

**DEVELOPING A SET OF SUPPLEMENTARY LEARNING MATERIALS OF  
WRITTEN CYCLE FOR STUDENTS OF GRADE XI OF AUTOMOTIVE  
ENGINEERING IN SMKN 1 SEYEGAN**

**A Thesis**

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



Anas Putra Pamungkas

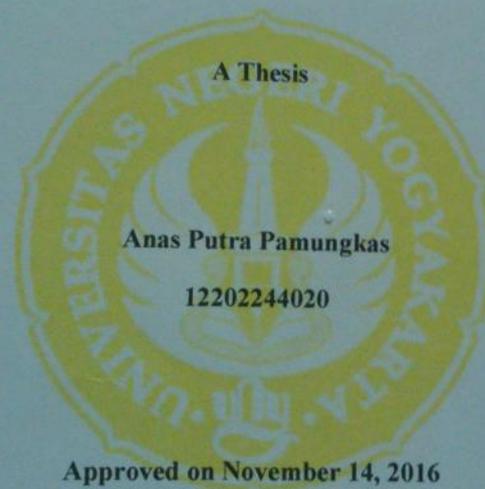
12202244020

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA**

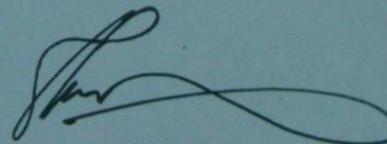
**2016**

APPROVAL SHEET

DEVELOPING A SET OF SUPPLEMENTARY LEARNING MATERIALS OF  
WRITTEN CYCLE FOR STUDENTS OF GRADE XI OF AUTOMOTIVE  
ENGINEERING IN SMKN 1 SEYEGAN



Supervisor



Sukarno, M.Hum

NIP.19760502 200501 1001

**RATIFICATION SHEET**

**DEVELOPING A SET OF SUPPLEMENTARY LEARNING MATERIALS OF  
WRITTEN CYCLE FOR STUDENTS OF GRADE XI OF AUTOMOTIVE  
ENGINEERING IN SMKN 1 SEYEGAN**

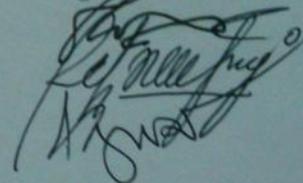
**A Thesis**

Accepted by the board of examiners of English Education Department, Faculty of Language and Arts, Yogyakarta State University, on November 21, 2016 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan* Degree in English Language Education.

**BOARD OF EXAMINERS**

<b>Position</b>	<b>Name</b>
Chairperson	: Sukarno, M.Hum.
Secretary	: Dra. RA. Rahmi Dipayanti Andayani, M.Pd.
Examiner	: Dr. Agus Widyantoro, M.Pd.

**Signature**



Yogyakarta, December 9, 2016  
Faculty of Languages and Arts  
State University of Yogyakarta  
Dean,



Dr. Widayastuti Purbani, M.A.  
NIP. 19610524 199001 2 001

## PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Anas Putra Pamungkas

NIM : 12202244020

Program Studi : Pendidikan Bahasa Inggris

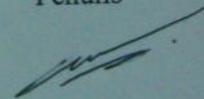
Fakultas : Fakultas Bahasa dan Seni

Judul Skripsi : **DEVELOPING A SET OF SUPPLEMENTARY  
LEARNING MATERIALS OF WRITTEN CYCLE FOR  
STUDENTS OF GRADE XI OF AUTOMOTIVE  
ENGINEERING IN SMKN 1 SEYEGAN**

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 07 November 2016

Penulis



Anas Putra Pamungkas

12202244020

## **MOTTO**

**“Nothing is Impossible”**

**(BMW)**

**“The general who wins the battle makes many calculations in his temple before the battle is fought. The general who loses makes but few calculations beforehand.”**

**(Sun Tzu)**

**“If you know the enemy and know yourself you need not fear the results of a hundred battles.”**

**(Sun Tzu)**

## **DEDICATIONS**

I fully dedicate this thesis to my family, friends and teachers.

Thank you very much for all your support, motivation, prayer and love.

## ACKNOWLEDGEMENT

All praises may be sent to Allah SWT, the Most Gracious and the Most Merciful, for all his blessings, time and opportunities, so I can finish this thesis after a long journey. Eternal peace may also be given to Muhammad SAW, his family, companions and followers. I would like to express my gratitude to people who have given me guidance and support in the process of thesis writing.

My first appreciation goes to my supervisor Mr. Sukarno, M.Hum. for his insights, suggestions and motivation in writing this thesis. I also would like to express my gratitude to Mrs. Siti Mahripah, M.App.Ling. for her willingness to evaluate the materials that I have developed.

Next, my gratitude is also conveyed to Mr. Suparjo, an English teacher of SMKN 1 Seyegan where I did this research. Furthermore, I would like to express my appreciation to the students of XI TKR 1, as the subject of this research.

Then, my deepest gratitude goes to my parents for their support, motivations and love. My thank also goes to my classmates: Arum, Basir, Febha, Rama, Rima, Tita, Sulastri and others who keep giving me their motivation to finish this thesis. A big thank is also sent to my friends of KKN: Fauziyah, Rosita, Dias who always force me to finish this thesis. My gratitude is also sent to Mr. Rahmat, Rusdhi and Agung for giving insights, ideas to finish this thesis.

Hopefully, this thesis will be useful for those who pursue similar topics. I realize that this thesis is not perfect. critics and suggestions are highly appreciated for the improvement of this thesis.

Yogyakarta, November 07, 2016

Anas Putra Pamungkas

## TABLE OF CONTENTS

TITLE PAGE .....	i
APPROVAL SHEET .....	ii
RATIFICATION SHEET .....	iii
<i>PERNYATAAN</i> .....	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENTS.....	viii
LIST OF FIGURES .....	xi
LIST OF TABLES.....	x
LIST OF APPENDICES .....	xv
ABSTRACT .....	xvi
CHAPTER I: INTRODUCTION .....	1
A. Background of the Study.....	1
B. Identification of the Problem .....	2
C. Delimitation of the Problem .....	4
D. Statements of the Problem.....	5
E. Objectives of the Research.....	5
F. Significances of the Research .....	5
CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	7
A. Literature Review.....	7
1. Teaching English as a Foreign Language in Indonesia .....	7
2. Teaching English in Vocational Schools.....	7
3. Curriculum .....	8
a. Definition.....	8
b. Curriculum 2013 .....	9

4. Written Cycle of Language.....	12
a. Definition of Written Cycle of Language.....	12
b. Definition of Reading .....	13
c. Subskills of Reading .....	13
d. Definition of Writing Skills.....	13
e. Types of Written Languages .....	14
f. Writing Stages.....	15
5. English for Specific Purposes .....	16
a. Learners' Needs .....	16
1). Necessities.....	17
2). Lacks .....	17
3). Wants .....	17
b. Learning Needs .....	17
c. Material Development.....	18
6. Material Development .....	20
a. Good Learning Materials.....	20
b. Roles of Learning Materials .....	22
c. Principles of Learning Material Development .....	22
d. Material Design Model .....	23
e. Material Evaluation.....	24
7. Theme-based Instruction .....	25
8. Unit Development .....	26
a. Models of Unit Development .....	26
b. Task Continuity .....	27
9. Task Development.....	29
a. Definition of Tasks .....	29
b. Task Components .....	29
c. Tasks Grading and Sequencing .....	31

B. Review of Relevant Studies .....	32
C. Conceptual Framework .....	32
CHAPTER III: RESEARCH METHODOLOGY .....	34
A. Type of the Research.....	34
B. Research Setting & Subjects.....	34
C. Research Procedures.....	35
D. Data Collection Techniques.....	37
E. Data Analysis Techniques.....	39
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION.....	40
A. Research Findings .....	40
1. The Results of Need Analysis .....	40
2. The Course Grid .....	61
3. The First Draft of Materials .....	62
4. The Expert Judgement and the Revisions.....	64
B. Discussions .....	65
CHAPTER V: CONCLUSIONS AND SUGGESTIONS .....	78
A. Conclusion .....	78
1. The Result of the Need Analysis .....	78
a. The Target Needs.....	78
b. The Learning Needs .....	79
2. The Characteristics of Appropriate Written Cycle Learning Materials for Automotive Engineering .....	79
B. Suggestions .....	81
REFERENCES .....	83
APPENDICES .....	84

## LIST OF FIGURES

Figure 1. <b>The Schema of Scientific Approach</b> .....	10
Figure 2. <b>The Flow of Research Procedure</b> .....	35
Figure 3. <b>Unit Components</b> .....	61

## LIST OF TABLES

Table 1. <b>Types of Written Language</b> .....	18
Table 2. <b>Principles of Task Continuity</b> .....	28
Table 3. <b>Organization of Need Analysis Questionnaire</b> .....	37
Table 4. <b>Organization of Expert Judgment Questionnaire</b> .....	38
Table 5. <b>Data Conversion Table</b> .....	40
Table 6. <b>Students' Choice about Target Goals of English at SMK</b> .....	41
Table 7. <b>Students' Choice about English Usage</b> . ....	42
Table 8. <b>Students' Choice about The Importance of English in Working Situations</b> .....	42
Table 9. <b>Students' Choice about Written Discourse</b> .....	43
Table 10. <b>Students' Choice about Needed Skills</b> .....	43
Table 11. <b>Students' Choice about English Use at Workshops</b> . ....	44
Table 12. <b>Students' English Proficiency Level</b> .....	44
Table 13. <b>Students' Vocabulary Mastery</b> . ....	45
Table 14. <b>Students' Difficulties in Learning English</b> .....	45
Table 15. <b>Students' Difficulties in Reading</b> . ....	46
Table 16. <b>Students' Difficulties in Writing</b> .....	46
Table 17. <b>Relationship between Students' Writing and Familiar Topics</b> .....	47
Table 18. <b>Students' Wants in Learning English</b> .....	47
Table 19. <b>Students' Choice for Input Text</b> .....	48
Table 20. <b>Students' Choice for the Length of Input Text</b> .....	49
Table 21. <b>Students' Choice for Availability of Glossary</b> .....	49
Table 22. <b>Students' Input Choice for Learning Writing</b> .....	49
Table 23. <b>Students' Choice in Reading Comprehension Tasks</b> .....	50
Table 24. <b>Students' Choice of the Importance of Text Feature Knowledge</b> .....	50

Table 25. <b>Students' Preference in Writing Tasks</b> .....	51
Table 26. <b>Students' Choice in Learning Grammar</b> .....	51
Table 27. <b>Students' Choice in Learning Vocabulary</b> .....	52
Table 28. <b>Students' Preference in Doing Reading Tasks.</b> .....	52
Table 29. <b>Students' Preference in Doing Writing Tasks</b> .....	53
Table 30. <b>Students' Choice in Teacher Roles.</b> .....	53
Table 31. <b>Students' Choice in Teacher Respond to Students' Difficulty</b> .....	54
Table 32. <b>Student Roles in Reading Writing Learning Process</b> .....	54
Table 33. <b>Students' Agreement of Other Student Roles in Learning Process</b> .....	56
Table 34. <b>Students' Choice about Book Cover.</b> .....	57
Table 35. <b>Students' Choice about Ideal Font of Book Cover.</b> .....	57
Table 36. <b>Students' Choice about Ideal Font Size for Book Cover</b> .....	57
Table 37. <b>Students' Choice about Font for Instructions.</b> .....	58
Table 38. <b>Students' Choice about Font Size for Instructions</b> .....	58
Table 39. <b>Students' Choice about Letter Spacing.</b> .....	58
Table 40. <b>Students' Choice about Letter Color in Unit</b> .....	59
Table 41. <b>Students' Choice about Unit Illustration</b> .....	59
Table 42. <b>Students' Choice about Picture and Material Proportion.</b> .....	59
Table 43. <b>Students' Choice about the Length of Task Instruction</b> .....	59
Table 44. <b>Students' Choice about Number of Effective Tasks</b> .....	60
Table 45. <b>Students' Choice about Unit Cover.</b> .....	61
Table 46. <b>The Appropriateness of the Content</b> .....	63
Table 47. <b>The Appropriateness of the Presentation.</b> .....	63
Table 48. <b>The Appropriateness of the Language</b> .....	64
Table 49. <b>The Appropriateness of the Layout</b> .....	64
Table 50. <b>Revision of Unit</b> .....	65
Table 51. <b>The Appropriateness of the Content</b> .....	67
Table 52. <b>The Appropriateness of the Presentation.</b> .....	68

Table 53. <b>The Appropriateness of the Language</b> .....	68
Table 54. <b>The Appropriateness of the Layout</b> .....	69
Table 55. <b>Revision of Unit</b> .....	70
Table 56. <b>The Appropriateness of the Content</b> .....	72
Table 57. <b>The Appropriateness of the Presentation.</b> .....	72
Table 58. <b>The Appropriateness of the Language</b> .....	73
Table 59. <b>The Appropriateness of the Layout</b> .....	73
Table 60. <b>Revision of Unit</b> .....	74

## **LIST OF APPENDICES**

APPENDIX A. THE NEEDS ANALYSIS INSTRUMENTS

APPENDIX B. THE NEEDS ANALYSIS RESULTS

APPENDIX C. THE COURSE GRID

APPENDIX D. THE FIRST DRAFT OF MATERIALS

APPENDIX E. THE EXPERT JUDGMENT QUESTIONNAIRE

APPENDIX F. THE EXPERT JUDGMENT RESULTS

APPENDIX G. THE FINAL DRAFT OF THE MATERIALS

APPENDIX H. PERMIT LETTER

**DEVELOPING A SET OF SUPPLEMENTARY LEARNING MATERIALS  
OF WRITTEN CYCLE FOR STUDENTS OF GRADE XI OF  
AUTOMOTIVE ENGINEERING IN SMKN 1 SEYEGAN**

**Anas Putra Pamugkas  
12202244020**

**ABSTRACT**

The objectives of this study were (1) to find out targets' needs and learning needs of eleventh grade students of Automotive Engineering major in SMKN 1 Seyegan, (2) to develop appropriate written cycle learning materials for grade XI students of SMKN 1 Seyegan.

This was an educational research and development study. The research subjects were the grade XI of automotive engineering students of SMKN 1 Seyegan. The research procedure, was adapted from Borg & Gall (1983) procedure with heavy adjustments. The study used two types of questionnaire: 1) need analysis questionnaire to find out students' needs and learning needs and 2) material evaluation questionnaire based on *Pedoman Buku Bahasa Inggris SMK*. To analyze the questionnaires, descriptive statistics was used. The steps of this research were 1). Research and Information Collecting, where students were given questionnaire to identify their needs and learning needs, 2). Planning; in this stage, the course grid was developed based on the results of questionnaire, 3). Developing Preliminary Product/First Draft Materials, the course grid was the basis of the first draft of the materials, 4). Expert Judgement, the developed materials were evaluated by an expert by distributing the second questionnaire 5). Developing Final Product, the results of expert judgment were the basis to develop final product.

There were three developed units. Each unit consists of three parts: warm up, main activities and closing. In total, there are 14 tasks for each unit focusing on supplementing students' reading and writing comprehension. The topics of the materials are familiar for students. This also encouraged students to learn reading and writing well. Based on the results of expert judgement, the developed materials can be considered as "good".

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

English has been an international language that enables people from different countries to communicate with one another easily. Its use covers many areas in real and virtual world from theory to practice, such as improving field knowledge or having a professional job. Because of its importance, mastering English is necessary.

The fact that English is the international language has made the Indonesian government introduce English to all Indonesian schools, including vocational schools. It can be seen from the government action to make English as a major in every curriculum implemented by the Indonesian government. Currently, English is also a major in Curriculum 2013.

Curriculum 2013 by nature is different from its predecessors. The main difference is that the government through Ministry of Education and Culture develops the curriculum, syllabuses and materials for vocational highschools majors, including English. Because the government is the one that develops English materials, the Ministry of Education and Culture hopes that students of vocational highschools are able to reach the goals that had been set by the government. The Goals are that vocational students have potentials as good workers, and enterpreneurs and vocational students have good communication skills both native language and foreign language, i.e. English.

To engage the students, the materials for spoken cycle and written cycle should be developed by taking into account of both Curriculum 2013 and the results of need analysis: target needs and learning needs. In reality, English materials provided by the Ministry of Education and Culture are general. Students of vocational highschools have difficulties in understanding the materials. As a result, students of vocational highschools are not interested in learning English.

This research aims to give a solution to this problem by providing teachers and students of vocational highschools with a set of supplementary learning materials for written cycle. However, the materials are only specifically designed for students of vocational highschools who has major in automotive engineering.

## **B. Identification of the problem**

Based on The ministerial regulation number 64 year 2013, English difficulty levels in SMK are divided into *Novice*, *Elementary*, and *Intermediate*. In the second year (grade XI), English is taught at the level of *Elementary*.

The difficulty level of *Elementary* requires the students to learn more complex language functions, both spoken and written forms. In terms of spoken English, the students are expected to maintain communication with native speakers whilst in terms of written communication the students are expected to be able to produce professional message, such as writing a curriculum vitae.

Based on the preliminary observation, the teachers try to supplement English materials with supplementary materials from other sources. However, there are some limitations related to the supplementary learning materials. Those

limitations are: the supplementary materials for Curriculum 2013 are limited and the supplementary materials are not systematically developed.

The course books used for students of SMK is as the same as the book used for SMA students. Thus, students of SMK are not provided with knowledge of their area of expertise. The lack of knowledge creates a problem where students find some difficulties when they have to use English in performing their expertise.

This situation is also happening at SMKN 1 Seyegan. English teachers only use the national book. The use of supplementary learning materials in the classroom is still limited.

In spite of the fact that the materials are not relevant for all levels, the school has attempted to maximize the exposure of four-language skills stated in *Silabus Bahasa Inggris SMKN 1 Seyegan*. Hence, as the research will be for students of year XI, the researcher narrowed the problem dealing with the supplementary learning materials for students of year XI. On the syllabus, each of language skills has each own proportion and materials used.

Within the implementation of teaching and learning process, the teacher is still following the tasks provided in the source book (*Get Along With English for Year X*), for both receptive and productive skills. However, there are still problems with the learning materials used in the teaching and learning process of two skills.

The problems are listed as follows.

- 1) input texts for teaching reading.

During the process of teaching reading, the teacher makes use of input

texts provided in the source books as well as follows the tasks. However, text used in the textbooks are general. The use of general input texts without supplemented with specific input texts for students of vocational schools may render students ability and familiarity related to their field. The extensive use of specific input text will make students not only comprehend the features of the texts, but they also gain some technical terms used in automotive engineering. Those technical terms will be useful for them especially when they are working at plant or workshops or other specific places.

2) the process of teaching writing.

In teaching writing, teachers usually gives the tasks provided in the course book. They sometimes supplement their teaching by adopting materials from internet, but some of them are not related to automotive engineering.

3) the process of teaching grammar and vocabulary.

Most teachers teach the grammar and vocabulary deductively. In grammar teaching, teachers simply provide students formulas of grammar, and have students do some exercises. In vocabulary teaching, teachers also tell students before students face a type of texts. In spite of those, teachers usually provide more exercises related to grammar exercises, and a new list of vocabulary which is not related to automotive engineering.

### **C. Delimitation of the Problem**

This study will only focus on developing a set of written cycle learning materials. This materials will be developed based on combination between

Curriculum 2013 and students needs based on need analysis English for Specific Purposes.

#### **D. Statement of the Problem**

Based on identification of the problem above, it can be concluded that there are two focus of this research, namely:

1. What are the target needs and learning needs of eleventh grade students of Automotive Engineering major in SMKN 1 Seyegan?
2. What kind of written cycle materials do students of eleventh grade of Automotive Engineering major needs?

#### **E. Objectives of the Study**

Based on background of the study, identification of the problem, delimitation of the problem and statement of the problem, it can be sum up that the objectives of this study are:

1. To find out target needs and learning needs of eleventh grade students of Automotive Engineering major in SMKN 1 Seyegan?
2. To develop written cycle learning materials.

#### **F. Significances of the Study**

This study is expected to provide some contributions towardstwo issues in English teaching learning process:

1. Theoretical

This research is expected to be a relevant reference for researcher who intends to conduct similar research.

## 2. Practical

In terms of practical significance, It will contribute on:

This supplementary learning materials will be beneficial to student to increase their motivation in learning English, because they are developed using consent of students themselves. The learning materials will also enhance students knowledge, so they will get better understanding of both English and their expertise area. The developed learning materials of this study can be used by teachers of vocational highschools to supplement their teaching materials. Futhermore, this study may trigger teachers of vocational highschools to develop their own supplementary learning materials.

## **CHAPTER II**

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

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

##### **1. Teaching English as a Foreign Language in Indonesia**

English teaching in Indonesia has been regulated by national curriculum. It is also regulated in law number 20 year 2003 about national educational system. In Indonesia, English can be considered as a foreign language. However, currently, English is a required major in Indonesia educational system. To answer every challenge, Indonesian English syllabi has been revised throughout time. Today, The Government of Indonesia uses the Curriculum 2013 as the national curriculum, while it preserves School-based Curriculum.

There are some changes between Curriculum 2013 and School-based Curriculum, related to English teaching. First, the amount of time allocated to teach English is reduced. In Curriculum 2013, the allocated time for teaching English are twice a week (40 min per lesson) in lower secondary schools and once a week (45 min per lesson) in higher secondary schools. In School-based Curriculum, the allocated time is four times a week for secondary schools. Second, English teaching for elementary school is abolished in Curriculum 2013. Last, the English learning materials is heavily dependent on books published by ministry of education and culture.

##### **2. Teaching English in Vocational Schools (VS)**

Throughout time, the national curriculum has been changed and English syllabi have been developed to accommodate those changes. Particularly in

Vocational Schools, English is a required major, but teaching English has its own problems. Those problems are the lacks of learners' motivation, lacks of allocated time, lacks of resources and materials, and the number of students. Added to those problems, English in Curriculum 2013 expects learners to learn English as same as students of Senior High Schools. The learning materials are published by the Indonesian government. Teaching English in vocational school is quite challenging if their teachers are expected to teach many technical terms in each major in vocational schools.

### **3. Curriculum**

#### **a. Definition**

Some experts have their own definition on what is meant by a curriculum. According to Nation & Macalister (2010: 1), a curriculum is a guidance in designing courses that consists of outer cycle; namely principles, environment, and needs that involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production, and inner cycle that consists of goals, as its centre, contents, and sequences, format and presentation, and monitoring and assessment.

Richards and Schmidt (2002: 139) define a curriculum as a set of plan to guide a program. The program usually has several components: (a) the aims or goals of the program; (b) syllabus; (c) methodology; (d) assessment and testing; and (e) evaluation.

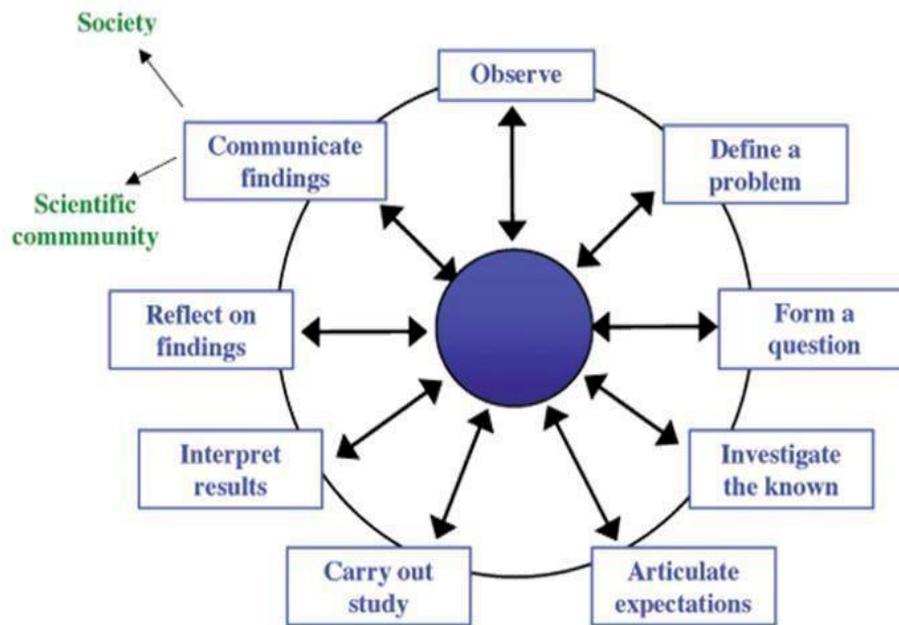
The Laws of Education System number 20 year 2003 defines a curriculum as a set of plan which contains goals, contents, materials, and method used as a guide in teaching learning process.

From theories above, It can be concluded that a curriculum is the framework that underlies before a program. It covers aims, contents, sequences (how the contents are going to be taught), teaching principles, assessment, and how a program are evaluated whether it reaches the goals or not in educational settings.

#### **b. Curriculum 2013**

Curriculum 2013 is the latest national curriculum in Indonesia. The curriculum is intended to succeed the school-based curriculum, the national curriculum dated in 2006. According to Curriculum 2013, English is a required major in vocational schools. However, the allocated time for teaching English is only once a week. Inside Curriculum 2013, there are two important things that need to be considered in teaching subject matter. They are Core Competence and Basic Competence. Core Competence include four basic competences that should be attained by students in every educational level: spiritual, social attitude, knowledge, and skills. The Basic Competence is the further explanation of the core competence. The following table is the core competence and basic competence of English taught in vocational schools for grade XI.

By implementing Curriculum 2013, the government forces both students and teachers to use Scientific Approach in teaching learning process. The following figure is the explanation of the Scientific Approach.



Redrawn from "A Scientific Method Based on Research Scientists' Conceptions of Scientific Inquiry," R. Reiff, W. S. Harwood, T. Phillipson. Proceedings of the 2002 Annual International Conference of the Association for the Education of Teachers in Science.

**Figure 1. Schema of Scientific Approach**

Based on the figure above, Curriculum 2013 which emphasizes on Scientific Approach can be implemented in all field studies.

The impact of Curriculum 2013 is that the teachers are required to teach based on the Scientific Approach (SA). The steps of implementing SA in teaching learning process are: observing texts, questioning (asking questions), experimenting (collecting data), associating (analyzing data and drawing conclusions), communicating and finding (knowledge), and creating texts.

1) Observing (text)

In the first step, students are required to receive or get exposed to English language input. This need to be done so that students have some perceptions in their mind what kind of text that they are going to learn. In this stage, students are

supposed to match their previous knowledge with the new knowledge (text). The materials used in this step may vary depending on the subjects/students' cognitive skills. It may be in the form of authentic materials (texts) or pedagogical materials (texts). The items which are listed include the social function of the text, text structure, grammar, and vocabulary.

2) questioning (asking questions)

To fully comprehend a text, students are required to match their previous knowledge with the new knowledge (new form of texts). If there is a gap between the existing knowledge and the new information, students need to ask or formulate questions based on the gap. It is also suggested that students have developed their own hypothesis on what questions that they intend to know.

3) experimenting (collecting data/information)

To get the answer of their own questions, students are encouraged to find some reference dealing with the text. Collecting information may be in the form of observing similar use of text in other context, browsing through internet, and if possible doing an interview. The teacher here performs his/her role as the facilitator. The teacher needs to guide students so that they will not lose in the deep of the jungle.

4) associating (analyzing data and drawing conclusions)

After collecting the sufficient resources, students need to sort out, classify, identify, and analyze collected data/information to answer their formulated questions. In this stage, students are not only required to answer their questions but also need to draw conclusions from the same of texts, so that students will

have the pattern and ways to deal with the text being learned.

5) communicating and finding (knowledge)

The next stage, students are required to communicate what they have in their mind through writing/spoken text. The conclusions describe their new gain knowledge, so that they are able to comprehend and create a new text perfectly similar with the model text.

6) creating (text)

The last step of this cycle is creating texts. In this step, students need to communicate ideas they have using the new knowledge they acquire. As they know the nature of the text, they will easily form texts. It is important to remember that learning a language does not have an end as it is a continuous cycle. This cycle will not be broken but it will only get some knowledge insertion. The ultimate form of learning English is able to use knowledge in communicate with people whether it is in the form of written form and spoken form.

#### **4. Written Cycle (Reading and Writing Skills)**

##### **a. Definition of Written Cycle**

English skills can be divided into two cycles, namely the spoken cycle and the written cycle. The spoken cycle consists of listening and speaking skills, while the written cycle consists of reading and writing skills. Both have two sides, namely receptive skills and productive skills. Listening and Reading are receptive, and speaking and writing skills are productive skills.

## **b. Definition of Reading**

Reading skill is one of language skills that belongs to the receptive one. Reading is not only a matter of understanding text superficial meaning but the readers also need to dig deeper what kind of information that the writer provided. Spratt et al (2005: 21) stated that to make sense a text, one should connect message in the text with one's background knowledge. Because of it, reading is truly unique yet complex process.

