	
10. Apply	

Task 18 Individually, choose one of the job vacancies below and write a cover letter out of it in a piece of paper. After that submit your work to your teacher.



Entry Level Avionics technician in Greensboro, NC. No exp. required, training will be provided. We are adding to our Entry Level Team that will have a variety of job duties. These could include removing panels, removing interiors, sweeping the floor, etc. Pay rate is \$12.00 an hour. Candidates must pass pre-employment drug test and criminal background check. Candidates must have a mechanical background. HQ Hero jobs@hqhero.com Greensboro, NC 27410.

Urgently required 40 Avionics technicians to work on commercial aircraft - 3+ years exp. - TOTAL of \$5,000 in travel/bonus pay available. George Green -Personnel Director, Star Commercial Aircraft Service jobs@staraircraft.com, Miami FL.

Avionics technician - 3+ years experience - We are in need of at least 4 Avtechs!! Projects include B757, B767, A320s. At least 3+ years of heavy A&P experience. Duration - at least 2 months, shift - 1st or 2nd. Strom Aviation jobs@stromaviation.com OR 800-743-8988 Minnesota 800-356-6440 Texas.




Lined writing area with horizontal blue lines.

Task 19 This is where you look back to the things you have learned in this unit. Below are some questions that can help you to reflect. Feel free to add more of your thoughts!

1.	What have you learned?	
2.	What are the difficulties that you encounter?	
3.	What do you do to solve those difficulties?	
4.	What's the improvement you've made after learning English in this unit?	
5.		
6.		
7.		
8.		
9.		
10.		

FUN FACT



The annual salary of a newly graduated aircraft technician ranges from about \$35,000 to upwards of \$78,000 to experienced mechanics. However, the median salary is around \$55,210.

adapted from
<http://www.aviationmaintenance.edu/>