## **c. Subskills**

As one of language skills, reading has sub-skills. Spratt, et.al (2005: 22) propose three subskills of reading, they are shown as follows:

- 1). Reading for specific information or scanning: reader needs to pay attention on what kind of specific information the reader needs.
- 2). Reading for gist or skimming: the readers read the important clue, so that the readers will get general idea of texts.
- 3). Reading for detail: the reader needs to read and understand the whole text.

## **d. Definition of Writing**

Writing is a skill that produces language by creating written text. It needs a good communication to link the model with the idea in the mind into a good text. According to Spratt, et.al (2005: 26), writing is one of productive skills that has final product in the form of written text. The text should be constructed properly. The appropriateness of text will make readers understand easily.

### e. Types of Written Language

Written language has many types. According to Brown (2007: 302), there are many types of written language. Below is the list of types.

Table 1. **Types of Written Language (Brown, 2007: 302-303)**

No	Types of Written Language
1	Non-fiction: reports, editorials, essays, articles, reference (dictionaries, etc.)
2	Fiction: novels, short stories, jokes, drama, poetry
3	Letters: personal, business
4	Greeting cards
5	Diaries, Journals
6	Memos (e.g. interoffice memos)
7	Messages (e.g. phone messages)
8	Announcements
9	Newspaper "journalese"
10	Academic writing: short-answer test responses, reports, papers, thesis, books
11	Forms, Applications
12	Questions
13	Directions
14	Labels
15	Signs
16	Recipes
17	Bills (and other financial statements)
18	Maps
19	Manuals
20	Menus
21	Schedules (e.g. transportation tables)
22	Advertisements: Commercial, personal
23	Invitations
24	Directories
25	Comic strips, cartoons

Based on core and basic competences of Curriculum 2013, this research will use three types of written languages proposed by Brown (2007: 302-303): letters and non-fiction written languages: reports and articles.

## **f. Writing Stages**

Writing skill, like other skills have its own stages. Spratt et al (2005: 27) state that the stages of writing process which are:

- 1) brainstorming (thinking of everything we can)
- 2) making notes
- 3) planning (organising our ideas)
- 4) writing a draft (a piece of writing that is not yet finished, may be changed)
- 5) editing (correcting and improving text)
- 6) producing another draft
- 7) proof-reading (checking for mistakes in accuracy or editing again)

According to Stifler (1996: 1), the writing process can be divided into two: writing for self, and writing for public/audience. To create a writing for self, there are three stages: (1) prewriting, (2) focused prewriting, (3) drafting. However, to create a writing that become public consumption, the writer should follow six stages in writing: prewriting, focused writing, drafting, first review, second review, and final review.

It can be concluded that there are some stages that need to be followed by a writer to create a good writing. In writing, there are three main stages: prewriting, doing writing, afterwriting. Prewriting activities includes how the writer gathers ideas in what writing, he/she wants to write, how the text skeleton is, so on. Doing writing stage includes what kind of activities that writer does

when he/she is writing. The last stage is after writing. In this stage, the writing is usually published. Before the publishing, the writing needs to be checked.

## **5. English for Specific Purposes (ESP)**

As English becomes one of major in vocational schools, students of those schools are expected to perform well in English. However, as implied before that students of vocational schools are people who have their own expertises, English taught to students should also be based on English for Specific Purposes.

Hutchinson and Waters (1987: 19) state that ESP is an approach that takes into account learners' preferences in order to develop a good language teaching. ESP has characteristics in which the teaching and learning concern on how students can meet the specific needs they want to learn (Anthony, 1997: 1). Basturkmen (2006: 17) also supports the idea in which ESP is about preparing learners to use English within academic, professional, or workplace environment. In language teaching, ESP is important as Nunan (2004: 7) in Basturkmen (2006: 17) also declares that ESP is the subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research.

ESP is an approach that takes into account learners' preferences in order to develop a good language teaching.

### **a. Learners' needs**

The first analysis that should be done in ESP is the target needs which are described as something will be needed by the learners in the future, especially the use of language, by Hutchinson & Waters (1987: 55). They divided the target

needs into three aspects: necessities, lacks, and wants.

### **1). Necessities**

Necessities are the learners' needs to know the knowledge demanded by target situations where learners are involved.

### **2). Lacks**

Every learner have problems in the English learning such as the lack of proficiency, vocabulary, grammar, and it is possible that the problem varies depend on the each student. Lacks are defined as the gap occurs between the difficulties and the necessities by Hutchinson & Waters (1987: 55-56). When learners cannot achieve the necessities that concern demanded knowledge, lacks are things that need to be solved.

### **3). Wants**

ESP learners also can determine the needs by their own out of the necessities. This refers to Wants in which learners are also given an opportunity to be active in deciding the needs because people can have their own thought that may be different from what the students are supposed to do.

As stressed by Hutchinson and Waters (1987: 55) about target needs, it can be concluded that to determine target needs, the course planner should take three categories related to target needs analysis into account.

### **b. Learning needs**

After getting the whole picture of learners' needs, there is an aspect that should be considered in planning an ESP course is learning needs. Hutchinson and Waters (1987: 60) imply that learning needs is the route to achieve the goals

and objectives set by the developer from the starting points. Tahir (2011: 16-17) states that learning needs importance is equal to need analysis. Furthermore, he suggest that learning needs should be considered more important than need analysis by future ESP teachers.

In summary, learning needs is also as important as learners' needs. Because its nature is a "route", ESP teachers need to take learning needs seriously in planning and developing an ESP course in order to make ESP course become enjoyable, while still able to achieve its goals and objectives.

### **c. Materials Development**

The next step after getting information of learners' needs and learning needs is to develop the materials. Tomlinson (1998: 2) states that materials are anything used by teachers and learners to achieve the learning goals. Related to materials development, Nunan (1991: 216) states that material development is basically dealing with selection, adaptation, and creation of teaching materials. According to Richards (2001: 86) teaching materials in the process of teaching and learning has functions as the language input for learners, and ideas for teachers in planning and teaching lessons. In line with this, Dudley-Evans and St. John (1998) suggest that for teachers of ESP courses, teaching materials function as a source of language, learning support, for motivation and stimulation, and for reference.

Hutchinson & Waters (1987: 107) describe some principles to take into account in ESP materials.

1) a stimulus to learning

Good materials do not teach, but encourage the students to learn more and more. To accomplish such feat, the materials must be able to attract students interest such as interesting text, various enjoyable activities, and opportunities to use existing knowledge and skills which the students and teacher able to cope up. The materials must not be too challenging, and follow Krashen formula “**i+1**”.

2) providing the teaching learning process framework.

Materials can be the guidance for the teachers so that they do not get lost. Not only that, students knowledge and skill will improve according to the standards that they should improve. In other words, it should provide a clear and coherent unit structure which will guide teachers and learners through various activities in order to reach the learning goals.

3) reflecting language aspects needed to contain.

4) reflecting the nature of learning task.

Although language learning is such a complex process, materials should try to reflect the complexity of the task, yet makes it suitable for learners. The tasks must be constructed from the easiest into the hardest one.

5) introducing teachers to new techniques.

6) providing correct and appropriate language use model.

However, the materials do not simply become the language use, but it is a vehicle for language learning that can accommodate learners to understand

language in discourse level.

In order to make the materials relevant to what the learners need, materials development in ESP should be in line with the approach used in the materials. Content-based instruction (CBI) is considered as the most effective approach to be used since it can associate the materials development with the learners' needs in learning a second language (Richards and Rodgers, 2001: 207).

## **6. Materials Development**

### **a. Good Learning Materials**

In teaching learning process, the learning materials are very important. Materials are any kinds of things that can be used in language teaching.

There are five types of materials according to Tomlinson (2001) cited in Tomlinson (2011:2): informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language).

There are two types of materials: authentic and created materials (pedagogic) according to Richards (2001: 252). The created materials (pedagogic materials) are materials specifically developed to meet pedagogical standard defined by authority. The authentic materials refer to any materials that are not designed and developed specifically for educational purposes.

Philips and Shettlesworth (1978); Clarke (1989); Peacock (1997) cited in Richards (2001: 252) claim that there are several main advantages of using authentic materials:

- 1) They have a positive effect on learner motivation.
- 2) They provide authentic cultural information.
- 3) They provide exposure to real language.
- 4) They relate more closely to learners' needs.
- 5) They support a more creative approach to teaching.

Developing English learning materials should follow some criteria. Tomlinson (2011: 6-23) states the criteria of good materials as follows.

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) Learners should perceive what is being taught as relevant and useful.
- 5) Materials should require and facilitate learners' self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learner's attention should be drawn to linguistic features of the input.
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that the learners are different in learning

styles and affective attitude.

- 12) Materials should permit a silent period at the beginning of instruction.
- 13) Materials should maximize learning potentials by encouraging intellectual aesthetic, and emotional involvement, which stimulates both right and left brain activities.
- 14) Materials should not be relied too much on controlled practice.
- 15) Materials should provide opportunities for outcome feedback.

The good materials should make both teachers and learners comfortable with, and increase the chances of learners to experience authentic situations, while at the same time, still achieve the goals or aims.

#### **b. Role of Learning Materials**

In learning English, it is important for the teachers to provide their students with exposures. The best way to introduce English to learners is to learn in native forms. It means that in teaching English for non-native learners, teachers should use the authentic materials. This point of view is also shared by Richard (2001: 215). Richard point out that the materials being used to teach should be related to learners' expertise.

Based on Richard's view, the material developers should provide learners with a set of materials that makes learners not only learn English but also learn vocabularies related to their expertise.

Another implication is that teachers in voactional schools should be able to provide learners with authentic materials. Thus, graduated students will not only

master English as the means of communication, but also have knowledge about technical terms in their own fields.

### **c. Principles of Learning Materials Development**

Developing a learning materials must follow some principles so that the developed materials will be able to fulfill the goals set before. Tomlinson (2009: 45) in ILTEC seminar paper year 2009 states that materials being developed should be coherent and they should be based on some principles such as:

1. Theories of language acquisition and development.
2. Principles of teaching.
3. Current knowledge of how the target language is actually used.
4. The result of systematic observation and evaluation of materials in use.

Futhermore, Tomlinson (2009: 45) also sets up some principles based on some situations derived from target users' language acquisition process.

The materials developers should embrace those principles when they develop a learning materials for target learners. It will make the developed materials be practical in use and the learning materials can be considered as good materials.

### **d. Materials Design Model**

To reach the goals and objectives of language learning process, the existence of learning materials is a must. The materials will help and guide students because the materials can be used to expand the students knowledge even in non-related language learning process. Hutchinson and Waters (1987:108) provided a materials design model. The model consists of four main parts: input,

content-focus, language focus, and tasks. However, in this study, the researcher develops the materials by adapting the model from Borg and Gall (1983:775), in consent with coherent framework proposed by Hutchinson and Waters.

Designing the layout of learning materials is very important. The attractive design of learning materials will make learners/students be interested in learning. To make such attractive visual appearance, it is necessary to emphasize on typography. typography has many definitions. Here are some definitions by experts. According to Spitzmuller (2007: 10), typography is how written language is presented, in spite of the medium being used. Based on the idea proposed by Bringhurst (2005: 11) cited in Spitzmuller (2007: 6), typography is that something important in written language, due to its nature that gives “live” into the written languages. Typography has levels that can be further divided into two parts, according to Walker (2001: 18) cited in Spitzmuller (2007: 11). They are micro typography that includes choice of type faces, type sizes, alignment, emphasis, letter spacing and macro typography that includes the choice of color, the image placement, the choice of media, etc.

From theories above, it can be inferred that in developing unit of learning materials, the developer needs to take into account its typography, because typography serves as attention gathering. If the developer use the best combination of micro and macro aspects of typography, the developed materials will have “soul” and “live”. The good visualisation of a unit will have good impact to students related to their learning motivation.

#### **e. Materials Evaluation**

Materials evaluation is an important step in materials development. Tomlison (2012: 24) argues that the process will determine whether the developed materials are practical in use or not, how the learners will get benefits from them. Hutchinson and Waters (1987: 96) pointed out materials evaluation is not a tool to determine whether the learning materials are good or not, rather how its appropriateness in use.

In summary, materials evaluation is a step that determines whether the product is able to fulfill its goals or not. However, in this research, the materials development will be carried out based on *Instrumen Buku Bahasa Inggris SMK*.

#### **7. Theme-based Instruction**

There are some instructions used in educational settings. One of them is theme-based instruction. The theme-based instruction is a weak form of Content-based Instruction as stated by Brown (2002: 235-236). He states that the theme-based instruction is more practical in vocational education as it gives an emphasis on both subject-matter knowledge and English equally.

This is the reason why the researcher is going to use theme-based (TB) in this research. The use of TB in developing the materials will help students learn English better as they learn it which is connected to their major. The result of English teaching learning process also will be different since they will concern more on the language that fits to their major as vocational high school students.

Brown also mentioned that this model is an integrated skill instructional concept. It means that theme-based instruction that Brown argued which is more

practical, can be used as the guide to develop English materials for vocational school especially.

In theme-based instruction, themes are the central ideas that become the backbone of the units, so that they have to be chosen with some considerations, such as students' interests and needs, content resources, educational aims, and institutional demands. TB course consists of several subunits focusing on different topics which explore more specific aspects of the general theme. Topics then should be arranged to provide coherence for theme unit, and to generate content and language.

Theme-based instruction, as the name suggests, is an instructional method that place emphasis on particular theme. From that theme, the course developer can expand the theme to every aspect that fulfills the students needs. It is also a connector for students who has their own expertise to mastering a language and contents in their expertise.

## **8. Unit Development**

The learning materials are constructed by the compilation of units. Those units are arranged based on the course grid that the developer has created before. To develop units, the material developer needs to follow six steps provided by Nunan (2004: 31). Nunan argues if the material developer follows his suggestions, the units being developed will enable learners to complete the tasks and fit to their level proficiency. Because this study is only related to written cycle, one of the steps is omitted. Thus, the five steps are: schema building, controlled practice,

focus on linguistic elements, provide freer practice, and introduce the pedagogical task.

### **a. Models of Unit Development**

#### **1. schema building**

In the beginning, learners are guided by teacher to build what we called as schema. This schema will serve as the core of what learners need to do in a unit. The schema also provides learners the key points that they are required to achieve before doing tasks in a unit.

#### **2. controlled practice**

This step is time for students to explore their knowledge related to the use of vocabulary, structures, and functions in particular situation. By practicing it, learners will have better grasp on what they learn in that unit. Controlled practice can be by listening, watching, or reading non-authentic or authentic text taken place in particular place. i.e. workshop.

#### **3. focus on linguistic elements**

In this step, the main focus as the name suggest is linguistics elements such as grammar and vocabulary. Unlike traditional approach that emphasize linguistics elements in separate way, the Content-based Instruction gives emphasis on the relation of grammar, vocabulary that learners acquire with their situational conditions.

#### **4. providing freer practice**

In this step, learners are expected to be able to produce their own style of language use.

## 5. introducing the pedagogical task

At this step, it is the time to introduce the pedagogical tasks, which mean that students are required to complete tasks in groupwork.

### b. Task Continuity

To build a good structure of units, tasks need to be developed based on continuity principle. The continuity, according to Nunan (2004: 125), means that tasks, task components, and supporting skills unit must be interdependent with each other. By developing tasks of unit, the learning process cycle will not be interrupted.

Nunan (2004: 125) also provides definition of continuity from psycholinguistics approach. Here, Nunan states that tasks are sequenced by considering the cognitive and performance demand set for learners.

It can be inferred that task continuity is important, because it requires the coherent and cohesive of tasks, task components, and supporting skills to make the teaching learning process run smoothly and continuously.

Nunan (2004: 126) also provides the task continuity principle in the following table.

Table 2. **Principles of Task Continuity**

<b>Phases</b>	<b>Steps within Phase</b>
A. Processing	<ol style="list-style-type: none"><li>1. Read or study a text – no other response required.</li><li>2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard).</li><li>3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard).</li><li>4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).</li></ol>

B. Productive	<p>5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue.</p> <p>6. Listen to a cue and complete a substitution or transformation drill.</p> <p>7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).</p>
C. Interactive	<p>8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family).</p> <p>9. Simulation/discussion (e.g. students in small groups share information about their own families).</p> <p>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.).</p>

## 9. Task Development

### a. Definition of Tasks

Tasks as main components of a unit have been variously defined by experts. Nunan (2004: 113) claims that task is the core what developer constructs to guide the learner in learning process.

Nunan (2004: 41) says that task is any activity or action that is carried out as the result of processing or understanding language. The tasks done by students should be varied that students will not easily get bored and also be able to achieve the required competences.

It can be concluded that task is what material developers create in order to make learners understand ongoing learning process. Furthermore, the task is the main component of unit and it represents as the core of learning process.

## **b. Task Components**

A task like a unit consists of some elements that together build a “block”. According to Nunan (2004:41-56), there are six components that should be included in the process of task development.

### **1.Goals**

The goal is an aim that developer set before creating or developing a task. By completing a task, learners are expected to reach the goals.

### **2.Input**

Input of task is the material itself. The materials can be spoken, written, pedagogical, and authentic. The role of input here is to engage learners in learning. A variety of input will make learners feel interested in participating learning process.

### **3.Procedure**

In developing a task, the developer should be aware of learners are expected to complete the tasks. Learners in this case are asked to perform acts in order to complete the task.

### **4.Settings**

There are two types of settings: mode and environment. Learning mode refers to how learners do the tasks individually or groupwork. On the otherhand, environment refers to the place of the use of language taken place.i.e. workshops, shops, etc.

## **5. Teacher Role**

Role of teacher in task components is what teacher does in order to carry out the learning process and communicate with learners. There are three roles of teacher based on Breen and Candlin (1980: 89-112) cited in Nunan (2004: 67).

## **6. Learner Role**

Role of learner is what learner should do those tasks in accordance with having a good relationship between peers and teacher. Learners should be critical, reflective, and independent. In this point, Curriculum 2013 has forced learners to be critical, reflective, and independent, but learners are expected to have good social relationship with their environments.

### **c. Tasks Grading and Sequencing**

The tasks in unit should be arranged and developed comprehensively so that by completing tasks of a unit, learners are expected to reach unit's goals. However, to make tasks viable for learners to learn from what they are working on, the task should be arranged from the easiest way to the difficult one. Richard, Platt, and Weber (1986:125) in Nunan (2004:113) describe grading as the helpful presentation of unit contents. The gradation itself may differ based on the real challenge in the pedagogical field including the arrangement of tasks complexity. The sequence of tasks should be based on the comprehension to communication focus where learners are expected to produce their own style of language use in authentic settings.

## **B. Review of Relevant Studies**

There are some related studies about designing English materials for vocational schools. The research done by Fahmi Dwi Prasetyo (2013) is relevant with this study as the researcher also takes developing reading and writing materials for vocational high school students as the topic and concentrates on the materials for Pharmacy study program. Not only that, research done Jayanti (2015) is also similar as it provides an insight to develop reading materials that combine ESP, CBI and others. Another insight is provided by research done by Istikharoh (2015). In her thesis, she provides insights to develop interactive multimedia based on K13 English book published by Ministry of Education and Culture in 2014. Among these studies, it can be concluded that the developed materials consist of at least three units, each unit consists of three parts: introduction, main activities, and reinforcement sections. The input of the materials is generally in the form of texts, pictures, list of vocabulary, and grammar explanations. The developed materials should address majority of students needs, such as achieving success in national examination in English subject, engaging active communication, and understanding technical term in (pharmacy, computer engineering and networking). The materials that had been developed by three researches were rated as good.

## **C. Conceptual Framework**

English in vocational schools is not used for only academic purposes but also specific purposes. In this research, Automotive Engineering is one of the

majors in vocational school which is close to the use of English in its field.

Curriculum 2013 emphasizes on how an individual becomes very competent, creative, affective, and productive. To form such individual, combined by the era of globalization, the students of vocational school majoring in automotive engineering must have a good English. The problem is that the English materials is too general. Thus, this condition creates a gap, between knowledge that students need and being presented by current English materials.

To solve the problem, the researcher is going to develop a set of supplementary learning materials for English written cycle. The product is expected to fulfill its intended role and be able to give an appropriate enhancement for automotive engineering students.

The materials will be constructed by combining ESP principles and Theme-based Instruction. The model of the materials development is adapted from Borg and Gall (1983: 775). The developed materials will be assessed through expert judgement. Therefore, the supplementary learning materials are appropriate for the dissemination and implementation process.

## **CHAPTER III**

### **RESEARCH METHOD**

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

This research was a research and development study because it created a product, a set of supplementary learning materials for written cycle. this product was aimed to be used by students majoring in Automotive Engineering at vocational highschoools. This research was based on Borg and Gall (1983: 775) schema with some modifications.

#### **B. Settings and Subjects of the Research**

This research was conducted at SMKN 1 Seyegan on May 2016. The settings of this research was Automotive Engineering department. The department is one of seven specialized majors besides Autotronics Engineering, Motorcycle Engineering, Computer and Networking Engineering, Metal Fabrication Engineering, Civil and Planning Engineering (*Teknik Gambar Bangunan*), Concrete Construction Engineering (*Teknik Konstruksi Batu and Beton*). This school is also promoted as one of leading vocational schools in Sleman regency.

The participants of the research were grade XI students of Automotive Engineering at SMKN 1 Seyegan. There were three classes of the department. However, only one class was chosen as a sample.

### C. Research Procedure

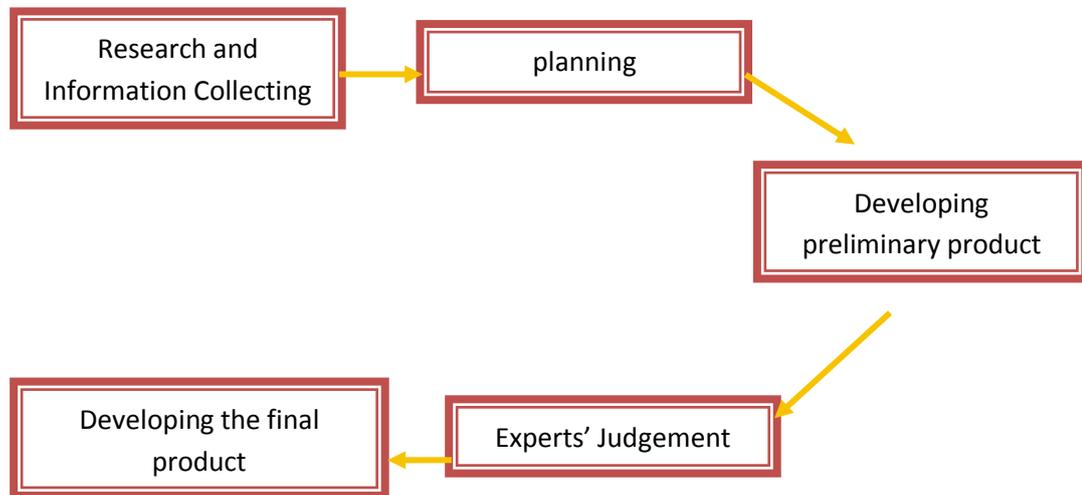


figure 2. the flow of research procedure

This research used guidance provided by Borg & Gall (1983: 775). However, there were some modifications to the procedure of the study. The modifications that happened were to comply the nature of a research and development research in Yogyakarta State University rule. The study was up to operational product revision without preeliminary field testing and main field testing, as both are replaced by experts' judgement. To comply that the developed product was good to be applied in field, the product must be in compliance with national standard set by national education standardization commission.

There were some steps to complete this study, namely: research and information collecting, planning, developing the preliminary form of product, expert's judgement and writing the final product. The steps of research were as follows.

### 1. Research and Information Collecting

The first step of conducting the research is research and information collecting. In this step, the need analysis was done. It aimed to find out targets' needs and learning needs. To make need analysis feasible, the questionnaire was distributed to students. The results of questionnaire was analyzed. The data of analysis results then was used in second step, Planning.

### 2. Planning

The next step after collecting data/information is planning. In this step, there were two activities: designing the course grid and designing the lay out of the materials. The course grid consisted of core and basic competences, unit title, indicators, grammar focus, vocabulary list and activities. In designing the lay out, the data from analysis was converted to the actions.

### 3. Developing Preliminary Product

After done in planning stage, the next step is to develop the first draft. The draft was derived from results of the planning stage. The preliminary materials consisted of three units. Each unit consisted of warm-up, main activities, reinforcement and reflection. Tasks of each unit should be appropriate for use. Adapting and adopting process of material inputs is related to topics.

### 4. Expert Judgment

The first draft of the materials then was evaluated by an expert. This was done to find out the appropriateness of the developed materials. in evaluating the materials, the expert was asked to fill in the questionnaire which was based on

learning material evaluation (*Instrumen Buku Teks Pelajaran Bahasa Inggris SMK*) provided by National Education Standarization Agency (*BSNP*).

#### 5. Developing Final Product

The final step of this research is to develop the final products. This process was basically revision of the preliminary product. The first draft of the materials that was evaluated by the expert was revised based on expert's guidance. After revised, the first draft of the materials became the final product of the materials. The materials were expected to fulfill students' needs and learning needs of automotive engineering department.

#### D. Data Collection Technique

The data needed was gathered using questionnaires: one was for assessing targets' needs and learning needs and the another was for experts' judgement.

The following is the organization of the first questionnaire used to collect students' needs and learning needs.

Table 3. **The Organization of Need Analysis Questionnaire**

No	Aspects	Item Numbers	Purpose of the Questions	References
<b>Target Needs</b>				
1	Necessities	6	To find out students' needs in target situations	Hutchinson & Waters (1987:55)
2	Lacks	5	To find out the gap between students' existing knowledge and the required knowledge level	Hutchinson & Waters (1987:55)
3	Wants	1	To find out students' wants related to Teaching Learning	Hutchinson & Waters (1987:55)

No	Aspects	Item Numbers	Purpose of the Questions	References
<b>Learning Needs</b>				
4	Input	4	To find out the content should be carried out in the designed task.	Nunan (2004:47-52)
5	Procedure	5	To find out students' preference for learning activities.	Nunan (2004:52-56)
6	Setting	2	To find out students' preference related to learning setting.	Nunan (2004:70-73)
7	Teacher's Role	2	To find out students' preference related to teacher's role.	Nunan (2004:64-70)
8	Learner's Role	2	To find out the learners' role in the classroom	Nunan (2004:67)
9	Typography	14	To find out students' preference related to lay out	Spitzmuller (2007: 10)

The second questionnaire is used to assess the materials. It is adapted from *BSNP of Instrumen Penilaian Buku Bahasa Inggris SMK*.

Table 4. **The Organization of Expert Judgment Questionnaire**

No	Components of Evaluation	Aspects	Item numbers	References
1	Content	Completeness	1	BSNP
		Depth	1	
		Accuracy	1	
		Element and Meaning Structures	1	
		Life Skill Development	1	
2	Presentation	Systematic	1	BSNP
		Unit balance	1	
		Students' focus	1	
		Autonomous	1	
		Self-evaluation	1	
3	Language	The appropriateness	1	BSNP
		Language Accuracy	1	
		The Unity of Idea	1	
4	Lay out	Typography	6	BSNP

## **E. Data Analysis Technique**

### **1. Need Analysis Questionnaire**

Data from the questionnaire was analyzed by converting each answer on questionnaire to the percentage using the formula:

The highest percentage on each question was considered of students' tendency toward to conditions.

### **2. Expert Judgement Questionnaire**

The second questionnaire used Likert-scale measurement. The calculation was done by using formula proposed by Suharto (2006: 52-53).

Then, the result was converted using descriptive analysis to measure its appropriateness as proposed by Suharto (2006: 52-53).

The following table is used to categorize the product of the research to particular standard.

Table 5. **Data Conversion Table** (Suharto, 2006: 52-53)

Scales	Interval	Descriptive Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.75 \leq x \leq 2.24$	Fair
3	$2.25 \leq x \leq 3.24$	Good
4	$3.25 \leq x \leq 4$	Very Good

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter consisted of findings and discussion of the research. The first part of this chapter presented findings of the research which consisted of the results of needs analysis, the course grid of the materials, the first draft of the materials, and the results of materials evaluation, and the final writing of the materials. The second part of this chapter presented the discussion of the research.

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

##### **1. The Results of Need Analysis**

In English for Specific Purpose course, it is important that learners are aware about their own needs. Based on those needs, the suitable learning materials can be developed well. To figure out and assess students' needs and learning needs, needs analysis was conducted. The questionnaire was distributed to students on May 21, 2016.

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

The first analysis that should be done in ESP is target needs. Those are often described as something will be needed by the learners in the future, especially the use of language, by Hutchinson & Waters (1987:55). According to Hutchinson and Waters (1987: 55), the target needs can be broken down into three aspects: necessities, lacks, and wants.

## 1) Necessities

Necessities, as the name suggests, is basic compulsory knowledge that students really need in order to achieve the goals or requirements. The following tables show the SMKN 1 Seyegan students' preference about the demand that they face in working situations.

Table 6. **Students' Choice about Target Goals of English at SMK**

Question	Items	T	f	Percentage
What is your main goal in learning English?	To pass national examination	66	19	28.79%
	To have sufficient provision to work at automotive company	66	15	22.73%
	To have sufficient provision to study at automotive department	66	16	24.24%
	To have sufficient provision to study at non-automotive department	66	7	10.61%
	To establish automotive workshop	66	1	1.52%
	Others	66	8	12.12%

The table 6 shows that some students thought that the necessity of passing national examination was their main reason in learning English (28.79%), while some of them (22.73%) thought learning English to work at automotive company. Because of the importance of passing national examination, the materials thus were based on core and basic competences of Curriculum 2013.

**Table 7. Students' Choice about English Usage**

Question	Items	T	f	Percentage
To be a professional mechanic, you will use English to...	Communicate through spoken and written forms of English.	72	20	27.78%
	Learn more about Automotive	72	19	26.39%
	Understand maintenance service instruction	72	22	30.56%
	Understand and write a memo/letter/invitation	72	11	15.28%

The table 7 demonstrates that some students tend to use English to understand maintenance service instructions (30.56%). At second place, students preferred to use English as a means of communication (27.78%). It can be concluded that understanding maintenance service instruction is important. The material being developed will also have maintenance service instruction as one of the material input.

**Table 8. Students' Choice about The Importance of English in Working Situations**

Question	Items	T	f	Percentage
Is it important for automotive-based English teaching learning process?	Very Important	29	19	65.52%
	Important	29	9	31.03%
	Less Important	29	1	3.45%

The table 8 displays that most students agree that English is important in working. Students who share this sentiment are up to 96.52%. Because of its importance, the English that will be used in learning materials will be based on students' level.

**Table 9. Students' Choice about Written Discourse**

Question	Items	T	f	Percentage
What kinds of written discourse do you often find at work?	Automobile Chassis	54	13	24.07%
	Automobile Electrical System	54	15	27.78%
	Automobile Parts	54	22	40.74%
	Others	54	4	7.41%

The table 9 reveals that students think that automotive parts are important source of written discourse (40.74%). Then it is followed by Automotive Electrical system (27.78%) and Automotive Chassis (24.07%) respectively. Therefore, the main source of written discourse of the materials will be Automotive Parts.

**Table 10. Students' Choice about Needed Skills**

Question	Items	T	f	Percentage
What skills and knowledge do you need most at work?	Reading	57	26	45.61%
	Writing	57	9	15.79%
	Grammar	57	12	21.05%
	Vocabulary	57	10	17.54%

The table 10 unfolds that 45.61% students view that Reading skills is important when they are learning things related to Automotive. Grammatical rules become the second important things that students want to emphasize on (21.05%). Based on the data above, Reading skills should be one of the material focuses.

**Table 11. Students' Choice about English Use at Workshops**

Question	Items	T	f	Percentage
What skills and knowledge do you encounter most at workshop?	Writing a memo/letter	45	9	20.00%
	Understanding automotive symbol, sign and language	45	24	53.33%
	Writing manuals/procedures	45	11	24.44%
	Others	45	1	2.22%

The table 11 shows that most students think that understanding Automotive-related things is the most important to them when they are at workshop (53.33%). After having understanding automotive-related things, the ability to write a technical manual or procedures is secondly important (24.44%). In conclusion, the materials will enable them to understand Automotive-related things in English.

## 2) Lacks

In learning, learners' main focus is to achieve knowledge that does not yet exist in their mind consciously. Learners are aware that there is a gap formed by target proficiency and students' existing proficiency. This gap is called lacks. Hutchinson & Waters (1987: 55) define lacks as the gap between target's current knowledge and knowledge that they suppose to acquire.

**Table 12. Students' English Proficiency Level**

Question	Items	T	f	Percentage
What is your English proficiency level?	Beginner	29	21	72.41%
	Intermediate	29	8	27.59%
	Advanced	29	0	0.00%

The table 12 indicates that 72.41% students' English proficiency is at beginner level, while the rest is at intermediate level. Based on the data, it can be concluded that English used in the materials will be in beginner level.

**Table 13. Students' Vocabulary Mastery**

Question	Items	T	F	Percentage
How many automotive-related vocabulary do you know	Less than 100 words	29	19	65.52%
	100 – 500 words	29	7	24.14%
	500 – 1000 words	29	1	3.45%
	More than 1000 words	29	2	6.90%

The table 13 reveals that most students (65.52%) acquire less than 100 Automotive-related words. At the same time, only 24.14% of students acquire 100-500 words. Based on the table above, the improvement of students' vocabulary mastery should be given priority.

**Table 14. Students' Difficulties in Learning English**

Question	Items	T	f	Percentage
What kinds of problems do you get while learning English?	Expressing language functions	66	10	15.15%
	Describing characteristics of things, humans, and the like	66	15	22.73%
	Understanding specific terminology in Automotive	66	18	27.27%
	Memorizing English grammar formula/rules	66	11	16.67%
	Understanding particular schedule	66	2	3.03%
	Understanding specific symbols in Automotive	66	7	10.61%
	Writing a memo/letter to specific people: supervisor	66	3	4.55%

The table 14 demonstrates that almost a third of students (27.27%) have difficulty in understanding specific terminology in Automotive. The second most problematic issue is how to describe characteristics of things, humans, and the like (22.73%). In the end, the materials cover descriptive text and Automotive-related topics.

**Table 15. Students' Difficulties in Reading**

Question	Items	T	f	Percentage
What kind of problems do you face in Reading?	Understanding vocabulary based on context.	36	17	47.22%
	Understanding English texts	36	12	33.33%
	Identifying main ideas of English texts.	36	6	16.67%
	Others	36	1	2.78%

From table 15, it can be concluded that what kinds of difficulties that students face in Reading Comprehension. Less than half of answers (47.22%) have difficulty in understanding vocabulary based on context. A third of answers have difficulty in understanding whole text. In conclusion, understanding vocabulary based on the context will be one of focuses in Reading comprehension.

**Table 16. Students' Difficulties in Writing**

Question	Items	T	F	Percentage
What kind of problems do you face in Writing?	Expressing the ideas	32	13	40.63%
	Understanding text features	32	7	21.88%
	Using cohesive marker suitably	32	10	31.25%
	Others	32	2	6.25%

The table 16 shows the difficulties that students face in Writing. Most answers (40.63%) show that students have difficulties in expressing the ideas while they are writing. In addition to this, ten students (31.25%) tend to have difficulties in using cohesive markers. From data above, the emphasis in writing was tasks that help students to express their ideas.

Table 17. **Relationship between Students' Writing and Familiar**

**Topics**

Question	Items	T	F	Percentage
If the topic is interesting, will you write more than usual?	Yes	29	15	51.72%
	No	29	3	10.34%
	Sometimes	29	11	37.93%

The table 17 shows that most students are eager to write more if the topics are interesting.

**3) Wants**

In English learning, every students had their own perspective regarding how the teaching process is conducted, how materials should be developed. In English for Specific Purposes (ESP), learners are actively involved in developing materials. The following table shows the students' wants.

Table 18. **Students' Wants in Learning English**

Question	Items	T	F	Percentage
Do you expect from learning English in SMK?	Mastering a lot of vocabulary, either general one or automotive specific one	53	20	37.74%
	Mastering English grammar	53	11	20.75%
	Using English fluently	53	16	30.19%
	Being able to differentiate English formal or non-formal expressions in texts.	53	6	11.32%

The table 18 indicates that what vocational students expect from learning English is to master a lot of vocabulary both general and Automotive-related (37.74%). Moreover, sixteen answers (30.19%) have expectations to use English fluently.

### **b. Learning Needs**

In planning a discourse, there is an aspect that needs to be considered besides need analysis, which is learning needs. According to Hutchinson & Waters (1987: 60), learning needs is a way to achieve goals and objectives. The importance of learning needs equals to need analysis according to Tahir (2011: 16-17). The learning needs can further be broken down into five components, namely: input, procedures, setting, teacher and student roles. The following table is the result of the questionnaire.

#### **1) Input**

**Table 19. Students' Choice for Input Text**

Question	Items	T	F	Percentage
What is the preferable choice as the Writing input?	Simple text related to electrical problem and how to fix it	56	12	21.43%
	Simple text related to chassis	56	15	26.79%
	Simple text related to Automotive terminology in English	56	23	41.07%
	Conversational text between mechanic and clients	56	6	10.71%

The table 19 reveals that students prefer to have simple text which is related to automotive terminology (41.07%), while 26.79% learners

prefer to have chassis-related simple text. As a result, the materials should cover automotive terminology and automotive parts such as electrical system and chassis.

**Table 20. Students' Choice for the Length of Input Text**

Question	Items	T	F	Percentage
How length should the input text be?	Less than 250 words	29	17	58.62%
	251 – 350 words	29	1	3.45%
	351 – 450 words	29	8	27.59%
	More than 450 words	29	3	10.34%

The table 20 presents that most students think that the ideal length of the input text should be less than 250 words (58.62%). On the otherhand, 27.59% students think that 351-450 words of text input are ideal. Based on the students' preference, thus the length of input text of the materials will be less and/or 250 words.

**Table 21. Students' Choice for Availability of Glossary**

Question	Items	T	F	Percentage
Is it needed for glossary in a unit?	Yes	29	23	79.31%
	No	29	6	20.69%

Based on data above, it is mandatory to provide glossary in every unit of the materials (79.31%). In each unit, there will be a list of vocabulary that students have studied in that unit.

**Table 22. Students' Input Choice for Learning Writing**

Question	Items	T	F	Percentage
What kind of inputs for learning Writing do you want?	Pictures	41	21	51.22%
	Short Story	41	8	19.51%
	Newspaper/Magazine text	41	4	9.76%
	Text for Internet	41	7	17.07%
	Others	41	1	2.44%

Based on table 22, it can be concluded that majority of the students think that in learning Writing, the existence of pictures is important (51.22%). Less than a fifth of students value the importance of short stories. Due to its importance, the Writing tasks will be using some pictures to guide students in writing.

## 2) Procedures

Table 23. **Students' Choice in Reading Comprehension Tasks**

Question	Items	T	F	Percentage
What kinds of tasks do you prefer in Reading Comprehension?	Matching	64	17	26.56%
	Answering Question based on the text	64	8	12.50%
	Reading aloud	64	5	7.81%
	Analyzing vocabulary	64	11	17.19%
	Analyzing idiomatic expressions	64	8	12.50%
	True or False Questions	64	12	18.75%
	Others	64	3	4.69%

The table 23 demonstrates that in Reading Comprehension tasks, students who choose to have matching tasks are 26.56%. It is followed by students who choose to have True or False Question tasks (18.75%). Therefore, to accommodate students' choice, task variations in Reading Comprehension will be Matching and True or False Questions.

Table 24. **Students' Choice of the Importance of Text Feature**

## Knowledge

Question	Items	T	F	Percentage
Is it important to know text features before create a writing?	Very important	29	15	51.72%
	Important	29	13	44.83%
	Less important	29	1	3.45%

The table 24 reveals that most students unanimously state the importance of text features very much (96.55%). Therefore, the input text for the materials is going to be deconstructed in each unit.

**Table 25. Students' Preference in Writing Tasks**

Question	Items	T	F	Percentage
What kind of tasks do you prefer in Writing?	Fill in dialogue between mechanic and client	59	9	15.25%
	Create simple text based on a set of topics.	59	13	22.03%
	Fill blank spaces in texts.	59	14	23.73%
	Arrange sentences into a good paragraph.	59	14	23.73%
	Identify and Fix sentence structure	59	9	15.25%

The table 25 shows that in Writing tasks, students who choose to have filling the blank spaces tasks are fourteen (23.73%). It is also tied with students who prefer to have arranging jumbled sentences tasks. Following them, creating a simple text gain popularity by 22.03%. As shown above, the task variations developed to guide students will be arranging jumbled sentences, filling in the blank space, and creating a simple text.

**Table 26. Students' Choice in Learning Grammar**

Question	Items	T	F	Percentage
What kind of activities do you prefer in learning grammar?	Memorizing grammar rules/formula	45	13	28.89%
	Doing grammar exercises	45	15	33.33%
	Identify and fix grammatical problems	45	15	33.33%
	Others	45	2	4.44%

The table 26 indicates that in learning grammatical rules, students have tendency to do grammar exercises and to identify and to fix grammatical problems (33.33%). Followed after, memorizing grammar rules is next highest (28.89%). From description above, It can be concluded that the grammar task will be in the form of grammar exercises, and identifying and fixing grammatical problems.

**Table 27. Students' Choice in Learning Vocabulary**

Question	Items	T	F	Percentage
What do you prefer in learning vocabulary?	Matching English words based on the context	43	14	32.56%
	Translating words	43	15	34.88%
	Completing a sentence/paragraph with available words	43	11	25.58%
	Completing a sentence/paragraph based on students' own knowledge	43	3	6.98%

The table 27 indicates that there is a tendency that students prefer to have translation method in learning vocabulary (34.88%). Beside that, 32.56% students prefer to have word matching based on the context. All things considered, the vocabulary tasks will be in the form of translating words and matching words based on the context.

### 3) Settings

**Table 28. Students' Preference in Doing Reading Tasks**

Question	Items	T	F	Percentage
What do you prefer in doing Reading tasks?	Individually	33	5	15.15%
	In pair	33	10	30.30%
	Small group	33	8	24.24%
	Big group	33	7	21.21%
	Others	33	3	9.09%

The table 28 shows that ten answers (30.30%) choose doing Reading tasks. Then, 24.24% students want to have Reading tasks done in small group. Based on the data above, students are required to form a pair or small group to do reading tasks.

**Table 29. Students' Preference in Doing Writing Tasks**

Question	Items	T	F	Percentage
What do you prefer in doing Reading tasks?	Individually	32	10	31.25%
	In pair	32	6	18.75%
	Small group	32	8	25%
	Big group	32	5	15.63%
	Others	32	3	9.38%

The table 29 demonstrates that in doing writing tasks, students choose to do them individually (31.25%) and small group (25%). In summary, the tasks will require students to do writing tasks individually.

#### 4) Teacher Role

**Table 30. Students' Choice in Teacher Roles**

Question	Items	T	F	Percentage
In Reading and Writing learning process, the teacher should....	Explain the rules, then give tasks to students	69	14	20.29%
	Help students to complete tasks	69	13	18.84%
	Read aloud and translate it to students	69	11	15.94%
	Explain material shortly and help students to explore it	69	14	20.29%
	Walk around and observe students when they are doing the assignments	69	11	15.94%
	Explain materials from teacher's desk	69	6	8.70%

Table 30 presents that in Reading and Writing learning process, students want teacher to help them by explaining the rules and giving students tasks, and by explaining the material shortly, and helping students to explore it (20.29%). Following those two, students want the teacher to help them in completing the tasks (18.84%). From the data above, the easy use of materials must be given priority.

**Table 31. Students' Choice in Teacher Respond to Students' Difficulty**

Question	Items	T	F	Percentage
What should teacher do when students face some difficulties	Explain the material once again.	33	18	54.55%
	Give more time for students to complete the tasks	33	8	24.24%
	Answer students directly	33	7	21.21%

Table 31 reveals that what most students want the teacher to do when they have some difficulties is by explaining the material once more (54.55%). On the otherhand, 24.24% students want teacher give them additional time to complete the tasks. In brief, teacher should understand the materials well. Therefore, the materials should be easy to understand for both teacher and students.

## 5) Student Role

**Table 32. Student Roles in Reading Writing Learning Process**

Question	Items	T	F	Percentage
What should students do in Reading Writing process?	Listen and take a note of important detail from teacher explanation	42	18	42.86%
	Participate actively	42	18	42.86%
	Do self-learning, and complete the tasks in calm conditions	42	5	11.90%
	Others	42	1	2.38%

The table 32 unveils that what students do in teaching learning process are to listen and take some note and to participate actively. This is shown by 42.86% each point respectively. In essence, the material will engage and encourage students to participate actively in teaching learning process.

**Table 33. Students' Agreement of Other Student Roles in Learning Process**

Question	Items	T	F	Percentage
Do you agree that other students read, give correction and input to your doing?	Strongly Agree	29	16	55.17%
	Agree	29	13	44.83%
	Disagree	29		
	Strongly Disagree	29		

Table 33 shows that students unanimously agree that other students need to give feedbacks to their peers' work, so that students might learn from each other. Therefore, the material will make students give their critics and suggestions on their friends' work.

### **c. Typography**

In writing materials, it is necessary to consider typography. According to Spitzmuller (2007: 10), typography is defined as how written language is presented, in spite of medium used. Walker (2001: 18) cited in Spitzmuller (2007: 10) stated that typography is further divided into: micro typography and macro typography. Micro typography includes choice of type faces, type size, alignment, emphasis, letter spacing while macro typography includes color choice, the image placement, and the choice of media. Here is the result of questionnaire related to typography preferred by students.

**Table 34. Students' Choice about Book Cover**

Question	Items	T	F	Percentage
What should book cover be?	Colorful	29	29	100%
	Non-colorful	29	0	0%

From data on table 34 above, the book cover must definitely be colorful.

**Table 35. Students' Choice about Ideal Font of Book Cover**

Question	Items	T	F	Percentage
What should cover book's font be?	Times New Roman	29	17	58.62%
	Cambria (Heading)	29	2	6.90%
	Arial	29	8	27.59%
	Others	29	2	6.90%

Table 35 demonstrates that most students think that Times New Roman font is the ideal choice for Font used in Book Cover (58.62%). Meanwhile, font of Arial is the second preferred choice (27.59%). In other word, Times New Roman font style will be font of the book cover.

**Table 36. Students' Choice about Ideal Font Size for Book Cover**

Question	Items	T	F	Percentage
What should size of the cover book's font be?	16	29	9	31.03%
	18	29	7	24.14%
	20	29	5	17.24%
	Others	29	8	27.59%

Table 36 presents that 31.03% students think that "16" is the ideal font size. It is followed by 24.14% students who think that "18" is the ideal choice. In summary, the font size of the book cover is 16.

**Table 37. Students' Choice about Font for Instructions**

Question	Items	T	F	Percentage
What should instruction font be?	Times New Roman	29	16	55.17%
	Calibri	29	3	10.34%
	Arial	29	8	27.59%
	Others	29	2	6.90%

Table 37 reveals that majority students think that Times New Roman font is ideal choice for Font used in instructions (55.17%). Next, font of Arial is second preferred choice (27.59%). From the data above, It means that the font of instructions is Times New Roman.

**Table 38. Students' Choice about Font Size of Instructions**

Question	Items	T	F	Percentage
What should size of instruction font be?	10	29	2	6.90%
	11	29	0	0%
	12	29	23	79.31%
	13	29	4	13.79%
	Others	29	0	0%

Table 38 indicates that majority students think that the ideal size of font used in instructions is "12". In the second place, there is font size of 13. From the data above, It indicates that the size of instruction font is 12.

**Table 38. Students' Choice about Letter Spacing**

Question	Items	T	F	Percentage
What is the ideal letter spacing?	1 space	29	5	17.24%
	1.15 space	29	6	20.69%
	1.5 space	29	18	62.07%
	2 space	29		

Table 38 demonstrates that 1.5 space is the most preferable choice by students (62.07%), while 1.15 space is the second preferable choice. It can be concluded that letter spacing used is 1.5 space.

**Table 40. Students' Choice about Letter Color in Unit**

Question	Items	T	F	Percentage
What is the ideal text color in a unit?	Black	29	27	93.10%
	Blue	29	1	3.45%
	Green	29		0%
	Etc	29	1	3.45%

The table 40 reveals that majority students (93.10%) agree that black is the most ideal color for letter in units. As a result, the letter color used is black.

**Table 41. Students' Choice about Unit Illustration**

Question	Items	T	F	Percentage
What should unit illustration be?	Cartoon	29	5	17.24%
	Realistic	29	11	37.93%
	Black and White	29	3	10.34%
	Colorful	29	10	34.48%

The table 41 presents that 37.93% students choose a realistic picture for Unit Illustration, while 34.48% students want to have colorful unit illustration regardless of cartoon or real. To accommodate those preference, the unit illustration will be colorful realistic picture.

**Table 42. Students' Choice about Picture and Material Proportion**

Question	Items	T	F	Percentage
What is preferable proportion of learning material and the illustration?	50:50	29	13	44.83%
	60:40	29	9	31.03%
	75:25	29	7	24.14%
	100 only material	29		0%

The table 42 indicates that there is a tendency that students prefer to have balance proportion 50:50 between illustration and material (44.83%). By choosing preferable choice, thus material proportion in the unit is going to be balanced (50:50).

**Table 43. Students' Choice about the Length of Task Instruction**

Question	Items	T	F	Percentage
What should length of task instruction be?	Short	29	5	17.24%
	Long	29	1	3.45%
	Medium	29	21	72.41%
	Very Short	29	2	6.90%

The table 43 reveals that most students prefer to have medium length of task instruction so that they do not have difficulties in guessing what they should do in each task (72.41%). Based on this result, the task instruction in developed materials is going to be medium length.

**Table 44. Students' Choice about Number of Effective Tasks**

Question	Items	T	F	Percentage
In Unit, how many should tasks be included?	10-12 tasks	29	19	65.52%
	12-15 tasks	29	4	13.79%
	> 15 tasks	29	2	6.90%
	Others	29	2	6.90%

The table 44 shows that majority students prefer to have 10-12 tasks for each unit for Reading and Writing parts (65.52%). As shown above, the units of material, therefore, will consist of 10-12 tasks at minimum.

Table 45. **Students' Choice about Unit Cover**

Question	Items	T	F	Percentage
What should the cover of a unit include?	Only Description	29	2	6.90%
	Description and Illustration	29	10	34.48%
	Illustration and Unit title	29	17	58.62%

Based on data presented in table 45, It means that most students prefer a unit cover that of title and illustrations to other options (58.62%).

As a result, the cover of unit will only be unit title and illustration.

## **2. The Course Grid**

The course grid is a set of guideline to develop the learning materials. It is formulated by considering items that have highest percentages. There are some components of a course grid, namely: identity, basic competences, number and title of the unit, indicators, input texts, language focus, and procedures to do tasks. The course grid is going to be used to develop a set of supplementary learning materials of written cycle (Reading and Writing) for Eleventh Grade Students of Automotive Engineering.

### **a. The Course Grid of Unit 1**

The course grid of Unit is designed based on basic competence 3.4 Identifying social function, text structure, and language features of analytical exposition text with actual topics. The topic of this unit is preferences. The text type used is short functional text. The grammar focus in this unit is present tense. Vocabulary is related to automotive.

**b. The Course Grid of Unit 2**

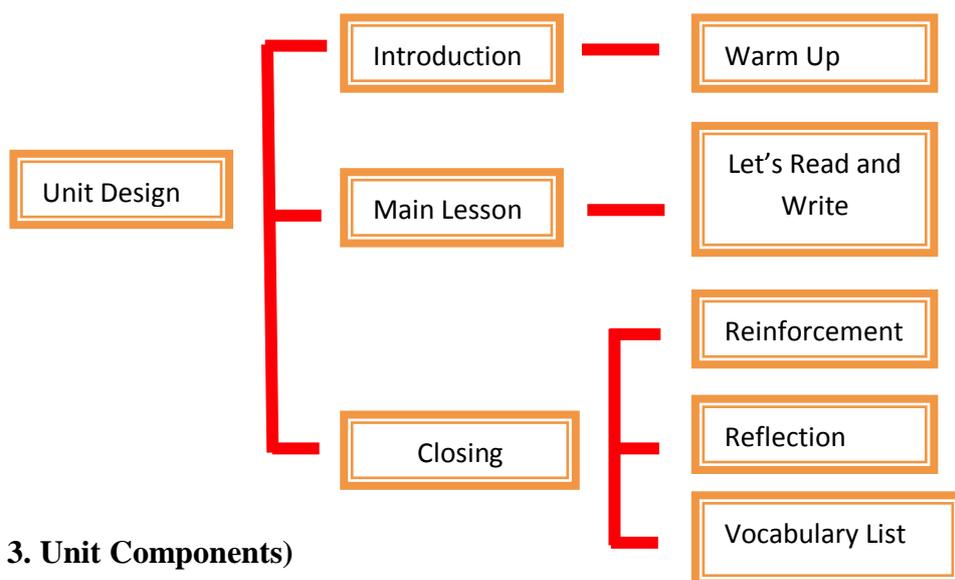
The course grid of Unit is designed based on basic competence 3.6 analyzing social function, text structure, and language features of personal letter. The topic of this unit is Autoshow. Personal letters are widely used in this unit. The grammar focus in this unit is past tense. Vocabulary is related to automotive.

**c. The Course Grid of Unit 3**

The course grid of Unit is designed based on basic competence 3.8 analyzing social function, text structure, and language features of short factual report of various things: people, animal, things, phenomena, natural occurrences. The topic of this unit is all about automotive. In this unit, the factual report text is main text for students. Vocabulary in this unit relates to automobile parts.

**3. The First Draft of Materials**

The developed learning materials consist of three units. Each units consists of 14 tasks which can be divided into three parts: introduction, main lesson, and reinforcement.



**(Figure 3. Unit Components)**

The detail description of each unit is presented below.

**a. Unit 1**

The title of unit is “What Should I Choose?”. The unit was designed to help students to learn about analytical texts used in their world. The unit consists of 14 tasks.

**b. Unit 2**

The title of unit is “How is Your Experience?”. The unit was developed to enable students to have good grasp on personal letter. The theme of the personal letters is experience when working at workshop, visiting an autoshow and others. This unit has 14 tasks.

**c. Unit 3**

The title of unit is “How do Things Work?”. The unit was designed to help students learn about factual report texts. The topic is related to automotive. Similar with other two, unit 3 consists of 14 tasks.

**4. The Experts Judgement and Revision**

After the first draft of materials had been developed, the materials were evaluated by an expert. The expert evaluated the materials by answering questionnaire set. The expert was a M.App.Ling holder and a lecturer of English Education Study Program of Yogyakarta State University. The results of expert judgement were analyzed and the results became guideline to revise the materials.

**a. The Results of Expert Judgement and Revisions of Unit 1**

**1) The Results of Unit 1**

There were four aspects of the materials that were evaluated: the appropriateness of the content, presentation, language and topography.

The following was the results of the analysis of the expert judgement of unit 1.

**Table 46. The Appropriateness of the Content**

<b>The Appropriateness of the Content</b>		
<b>No</b>	<b>Evaluated Aspects</b>	<b>Score</b>
1	The developed materials are in accordance with core and basic competences for grade XI in the Curriculum 2013.	<b>3</b>
2	The developed materials are in accordance with social function stated in the Curriculum 2013.	<b>3</b>
3	The developed materials are relevant with students future.	<b>3</b>
4	The developed materials involve linguistics feature learning of the text.	<b>3</b>
5	The developed materials are using up to date information.	<b>3</b>
<b>Mean</b>		<b>3</b>

Table 46 reveals that the mean of the appropriateness of the content is 3.

Thus, in term of the content appropriateness, the materials can be classified as “good” based on table 3.3 as it falls between  $2.5 \leq x \leq 3.24$ .

**Table 47. The Appropriateness of the Presentation**

<b>The Appropriateness of the Presentation</b>		
<b>No</b>	<b>Evaluated Aspects</b>	<b>Score</b>
1	The developed materials are systematic.	<b>3</b>
2	Each unit of the developed materials has similar components.	<b>3</b>
3	The developed materials emphasize on students-centred activities.	<b>3</b>
4	The basics of the developed materials are discovery learning and project-based learning.	<b>3</b>
5	The developed materials require students to be critical, creative and independent.	<b>3</b>
6	The developed materials force students to do reflection.	<b>3</b>
7	The developed materials consists of three parts: introduction (warm up), main activities, and reinforcement.	<b>3</b>
<b>Mean</b>		<b>3</b>

Table 47 shows that the mean of the appropriateness of the presentation is 3. hence, in term of the content appropriateness, the materials are classified as “good” based on table 3.3 as it falls between  $2.5 \leq x \leq 3.24$ .

Table 48. **The Appropriateness of the Language**

<b>The Appropriateness of the Language</b>		
<b>No</b>	<b>Evaluated Aspets</b>	<b>Score</b>
1	The developed materials are appropriate for students’ level of thinking	<b>2</b>
2	The developed materials use effective and efficient language.	<b>1</b>
3	The developed materials have good coherent and cohesion of the material components	<b>3</b>
<b>Mean</b>		<b>2</b>

Table 48 demonstrates that the mean of the appropriateness of the language is 2. This mean value is classified as “fair” based on table 3.3 as it falls between  $1.75 \leq x \leq 2.4$ .

The expert stated that there were lots of grammatical mistakes. She also pointed out that some instructions were less communicative. Hence, she suggested that two main points should be priority in revising the materials.

Table 49. **The Appropriateness of the Layout**

<b>The Appropriatness of the Layout</b>		
<b>No</b>	<b>Evaluated Aspects</b>	<b>Score</b>
1	The developed materials are going to be printed out using ISO standard paper (A4/A5/B5)	<b>3</b>
2	The developed materials have ideal proportion in title, subtitle, text and illustration placement.	<b>3</b>
3	The illustrations of the materials are both aesthetics and functional.	<b>3</b>
4	The developed materials do not use many variety of font.	<b>3</b>
5	The use of bold, italic, underline and capitalization is proportional.	<b>2</b>
6	Overall design of the materials are eye-catching.	<b>3</b>
<b>Mean</b>		<b>2.8</b>

Table 49 shows that the mean of the appropriateness of the layout is 2.8. Thus, in term of the layout appropriateness, the materials are categorized as “good” based on table 3.3 as it falls between  $2.5 \leq x \leq 3.24$ .

The expert stated that the materials used too much of italic words. She suggested to revise this point.

In conclusion, the mean of the appropriateness of the content was 3, the presentation was 3, the language was 2, the layout was 2.8. Hence, the mean of unit 1 was 2.8 which was categorized as “good” because it was between  $2.5 \leq x < 3.24$ .

## 2) The Revisions of Unit 1

The revisions were conducted based on the results of expert judgement. Although the materials could be considered as “good”, expert suggested to revise several aspects in Unit 1 of the materials: grammatical mistakes, less communicative use of language, and layout.

The following table presented the revision of unit 1 of the materials.

Table 50. **Revision of Unit 1**

Parts of the unit	Points to revise	Revision
Task 1	No revision	No revision
Task 2	<ul style="list-style-type: none"> <li>- Instruction sentence “read the passage below and give a tick on the following table” was not communicative.</li> <li>- “Give a tick on the following table” was not relevant and ambiguous.</li> <li>- The passage lacked of source.</li> <li>- Each sentence in the box lacked of period.</li> </ul>	<p>The task instruction “read the passage below and give a tick on the following table” was segregated into two instructions within one task.</p> <p>The second instruction was to make the task clear.</p> <p>The source was added.</p> <p>The period for each sentence was added.</p>

Task 3	The arrangement and of the task needed revising.	Revising the arrangement from five questions and five answers to one question and one answer with total of five pairs.
Task 4	The word “the letter” referred to what.... The source of the text lacked. The word “thesis” should be checked.	“the letter” was replaced with “the passage in Task 2 ”. The source of the text was added. The addition word “statement”, thus it became “thesis statement”.
Task 5	The instruction was less communicative and not clear enough. The phonetics transcripts lacked of bracket slash.	adding directions on how to complete the task 5. The bracket slash was added for each phonetics transcript.
Task 6	The instruction lacks of several words to make it clear. There were basic grammatical mistakes. The text lacked of the source. The word “the correction” is not appropriate for the context.	There were two words that were inserted to the instruction. fixing those basic grammatical mistakes. adding the source of the text. “the correction” was changed into “the correct statement”.
Task 7	No revision	No revision
Task 8	Complement in grammar explanation should be checked . The instructions of grammar exercises were less communicative.	Revising the C to C/O/Adv Revising the instruction to be more clear and revising the form of grammar exercises.
Task 9	No revision	No revision
Task 10	Instruction lacked of several word to make it clear. Writing a source of the text should be according to rules.	There were some word insertions. “create an analytical exposition based on facts below” was changed into “create an analytical exposition based on facts from the three picture series below”.
Task 11	No revision	No revision
Task 12	There was a grammatical mistake. The instruction “look for a analytical text related to your major and analyze it based on what you’ve got from class. You may write new vocabulary.” was not clear and less communicative.	revising the mistake The instruction was changed into “look for an analytical text related to automotive. Then, you analyze the text based on the content of the text, language features and structures of text. You may write down new vocabulary.”

Task 13	The instruction "rewrite a factual report text that you got in the task 13 using your own word" was not clear and ambiguous.	The instruction was changed into "rewrite the analytical text that you have analyzed in task 12 using your own words."
Task 14	Reflection should be in checklist form. There was a grammatical mistake.	The reflection task was in the form checklist. revising the grammatical mistake.
Auto Fact	The text lacked of the source.	inserting the source of the text.
Vocabulary List	The table lacked of phonetics transcription of each word.	adding the phonetics transcription of the word list in the unit.

## **b. The Results of Expert Judgement and Revisions of Unit 2**

### **1) The Results of Unit 2**

There were four aspects of the materials that were evaluated: the appropriateness of the content, presentation, language and topography.

The following was the results of the analysis of the expert judgement of unit 2.

**Table 51. The Appropriateness of the Content**

<b>The Appropriateness of the Content</b>		
<b>No</b>	<b>Evaluated Aspects</b>	<b>Score</b>
1	The developed materials are in accordance with core and basic competences for grade XI in the Curriculum 2013.	<b>3</b>
2	The developed materials are in accordance with social function stated in the Curriculum 2013.	<b>3</b>
3	The developed materials are relevant with students future.	<b>3</b>
4	The developed materials involve linguistics feature learning of the text.	<b>3</b>
5	The developed materials are using up to date information.	<b>3</b>
<b>Mean</b>		<b>3</b>

Table 51 shows that the mean of the appropriateness of the content is 3. Thus, in term of the content appropriateness, the materials are classified as "good" based on table 3.3 as it falls between  $2.5 \leq x < 3.24$ .

Table 52. **The Appropriateness of the Presentation**

<b>The Appropriateness of the Presentation</b>		
<b>No</b>	<b>Evaluated Aspects</b>	<b>Score</b>
1	The developed materials are systematic.	<b>3</b>
2	Each unit of the developed materials has similar components.	<b>3</b>
3	The developed materials emphasize on students-centred activities.	<b>3</b>
4	The basics of the developed materials are discovery learning and project-based learning.	<b>3</b>
5	The developed materials require students to be critical, creative and independent.	<b>3</b>
6	The developed materials force students to do reflection.	<b>3</b>
7	The developed materials consists of three parts: introduction (warm up), main activities, and reinforcement.	<b>3</b>
<b>Mean</b>		<b>3</b>

Table 52 reveals that the mean of the appropriateness of the presentation is 3. Thus, in term of the content appropriateness, the materials are categorized as “good” based on table 3.3 as it is between  $2.5 \leq x < 3.24$ .

Table 53. **The Appropriateness of the Language**

<b>The Appropriateness of the Language</b>		
<b>No</b>	<b>Evaluated Aspetcs</b>	<b>Score</b>
13	The developed materials are appropriate for students’ level of thinking	<b>2</b>
14	The developed materials use effective and efficient language.	<b>1</b>
15	The developed materials have good coherent and cohesion of the material components	<b>3</b>
<b>Mean</b>		<b>2</b>

Table 53 reveals that the mean of the appropriateness of the language was 2. This mean value is classified as “fair” based on table 3.3 as it falls between  $1.75 \leq x < 2.4$ .

The expert stated that there were lots of grammatical mistakes. She also pointed out that some instructions were less communicative. Hence, she suggested that two main points should be priority in revising the materials.

Table 54. **The Appropriateness of the Layout**

<b>The Appropriateness of the Layout</b>		
<b>No</b>	<b>Evaluated Aspects</b>	<b>Score</b>
16	The developed materials are going to be printed out using ISO standard paper (A4/A5/B5)	<b>3</b>
17	The developed materials have ideal proportion in title, subtitle, text and illustration placement.	<b>3</b>
18	The illustrations of the materials are both aesthetics and functional.	<b>3</b>
19	The developed materials do not use many variety of font.	<b>3</b>
20	The use of bold, italic, underline and capitalization is proportional.	<b>2</b>
21	Overall design of the materials are eye-catching.	<b>3</b>
<b>Mean</b>		<b>2.8</b>

Table 54 indicates that the mean of the appropriateness of the layout is 2.8. Thus, in term of the layout appropriateness, the materials are categorized as “good” based on table 3.3 as it is in  $2.5 \leq x < 3.24$ .

The expert stated that the materials used too much of italic words. She suggested to revise this point.

In conclusion, the mean of the appropriateness of the content was 3, the presentation was 3, the language was 2, the layout was 2.8. Hence, the mean of unit 2 was 2.8 which was categorized as “good” because it fell between  $2.5 \leq x < 3.24$ .

## 2) The Revisions of unit 2

The revisions were conducted based on the results of expert judgement. Although the materials could be considered as “good”, the expert suggested to revise several aspects in unit 2 of the materials: grammatical mistakes, less communicative use of language, and layout.

The following table presented the revision of unit 2 of the materials.

Table 55. **Revision of Unit 2**

Parts of the unit	Points to revise	Revision
Task 1	The title “To My Friends” was less communicative.	The title of unit was changed into question “What is Your Experience?”.
Task 2	<ul style="list-style-type: none"> <li>- Instruction sentence “read the passage below and give a tick on the following table” was not communicative.</li> <li>- “Give a tick on the following table” was not relevant and ambiguous.</li> <li>- The passage lacked of source.</li> <li>- Each sentence in the box lacked of period.</li> </ul>	<p>The task instruction “read the passage below and give a tick on the following table” was segregated into two instructions within one task.</p> <p>The second instruction was to make the task clear.</p> <p>The source was added.</p> <p>The period for each sentence was added.</p>
Task 3	The arrangement and of the task needed revising.	Revising the arrangement from five questions and five answers to one question and one answer with total of five pairs.
Task 4	<p>The word “ the letter” refers to what....</p> <p>The passage lacked of the source.</p>	<p>“the letter” was replaced with “the letter in Task 2”.</p> <p>The source of the text was added.</p>
Task 5	<p>The instruction is less communicative.</p> <p>The phonetics transcripts lacks of bracket slash.</p>	<p>adding directions on how to complete the task 5.</p> <p>The bracket slash was added for each phonetics transcript.</p>
Task 6	The instruction “read the passage and decide whether statements are true or false?” lacked of several words to make it clear.	There were two words that were inserted to the instruction. The instruction became “read the passage and decide whether the following statements are true or false?”

	There were basic grammatical mistakes. A sentence lacked of period. The text lacked of the source. The word “the correction” was not appropriate for the context. There was a typo.	fixing those basic grammatical mistakes and typo word. adding the source of the text. “the correction” was changed into “the correct statement”.
Task 7	No revision	No revision
Task 8	Complement in grammar explanation should be checked . The instruction was less communicative	Revising the C to C/O/Adv Revising the instruction to be more clear and revising the form of grammar exercises into text.
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	There was a grammatical error. The instruction was not clear and less communicative.	revising the mistake The instruction was changed into “look for a personal letter. Then, you analyze the text based on the content of the text, language features and structures of text. You may write down new vocabulary.”
Task 13	The instruction was not clear and ambiguous.	The instruction was changed into “write a personal letter to your and tell him about your best experience”.
Task 14	Reflection should be in checklist form. There was a grammatical mistake.	The reflection task was in the form checklist. revising the grammatical mistake.
Auto Fact	No revision	No revision
Vocabulary List	The table lacked of phonetics transcription of each word.	adding the phonetics transcription of the word list in the unit.

### c. The Results of Expert Judgement and Revisions of Unit 3

#### 1) The Results of Unit 3

There were four aspects of the materials that were evaluated: the appropriateness of the content, presentation, language and topography.

The following was the results of the analysis of the expert judgement of unit 3.

Table 56. **The Appropriateness of the Content**

<b>The Appropriateness of the Content</b>		
<b>No</b>	<b>Evaluated Aspects</b>	<b>Score</b>
1	The developed materials are in accordance with core and basic competences for grade XI in the Curriculum 2013.	<b>3</b>
2	The developed materials are in accordance with social function stated in the Curriculum 2013.	<b>3</b>
3	The developed materials are relevant with students future.	<b>3</b>
4	The developed materials involve linguistics feature learning of the text.	<b>3</b>
5	The developed materials are using up to date information.	<b>3</b>
<b>Mean</b>		<b>3</b>

Table 56 shows that the mean of the appropriateness of the content was 3.

Thus, in term of the content appropriateness, the materials were classified as “good” based on table 3.3 as it falls between  $2.5 \leq x < 3.24$ .

Table 57. **The Appropriateness of the Presentation**

<b>The Appropriateness of the Presentation</b>		
<b>No</b>	<b>Evaluated Aspects</b>	<b>Score</b>
1	The developed materials are systematic.	<b>3</b>
2	Each unit of the developed materials has similar components.	<b>3</b>
3	The developed materials emphasize on students-centred activities.	<b>3</b>
4	The basics of the developed materials are discovery learning and project-based learning.	<b>3</b>
5	The developed materials require students to be critical, creative and independent.	<b>3</b>
6	The developed materials force students to do reflection.	<b>3</b>
7	The developed materials consists of three parts: introduction (warm up), main activities, and reinforcement.	<b>3</b>
<b>Mean</b>		<b>3</b>

Table 57 reveals that the mean of the appropriateness of the presentation was 3. Thus, in term of the content appropriateness, the materials were categorized as “good” based on table 3.3 as it falls between  $2.5 \leq x < 3.24$ .

Table 58. **The Appropriateness of the Language**

<b>The Appropriateness of the Language</b>		
<b>No</b>	<b>Evaluated Aspetcs</b>	<b>Score</b>
13	The developed materials are appropriate for students' level of thinking	<b>2</b>
14	The developed materials use effective and efficient language.	<b>1</b>
15	The developed materials have good coherent and cohesion of the material components	<b>3</b>
<b>Mean</b>		<b>2</b>

Table 58 reveals that the mean of the appropriateness of the language is 2. This mean value is classified as “fair” based on table 3.3 as it falls between  $1.75 \leq x < 2.4$ .

The expert stated that there were lots of grammatical mistakes. She also pointed out that some instructions were less communicative. Hence, she suggested that two main points should be priority in revising the materials.

Table 59. **The Appropriateness of the Layout**

<b>The Appropriatness of the Layout</b>		
<b>No</b>	<b>Evaluated Aspects</b>	<b>Score</b>
16	The developed materials are going to be printed out using ISO standard paper (A4/A5/B5)	<b>3</b>
17	The developed materials have ideal proportion in title, subtitle, text and illustration placement.	<b>3</b>
18	The illustrations of the materials are both aesthetics and functional.	<b>3</b>
19	The developed materials do not use many variety of font.	<b>3</b>
20	The use of bold, italic, underline and capitalization is proportional.	<b>2</b>
21	Overall design of the materials are eye-catching.	<b>3</b>
<b>Mean</b>		<b>2.8</b>

Table 59 shows that the mean of the appropriateness of the layout is 2.8. Thus, in term of the layout appropriateness, the materials are categorized as “good” based on table 3.3 as it falls between  $2.5 \leq x < 3.24$ .

The expert stated that the materials used too much of italic words. She suggested to revise this point.

In conclusion, the mean of the appropriateness of the content was 3, the presentation was 3, the language was 2, the layout was 2.8. Hence, the mean of unit 3 was 2.8 which was categorized as “good” because it was in  $2.5 \leq x < 3.24$ .

## 2) The Revisions of Unit 3

The revisions were conducted based on the results of expert judgement. Although the materials could be considered as “good”, the expert suggested to revise several aspects in Unit 3 of the materials: grammatical mistakes, less communicative use of language, and layout. The following table presented the revision of unit 3 of the materials.

Table 60. **Revision of Unit 3**

Parts of the unit	Points to revise	Revision
Task 1	The title of the unit was less communicative. Writing the sources of the pictures should be according to the rules. Picture 2.1;2.2;2.3.	The title of unit was changed into question “How do Things Work?”. The sources of the pictures were written according to the rules. Picture 2.1;2.2;2.3 were changed into picture 3.1;3.2;3.3.
Task 2	- Instruction sentence “read the passage below and give a tick on the following table” was not communicative. - “Give a tick on the following table” was not relevant and ambiguous. - The passage lacked of source. - Each sentence in the box lacked of period. - Writing the source of the text should be the whole url.	The task instruction “read the passage below and give a tick on the following table” was segregated into two instructions within one task. The second instruction was to make the task clear. The source was added. The period for each sentence was added. The sources of the pictures were written according to the rules.

Task 3	The arrangement and of the task needed revising.	Revising the arrangement from five questions and five answers to one question and one answer with total of five pairs.
Task 4	The word “ the letter” referre to what.... Writing the source of the text should be the whole url.	“the letter” was replaced with “the text in Task 2”. The source of the text was added.
Task 5	The instruction was less communicative. The phonetics transcripts lacked of bracket slash.	adding directions on how to complete the task 5. The bracket slash was added for each phonetics transcript.
Task 6	The instruction lacked of several words to make it clear. There were basic grammatical mistakes. A sentence lacked of period. The text lacked of the source. The word “the correction” was not appropriate for the context. There was a typo.	There were two words that were inserted to the instruction. The instruction became “read the passage and decide whether the following statements are true or false?” fixing those basic grammatical mistakes and typo word. adding the source of the text. “the correction” was changed into “the correct statement”.
Task 7	No revision	No revision
Task 8	The sentence “rewrite the following sentences as suggested” should be more clear.	Revising the C to C/O/Adv Revising the instruction to be more clear and revising the form of grammar exercises into text.
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	There was a grammatical error. The instruction was not clear and less communicative.	revising the mistake The instruction was changed into “look for a report text. Then, you analyze the text based on the content of the text, language features and structures of text. You may write down new vocabulary.”
Task 13	The instruction was not clear and ambiguous.	The instruction was changed into “rewrite a report text that you get in task 12 using your own words.”
Task 14	Reflection should be in checklist form. There was a grammatical mistake.	The reflection task was in the form of checklist. revising the mistake.

Auto Fact	No revision	No revision
Vocabulary List	The table lacked of phonetics transcription of each word.	adding the phonetics transcription of the word list in the unit.

## 5. Discussion

This research belonged to research and development research. It was based on Borg & Gall model. The aim of this research was to develop a supplementary English learning materials for grade XI students of Automotive Engineering. To make the study feasible, there were some adjustments.

The research was started by identifying learners' needs and learning needs. To collect the data, the questionnaire was used. The questionnaire was distributed to 29 students. There are 40 items to find out learners' needs and learning needs.

From the results of Need Analysis, students goals in learning English were to pass national examination, and to prepare them to be professional worker who were able to use English well. It also revealed that students' English proficiency was at beginner level. Because of that, students wanted to improve their English in some aspects: grammar and vocabulary. In addition to these, they also wanted to improve their Reading and Writing skills.

This study also identified the learning needs aspect. It can be broken down into five components: input, procedures, setting, teacher and student roles. In terms of input, students wanted input texts that were familiar with them. In learning writing, the picture should be available. In terms of procedures, students choose to have various activities. In doing the tasks, students wanted tasks that are required students to do tasks individually, in pair and in small group. Students

hoped that teacher was active in process of learning and ready to explain the materials. At the same time, students hoped their colleagues to be active too in giving critics or suggestions of their writing.

After conducting need analysis, the next step was to design course grid. The course was developed from the results of need analysis and core and basic competences of Curriculum 2013.

There are three units of the materials had been developed. Each unit had similar number of tasks, similar design: introduction, main activities and closing. The introduction was to guide students through main activities. The main activities was where students are learning two skills: Reading and Writing. Closing was a stage where students are being reinforced by giving them homeworks and asking them to do reflection. After done developing course grid, then, the first draft of the materials was developed. The next step was that the first draft of the materials was evaluated by an expert as stated in Borg & Gall (1983: 775).

There are four evaluated aspects: the appropriateness of the content, presentation, language and layout. All aspects were derived from National Educational Standardization Agency (BSNP) evaluation form for textbook.

The results of material evaluation showed that the materials could be considered as “good” materials. However, there were some things that need to be revised. The revised version of first draft of the materials was considered as final product of the materials.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Regarding the findings and discussion, some conclusions are drawn. Those conclusions are meant to answer the research questions. They cover the targets' needs, learning needs and characteristics of good English supplementary written cycle instructional materials for grade XI students of Automotive Engineering at vocational schools.

##### **1. Target Needs of Students of Grade XI of Automotive Engineering**

The first analysis that should be done in ESP is the target needs. Those are often described as something that will be needed by the learners in the future. The target needs can be broken down into three aspects: necessities, lacks and wants.

The following are the results of the targets' needs.

1. There are two students' goals: small and big. The small goal is that students just want to pass the national examination. The big goal is that students want to be professional mechanics/workers in big automotive companies.
2. Topics that students prefer are related to their major, Automotive Engineering.
3. Most of students English proficiency are at the beginner level.
4. Students want to improve their vocabulary, grammar, as well as macro skills i.e. reading and writing.

## **2. Learning Needs of Students of Grade XI of Automotive Engineering**

In planning a discourse, there is an aspect that needed to be considered besides need analysis, called learning needs. The learning needs are path to achieve goals and objectives. They can further be broken down into five components, namely: input, procedures, setting, teacher and student roles.

The following are the results of the targets' needs.

1. In terms of input, students want input texts that are familiar with them. In learning writing, the picture should be available.
2. In terms of procedures, students chose to have various activities.
3. In doing the tasks, students want tasks that are required students to do tasks individually, in pair and in small group.
4. Students hoped that teacher is active in process of learning and ready to explain the materials.
5. At the same time, students hoped their colleagues to be active too in giving critics or suggestions of their writing.

## **3. Characteristics of English Supplementary Written Cycle Instructional Materials for Students of Grade XI of Automotive Engineering**

Developing supplementary learning materials for ESP students should take some things into account. The developer should know the nature of the learning materials. The combination of material development principles in ESP and general English will create appropriate learning materials for ESP students. However, the products of this research are different from other ESP materials where the materials are developed solely based on need analysis. The developed

materials are developed based on combination of need analysis and Curriculum 2013. After done, the developed materials are evaluated by an expert. Based on the results of expert judgement, the materials are classified as good.

The characteristics of the materials are as follows.

1. The topics used in the materials are related to Automotive Engineering.
2. The materials consist of three parts, namely:
  - a. Introduction

This part consists of the unit title and warm up. The objective of warm up section is to prepare students before they learn from main activities.

- b. Main Activities

The materials are developed based on the results of the needs analysis and Curriculum 2013. Because the focus of the instructional materials is written cycle, the main activities only covered four points: reading, writing, vocabulary and grammar.

- c. Closing

This part includes homework and reflection. The reinforcement tasks are meant to reinforce students' understanding about the topic being discussed in the unit. Homework is to increase students' understanding of the unit topic at home. By doing homework, students are expected to have better grasp related to the topic. The reflection section aims to make students reflect what they have learnt in the unit.

## **B. Suggestions**

### **1. To English Teachers**

The product of this research is a set of learning materials intended to supplement the English national textbooks developed by Ministry of Education and Culture. As supplementary learning materials, the product of this research should be able to help teachers in order to make their students learn English better.

The use of the product will enable teachers to determine what kinds of materials that students really need. By knowing students' interests and needs, teachers will learn how to provide materials which are not depending on English national textbooks. Teachers will choose to adopt and adapt others textbooks or texts for classroom use.

Ultimately, if teachers are active in adopting and adapting particular texts (e.g. authentic materials), they will have capability to develop their own supplementary materials which are appropriate for their students.

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

For other material developers, there are several things that need to be considered in developing learning materials. The first one is the content of materials. The content of the materials should be based on the results of need analysis. The results of need analysis is also combined with the current curriculum in particular level of formal educations. The materials should reflect students current level of thinking and encourage them to learn English. The second one is the presentation of the materials. The materials should be presented in systematic

way. It means that the difficulty of each task is gradually increasing. Being systematic means that students have less difficulties in order to complete the tasks presented in each unit. The third one is the language use. There are two types of language use, namely: instructional language and language of the content. The instructional language of the materials should be easy to understand, while the language of the content should at least equal to students' proficiency or higher than students' proficiency in some cases. The last one is the lay out of the materials. How well lay out used in the materials may affect students interest. If the lay out of the materials are well-designed, students will be interested in learning the materials. Thus, students are able to grasp the materials better.

## References

- Anthony, L. 1997. *Defining English for Specific Purposes and the Role of the ESP Practitioner* from <http://www.laurenceanthony.net/abstracts/Aizukiyo97.pdf>, accessed on May 15, 2016.
- Basturkmen, H. 2006. *Ideas and Options in English for Specific Purposes*. Mahwah: Lawrence Erlbaum Associate Publisher.
- Borg, W.R & Gall, M.D. (1983). *Educational research: An introduction*. New York: Longman.
- Brown, H.D. (2002). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY: Pearson Education.
- Prasetyo, F. D. (2013). *Developing reading-writing learning materials for the students of year X of Pharmacy study program at SMK/SMF Indonesia Yogyakarta in the academic year of 2012/2013*. Yogyakarta.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle & Henle Publishing.
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press.
- Jayanti, D. E. (2015). *Developing Reading Learning Materials for The Grade X Students of Computer Engineering and Networking Program at SMKN 1 Pundong in The Academic Year Of 2014/2015*. Yogyakarta.
- Nunan, D. 2004. *Task-Based Language Teaching*. Cambridge: CUP
- Richard, J.C., Rodgers, T.S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: CUP
- Richards, J. (2001), *Curriculum Development in Language Education*. Cambridge: Cambridge University Press
- \_\_\_\_\_. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Spitzmueller, J. 2007. *Visible by Design: The Significance of Typography in Media Communication*. A presentation for Nihon University of Tokyo. From <http://www.spitzmueller.org/docs/pres-tokio-2007-03-02.pdf> accessed on May 16, 2016 at 11.54.

- Spratt, M., Pulverness, A., & Williams, M. 2005. *The TKT Course*. Cambridge: Cambridge University Press.
- Stifler, B. (n.d). *Stages in Writing Process*. From <http://www.billstifler.org/cstcc/stages.pdf> assessed in march 31,2016 at 13.31.
- Suharto, G. (2006). *Pengukuran dan penilaian hasil belajar bahasa inggris*. Yogyakarta: Pusat Pelayanan dan Pengembangan Bahasa.
- Tahir, A. (2011). Learning Needs – A Neglected Terrain: Implications of Need Hierarchy Theory for ESP Needs Analysis. *English for Specific Purposes World* (33:11).
- Tomlinson, B (ed). (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- \_\_\_\_\_ (ed). (2009). *Principles and Procedures of Materials Development for Language Learning*. Accessed from <http://www.iltec.pt/pdf/Principles%20and%20Procedures%20of%20Materials%20Development%20Paper.pdf> on May 14, 2016.
- \_\_\_\_\_ (ed). (2011). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

## **LIST OF APPENDICES**

**APPENDIX A**  
**THE NEEDS ANALYSIS INSTRUMENTS**

## ANGKET DATA PENELITIAN

### 1. Data Pribadi Siswa

Isilah data diri sesuai dengan format di bawah ini.

Nama (*Boleh tidak diisi*) :  
Umur :  
Jenis Kelamin : L / P (*lingkari yang sesuai*)  
Alamat :

### 2. Kebutuhan Belajar Siswa

Pilihlah jawaban dengan memberi tanda silang (X) pada jawaban yang adik-adik pilih. Apabila adik-adik memiliki jawaban berbeda dan tidak terdapat dalam pilihan-pilihan jawaban dalam kuisisioner ini, adik-adik diperkenankan menulis jawaban milik adik-adik secara singkat.

1. Cover buku yang ideal ialah
  - a. Berwarna
  - b. Tidak berwarna
  - c. Lainnya\_\_\_\_\_
2. Font yang ideal untuk cover buku ialah
  - a. Times new roman
  - b. Cambria (Heading)
  - c. Arial
  - d. Lainnya\_\_\_\_\_
3. Ukuran ideal font tulisan ialah
  - a. 16
  - b. 18
  - c. 20
  - d. Lainnya\_\_\_\_\_
4. Font yang ideal untuk instruksi dalam unit ialah
  - a. Times new roman
  - b. Calibri
  - c. Arial
  - d. Lainnya\_\_\_\_\_
5. Ukuran ideal font tulisan ialah
  - a. 10
  - b. 11
  - c. 12
  - d. 13
  - e. Lainnya\_\_\_\_\_
6. Jarak ideal antara kalimat dalam suatu unit ialah
  - a. 1 spasi
  - b. 1,15 spasi
  - c. 1,5 spasi
  - d. 2 spasi

7. Warna tulisan yang ideal untuk buku ialah
  - a. Hitam
  - b. Biru
  - c. Hijau
  - d. Lainnya\_\_\_\_\_
8. Ilustrasi unit sebaiknya
  - a. Kartun
  - b. Realis
  - c. Hitam putih
  - d. Berwarna
9. Proporsi materi dan ilustrasi gambar sebaiknya
  - a. 50% materi : 50% ilustrasi
  - b. 60% materi : 40 % ilustrasi
  - c. 75% materi : 25% ilustrasi
  - d. 100% materi saja
10. Panjang pendek instruksi soal dalam tugas (*task*) sebaiknya
  - a. Pendek
  - b. Panjang
  - c. Menengah
  - d. Sangat pendek
11. Jumlah tugas (*tasks*) yang efektif menurut anda dalam satu unit materi adalah...
  - a. 10-12 tugas (*tasks*)
  - b. 12-15
  - c. Lebih dari 15
  - d. Lainnya\_\_\_\_\_
12. Cover suatu unit sebaiknya
  - a. Berisi deskripsi saja
  - b. Deskripsi dan ilustrasi bab
  - c. Ilustrasi dan judul bab
13. Alasan anda belajar Bahasa Inggris di sekolah adalah agar: (*Jawaban boleh lebih dari satu*)
  - a. Dapat menempuh Ujian Nasional Bahasa Inggris dengan sukses
  - b. Memiliki bekal untuk bekerja diperusahaan otomotif Indonesia
  - c. Memiliki bekal untuk melanjutkan ke perguruan tinggi jurusan Teknik Otomotif
  - d. Memiliki bekal untuk melanjutkan ke perguruan tinggi jurusan Non-Teknik Otomotif
  - e. Mendirikan bengkel mobil sendiri.
  - f. Lainnya. Sebutkan \_\_\_\_\_
14. Saat menjadi seorang montir berkelas, Bahasa Inggris akan anda gunakan untuk: (*Jawaban boleh lebih dari satu*)
  - a. Berkomunikasi secara lisan dan tertulis,
  - b. Mempelajari buku tentang bagian-bagian dari mobil dalam bahasa Inggris
  - c. Memahami instruksi dalam *maintenance service* yang menggunakan bahasa Inggris
  - d. Memahami dan menulis surat/memo/undangan kepada rekan kerja dalam Bahasa Inggris
  - e. Lainnya. Sebutkan. \_\_\_\_\_

15. Menurut anda, pembelajaran Bahasa Inggris dengan tema Otomotif:
  - a. Sangat Penting
  - b. Penting
  - c. Kurang Penting
  - d. Tidak Penting
  
16. Jenis bacaan yang akan sering saya temui saat menjadi teknisi di bengkel besar adalah teks dengan tema: (*Jawaban boleh lebih dari satu*)
  - a. Bagian-bagian *chasis* dari mobil
  - b. Bagian-bagian sistem kelistrikan dari mobil
  - c. Bagian-bagian onderdil dari mobil
  - d. Lainnya. Sebutkan \_\_\_\_\_
  
17. Jenis *skill* dan pengetahuan Bahasa Inggris yang akan sering anda gunakan saat menjadi montir adalah: (*Jawaban boleh lebih dari satu*)
  - a. *Reading* (membaca)
  - b. *Writing* (menulis)
  - c. *Grammar* (tatabahasa)
  - d. *Vocabulary* (kosakata)
  - e. Lainnya. Sebutkan \_\_\_\_\_
  
18. Fungsi kebahasaan (*language functions*) yang akan sering anda gunakan saat menjadi teknisi adalah: (*Jawaban boleh lebih dari satu*)
  - a. Menulis memo/pesan singkat kepada atasan.
  - b. Memahami simbol-simbol tertentu dalam dunia otomotif
  - c. Menulis langkah-langkah suatu tindakan.
  - d. Lainnya. Sebutkan \_\_\_\_\_
  
19. Selama ini, kemampuan bahasa Inggris anda secara umum adalah pada level:
  - a. Pemula (*beginner*), bisa menggunakan bahasa Inggris untuk komunikasi sehari-hari dengan sangatsederhana
  - b. Pertengahan (*intermediate*), bisa menggunakan Bahasa Inggris untuk berbagai situasidimanapun, meski dengan terbatu-batu.
  - c. Mahir (*advanced*), bisa menggunakan Bahasa Inggris untuk berbagai situasi dimanapun dengan lancar dan akurat
  
20. Jumlah kosa kata bahasa Inggris dalam dunia Otomotif yang sudah anda mengerti adalah:
  - a. < 100 kosakata
  - b. 100-500 kosakata
  - c. 500 – 1000 kosakata
  - d. > 1000 kosakata
  
21. Dalam belajar Bahasa Inggris, anda sering mengalami kesulitan ketika: (*Jawaban boleh lebih dari satu*)
  - a. Mengekspresikan ungkapan – ungkapan tertentu (menyapa, memberikan saran/anjuran, menunjukkan simpati, dll), secara tertulis
  - b. Mendeskripsikan benda-benda, ciri-ciri suatu hal tertentu dalam Bahasa Inggris
  - c. Memahami istilah-istilah tertentu, terutama istilah-istilah dalam dunia otomotif
  - d. Menghafalkan rumus
  - e. Memahami suatu jadwal tertentu
  - f. Memahami simbol-simbol tertentu, terutama dalam dunia Otomotif

- g. Menulis memo / undangan kepada orang-orang tertentu
  - h. Lainnya. Sebutkan \_\_\_\_\_
22. Secara umum, anda menginginkan pembelajaran Bahasa Inggris yang menjadikan anda: (*Jawaban boleh lebih dari satu*)
- a. Mampu menguasai kosa kata dengan baik, baik kosa kata umum, maupun istilah-istilah dunia Otomotif
  - b. Mampu menguasai *grammar* (tata bahasa) dengan baik
  - c. Mampu memahami dan menggunakan setiap kata, kalimat dan ungkapan dalam Bahasa Inggris
  - d. Mampu membedakan ungkapan-ungkapan formal dan non-formal dalam suatu teks tertentu Lainnya. Sebutkan \_\_\_\_\_
23. Dalam pembelajaran membaca (*Reading*), anda lebih suka bila bacaan yang dijadikan input menulis (*writing*) yang diberikan berupa: (*Jawaban boleh lebih dari satu*)
- a. Teks sederhana mengenai masalah kelistrikan dan cara penanganannya
  - b. Teks sederhana mengenai *chassis*
  - c. Teks sederhana berisi istilah-istilah penting dalam dunia Otomotif dalam Bahasa Inggris
  - d. Contoh dialog sederhana yang biasa digunakan antara montir dengan kliennya
  - e. Lainnya. Sebutkan \_\_\_\_\_
24. Dalam pembelajaran membaca (*Reading*) dan menulis (*Writing*), teks yang diberikan sebaiknya sepanjang:
- a. < 250 kata
  - b. 251 – 350 kata
  - c. 351 – 450 kata
  - d. > 450 kata
25. Dalam pembelajaran membaca (*Reading*), apakah diperlukan daftar kata susah (*glossary*)
- a. Iya.
  - b. Tidak.
26. Dalam pembelajaran membaca (*Reading*), jenis tugas yang anda sukai adalah: (*Jawaban boleh lebih dari satu*)
- a. Mencocokkan antara pernyataan satu dengan yang lain
  - b. Menjawab pertanyaan dari bacaan yang diberikan
  - c. Membaca teks dengan nyaring di depan kelas
  - d. Menganalisa arti kosa kata tertentu dan penggunaannya berdasarkan konteks yang dibaca
  - e. Menganalisa arti ungkapan-ungkapan tertentu dan penggunaannya berdasarkan konteks yang dibaca
  - f. Memilih pernyataan Benar/ salah (*True /False*)
  - g. Lainnya. Sebutkan \_\_\_\_\_
27. Kesulitan yang anda temui dalam membaca (*reading*) adalah....
- a. Mengartikan kosakata sesuai dengan konteks
  - b. Memahami teks bahasa Inggris
  - c. Mengidentifikasi ide pokok dari teks bahasa Inggris
  - d. Lainnya \_\_\_\_\_

28. Pentingkah mempelajari fitur-fitur jenis teks (organisasi teks, tata bahasa (*grammar*) yang digunakan, dll) sebelum menulis?
- sangat penting
  - penting
  - kurang penting
  - tidak penting
29. Dalam pembelajaran menulis (*Writing*), anda lebih menyukai aktivitas seperti: (*Jawaban boleh lebih dari satu*)
- Melengkapi dialog antara seorang montir dengan kliennya
  - Membuat teks singkat dan sederhana mengenai suatu permasalahan tertentu.
  - Melengkapi bagian yang kosong pada suatu teks
  - Menyusun kalimat sehingga menjadi suatu paragraf yang benar
  - Mengidentifikasi dan memperbaiki kesalahan struktur kalimat
  - Lainnya. Sebutkan \_\_\_\_\_
30. Kesulitan yang anda temui dalam menulis (*writing*) adalah...
- Mengutarakan buah pikiran
  - Memahami komponen-komponen suatu teks bahasa Inggris
  - Menggunakan kata hubung (*cohesive marker*)
  - Lainnya \_\_\_\_\_
31. Input- input apa saja yang anda inginkan dalam aktivitas/tugas menulis... (*boleh menjawab lebih dari satu pilihan*)
- Gambar
  - cerita pendek
  - artikel dari koran dan/atau majalah
  - artikel dari internet
  - Lainnya \_\_\_\_\_
32. Ketika topik yang akan ditulis menarik untuk anda, apakah anda akan menulis lebih banyak dari biasanya?
- Iya
  - Tidak
  - Kadang-kadang
33. Jenis kegiatan pembelajaran tata bahasa (*grammar/structure*) yang anda inginkan.... (*Boleh menjawab lebih dari satu*)
- menghafalkan rumus/ formula tatabahasa.
  - mengerjakan latihan soal tentang tatabahasa.
  - mengidentifikasi struktur kalimat.
  - memperbaiki struktur kalimat yang salah.
  - Lainnya \_\_\_\_\_
34. Dalam mempelajari kosa kata (*vocabulary*), anda lebih suka jika: (*Jawaban boleh lebih dari satu*)
- Mencocokkan kata-kata / ungkapan Bahasa Inggris sesuai dengan konteks yang disediakan
  - Mengartikan kata-kata
  - Melengkapi kalimat/paragraf dengan kata-kata yang telah disediakan sebelumnya
  - Melengkapi kalimat/paragraf dengan kata-kata sendiri berdasarkan pengetahuan yang dimiliki

- e. Mengidentifikasi kelompok kata dalam teks
  - f. Lainnya. Sebutkan \_\_\_\_\_
35. Dalam proses pembelajaran membaca (*Reading*), tugas yang diberikan sebaiknya dikerjakan secara:
- a. Individu
  - b. Berpasangan (2 orang)
  - c. Group kecil (anggota 3-4 orang)
  - d. Group besar (anggota 5 orang atau lebih)
  - e. Lain-lain. Sebutkan \_\_\_\_\_
36. Dalam proses pembelajaran menulis (*Writing*), tugas yang diberikan sebaiknya dikerjakan secara:
- a. Individu
  - b. Berpasangan (2 orang)
  - c. Group kecil (anggota 3-4 orang)
  - d. Group besar (anggota 5 orang atau lebih)
  - e. Lain-lain. Sebutkan \_\_\_\_\_
37. Saat pembelajaran membaca (*Reading*) dan menulis (*Writing*), siswa sebaiknya: (*Jawaban boleh lebih dari satu*)
- a. Mendengarkan penjelasan guru, kemudian menulis apa yang ditulis guru di papan tulis/ dikte.
  - b. Berpartisipasi aktif dalam diskusi dan tukar pendapat dengan guru dan siswa lainnya mengenai masalah tertentu
  - c. Belajar sendiri (individu), mengerjakan soal-soal dalam situasi yang tenang
  - d. Lainnya. Sebutkan \_\_\_\_\_
38. Saat pembelajaran membaca (*Reading*) dan menulis (*Writing*), guru sebaiknya: (*Jawaban boleh lebih dari satu*)
- a. Menjelaskan rumus, kemudian memberikan tugas pada siswa
  - b. Menuntun siswa dalam membahas teks
  - c. Membaca nyaring kemudian menterjemahkannya bersama siswa
  - d. Memberikan materi secara singkat kemudian membiarkan siswa bereksplorasi
  - e. Mengitari kelas sambil mengamati siswa mengerjakan tugas yang diberikan
  - f. Menjelaskan materi sambil duduk di meja guru
  - g. Lainnya. Sebutkan \_\_\_\_\_
39. Jika saya mengalami kesulitan dalam aktivitas tugas, saya ingin guru saya....
- a. menjelaskan kembali materi yang dipelajari
  - b. memberi saya waktu tambahan untuk memahami aktivitas/tugas yang diberikan
  - c. menjawab pertanyaan saya secara langsung
40. Setelah menyelesaikan tugas/aktivitas menulis anda, anda ingin teman anda membaca, mengoreksi, dan memberi masukan pada pekerjaan anda.
- a. sangat setuju
  - b. setuju
  - c. tidak setuju
  - d. sangat tidak setuju

**APPENDIX B.**  
**THE NEEDS ANALYSIS RESULTS**

## The Results of Needs Analysis

The results of need analysis then were analyzed using the formula:

$$\text{percentage (\%)} = \frac{f}{T} \times 100\%$$

f : frequency

T : total answers

Questions	Items	T	f	Percentage
What is your main goal in learning English?	To pass national examination	66	19	28.79%
	To have sufficient provision to work at automotive company	66	15	22.73%
	To have sufficient provision to study at automotive department	66	16	24.24%
	To have sufficient provision to study at non-automotive department	66	7	10.61%
	To establish automotive workshop	66	1	1.52%
	Others	66	8	12.12%
To be a professional mechanic, you will use English to...	Communicate through spoken and written forms of English	72	20	27.78%
	Learn more about Automotive	72	19	26.39%
	Understand maintenance service instruction	72	22	30.56%
	Understand and write a memo/letter/invitation	72	11	15.28%
Is it important for automotive-based English teaching learning process?	Very Important	29	19	65.52%
	Important	29	9	31.03%
	Less Important	29	1	3.45%
What kinds of written discourse do you often find at work?	Automobile Chassis	54	13	24.07%
	Automobile Electrical System	54	15	27.78%
	Automobile Parts	54	22	40.74%
	Others	54	4	7.41%
What skills and knowledge do you need most at work?	Reading	57	26	45.61%
	Writing	57	9	15.79%
	Grammar	57	12	21.05%
	Vocabulary	57	10	17.54%
What skills and knowledge do you encounter most at workshop?	Writing a memo/letter	45	9	20.00%
	Understanding automotive symbol, sign and language	45	24	53.33%
	Writing manuals/procedures	45	11	24.44%
	Others	45	1	2.22%

What is your English proficiency level?	Beginner	29	21	72.41%
	Intermediate	29	8	27.59%
	Advanced	29	0	0.00%
How many automotive-related vocabulary do you know?	Less than 100 words	29	19	65.52%
	100 – 500 words	29	7	24.14%
	500 – 1000 words	29	1	3.45%
	More than 1000 words	29	2	6.90%
What kinds of problems do you get while learning English?	Expressing language functions	66	10	15.15%
	Describing characteristics of things, humans, and the like	66	15	22.73%
	Understanding specific terminology in Automotive	66	18	27.27%
	Memorizing English grammar formula/rules	66	11	16.67%
	Understanding particular schedule	66	2	3.03%
	Understanding specific symbols in Automotive	66	7	10.61%
	Writing a memo/letter to specific people: supervisor	66	3	4.55%
What kind of problems do you face in Reading?	Understanding vocabulary based on context.	36	17	47.22%
	Understanding English texts	36	12	33.33%
	Identifying main ideas of English texts.	36	6	16.67%
	Others	36	1	2.78%
What kind of problems do you face in Writing?	Expressing the ideas	32	13	40.63%
	Understanding text features	32	7	21.88%
	Using cohesive marker suitably	32	10	31.25%
	Others	32	2	6.25%
If the topic is interesting, will you write more than usual?	Yes	29	15	51.72%
	No	29	3	10.34%
	Sometimes	29	11	37.93%
Do you expect from learning English in SMK?	Mastering a lot of vocabulary, either general one or automotive specific one	53	20	37.74%
	Mastering English grammar	53	11	20.75%
	Using English fluently	53	16	30.19%
	Being able to differentiate English formal or non-formal expressions in texts.	53	6	11.32%
What is the preferable choice as the Writing input?	Simple text related to electrical problem and how to fix it	56	12	21.43%
	Simple text related to chassis	56	15	26.79%
	Simple text related to Automotive	56	23	41.07%

	terminology in English			
	Conversational text between mechanic and clients	56	6	10.71%
How length should the input text be?	Less than 250 words	29	17	58.62%
	251 – 350 words	29	1	3.45%
	351 – 450 words	29	8	27.59%
	More than 450 words	29	3	10.34%
Is it needed for glossary in a unit?	Yes	29	23	79.31%
	No	29	6	20.69%
What kind of inputs for learning Writing do you want?	Pictures	41	21	51.22%
	Short Story	41	8	19.51%
	Newspaper/Magazine text	41	4	9.76%
	Text for Internet	41	7	17.07%
	Others	41	1	2.44%
What kinds of tasks do you prefer in Reading Comprehension?	Matching	64	17	26.56%
	Answering questions	64	8	12.50%
	Reading aloud	64	5	7.81%
	Analyzing vocabulary	64	11	17.19%
	Analyzing idiomatic expressions	64	8	12.50%
	True or False questions	64	12	18.75%
	Others	64	3	4.69%
Is it important to know text features before writing?	Very important	29	15	51.72%
	Important	29	13	44.83%
	Less important	29	1	3.45%
	Not important	29		
What kind of tasks do you prefer in Writing?	Fill in dialogue between mechanic and client	59	9	15.25%
	Create simple text based on a set of topics.	59	13	22.03%
	Fill blank spaces in texts.	59	14	23.73%
	Arrange sentences into a good paragraph.	59	14	23.73%
	Identify and Fix sentence structure	59	9	15.25%
What kind of activities do you prefer in learning grammar?	Memorizing grammar rules/formula	45	13	28.89%
	Doing grammar exercises	45	15	33.33%
	Identify and fix grammatical problems	45	15	33.33%
	Others	45	2	4.44%
What do you prefer in learning vocabulary?	Matching English words based on the context	43	14	32.56%
	Translating words	43	15	34.88%
	Completing a sentence/paragraph with available words	43	11	25.58%

	Completing a sentence/paragraph based on students' own knowledge	43	3	6.98%
What do you prefer in doing Reading tasks?	Individually	33	5	15.15%
	In pair	33	10	30.30%
	Small group	33	8	24.24%
	Big group	33	7	21.21%
	Others	33	3	9.09%
What do you prefer in doing Reading tasks?	Individually	32	10	31.25%
	In pair	32	6	18.75%
	Small group	32	8	25%
	Big group	32	5	15.63%
	Others	32	3	9.38%
In Reading and Writing learning process, the teacher should....	Explain the rules, then give tasks to students	69	14	20.29%
	Help students to complete tasks	69	13	18.84%
	Read aloud and translate it to students	69	11	15.94%
	Explain material shortly and help students to explore it	69	14	20.29%
	Walk around and observe students when they are doing the assignments	69	11	15.94%
	Explain materials from teacher's desk	69	6	8.70%
What should teacher do when students face some difficulties	Explain the material once again.	33	18	54.55%
	Give more time for students to complete the tasks	33	8	24.24%
	Answer students directly	33	7	21.21%
What should students do in Reading Writing process?	Listen and take a note of important detail from teacher explanation	42	18	42.86%
	Participate actively	42	18	42.86%
	Do self-learning, and complete the tasks in calm conditions	42	5	11.90%
	Others	42	1	2.38%
Do you agree that other students read, give correction and input to your doing?	Strongly Agree	29	16	55.17%
	Agree	29	13	44.83%
	Disagree	29		
	Strongly Disagree	29		
What should book cover be?	Colorful	29	29	100%
	Non-colorful	29	0	0%
What should cover book's font be?	Times New Roman	29	17	58.62%
	Cambria (Heading)	29	2	6.90%
	Arial	29	8	27.59%

	Others	29	2	6.90%
What should size of the cover book's font be?	16	29	9	31.03%
	18	29	7	24.14%
	20	29	5	17.24%
	Others	29	8	27.59%
What should instruction font be?	Times New Roman	29	16	55.17%
	Calibri	29	3	10.34%
	Arial	29	8	27.59%
	Others	29	2	6.90%
What should size of instruction font be?	10	29	2	6.90%
	11	29	0	0%
	12	29	23	79.31%
	13	29	4	13.79%
	Others	29	0	0%
What is the ideal letter spacing?	1 space	29	5	17.24%
	1.15 space	29	6	20.69%
	1.5 space	29	18	62.07%
	2 space	29		
What is the ideal text color in a unit?	Black	29	27	93.10%
	Blue	29	1	3.45%
	Green	29		0%
	Others	29	1	3.45%
What should unit illustration be?	Cartoon	29	5	17.24%
	Realistic	29	11	37.93%
	Black and White	29	3	10.34%
	Colorful	29	10	34.48%
What is preferable proportion of learning material and the illustration?	50:50	29	13	44.83%
	60:40	29	9	31.03%
	75:25	29	7	24.14%
	100 only material	29		0%
What should length of task instruction be?	Short	29	5	17.24%
	Long	29	1	3.45%
	Medium	29	21	72.41%
	Very Short	29	2	6.90%
In Unit, how many should tasks be included?	10-12 tasks	29	19	65.52%
	12-15 tasks	29	4	13.79%
	> 15 tasks	29	2	6.90%
	Others	29	2	6.90%
What should the cover of a unit include?	Only Description	29	2	6.90%
	Description and Illustration	29	10	34.48%
	Illustration and Unit title	29	17	58.62%

**APPENDIX C.**  
**THE COURSE GRID**

## COURSE GRID

Name of the School : SMK N 1 Seyegan

Subject : English

Program of Expertise : Automotive

Class : XI

Standard of Competence : Communicating in English at Intermediate Level

Basic Competences :

1. 3.4 Identifying social function, text structure, and language features of analytical exposition text with actual topics.
2. 3.6 Identifying social function, text structure, and language features of personal letters used in suitable conditions.
3. 3.8 Identifying social function, text structure, and language features of report texts of things and phenomena.

Basic Competence	Topic	Unit Title	Indicators	Input	Language Features	Activities
<b>3.4 Identifying social function, text structure, and language features of analytical exposition text with actual</b>	Preferences	<b>UNIT 1 What Should I Choose?</b>	Students are able to: - identify the purpose of analytical exposition text - identify the generic structure of analytical	a. Written analytical exposition texts b. Information of the purpose and generic structure of the text	<b>Vocabulary:</b> counterpart stall eclipse vital inner	Warm Up - Students look at and study pictures of preferences; AWD vs 2WD, Manual vs Automatic dan petrol

<p><b>topics.</b></p>			<p>exposition text - use present tense</p>		<p>hilly favour awareness alert Disc brake Drum brake  <b>Grammar:</b> Present tense</p>	<p>vs diesel. Let's Read &amp; Write - Students read a analytical exposition text about automatic vs manual car - Students are supposed to give a tick in order to show how much knowledge they have known. - Students are asked to study the text and answer questions - Students are asked to match English words with Indonesia words. - Students read the passage and decide whether statements are true or false.</p>
-----------------------	--	--	--	--	--	--

						<ul style="list-style-type: none"><li>- Students are asked to identify parts of the text.</li><li>- Students learn the grammar and have a grammar exercise.</li><li>- Students fill answers in the blank sections of the text.</li><li>- Students are tasked to arrange the jumbled sentences of the text.</li><li>- Students create a analytical exposition text based on the facts and topics provided.</li></ul> <p><b>Reinforcement</b></p> <ul style="list-style-type: none"><li>- Students are asked to create a personal letter based on their own experience.</li></ul>
--	--	--	--	--	--	---

						Reflection - Students are asked to write what they've learnt from the unit.
<b>3.6 Identifying social function, text structure, and language features of personal letters used in suitable conditions.</b>	Past experience	<b>UNIT 2</b> <b>How is Your Experience?</b>	Students are able to: - identify the purpose of personal letter text - identify the generic structure of informal letter text - use past tense properly when retelling past events.	a. Written personal letter b. Information of the purpose and generic structure of the text	<b>Vocabulary:</b> cockpit clutch torque virtual premium predecessor internship  <b>Grammar:</b> Past tense	Warm Up - Students look at and study pictures of car, workshop dan factory. Let's Read & Write - Students read a personal letter - Students are supposed to give a tick in order to show how much knowledge they have known. - Students are asked to study the text and answer questions - Students are asked to match English words

						<p>with Indonesia words.</p> <ul style="list-style-type: none"><li>- Students read the passage and decide whether statements are true or false.</li><li>- Students are asked to identify parts of the text.</li><li>- Students learn the grammar and have a grammar exercise.</li><li>- Students are tasked to arrange the jumbled parts of a letter.</li><li>- Students complete a personal letter based on provided clues.</li></ul> <p>Reinforcement</p> <ul style="list-style-type: none"><li>- Students are asked to create a personal letter based on their own</li></ul>
--	--	--	--	--	--	---

						<p>experience.</p> <p>Reflection</p> <ul style="list-style-type: none"> <li>- Students are asked to write what they've learnt from the unit.</li> </ul>
<p><b>3.8 Identifying social function, text structure, and language features of report texts of things and phenomena.</b></p>	<p>All about Car</p>	<p><b>UNIT 3</b></p> <p><b>How do Things Work?</b></p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>- identify the purpose of factual report texts</li> <li>- identify the generic structure of factual report texts</li> <li>- use present tense properly when describing something in general</li> <li>- use suitable adjectives for describing something.</li> <li>- use passive voice correctly</li> </ul>	<ul style="list-style-type: none"> <li>a. Written factual report texts</li> <li>b. Information of the purpose and generic structure</li> </ul>	<p><b>Vocabulary:</b></p> <p>Automobile parts:</p> <ul style="list-style-type: none"> <li>- engine</li> <li>- AC</li> <li>- Fuel</li> <li>- Electricity system</li> <li>- Etc.</li> </ul> <p>Workshops</p> <p><b>Grammar:</b></p> <p>Passive voice</p>	<p>Warm Up</p> <ul style="list-style-type: none"> <li>- Students look at and study pictures of car-related things such as engine, fuel pump and steering system.</li> </ul> <p>Let's Read &amp; Write</p> <ul style="list-style-type: none"> <li>- Students read a factual report texts</li> <li>- Students are supposed to give a tick in order to show how much knowledge they have known.</li> <li>- Students are asked to study the text and</li> </ul>

						<p>answer questions.</p> <ul style="list-style-type: none"><li>- Students are asked to match English words with Indonesia words.</li><li>- Students read the passage and decide whether statements are true or false.</li><li>- Students are asked to identify parts of the text.</li><li>- Students learn the grammar and have a grammar exercise.</li><li>- Students fill answers in the blank sections of the text.</li><li>- Students create a factual report text based on the picture and clues.</li></ul>
--	--	--	--	--	--	--

						<p>Reinforcement</p> <p>Homework</p> <ul style="list-style-type: none"><li>- Students look for a factual report text and analyzing it.</li><li>- Students look for a factual report and rewrite using students' own language.</li></ul> <p>Reflection</p> <ul style="list-style-type: none"><li>- Students are asked to write what they've learnt from the unit.</li></ul>
--	--	--	--	--	--	--

**APPENDIX D.**  
**THE FIRST DRAFT OF MATERIALS**

# ETOS-AUTO

Grade  
XI

A supplementary written cycle learning material for  
Automotive Vocational School



Author

Anas Putra Pamungkas

Supervisor

Sukarno, M.Hum

## *Preface*

*ETOS-AUTO course book has been specially designed for students of vocational school whose major is Automotive. This book is expected to supplement national book for Curriculum 2013*

*ETOS-AUTO consists of three units. Those three unit have each own topics based on the basiccompetences from Ministry of Higher Education and Research and Technology. The first unit topic is related to how students become critical in every situation. This is also in line with social competence that students need to achieve in Curriculum 2013. The second unit topic is related to students past experience. Here, students are taught how to deliver the experience in the form of personnal letter. The third unit topic is all about car. The Car is a thing that students are familiar with.*

*Although ETOS-AUTO is specially designed for students of vocational school, it only covers two language skills: Reading and Writing. It is because both skills are familiar with students. Even so, Hopefully, the book can be used properly and it can enhance students understanding about topics.*

Author

## Table of Contents

Preface .....	ii
Table of Contents .....	iii
Parts of the Book .....	iv
Map of the Book .....	v
Unit 1.....	1
a. Warm Up .....	2
b. Let's Read and Write .....	3
c. Grammar Focus .....	9
d. Reinforcement .....	16
e. Reflection .....	16
f. Vocabulary List .....	17
Unit 2.....	18
a. Warm Up .....	19
b. Let's Read and Write .....	20
c. Grammar Focus .....	26
d. Reinforcement .....	30
e. Reflection .....	30
f. Vocabulary List .....	31
Unit 3.....	32
a. Warm Up .....	33
b. Let's Read and Write .....	34
c. Grammar Focus .....	40
d. Reinforcement .....	45
e. Reflection .....	45
f. Vocabulary List .....	46
Bibliography .....	47
Sources of Pictures .....	47

## *Parts of the Book*

For helping students to understand English material, each unit of this book consists of several sections such as:

- **WARM UP** to prepare students before they are going to main activities.
- **LET'S READ AND WRITE** the main activities where students learn and understand about topics. Let's read and write section consists of two parts: reading section and writing section.
- **PERSON FACTS OR CAR FACTS** provides students with some facts related to famous person in Automotive world and facts about cars
- **GRAMMAR FOCUS** provides students with grammatical rules that are beneficial when students are creating a particularly written text.
- **REINFORCEMENT** provides students with some tasks in order to increase their understanding and to acquire new information.
- **REFLECTION** asks students to reflect what they have learnt in the unit.
- **VOCABULARY LIST** provides students a list of vocabulary that is used in each unit.

## *MAP OF THE BOOK*

<b>Units</b>	<b>Basic competences</b>	<b>Indicators</b>	<b>Materials</b>
<p style="text-align: center;"><b>Unit 1</b> <b>What Should I Choose?</b></p>	<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p> <p>4.4 Teks <i>eksposisi analitis</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>By the end of this lesson, students are able to:</p> <ul style="list-style-type: none"> <li>- identify social function of analytical exposition texts.</li> <li>- identify generic structure of analytical exposition texts.</li> <li>- create an analytical exposition text.</li> </ul>	<p><b>Text type</b></p> <p>Analytical exposition text</p> <p><b>Grammar</b></p> <p>Simple present tense</p> <p><b>Vocabulary</b></p> <p>Words related to Automotive such as <i>stall, disc brake, drum brake, resale, fuel, AWD, FWD, RWD, and others.</i></p>
<p style="text-align: center;"><b>Unit 2</b> <b>To My Friend</b></p>	<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur</p>	<p>By the end of this lesson, students are able to:</p>	<p><b>Text</b></p>

	<p>kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> <li>- identify social function of personal letter</li> <li>- identify parts of personal letter</li> <li>- create a personal letter.</li> </ul>	<p>Personal letter</p> <p><b>Grammar</b></p> <p>Simple past tense</p> <p><b>Vocabulary</b></p> <p>Words related to Automotive such as <i>stall, disc brake, drum brake, resale, fuel, AWD, FWD, RWD, and others.</i></p>
<p><b>Unit 3</b> <b>All about Car</b></p>	<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis</p>	<p>By the end of this lesson, students are able to:</p> <ul style="list-style-type: none"> <li>- identify social function of report texts.</li> </ul>	<p><b>Text type</b></p> <p>Report text</p>

	<p>dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.</p>	<ul style="list-style-type: none"> <li>- Identify the generic structure of report texts.</li> <li>- create a report text.</li> </ul>	<p><b>Grammar</b></p> <p>Passive voice</p> <p><b>Vocabulary</b></p> <p>Words related to Automotive such as <i>crankshaft, camshaft, piston, vavle, spark, mesh. Clutch, and others.</i></p>
---	--	--	---

# UNIT 1

## WHAT SHOULD I CHOOSE?



Everyday, you face a condition where you have to convince your friends, colleagues, customers to choose your preferences. Sometimes, you, however, fail to convince them. Here, you will learn how to create an analytical expositions based on facts.

UNIT 1  
What Should I Choose?

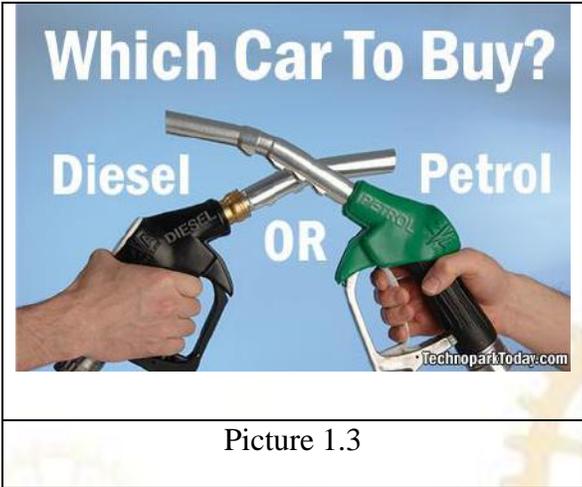
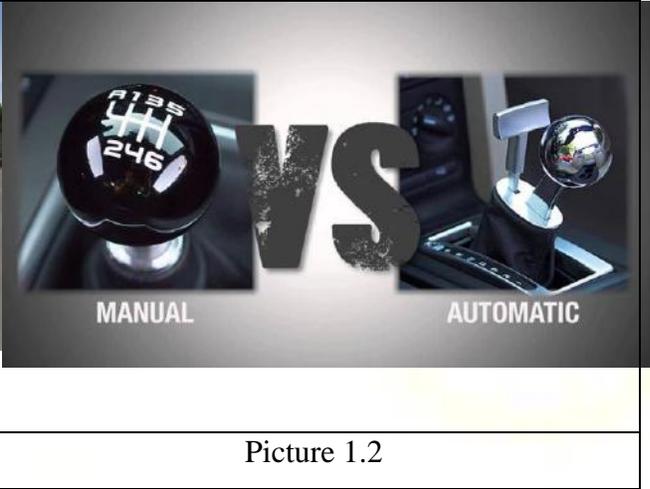
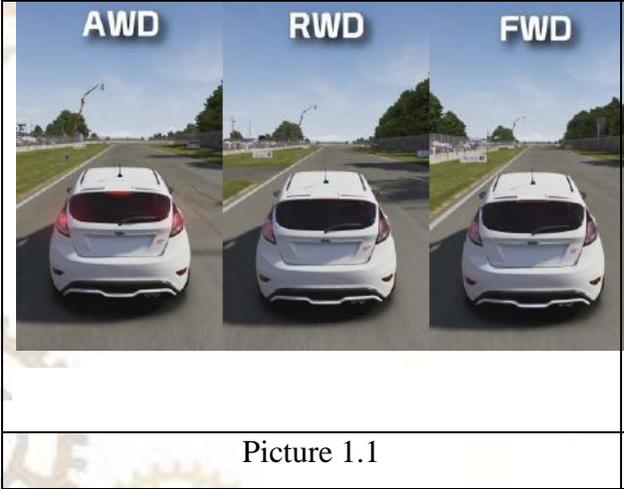


WARM UP



TASK 1

Find a partner, and study the following pictures.





## LET'S READ AND WRITE



### TASK 2

Read the passage below and give a tick on the following table.

#### An automatic or a manual car?

Everyone agrees that a transmission is absolutely vital to the inner workings of any car. The transmission may determine what actions you do inside the car. It is important that when a person drives a car, they should be comfortable, yet alert. A manual car will make you enjoy that sensation.

Automatic transmissions have been eclipsing their older manual cousins for the past few years. The advantages of automatic transmissions are: easier to use, less manually restrictive, good for hilly areas, greatly reduced risk of stalling, easy use in heavy traffic.

On the otherhand, manual transmissions which are already eclipsed by automatic transmissions, are still favoured by many drivers due to the facts that they are: less expensive than automatic, cheaper to maintain, good fuel efficiency, less likely to be stolen, good control.

Basically, both types of transmissions are good in their respective areas. However, driving a manual car should make the driver get the feeling of awareness and driving a car not a car driving the driver.

From the passage, I will get ....

1	the content of the text	<input type="checkbox"/>
2	the meaning of the words in the text	<input type="checkbox"/>
3	the tenses used in the text	<input type="checkbox"/>
4	the social purpose of the text	<input type="checkbox"/>
5	how to give an instruction	<input type="checkbox"/>

Write more things that you do not know or you want to know further.

1	...
2	...
3	...
4	...
5	...



### TASK 3

**Answer the questions below based on on the text.**

No	Items
1	What is the text about?
2	What are the meaning of the underlined words in the text?
3	What is the tense used in the text?
4	What is the social purpose of the text?
5	how to create an analytical exposition text?
No	Answer
1	...
2	...
3	...
4	...
5	...



## TASK 4

You've already read the letter, now study the explanation below carefully.

### An automatic or a manual car?

Everyone agrees that a transmission is absolutely vital to the inner workings of any car. The transmission may determine what actions you do inside the car. It is important that when a person drives a car, they should be comfortable, yet alert. A manual car will make you enjoy that sensation.

Automatic transmissions have been eclipsing their older manual cousins for the past few years. The advantages of automatic transmissions are: easier to use, less manually restrictive, good for hilly areas, greatly reduced risk of stalling, easy use in heavy traffic.

On the otherhand, manual transmissions which are already eclipsed by automatic transmissions, are still favoured by many drivers due to the facts that they are: less expensive than automatic, cheaper to maintain, good fuel efficiency, less likely to be stolen, good control.

Basically, both types of transmissions are good in their respective areas. However, driving a manual car should make the driver get the feeling of awareness and driving a car not a car driving the driver.

Here is the text structure

**Thesis**

**Arguments**

**Conclusion**



Purpose	: to persuade the reader to choose what author suggests based on the facts
Thesis	: to introduce the issue/opinion of the author to the readers
Arguments	: factual informations that support the thesis statement
Conclusion	: restate the thesis statement



## TASK 5

Match words in the left side with its Indonesia.

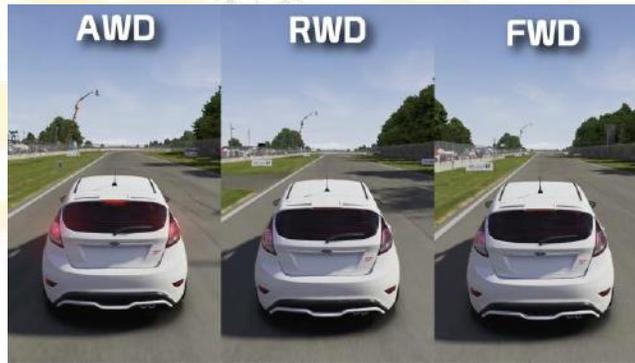
Vocabulary	Pronunciation	Meaning
stall	stɔ:l	Pilihan
eclipse	ɪ'klɪps	Penting
vital	'vaɪtəl	Kesadaran
inner	'ɪnə	Berhenti
hilly	'hɪli	Waspada
favour	'feɪvə	Bayang-bayang
awareness	ə'weənəs	Dalam
alert	ə'lɜ:t	Berbukit



The *Honda Civic* is a line of small cars manufactured by Honda. Originally a subcompact, the Civic has gone through several generational changes, becoming both larger and more upmarket, moving into the compact car segment. EPA guidelines for vehicle size class stipulate a car having combined passenger and cargo room of 110 to 119.9 cubic feet (3,110 to 3,400 L) is considered a mid-size car, and as such the tenth generation Civic sedan is technically a small-end mid-size car, although it still competes in the compact class. The Civic coupe is still considered a compact car. The Civic currently falls between the Honda Fit and Honda Accord.

(adapted from)

CAR FACTS

**TASK 6****Read the passage.****2WD or AWD in Java Island?**

All people who are familiar with a car will know these terminology; 2WD and 4WD. Both designs are popular for Indonesian people. However, there is a question what best design for Java island environment is. The answer is 2WD. This design offers various advantages over AWD car.

First, this car is cheaper than its counterpart. With average Indonesian economic status, 2WD is one of the best options to buy.

Second, this car is good at warm climate. In Indonesia, especially in Java, the climate does not vary, so that you do not have to worry about conditions that you have to drive through snow and mud.

Third, most people in Java are family-oriented. It means that when a family buy a car, they want a car that has good fuel economy, good performance, and it is simple. Those requirements are fulfilled by 2WD car. This car has good fuel efficiency, good performance, and it is simple. As a result, a family are not going to spend money to maintain the car.

In conclusion, 2WD car is good choice when you want to buy a car, especially when you are in Java Island, an island that becomes the centre of Indonesia economic development.

Based on the passage above, decide whether statements are true or false.

Statement	True/ False	The correction	Part in the text
In AWD, the computer is the one that determines where the power goes.	T		The third sentence of second paragraph.
RWD car has lowest maintenance cost.			
RWD car is the best choice for family car.			
FWD car has the best fuel economy among three designs.			
It is easy to determine which car is the best choice for people in Java.			



### TASK 7

Complete the following table.

Structure of the text	Purposes	Part of the passage
Thesis		
Arguments		
Conclusion		


**Grammar Focus**

**TASK 8**

Study the explanation carefully and complete the following sentences.

**SIMPLE PRESENT TENSE****The Affirmative form of the simple present:**

AWD car	has	higher maintenance cost than RWD and FWD.
FWD car	is	the best choice for people who live at Java.
This car drivetrain	is	on rear wheels.
<b>S</b>	<b>V</b>	<b>C/O/Adv</b>

**The interrogative form of the simple present:**

do	AWD car	have	higher maintenance cost than RWD and FWD	?
is	FWD car		the best choice for people who live at Java	?
is	This car drivetrain		on rear wheels	?
<b>To be/Aux verb</b>	<b>S</b>	<b>V</b>	<b>C/O/Adv</b>	<b>?</b>

**The negative form of the simple present:**

AWD car	do	not	have	lower maintenance cost than RWD and FWD.
FWD car	is	not		the best choice for people who live in snowy area.
This car drivetrain	is	not		on front wheels.
<b>S</b>	<b>to be/aux verb</b>	<b>not</b>	<b>V</b>	<b>C/O/Adv</b>

**Put the correct form of verbs inside the box into the sentences below.**

wake up - open - speak - take - do - cause - live - play - close - live - drink

1. Ann \_\_\_\_\_ hand ball very well.
2. I never \_\_\_\_\_ coffee.
3. The swimming pool \_\_\_\_\_ at 7:00 in the morning.
4. It \_\_\_\_\_ at 9:00 in the evening.
5. Bad driving \_\_\_\_\_ many accidents.
6. My parents \_\_\_\_\_ in a very small flat.
7. The Olympic Games \_\_\_\_\_ place every four years.
8. They are good students. They always \_\_\_\_\_ their homework.
9. My students \_\_\_\_\_ a little English.
10. I always \_\_\_\_\_ early in the morning.

**Put the verbs in brackets in the correct form:**

1. Jane \_\_\_\_\_ tea very often. (not/drink)
2. What time \_\_\_\_\_ in Britain? (the banks/open)
3. Where \_\_\_\_\_ from? (John/come)
4. It \_\_\_\_\_ me an hour to get to work. (take)
5. She \_\_\_\_\_ up early on Sundays. (not/wake)

**TASK 9**

Arrange the jumbled sentences to be a suitable passage.

The braking system is very important in cars.

The combination of both types will give the car owner enjoy some benefits.

Second, over two thirds of the braking effort occurs in the front wheels.

The system ensures the vehicle safety.

**The Advantages of Combination of Disc Brakes and Drum Brakes**

There are two common brake types: disc brake and drum brake.

Using disc brakes in front wheel will make the braking effort become efficient.

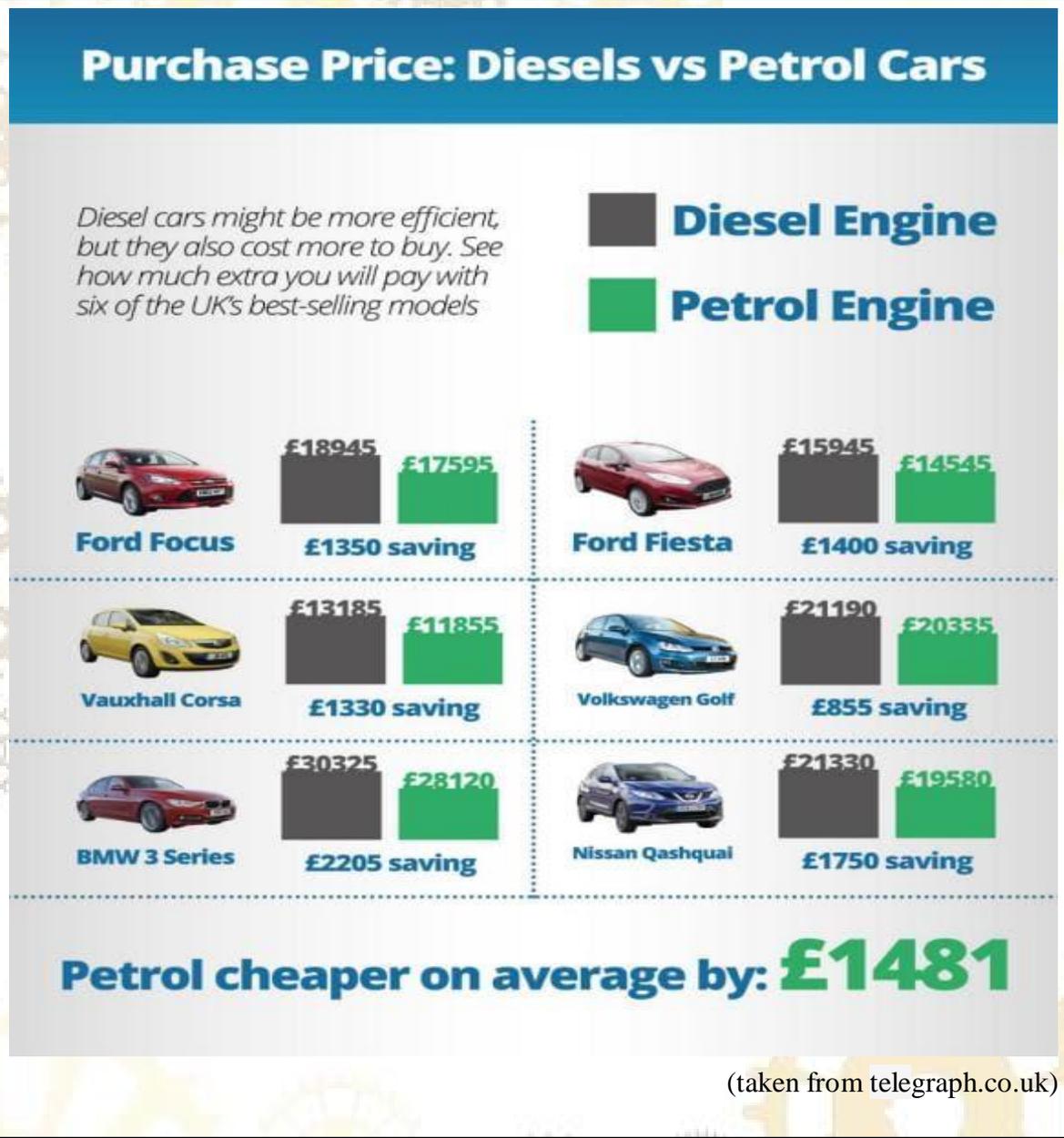
First, the combination of both types will be more economical than car using drum brake in all wheels or disc brake in all wheels.

In summary, the combination of disc brake at front wheels and drum brake at rear wheels is the best choice from economics, and safety.



**TASK 10**

Create an analytical exposition based on facts below.



## Cost of fuel for the first 30,000 miles

We've combined the cost of fuel (as of June 2014 prices) with the fuel-efficiency of six big-selling models to see how much they'll cost to run over 30,000 miles – the average distance covered during a three year period

Diesel Engine  
 Petrol Engine



**Ford Focus**



**Diesel saving of: £435**



**Ford Fiesta**



**Diesel saving of: £226**



**Vauxhall Corsa**



**Diesel saving of: £370**



**Volkswagen Golf**



**Diesel saving of: £484**



**BMW 3 Series**



**Diesel saving of: £623**



**Nissan Qashquai**



**Diesel saving of: £851**

**Average saving of Diesel over Petrol: £498**

(taken from telegraph.co.uk)

## Resale value – Diesel vs Petrol

*Diesel cars might cost more to buy, but they'll also be worth more when you come to sell them. Our comparison chart shows how much you can expect to get back.*

**Diesel Engine**  
 **Petrol Engine**



(taken from telegraph.co.uk)

<b>Thesis</b>	
<b>Arguments</b>	
<b>Conclusion</b>	



**TASK 11**

Write your own analytical text based on the following topics.

- Topics:**
- Using a particular brand of lubricant
  - The advantages of carburettor
  - The advantages of fuel-injection
  - The advantages of electric fuel pump
  - The advantages of mechanical fuel pump

**REINFORCEMENT**



**TASK 12**

Look for an analytical text related to your major and analyze it based on what you've got from class. You may write new vocabulary.



**TASK 13**

Rewrite a factual report text that you got in task 13 using your own words.

**REFLECTION**

*Now, Let's do reflection*



**TASK 14**

Write down what you have learnt in this unit.



In this unit, I've learnt about

---

---

---

---

---

*The following table is the list of vocabulary that you get from this unit.*



Vocabulary	Meaning
counterpart	lawannya
stall	Kehilangan tenaga/berhenti
eclipse	Bayang-bayang
vital	Vital/penting
inner	Dalam
hilly	Berbukit
favour	Pilihan
awareness	Kesadaran
alert	Waspada
Disc brake	Rem cakram
Drum brake	Rem tromol

# UNIT 2

## TO MY FRIENDS



To communicate with others is one of people needs. The form of communication among people might be written one. here, you will learn how to create a personal letter, a device that has been used for long time.

*UNIT 2*  
*To My Friends*

Grade  
XI



*WARM UP*



**TASK 1**

Find a partner and study the following pictures.



Picture 2.1



Picture 2.2



Picture 2.3



## LET'S READ AND WRITE



### TASK 2

Read the letter below and give a tick on the following table.

Jl. Kebon Agung, Seyegan  
Sleman 55561  
[August 29, 2016]

Toni  
Sanggrahan, Tirtoadi, Mlati  
Sleman 55286

Dear my best friend Toni,

Last time, I had an unforgettable experience. I had a chance to drive one of premium cars Audi A4 TFSI 2.0T Quattro. Here is my story....

This car was awesome. A unique feature of this car was its virtual cockpit. With 12,3 inch display as main controller, I really enjoyed that virtual cockpit. I even have no words to describe it.

Enough with the virtual cockpit, let's move to the performance. Audi A4 TFSI 2.0T Quattro use 7 speed automatic transmission. Equipped by engine I-4 turbocharged 2.0L, this car has 252 hp @ 5,000-6,000 rpm and 370Nm @ 1,600-4,500 rpm. Compared to its predecessors, the car performance is better. This car was almost soundless, when I increased its speed to 200 kph. However, to get the best settings was not easy. It was because I needed to be familiar with dual-clutch system combined with torque converter for automatic transmission

That's my experience. If I have a lot of money, I will definitely buy this model.

Yours sincerely,

*Adam.*

Adam

**Read the letter below and give a tick on the following table.**

What I get from the passage are ....

1	the content of the text.	<input type="checkbox"/>
2	the meaning of the words in the text.	<input type="checkbox"/>
3	the tenses used in the text.	<input type="checkbox"/>
4	the social purpose of the text.	<input type="checkbox"/>
5	how to tell past experience.	<input type="checkbox"/>

Write more things that you do not know or you want to know further.

1	...
2	...
3	...
4	...
5	...



### TASK 3

**Answer the questions below based on the text.**

No	Items
1	What is the text about? ...
2	What are the meaning of the underlined words in the text? ...
3	What is the tense used in the text? ...
4	What is the social purpose of the text? ...
5	how does we create an analytical exposition text? ....



## TASK 4

You've already read letter in task 2, now study the explanation of the letter carefully.

Jl. Kebon Agung, Seyegan  
Sleman 55561  
[August 29, 2016]

Sender Address

Toni  
Sangrahan, Tirtoadi, Mlati  
Sleman 55286

Receiver Address

Date

Dear my best friend Toni,

Salutation

Last time, I had an unforgettable experience. I had a chance to drive one of premium cars Audi A4 TFSI 2.0T Quattro. Here is my story....

Opening Paragraph

This car was awesome. A unique feature of this car was its virtual cockpit. With 12,3 inch display as main controller, I really enjoyed that virtual cockpit. I even have no words to describe it.

Enough with the virtual cockpit, let's move to the performance. Audi A4 TFSI 2.0T Quattro use 7 speed automatic transmission. Equipped by engine I-4 turbocharged 2.0L, this car has 252 hp @ 5,000-6,000 rpm and 370Nm @ 1,600-4,500 rpm. Compared to its predecessors, the car performance is better. This car was almost soundless, when I increased its speed to 200 kph. However, to get the best settings was not easy. It was because I needed to be familiar with dual-clutch system combined with torque converter for automatic transmission.

Body of the letter

That's my experience. If I have a lot of money, I will definitely buy this model.

Closing paragraph

Yours sincerely, →

Closing

*Adam.*

Signature

Adam

Here is the arts  
of the text



Components of a letter are:

- Sender address
- Date: when the letter is created
- Receiver address
- Salutation: My best friend, my buddy, and others.
- Opening paragraph: to introduce why writer send a letter to receiver
- Body of letter: information that writer wants to convey to the receiver
- Closing paragraph: to end body of the letter
- Closing
- Signature



## TASK 5

Match words in the left side with its Indonesians by connecting them using a line.

Vocabulary	Pronunciation	Meaning
cockpit	/'kɒkpɪt/	Pendahulu
clutch	/kɫʌtʃ/	Maya
torque	/tɔ:k/	Mewah
virtual	/'vɜ:tʃʊəl/	Kopling
premium	/'pri:mɪəm/	Momen gaya
predecessor	/'pri:dɪsesə/	Kokpit



## TASK 6

Read the passage.

Jl. Kebon Agung, Seyegan  
Sleman  
55561  
[August 29, 2016]

Joni  
Sangrahan, Tirtoadi, Mlati  
Sleman  
55286

Dear Joni,

Last time, I enjoyed the chance to visit the Toyota manufacturing plant in Karawang. The plant was so huge. There, the plant tour participants including me, were introduced with how a Toyota car was built. The production of Toyota car heavily relies on robotic-assisted technology. Therefore, time needed to create a Toyota car only took 22 hours.

At that time, the participants were guided by Mr. Eka as supervisor of assembly line division of PT Toyota Motor Manufacturing Indonesia (PT TMMIN). He told things related to production process, such as TPS & Pakayoke, Karakuri, Drop Engine, and Front axle line. In production plant, the concept of Just in Time was applied strictly. Every part to build the cars must be available with sufficient number in designated time. In the plant, PT TMMIN was using a supporting tool called Kanban. This tool is to give instruction to produce and deliver the goods and as a visual control to check the components availability.

Finally, I got a chance to visit Final Test division. According to the chief of the division, Toyota was applying the concept of Build in Quality. This concept means every product of each stage of production would be checked. The important stage before rolling out the car is quality inspection. At this stage, the car would be tested based on some parameters.

Well, That's all my experience in visiting Toyota Manufacturing Plant.

Your Sincerely

*Brad*

Brad

Based on the passage above, decide whether statements are true or false.

Statement	True/ False	The correction	Part in the text
The writer did not enjoy the visit.	F	The writer enjoyed the visit	Opening paragraph
Mr. Eka is a supervisor of assembly line division.			
Kanban is a tool to give instructions to produce and to deliver the goods also as a visual control to check the components availability.			
Checking parts after each stage of production is optional			
Quality inspection is necessary.			



## TASK 7

Complete the following table.

Structure of the text	Purposes	Part of the passage
Addresses - Sender - Receiver		
Date		
Salutation		
Opening Paragraph		
Body of the letter		
Closing paragraph		
Closing		
Signature		


**Grammar Focus**

**TASK 8**

Study the explanation carefully and complete the following sentences.

**SIMPLE PRESENT TENSE****The Affirmative form of the simple past:**

I enjoyed the chance to visit the Toyota manufacturing plant in Karawang.

I	got	a chance to visit Final Test division.
I	enjoyed	the chance to visit the Toyota manufacturing plant.
The car	was	awesome
<b>S</b>	<b>V</b>	<b>C</b>

**The interrogative form of the simple past:**

did	you	get	a chance to visit final test division	?
did	you	enjoy	the chance to visit the Toyota manufacturing plant	?
was	the car		awesome	?
<b>To be/ Aux</b>	<b>S</b>	<b>V1</b>	<b>C</b>	<b>?</b>

**The negative form of the simple past:**

I	did	not	get	a chance to test drive a Toyota car.
I	did	not	enjoy	the chance to visit the Honda plant.
The car	was	not		terrible
<b>S</b>	<b>To be</b>	<b>not</b>	<b>V1</b>	<b>C</b>

**Correct the following text by putting correct form of the verb.**

Last year I **went** to England on holiday. (go) It \_\_\_\_\_ fantastic. (be) I \_\_\_\_\_ lots of interesting places. (visit) I \_\_\_\_\_ with two friends of mine. (be) In the mornings we \_\_\_\_\_ in the streets of London. (walk) In the evenings we \_\_\_\_\_ to pubs. (go) The weather \_\_\_\_\_ strangely fine. (be) It \_\_\_\_\_ a lot. (not / rain) We \_\_\_\_\_ some beautiful rainbows. (see) Where \_\_\_\_\_ your last holiday? (spend / you).



## TASK 9

**Arrange the jumbled sentences into a good passage.**

Jl. Kebon Agung, Seyegan, Sleman

I really enjoyed the internship at a Toyota workshop.

All Toyota technician received several standard training.

Sanggrahan, Tirtoadi, Mlati, Sleman

Last time, I had a chance to have internship at a Toyota workshop.

There, I got some experience.

They were taught from basic to advanced things.

At workshop, I worked with the professionals.

In addition to this, Internships had to meet the requirements too.

June 29, 2016

55286

Basically, difference between the professionals and us was the experience.

Yours sincerely,

The professionals were also learning about new features of Toyota.

55561

Dear Tony,

From what I got the internship is we have to improve ourselves in order to be ready for working

Tools at Toyota workshop were complete.

They had Special Service Tools (SST), Intelligent Tester and CO tester.

There were also supporting facilities, such as parts storage and tool rooms.

Yuda

*Yuda*



**TASK 10**

**Complete the following letter using the clues.**

- Clues:
- Doni just visited an autoshow
  - He went there with his brother
  - He saw many cars being exhibited
  - He did a test-drive
  - He enjoyed his trip

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 ( \_\_\_\_\_ )

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

Dear Joko,

Last Month, My brother and I visited an auto show. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Well, That's all about my visit in autoshow. \_\_\_\_\_

\_\_\_\_\_

Your Sincerely

*Doni.*

Doni



## TASK 11

Write your own personal letter based on one of the following topics.

### Topics:

- Experience about test-drive a car
- Experience on Repairing car parts
- Experience on Replacing car parts
- Experience on Servicing car



*The Isuzu Panther is a multi-purpose vehicle and pickup truck manufactured in 1991 by Isuzu developed in Indonesia for the Southeast Asian market. The model is suited to carrying large loads of passengers or cargo. It was developed to meet local conditions in terms of climate, roads and family structure as a durable vehicle. It is now in its second generation. It is powered by the 4JA-1 Diesel Engine with an 81 hp or an 85 hp turbocharged version. The third generation is also equipped with Isuzu's Flex Ride Suspension System.*

(adapted from [www.wikipedia.com/isuzu\\_panther/](http://www.wikipedia.com/isuzu_panther/))

CAR FACTS

**REINFORCEMENT**



**TASK 12**

Look for a personal letter and analyze it based on what you've got from class. You may write new vocabulary.



**TASK 13**

Write a personal letter to your friend and tell him about one of your past experiences.

**REFLECTION**

*Now, Let's do reflection*



**TASK 14**

Give a tick in the following aspects based on what you have learnt.

In this unit, I've learnt about

---

---

---

---

---

*The following table is the list of vocabulary that you get from this unit.*



## Vocabulary List

Words	Pronunciation	Meaning
cockpit	/'kɒkpɪt/	Kokpit
clutch	/klatʃ/	Kopling
torque	/tɔ:k/	Momen gaya
virtual	/'vɜ:tʃʊəl/	Maya
premium	/'pri:mɪəm/	Mewah
predecessor	/'pri:dɪsəsə/	Pendahulu
internship	/'m.tɜ:n.ʃɪp/	Magang

# UNIT 3

## ALL ABOUT CAR



As a student majoring in Automotive, knowing everything inside a car is mandatory for you. Here, you will find several operations done inside a car. Moreover, you will learn how to create report text related to your major.

*UNIT 3*  
*All about Car*



*WARM UP*



**TASK 1**

Study the pictures below and discuss them with your friends.



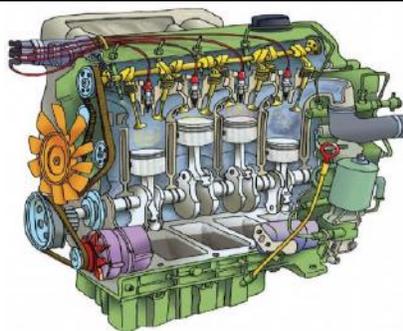
(taken from <http://www.automechanicinfairoaks.com>)

Picture 2.1



(taken from [www.paxtonauto.com](http://www.paxtonauto.com))

Picture 2.2



(taken from [www.g-files.com](http://www.g-files.com))

Picture 2.3



## LET'S READ AND WRITE



### TASK 2

Read the passage below and give a tick on the following table.

#### The Engine

An engine is the heart of a car. The function of engine is to convert heat from burning gas into mechanical force. How engine works is set in motion by a spark. The spark ignites a mixture fuel and air inside a cylinder. As the heat expands, there is sufficient power to drive the car.

The engine consists of two basic parts: lower section called cylinder block and the detachable upper cover called cylinder head.

The cylinder block houses the crankshaft and camshaft. The crankshaft is used to convert the reciprocating motion of the pistons into rotary motion. The camshaft is to control mechanisms that open and close the valves in the cylinder head. The position of the camshaft is usually in the head or mounted above the block.

The cylinder head contains at least two valve-controlled passages. These passages act as the way of the mixture of air and fuel enters the cylinders and the gases produced by combustion exit.

There are three engine configurations: in-line engine, V-engine, and horizontally-opposed engine. Each layout has its own advantages. For example, in-line engine lay out is the simplest. V-engine lay out is more compact than others. Horizontally-opposed engine lay out achieve balance in some aspects and saving height.

The cylinders are cast into the block. This block is mountings for ancillary equipment, such as oil filter and fuel pump. An sump is bolted underneath the crankcase.

Both block and head are usually made of cast iron. However, aluminium sometimes is chosen for the head, because it is lighter and dissipates heat more efficiently.

(adapted from howacarworks.com)

What I get from the passage are ....

1	the content of the text	<input type="checkbox"/>
2	the meaning of the words in the text	<input type="checkbox"/>
3	the tenses used in the text	<input type="checkbox"/>
4	the social purpose of the text	<input type="checkbox"/>
5	how to give an instruction	<input type="checkbox"/>

Write more things that you do not know or you want to know further.

1	...
2	...
3	...
4	...
5	...



### TASK 3

Answer the questions below based on your current knowledge.

No	Items
1	What is the text about?
2	What are the meaning of the underlined words in the text?
3	What is the tense used in the text?
4	What is the social purpose of the text?
5	how to give an instruction in the form of procedure text?
No	Answer
1	...
2	...
3	...
4	...
5	...



## TASK 4

You've already read the letter, now study the explanation below carefully.

### The Engine

An engine is the heart of a car. The function of engine is to convert heat from burning gas into mechanical force. How engine works is set in motion by a spark. The spark ignites a mixture fuel and air inside a cylinder. As the heat expands, there is sufficient power to drive the car. The engine consists of two basic parts: lower section called cylinder block and the detachable upper cover called cylinder head.

The cylinder block houses the crankshaft and camshaft. The crankshaft is used to convert the reciprocating motion of the pistons into rotary motion. The camshaft is to control mechanisms that open and close the valves in the cylinder head. The position of the camshaft is usually in the head or mounted above the block.

The cylinder head contains at least two valve-controlled passages. These passages act as the way of the mixture of air and fuel enters the cylinders and the gases produced by combustion exit.

There are three engine configurations: in-line engine, V-engine, and horizontally-opposed engine. Each layout has its own advantages. For example, in-line engine lay out is the simplest. V-engine lay out is more compact than others. Horizontally-opposed engine lay out achieve balance in some aspects and saving height.

The cylinders are cast into the block. This block is mountings for ancillary equipment, such as oil filter and fuel pump. An sump is bolted underneath the crankcase.

Both block and head are usually made of cast iron. However, aluminium sometimes is chosen for the head, because it is lighter and dissipates heat more efficiently.

(adapted from howacarworks.com)

General Classification

Here is the parts of the text



Descriptions

Purpose : to tell the reader about a phenomenon, an operation or a thing.  
 General Classification: phenomena, things, and other that exist in the world. The topic is general, not specific.  
 Description: facts that describe the general topic.



## TASK 5

Match words in the left side with its Indonesia.

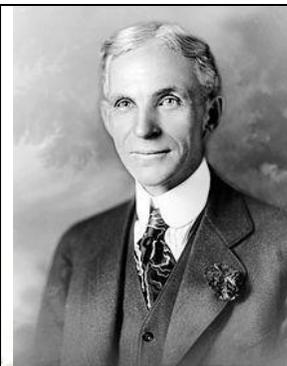
Vocabulary	Pronunciation	Meaning
Spark (n)	spark	Tempat penampung oli
Valve (n)	vælv	Dibentuk
Cast (v)	kæst	Katup
Sump (n)	səmp	mengeluarkan
Ancillary (n)	ænsəleri	poros engkol
Dissipate (v)	disəpet	blok
Block (n)	blak	Poros bubungan
Crankshaft (n)	kræŋkʃæft	tambahan
Camshaft (n)	kæmʃæft	percikan

*Henry Ford (July 30, 1863 – April 7, 1947) was an American industrialist, the founder of the Ford Motor Company, and the sponsor of the development of the assembly line technique of mass production. During his life, Ford Motor Company had created two most successful car model: T model and A model.*

*At that time, Ford had two main labor philosophy, such as five dollar wage and the five day workweek. Ford had a philosophy that a country should be able to build vehicles without foreign trade.*

*As the developer of the assembly line technique of mass production, Henry Ford was infamous person both in Automotive industry and other industries.*

(adapted from [https://en.wikipedia.org/wiki/Henry\\_Ford](https://en.wikipedia.org/wiki/Henry_Ford))



Henry Ford

PERSON FACTS

**TASK 6****Read the passage.****How A Fuel Pump Works**

As a car burns a mixture of fuel and air, the fuel is pumped from the tank and mixed with air in carburettor. In the fuel-injection system used on some engines, the fuel and air are mixed in the inlet manifold. The fuel pump can mostly be divided into two systems: mechanics and electric.

A mechanical fuel pump is driven by camshaft, or by a special shaft driven by the crankshaft. As the shaft turns, a cam passes under a pivoted lever and forces it up at one end. The other end of the lever which forms the floor of a chamber in the pump with diaphragm goes down and pulls the diaphragm with it. When the lever pulls the diaphragm down, it creates suction that draws fuel along the fuel pipe into the pump through a one-way valve. As the revolving cam turns further, so that it no longer presses on the lever, the lever is moved back by a return spring, relaxing its pull on the diaphragm. The lever does not push the diaphragm up, but there is a return spring that pushes against it. The diaphragm can move up only by expelling fuel from the chamber. The fuel cannot go back through the first one-way valve, so it goes out through another one leading to the carburettor. The carburettor admits fuel only as it needs it, through the needle valve in its float chamber.

An electric fuel pump has a similiar diaphragm and valve arrangement, but instead of the camshaft, a solenoid provides the pull on the diaphragm. The solenoid attracts an iron rod that Pulls the diaphragm down, drawing the fuel into chamber. At the end of its travel, the iron rod forces apart a set of contacts, breaking the current and relaxing the pull on diaphragm. When the return spring of the diaphragm raises the diaphragm, it also pulls the rod away from contacts. As a result, the reciprocating process continuously occurs.

Most mechanical and electrical systems pump fuel only when the carburettor needs it.

Based on the passage above, decide whether statements are true or false.

Statement	True/ False	The correction	Part in the text
In injection system, the mixing process of fuel is taken place at carburettor.	F	The process is taken place at the inlet manifold	First paragraph, line two.
When the lever pulls the diaphragm down, the fuel go through one-way valve.			
Solenoid has similar function as camshaft			
The fuel can go back through the first one-way valve.			
Both mechanical and electrical pump have diaphragm.			



### TASK 7

Complete the following table.

Structure of the text	Purposes	Part of the passage
General Statement		
Description		


**Grammar Focus**

**TASK 8**

Study the explanation carefully and complete the following sentences.

**PASSIVE VOICE**

Simple Present	A mechanical fuel pump	is	driven	by camshaft.
Simple Past	The concept of Just in Time	was	applied	strictly.

**Form of the passive voice:**

**Subject + the appropriate form of *to be* + Past Participle**

NOTE: The appropriate form of *to be* = To be is put in the the tense of the active voice main verb.

When rewriting active sentences in passive voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The form of the verb is the appropriate form of to be (the tense of the active voice main verb) + the past participle.
- The subject of the active sentence becomes the object of the passive sentence (or is dropped.)

**Use of the passive voice:**

1. Passive voice is used when the **focus is on the action**.
2. Sometimes a statement in passive is more **polite** than active voice.

**Write passive sentences (use the indications between brackets.)**

1. the picture /draw (Simple Present)

\_\_\_\_\_

2. the book/write

\_\_\_\_\_

3. the door /close (Simple Past)

\_\_\_\_\_

4. the car/buy

\_\_\_\_\_

5. the pump/fix

\_\_\_\_\_

**Rewrite the following sentences as suggested:**

1. The boy writes poems.

\_\_\_\_\_

2. The man cuts the lumber

\_\_\_\_\_

3. The girl drove the blue car.

\_\_\_\_\_

4. I bought a new car.

\_\_\_\_\_

3. Her friend gave a book to her

\_\_\_\_\_

**TASK 9**

Arrange the jumbled sentences to be a suitable passage.

### How The Steering System Works

The steering-box system has many moving parts, so it is less precise than rack and pinion system. As the name suggests, there is a box located at the base of the steering column. Inside the box, there is a worm gear. A worm is a threaded cylinder-like a short bolt. Turning the worm gear will move anything fitted into its thread. The moving parts of this system depend on the design used, such as a sector (like a slice of a gear wheel, a peg or a roller connected to a fork, or a large nut.

The steering effort passes to the wheels through a system of pivoted joints. These are designed to allow the wheels to move up and down with the suspension without changing the steering angle. They also ensure that when cornering, the inner wheel becomes more sharply angled. The joint must be adjusted very precisely, and even a little looseness makes the steering dangerously sloppy and inaccurate.

The rack-and-pinion system is simple, yet precise. As the name suggests, this system consists of rack and pinion. Pinion is located inside a housing. Its teeth mesh with a straight row of teeth on a rack, a long transverse bar. Turning the pinion makes the rack move from side to side. The ends of the rack are coupled to the road wheels by track rods. A universal joint in the steering column allows it to connect with the rack without angling the steering wheel awkwardly sideways.

There are two steering systems in common use: the rack and pinion and the steering box. On larger cars, either system may be power assisted to reduce further the effort needed to move cars.

On a heavy car, the steering may be heavy. To overcome such problems, there is a system called power-assisted steering. The engine drives a pump that supplies high pressure oil to the rack or the steering box. Valves in the steering rack or box open whenever the driver turns the wheel, allowing oil into the cylinder. The oil works as a piston that helps to push the steering in appropriate direction. As soon as the driver stops turning the wheel, the valve shuts, and the pushing action stops.

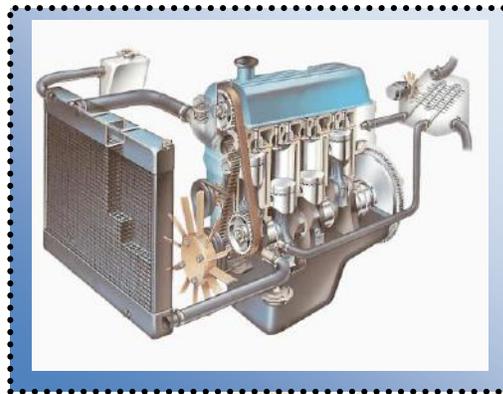


## TASK 10

Create a report text using this guidance below.

The engine cooling system

- Definition
- Functions
- Types & how they work
  - o Water-cooled cooling system
  - o Air-cooled cooling system



General Statement	
Description	



### TASK 11

Write your own report text based on the following topics.

- Topics:**
- how car air conditioning works
  - how car transmissions work
  - how car clutch works
  - how braking system works

**REINFORCEMENT**



**TASK 12**

Look for a factual report text related to your major and analyze it based on what you've got from class. You may write new vocabulary.



**TASK 13**

Rewrite a factual report text that you got in task 12 using your own words.

**REFLECTION**

*Now, Let's do reflection*



**TASK 14**

Write down what you have learnt in this unit.



In this unit, I've learnt about

---

---

---

---

---

---

*The following table is the list of vocabulary that you get from this unit.*

## VOCABULARY LIST



Vocabulary	Meaning
Spark (n)	Percikan
Valve (n)	Katup
Cast (v)	Dibentuk
Sump (n)	Tempat penampung oli
Ancillary (n)	Tambahan
Dissipate (v)	Mengeluarkan
Block (n)	Blok
Crankshaft (n)	Poros engkol
Camshaft (n)	Poros bubungan
mesh (v)	Bertaut
Clutch (n)	Kopling
Bolt (n)	Baut
Thread (n)	Benang

## References

- <https://nurinuryani.wordpress.com/kumpulan-tugas/analytical-exposition-2/> accessed on Sept 13, 2016
- <http://www.goodletterwriting.com/personal-letters.html> accessed on Sept 13, 2016
- <http://www.englishindo.com/2012/03/report-text-penjelasan-contoh.html> accessed on Sept 13, 2016
- <http://www.toyota.astra.co.id/connect/news/article/mengenal-lebih-jauh-fasilitas-dan-standarisasi-bengkel-toyota/> accessed on
- <http://www.autobild.co.id/read/2016/05/10/16979/68/19/Mahasiswa-Intip-Pembuatan-Mobil-Toyota-di-TMMIN> accessed on Sept 16, 2016.
- <http://carvaganza.com/01/09/2016/test-drive-sensasi-audi-a4-2-0t-tfsi-quattro/> accessed on Sept 16, 2016
- <http://procarmechanics.com/differences-between-drum-brakes-and-disc-brakes/> accessed on Sept 16, 2016
- <http://www.howacarworks.com/basics/the-engine> accessed on Sept 15, 2016
- <http://www.howacarworks.com/basics/how-a-fuel-pump-works> accessed on Sept 15, 2016
- <http://www.howacarworks.com/basics/how-the-steering-system-works> accessed on Sept 15, 2016.

## Sources of the Pictures

### UNIT 1

- Awd vs rwd vs fwd : [www.youtube.com](http://www.youtube.com)
- Manual vs automatic : [www.blog.aisinsurance.com](http://www.blog.aisinsurance.com)
- Diesel vs petrol: [bo-f-g.blogspot.com](http://bo-f-g.blogspot.com)
- Diesel vs petrol: [www.telegraph.co.uk](http://www.telegraph.co.uk).

### UNIT 2

- Audi A4 :
- Factory :
- Workshops:
- Isuzu panther: [https://en.wikipedia.org/wiki/Isuzu\\_Panther](https://en.wikipedia.org/wiki/Isuzu_Panther) and <http://mobil.mitula.co.id/mobil/isuzu-panther-1991>
- Honda civic : [https://en.wikipedia.org/wiki/Honda\\_Civic](https://en.wikipedia.org/wiki/Honda_Civic)

### UNIT 3

- Fuel pump: [www.paxtonauto.com](http://www.paxtonauto.com)
- Steering system : [www.automechanicinfairoaks.com](http://www.automechanicinfairoaks.com)
- Car cooling system: <http://www.howacarworks.com/basics/how-an-engine-cooling-system-works>
- Engine : [www.q-files.com](http://www.q-files.com)

**APPENDIX E.**  
**THE EXPERT JUDGMENT**  
**QUESTIONNAIRE**

## UNIT 1

### What Should I Choose?

Dikembangkan berdasarkan:

Kompetensi Dasar :

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

NO	PERNYATAAN	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1	Materi yang dikembangkan sesuai dengan KI dan KD				
2	Materi yang dikembangkan sesuai dengan fungsi sosial yang ingin dicapai.				
3	Materi yang dikembangkan terdapat unsur and struktur makna yang relevan dengan kehidupan siswa di masa mendatang.				
4	Materi yang dikembangkan mencakup pembelajaran tentang fitur linguistik pada suatu teks.				
5	Materi yang dikembangkan menggunakan data data yang mutakhir atau <i>up-to-date</i> .				
<b>KELAYAKAN PENYAJIAAN</b>					
6	Materi yang dikembangkan memiliki sistematika penyajian yang baik.				
7	Materi yang dikembangkan memiliki keseimbangan antar bab.				
8	Materi yang dikembangkan berpusat pada peserta didik dalam prakteknya.				
9	Materi yang dikembangkan berpusat pada <i>discovery learning</i> , dan <i>project-based learning</i> .				
10	Materi yang dikembangkan menuntut siswa berpikir kritis,				

	kreatif, dan mandiri.				
11	Materi yang dikembangkan menuntut agar siswa mampu mengevaluasi diri sendiri/ refleksi.				
12	Materi yang dikembangkan terbagi atas pendahuluan, isi, dan penyudah.				
<b>KELAYAKAN BAHASA</b>					
13	Materi yang dikembangkan sesuai dengan tingkat intelektual peserta didik.				
14	Materi yang dikembangkan menggunakan bahasa yang efektif dan efisien.				
15	Materi yang dikembangkan memiliki keruntutan dan keterpaduan antar gagasan/kalimat/paragraf/bab.				
<b>KELAYAKAN KEGRAFIKAAN</b>					
16	Materi yang dikembangkan dicetak dengan kertas ukuran ISO (A4/A5/B5).				
17	Materi yang dikembangkan memiliki proporsi ideal dalam peletakan judul, subjudul, teks, dan ilustrasi.				
18	Ilustrasi dalam materi bersifat estetis dan fungsional.				
19	Materi tidak menggunakan banyak variasi jenis huruf.				
20	Penggunaan variasi seperti <i>bold</i> , <i>italic</i> , <i>underline</i> , dan <i>capitalization</i> tidak berlebihan.				
21	Keseluruhan desain materi menarik.				

### TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang telah disediakan.

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

---



---



---



---



---

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

---

---

---

---

---

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

---

---

---

---

---



## UNIT 2

### To My Friend

Dikembangkan berdasarkan:

Kompetensi Dasar :

3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.

NO	PERNYATAAN	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1	Materi yang dikembangkan sesuai dengan KI dan KD				
2	Materi yang dikembangkan sesuai dengan fungsi sosial yang ingin dicapai.				
3	Materi yang dikembangkan terdapat unsur and struktur makna yang relevan dengan kehidupan siswa di masa mendatang.				
4	Materi yang dikembangkan mencakup pembelajaran tentang fitur linguistik pada suatu teks.				
5	Materi yang dikembangkan menggunakan data data yang mutakhir atau <i>up-to-date</i> .				
<b>KELAYAKAN PENYAJIAAN</b>					
6	Materi yang dikembangkan memiliki sistematika penyajian yang baik.				
7	Materi yang dikembangkan memiliki keseimbangan antar bab.				
8	Materi yang dikembangkan berpusat pada peserta didik dalam prakteknya.				
9	Materi yang dikembangkan berpusat pada <i>discovery learning</i> , dan <i>project-based learning</i> .				
10	Materi yang dikembangkan menuntut siswa berpikir kritis,				

	kreatif, dan mandiri.				
11	Materi yang dikembangkan menuntut agar siswa mampu mengevaluasi diri sendiri/ refleksi.				
12	Materi yang dikembangkan terbagi atas pendahuluan, isi, dan penyudah.				
<b>KELAYAKAN BAHASA</b>					
13	Materi yang dikembangkan sesuai dengan tingkat intelektual peserta didik.				
14	Materi yang dikembangkan menggunakan bahasa yang efektif dan efisien.				
15	Materi yang dikembangkan memiliki keruntutan dan keterpaduan antar gagasan/kalimat/paragraf/bab.				
<b>KELAYAKAN KEGRAFIKAAN</b>					
16	Materi yang dikembangkan dicetak dengan kertas ukuran ISO (A4/A5/B5).				
17	Materi yang dikembangkan memiliki proporsi ideal dalam peletakan judul, subjudul, teks, dan ilustrasi.				
18	Ilustrasi dalam materi bersifat estetis dan fungsional.				
19	Materi tidak menggunakan banyak variasi jenis huruf.				
20	Penggunaan variasi seperti <i>bold</i> , <i>italic</i> , <i>underline</i> , dan <i>capitalization</i> tidak berlebihan.				
21	Keseluruhan desain materi menarik.				

### TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang telah disediakan.

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

---



---



---



---



---

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

---

---

---

---

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

---

---

---

---



## UNIT 3

### All about Car

Dikembangkan berdasarkan:

Kompetensi Dasar :

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.

NO	PERNYATAAN	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1	Materi yang dikembangkan sesuai dengan KI dan KD				
2	Materi yang dikembangkan sesuai dengan fungsi sosial yang ingin dicapai.				
3	Materi yang dikembangkan terdapat unsur and struktur makna yang relevan dengan kehidupan siswa di masa mendatang.				
4	Materi yang dikembangkan mencakup pembelajaran tentang fitur linguistik pada suatu teks.				
5	Materi yang dikembangkan menggunakan data data yang mutakhir atau <i>up-to-date</i> .				
<b>KELAYAKAN PENYAJIAAN</b>					
6	Materi yang dikembangkan memiliki sistematika penyajian yang baik.				
7	Materi yang dikembangkan memiliki keseimbangan antar bab.				
8	Materi yang dikembangkan berpusat pada peserta didik dalam prakteknya.				
9	Materi yang dikembangkan berpusat pada <i>discovery learning</i> , dan <i>project-based learning</i> .				
10	Materi yang dikembangkan menuntut siswa berpikir kritis,				

	kreatif, dan mandiri.				
11	Materi yang dikembangkan menuntut agar siswa mampu mengevaluasi diri sendiri/ refleksi.				
12	Materi yang dikembangkan terbagi atas pendahuluan, isi, dan penyudah.				
<b>KELAYAKAN BAHASA</b>					
13	Materi yang dikembangkan sesuai dengan tingkat intelektual peserta didik.				
14	Materi yang dikembangkan menggunakan bahasa yang efektif dan efisien.				
15	Materi yang dikembangkan memiliki keruntutan dan keterpaduan antar gagasan/kalimat/paragraf/bab.				
<b>KELAYAKAN KEGRAFIKAAN</b>					
16	Materi yang dikembangkan dicetak dengan kertas ukuran ISO (A4/A5/B5).				
17	Materi yang dikembangkan memiliki proporsi ideal dalam peletakan judul, subjudul, teks, dan ilustrasi.				
18	Ilustrasi dalam materi bersifat estetis dan fungsional.				
19	Materi tidak menggunakan banyak variasi jenis huruf.				
20	Penggunaan variasi seperti <i>bold</i> , <i>italic</i> , <i>underline</i> , dan <i>capitalization</i> tidak berlebihan.				
21	Keseluruhan desain materi menarik.				

### TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang telah disediakan.

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

---



---



---



---



---

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

---

---

---

---

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

---

---

---

---



**APPENDIX F.**  
**THE EXPERT JUDGMENT RESULTS**

## UNIT 1

### What Should I Choose?

Dikembangkan berdasarkan:

Kompetensi Dasar :

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

NO	PERNYATAAN	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1	Materi yang dikembangkan sesuai dengan KI dan KD		✓		
2	Materi yang dikembangkan sesuai dengan fungsi sosial yang ingin dicapai.		✓		
3	Materi yang dikembangkan terdapat unsur <u>and</u> struktur makna yang relevan dengan kehidupan siswa di masa mendatang.		✓		
4	Materi yang dikembangkan mencakup pembelajaran tentang fitur linguistik pada suatu teks.		✓		
5	Materi yang dikembangkan menggunakan data data yang mutakhir atau <i>up-to-date</i> .		✓		
<b>KELAYAKAN PENYAJIAAN</b>					
6	Materi yang dikembangkan memiliki sistematika penyajian yang baik.		✓		
7	Materi yang dikembangkan memiliki keseimbangan antar bab.		✓		
8	Materi yang dikembangkan berpusat pada peserta didik dalam prakteknya.		✓		
9	Materi yang dikembangkan berpusat pada <i>discovery learning</i> , dan <i>project-based learning</i> .		✓		
10	Materi yang dikembangkan menuntut siswa berpikir kritis,		✓		

	kreatif, dan mandiri.				
11	Materi yang dikembangkan menuntut agar siswa mampu mengevaluasi diri sendiri/ refleksi.		✓		
12	Materi yang dikembangkan terbagi atas pendahuluan, isi, dan penyudah.		✓		
<b>KELAYAKAN BAHASA</b>					
13	Materi yang dikembangkan sesuai dengan tingkat intelektual peserta didik.			✓	
14	Materi yang dikembangkan menggunakan bahasa yang efektif dan efisien.				✓
15	Materi yang dikembangkan memiliki keruntutan dan keterpaduan antar gagasan/kalimat/paragraf/bab.		✓		
<b>KELAYAKAN KEGRAFIKAAN</b>					
16	Materi yang dikembangkan dicetak dengan kertas ukuran ISO (A4/A5/B5).		✓		
17	Materi yang dikembangkan memiliki proporsi ideal dalam peletakan judul, subjudul, teks, dan ilustrasi.		✓		
18	Ilustrasi dalam materi bersifat estetis dan fungsional.		✓		
19	Materi tidak menggunakan banyak variasi jenis huruf.		✓		
20	Pengunaan variasi seperti <i>bold</i> , <i>italic</i> , <i>underline</i> , dan <i>capitalization</i> tidak berlebihan.			✓	
21	Keseluruhan desain materi menarik.		✓		

### TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang telah disediakan.

- Secara umum, bagaimana pendapat Anda tentang materi yang telah disusun?  
sudah cukup baik.

---



---



---



---

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

Dari segi bahasa - banyak kesalahan grammar.

Instruksi task - kurang komunikatif (banyak yg perlu direvisi).

sumber acuan - ditulis secara lengkap mengikuti aturan yang standar.

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

- Lihat saran-saran secara lengkap & dray anda.

---

---

---

---

## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa kelas XI jurusan Teknik Kendaraan Ringan (*Automotive*) UNIT 1 dengan judul "What Should I Choose?" dinyatakan:

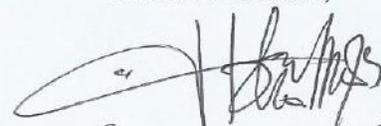
	Layak tanpa revisi
	Tidak Layak
✓	Layak dengan revisi sebagai berikut

1. Banyak kesalahan grammar - perbaiki.
2. Penggunaan bahasa dalam instruksi - ada banyak yang kurang komunikatif - REVISI
3. Tuliskan sumber-sumber text yg diambil.
4. Refleksi - akan lebih efektif jika dibuat dalam bentuk checklist.
5. Other minor weaknesses - see your draft.
6. Judul-judul setiap unit - dibuat konsisten form & stylenya.

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

Yogyakarta, 7-10-2016

Evaluator Materi,



Siti Mahripah, M.App.Ling.

NIP. 19800913 200501 2 001

## UNIT 2

### To My Friend

Dikembangkan berdasarkan:

Kompetensi Dasar :

3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.

NO	PERNYATAAN	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1	Materi yang dikembangkan sesuai dengan KI dan KD		✓		
2	Materi yang dikembangkan sesuai dengan fungsi sosial yang ingin dicapai.		✓		
3	Materi yang dikembangkan terdapat unsur and struktur makna yang relevan dengan kehidupan siswa di masa mendatang.		✓		
4	Materi yang dikembangkan mencakup pembelajaran tentang fitur linguistik pada suatu teks.		✓		
5	Materi yang dikembangkan menggunakan data data yang mutakhir atau <i>up-to-date</i> .		✓		
<b>KELAYAKAN PENYAJIAAN</b>					
6	Materi yang dikembangkan memiliki sistematika penyajian yang baik.		✓		
7	Materi yang dikembangkan memiliki keseimbangan antar bab.		✓		
8	Materi yang dikembangkan berpusat pada peserta didik dalam prakteknya.		✓		
9	Materi yang dikembangkan berpusat pada <i>discovery learning</i> , dan <i>project-based learning</i> .		✓		
10	Materi yang dikembangkan menuntut siswa berpikir kritis,		✓		

	kreatif, dan mandiri.				
11	Materi yang dikembangkan menuntut agar siswa mampu mengevaluasi diri sendiri/ refleksi.		✓		
12	Materi yang dikembangkan terbagi atas pendahuluan, isi, dan penyudah.		✓		
<b>KELAYAKAN BAHASA</b>					
13	Materi yang dikembangkan sesuai dengan tingkat intelektual peserta didik.			✓	
14	Materi yang dikembangkan menggunakan bahasa yang efektif dan efisien.				✓
15	Materi yang dikembangkan memiliki keruntutan dan keterpaduan antar gagasan/kalimat/paragraf/bab.		✓		
<b>KELAYAKAN KEGRAFIKAAN</b>					
16	Materi yang dikembangkan dicetak dengan kertas ukuran ISO (A4/A5/B5).		✓		
17	Materi yang dikembangkan memiliki proporsi ideal dalam peletakan judul, subjudul, teks, dan ilustrasi.		✓		
18	Ilustrasi dalam materi bersifat estetis dan fungsional.		✓		
19	Materi tidak menggunakan banyak variasi jenis huruf.		✓		
20	Penggunaan variasi seperti <i>bold</i> , <i>italic</i> , <i>underline</i> , dan <i>capitalization</i> tidak berlebihan.			✓	
21	Keseluruhan desain materi menarik.		✓		

### TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang telah disediakan.

- Secara umum, bagaimana pendapat Anda tentang materi yang telah disusun?

Cukup bagus

---



---



---



---

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

See my comments on unit 1 and in your draft as well.

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

See my comments on unit 1 questionnaire and also in your draft as well.

## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa kelas XI jurusan Teknik Kendaraan Ringan (*Automotive*) UNIT 1 dengan judul "To My Friend" dinyatakan:

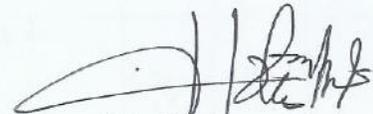
	Layak tanpa revisi
	Tidak Layak
✓	Layak dengan revisi sebagai berikut

See my comments in the previous unit

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

Yogyakarta, 7-10-2016

Evaluator Materi,

  
Siti Mahriyah, M. App. Ling.

NIP. 19800913 200501 2 001

### UNIT 3

#### All about Car

Dikembangkan berdasarkan:

Kompetensi Dasar :

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.

NO	PERNYATAAN	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1	Materi yang dikembangkan sesuai dengan KI dan KD		✓		
2	Materi yang dikembangkan sesuai dengan fungsi sosial yang ingin dicapai.		✓		
3	Materi yang dikembangkan terdapat unsur and struktur makna yang relevan dengan kehidupan siswa di masa mendatang.		✓		
4	Materi yang dikembangkan mencakup pembelajaran tentang fitur linguistik pada suatu teks.		✓		
5	Materi yang dikembangkan menggunakan data data yang mutakhir atau <i>up-to-date</i> .		✓		
<b>KELAYAKAN PENYAJIAAN</b>					
6	Materi yang dikembangkan memiliki sistematika penyajian yang baik.		✓		
7	Materi yang dikembangkan memiliki keseimbangan antar bab.		✓		
8	Materi yang dikembangkan berpusat pada peserta didik dalam prakteknya.		✓		
9	Materi yang dikembangkan berpusat pada <i>discovery learning</i> , dan <i>project-based learning</i> .		✓		
10	Materi yang dikembangkan menuntut siswa berpikir kritis,		✓		

	kreatif, dan mandiri.				
11	Materi yang dikembangkan menuntut agar siswa mampu mengevaluasi diri sendiri/ refleksi.		✓		
12	Materi yang dikembangkan terbagi atas pendahuluan, isi, dan penyudah.		✓		
<b>KELAYAKAN BAHASA</b>					
13	Materi yang dikembangkan sesuai dengan tingkat intelektual peserta didik.			✓	
14	Materi yang dikembangkan menggunakan bahasa yang efektif dan efisien.				✓
15	Materi yang dikembangkan memiliki keruntutan dan keterpaduan antar gagasan/kalimat/paragraf/bab.		✓		
<b>KELAYAKAN KEGRAFIKAAN</b>					
16	Materi yang dikembangkan dicetak dengan kertas ukuran ISO (A4/A5/B5).		✓		
17	Materi yang dikembangkan memiliki proporsi ideal dalam peletakan judul, subjudul, teks, dan ilustrasi.		✓		
18	Ilustrasi dalam materi bersifat estetis dan fungsional.		✓		
19	Materi tidak menggunakan banyak variasi jenis huruf.		✓		
20	Pengunaan variasi seperti <i>bold</i> , <i>italic</i> , <i>underline</i> , dan <i>capitalization</i> tidak berlebihan.			✓	
21	Keseluruhan desain materi menarik.		✓		

### TANGGAPAN UMUM MENGENAI MATERI PEMBELAJARAN

Tuliskan jawaban Anda pada tempat yang telah disediakan.

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

Cukup bagus

---



---



---



---

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

See my previous comments.

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

see my previous comments.



**APPENDIX G.**  
**THE FINAL DRAFT OF THE MATERIALS**

# ETOS-AUTO

(English Textbook of Students of Automotive)

A supplementary written cycle learning material for  
Automotive Vocational School

Grade  
XI



Author

Anas Putra Pamungkas

Supervisor

Sukarno, M.Hum

## *Preface*

**ETOS-AUTO** (English Textbook of Students of Automotive) course book has been specially designed for students of vocational school whose major is Automotive. This book is expected to supplement English book of Curriculum 2013 developed by Government of Indonesia.

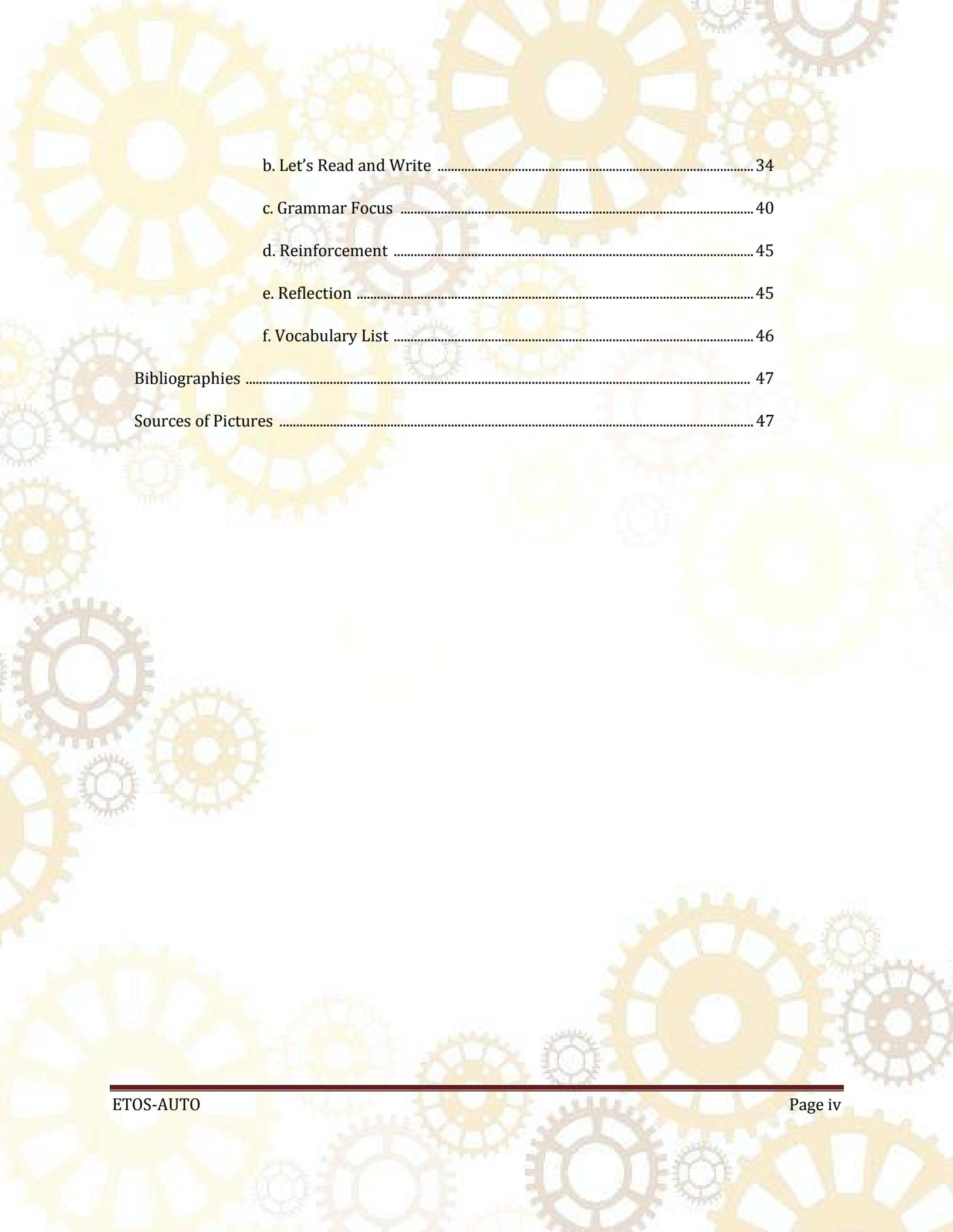
**ETOS-AUTO** consists of three units. each unit has its own topics based on the basic competences from Ministry of Higher Education and Research and Technology. The first unit topic is related to how students become critical in every situation. This is also in line with social competence that students need to achieve in Curriculum 2013. The second unit topic is related to students experience. Here, students are taught how to deliver the experience in the form of personal letter. The third unit topic is all about car. The car is a thing that students are familiar with.

Although **ETOS-AUTO** is specially designed for students of vocational school, it only covers two language skills: Reading and Writing. It is because both skills are familiar with students. Hopefully, the book can be used properly and it can enhance students understanding on the topics.

Author

## Table of Contents

Preface .....	ii
Table of Contents .....	iii
Parts of the Book .....	iv
Map of the Book .....	v
Unit 1 What Should I Choose?.....	1
a. Warm Up .....	2
b. Let's Read and Write .....	3
c. Grammar Focus .....	9
d. Reinforcement .....	16
e. Reflection .....	16
f. Vocabulary List .....	17
Unit 2 How is Your Experience? .....	18
a. Warm Up .....	19
b. Let's Read and Write .....	20
c. Grammar Focus .....	26
d. Reinforcement .....	30
e. Reflection .....	30
f. Vocabulary List .....	31
Unit 3 How do Things Work?.....	32
a. Warm Up .....	33



b. Let's Read and Write .....	34
c. Grammar Focus .....	40
d. Reinforcement .....	45
e. Reflection .....	45
f. Vocabulary List .....	46
Bibliographies .....	47
Sources of Pictures .....	47

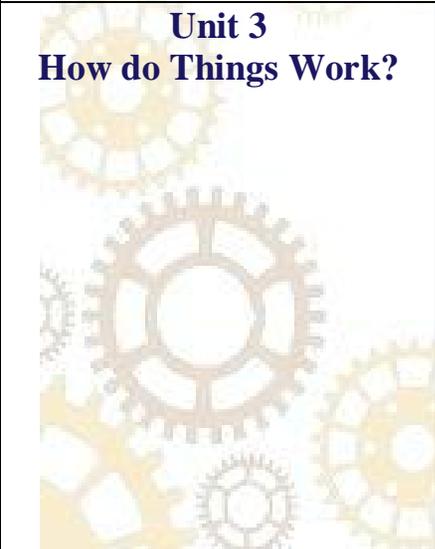
## *Parts of the Book*

For helping students to understand English materials, each unit of this book consists of several sections such as:

- **WARM UP** to prepare students before they are going to main activities.
- **LET'S READ AND WRITE** the main activities where students learn and understand about topics. Let's read and write section consists of two parts: reading section and writing section.
- **PERSON FACTS OR CAR FACTS** provides students with some facts related to famous persons in Automotive world and facts about cars
- **GRAMMAR FOCUS** provides students with grammatical rules that are beneficial for students in creating a particularly written text.
- **REINFORCEMENT** provides students with some tasks in order to increase their understanding and to acquire new information.
- **REFLECTION** asks students to reflect what they have learnt in the unit.
- **VOCABULARY LIST** provides students a list of vocabulary that is used in each unit.

## *MAP OF THE BOOK*

<b>Units</b>	<b>Basic competences</b>	<b>Indicators</b>	<b>Materials</b>
<b>Unit 1</b> <b>What Should I Choose?</b>	<p>3.4 Identifying social function, text structure, and language features of analytical exposition text with actual topics..</p> <p>4.4 Analytical exposition texts</p> <p>4.4.1 Understanding the contextual meanings related to social function, the structure of the text, and text linguistic element analytical exposition oral and written, relevant current issues</p> <p>4.4.2 Develop a written analytical exposition text related to automotive, taking into account the social function, the structure of the text, and linguistic elements.</p>	<p>By the end of this lesson, students are able to:</p> <ul style="list-style-type: none"> <li>- identify social functions of analytical exposition texts.</li> <li>- identify generic structure of analytical exposition texts.</li> <li>- create an analytical exposition text.</li> </ul>	<p><b>Text type</b></p> <p>Analytical exposition texts</p> <p><b>Grammar</b></p> <p>Simple present tense</p> <p><b>Vocabulary</b></p> <p>Words related to Automotive such as <i>stall, disc brake, drum brake, resale, fuel, AWD, FWD, RWD, and others.</i></p>
<b>Unit 2</b> <b>How is Your Experience?</b>	<p>3.6 Identifying social function, text structure, and language features of personal letters used in suitable conditions</p> <p>4.6 Personal letters</p>	<p>By the end of this lesson, students are able to:</p> <ul style="list-style-type: none"> <li>- identify social functions of personal letters</li> <li>- identify parts of</li> </ul>	<p><b>Text</b></p> <p>Personal letters</p> <p><b>Grammar</b></p>

	<p>4.6.1 Understanding the contextual meanings related social function, the structure of the text, and special text linguistic elements in the form of a personal letter.</p>	<p>personal letters</p> <ul style="list-style-type: none"> <li>- create a personal letter.</li> </ul>	<p>Simple past tense</p> <p><b>Vocabulary</b> Words related to Automotive such as <i>stall, disc brake, drum brake, resale, fuel, AWD, FWD, RWD, and others.</i></p>
<p><b>Unit 3</b> <b>How do Things Work?</b></p> 	<p>3.8 Identifying social function, text structure, and language features of report texts of things and phenomena.</p> <p>·</p> <p>4.8 Understanding the contextual meanings related to social function, the structure of the text, and linguistic features of written factual report text.</p>	<p>By the end of this lesson, students are able to:</p> <ul style="list-style-type: none"> <li>- identify social functions of report texts.</li> <li>- Identify the generic structure of report texts.</li> <li>- create a report text.</li> </ul>	<p><b>Text type</b></p> <p>Report texts</p> <p><b>Grammar</b></p> <p>Passive voice</p> <p><b>Vocabulary</b> Words related to Automotive such as <i>crankshaft, camshaft, piston, valve, spark, mesh. Clutch, and others.</i></p>

# UNIT 1

## WHAT SHOULD I CHOOSE?



Taken from <http://www.technoparktoday.com/tag/diesel-car-vs-petrol-car/>

Everyday, you face a condition where you have to convince your friends, colleagues, customers to choose your preferences. Sometimes, you, however, fail to convince them. Here, you will learn how to create an analytical expositions based on facts.

# UNIT 1

## What Should I Choose?

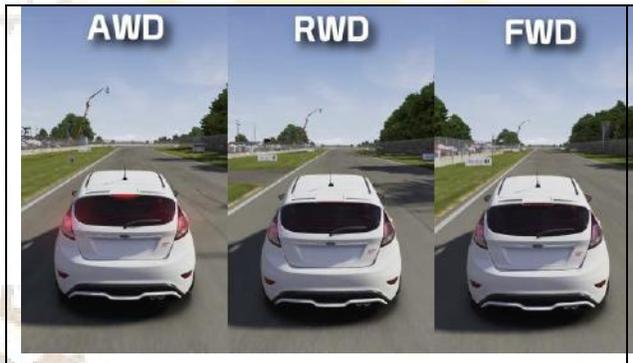


WARM UP



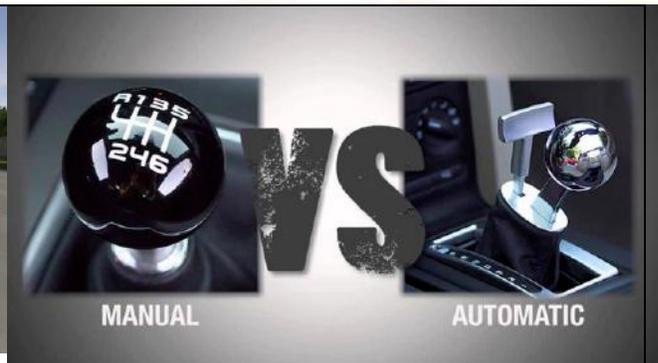
TASK 1

Find a partner, and study the following pictures.



(taken from [https://www.youtube.com/watch?v=d\\_DiXWers50](https://www.youtube.com/watch?v=d_DiXWers50))

Picture 1.1



(Taken from <http://blog.aisinsurance.com/2015/02/11/pros-cons-automatic-manual-cars/#.WaxSJ-V950s>)

Picture 1.2



(Taken from <http://www.technoparktoday.com/tag/diesel-car-vs-petrol-car/>)

# UNIT 1

## What Should I Choose?

Picture 1.3



## LET'S READ AND WRITE



### TASK 2

Read the passage below.

#### An Automatic or a Manual Car?

Everyone agrees that a transmission is absolutely vital to the inner workings of any car. The transmission determine what actions you do inside the car. It is important that when you drive a car, you should feel comfortable, yet alert. A manual car will make you enjoy that sensation.

Automatic transmissions have been eclipsing their older manual cousins for the past few years. The advantages of automatic transmissions are: easier to use, less manually restrictive, less risky for stalling, easier to use in heavy traffic.

On the other hand, manual transmissions which are already eclipsed by automatic transmissions, are still favoured by many drivers due to the facts that they are: less expensive than automatic, cheaper to maintain, better in fuel efficiency, less likely to be stolen.

Basically, both types of transmissions are good in their respective areas. However, driving a manual car should make the driver get the feeling of awareness and driving a car not a car driving the driver.

(adapted from <http://blog.aisinsurance.com/2015/02/11/pros-cons-automatic-manual-cars/>)

Give a tick on the following statements that you expect to get after reading the passage.

From the passage, I will get ....

1	the content of the text.	<input type="checkbox"/>
2	the meaning of the words in the text.	<input type="checkbox"/>
3	the tenses used in the text.	<input type="checkbox"/>
4	the social purpose of the text.	<input type="checkbox"/>
5	how to give a reasoning.	<input type="checkbox"/>

Write more things that you want to know further.

1	...
2	...
3	...
4	...
5	...



### TASK 3

**Answer the questions below based on the text.**

No	Items
1	What is the text about?
	...
2	What are the meaning of the underlined words in the text?
	...
3	What is the tense used in the text?
	...
4	What is the social purpose of the text?
	...
5	how does we create an analytical exposition text?
	...



## TASK 4

You've already read the following text, now study the explanation below carefully.

### An Automatic or a Manual Car?

Everyone agrees that a transmission is absolutely vital to the inner workings of any car. The transmission determine what actions you do inside the car. It is important that when you drive a car, you should feel comfortable, yet alert. A manual car will make you enjoy that sensation.

Automatic transmissions have been eclipsing their older manual cousins for the past few years. The advantages of automatic transmissions are: easier to use, less manually restrictive, good for hilly areas, less risky for stalling, easier to use in heavy traffic.

On the other hand, manual transmissions which are already eclipsed by automatic transmissions, are still favoured by many drivers due to the facts that they are: less expensive than automatic, cheaper to maintain, better in fuel efficiency, less likely to be stolen, easier to control.

Basically, both types of transmissions are good in their respective areas. However, driving a manual car should make the driver get the feeling of awareness and driving a car not a car driving the driver.

(adapted from <http://blog.aisinsurance.com/2015/02/11/pros-cons-automatic-manual-cars/>)

Here is the text structure

Thesis statement

Arguments

Conclusion



Thesis statement	: to introduce the issue/opinion of the author to the readers
Arguments	: factual informations that support the thesis statement
Conclusion	: restate the thesis statement



## TASK 5

Match words in the left side with its Indonesians by connecting them using a line.

Vocabulary	Pronunciation	Meaning
stall	/stɔ:l/	Pilihan
eclipse	/ɪ'klɪps/	Penting
vital	/'vaɪtəl/	Kesadaran
inner	/'ɪnə/	Berhenti
hilly	/'hɪli/	Waspada
favour	/'feɪvə/	Bayang-bayang
awareness	/ə'weənəs/	Dalam
alert	/ə'lɜ:t/	Berbukit



The *Honda Civic* is a line of small cars manufactured by Honda. Originally a subcompact, the Civic has gone through several generational changes, becoming both larger and more upmarket, moving into the compact car segment. EPA guidelines for vehicle size class stipulate a car having combined passenger and cargo room of 110 to 119.9 cubic feet (3,110 to 3,400 L) is considered a mid-size car, and as such the tenth generation Civic sedan is technically a small-end mid-size car, although it still competes in the compact class. The Civic coupe is still considered a compact car. The Civic currently falls between the Honda Fit and Honda Accord.

(adapted from [https://en.wikipedia.org/wiki/Honda\\_Civic](https://en.wikipedia.org/wiki/Honda_Civic) )



## TASK 6

Read the passage.

### 2WD or AWD in Java Island?



(taken from [www.youtube.com](http://www.youtube.com))

People who are familiar with cars know the terminology: AWD, RWD, and FWD. Those designs are well-known in Indonesian market. However, it is hard to tell which one from those designs is suitable for Java environment. The following is comparison among three designs.

The first design is AWD or All-wheel drive car. It is a car designed to pass through rough terrain. The advantage offered by this design is the car is not easy to slip when it passes through snow bank and heavy rain. It happens because the computer determine which wheel that needs to be given power. However, this design also has disadvantage such bad fuel efficiency. In addition to that, AWD car usually has higher maintenance cost than RWD and FWD. This may be found as a problem for most Javanese people.

The second design is RWD or Rear-wheel drive. As its name suggests, this car drivetrain is on rear wheels. It means that the control of car movement is determined by rear-wheels. The advantages of this design are a good performance and easy maintenance. The disadvantages of this design are reduced compartment room and poor wet-road tractions and stability. The ease of maintenance means that buyer will not spend much money on maintenance, while the reduced compartment room means that this car is not the best choice for family car.

The last design is FWD or front-wheel drive. The drivetrain of this type is located in front wheels. Compared to RWD car, the performance of FWD car is not as good as RWD car. FWD car also has higher maintenance cost. However, the advantages of this car is its big compartment room so that it is ideal for a family car, better fuel economy than other designs, and its good wet-road tractions and stability.

It is hard to determine which car is the best choice for people in Java. However, based on three characteristics, FWD car is the best choice for people who live at Java.

(adapted from <http://www.autotrader.com/car-shopping/2wd-4wd-or-awd-which-is-best-for-you-215919>)

Based on the passage above, decide whether the following statements are true or false.

Statement	True/ False	The correct statement	Part in the text
In the AWD car, the computer is the one that determines where the power goes.	T		The third sentence of second paragraph.
The RWD car has low maintenance cost.			
The RWD car is the best choice for family car.			
The FWD car has the best fuel economy among three designs.			
It is easy to determine which car is the best choice for people in Java.			



## TASK 7

Complete the following table.

Structure of the text	Purposes	Part of the passage
Thesis		
Arguments		
Conclusion		


**Grammar Focus**

**TASK 8**

Study the explanation carefully and complete the following sentences.

**SIMPLE PRESENT TENSE****The Affirmative form of the simple present:**

AWD car	has	higher maintenance cost than RWD and FWD.
FWD car	is	the best choice for people who live at Java.
This car drivetrain	is	on rear wheels.
<b>S</b>	<b>V</b>	<b>C/O/Adv</b>

**The interrogative form of the simple present:**

do	AWD car	have	higher maintenance cost than RWD and FWD	?
is	FWD car		the best choice for people who live at Java	?
is	This car drivetrain		on rear wheels	?
<b>To be/Aux verb</b>	<b>S</b>	<b>V</b>	<b>C/O/Adv</b>	<b>?</b>

**The negative form of the simple present:**

AWD car	do	not	have	lower maintenance cost than RWD and FWD.
FWD car	is	not		the best choice for people who live in snowy area.
This car drivetrain	is	not		on front wheels.
<b>S</b>	<b>to be/aux verb</b>	<b>not</b>	<b>V</b>	<b>C/O/Adv</b>

To understand more, complete this passage using words inside the box.

Live – solve – love – work – protect – is – like – keep – visit – talk – work – do

**Who is he? Where \_\_\_\_\_ he live? What does he \_\_\_\_\_?**

Robert Hughes **lives** in Atlanta, Georgia. He lives with his wife, Patricia. They \_\_\_\_\_ with their two children, Sam and Lana. Robert \_\_\_\_\_ his family.

Robert \_\_\_\_\_ as a police officer in Atlanta. He likes his job. He \_\_\_\_\_ a good police officer. Robert is a police officer because he likes to help people.

Robert protects the citizens of Atlanta. He \_\_\_\_\_ crimes and catches criminals. He \_\_\_\_\_ the citizens of the city safe.

Sometimes, he \_\_\_\_\_ the schools. He talks to students. All students like Robert. Officer Robert Hughes is a hero in Atlanta.

**There are some fun facts about automobiles.**

1. Cars were seen as the “green” alternative of the transportation in the early 20th century because horses were causing so much pollution with their poop.
2. The Honda CR-V originally came with a picnic table.
3. The Ford GT broke the crushing machine used in the “roof crush” safety test because it is so strong.
4. In Russia, it is a criminal offense to drive around in a dirty car. So keep your car clean and neat.
5. Three fourth of cars produced by Roll-Royce are still on the road.
6. If there is a road to the moon. You will spend less than six months to get there, if you drive at 60 mph.
7. The first car accident was occurred in 1891 in Ohio.

(<http://thenewswheel.com/10-fun-car-facts-you-probably-didnt-know/>)

**CAR FACTS**

**TASK 9**

Arrange the jumbled sentences into a good passage.

The braking system is very important in cars.

The combination of both types will give the car owner enjoy some benefits.

Second, over two thirds of the braking effort occurs in the front wheels.

The system ensures the vehicle safety.

**The Advantages of Combination of Disc Brakes and Drum Brakes**

There are two common brake types: disc brake and drum brake.

Using disc brakes in front wheel will make the braking effort become efficient.

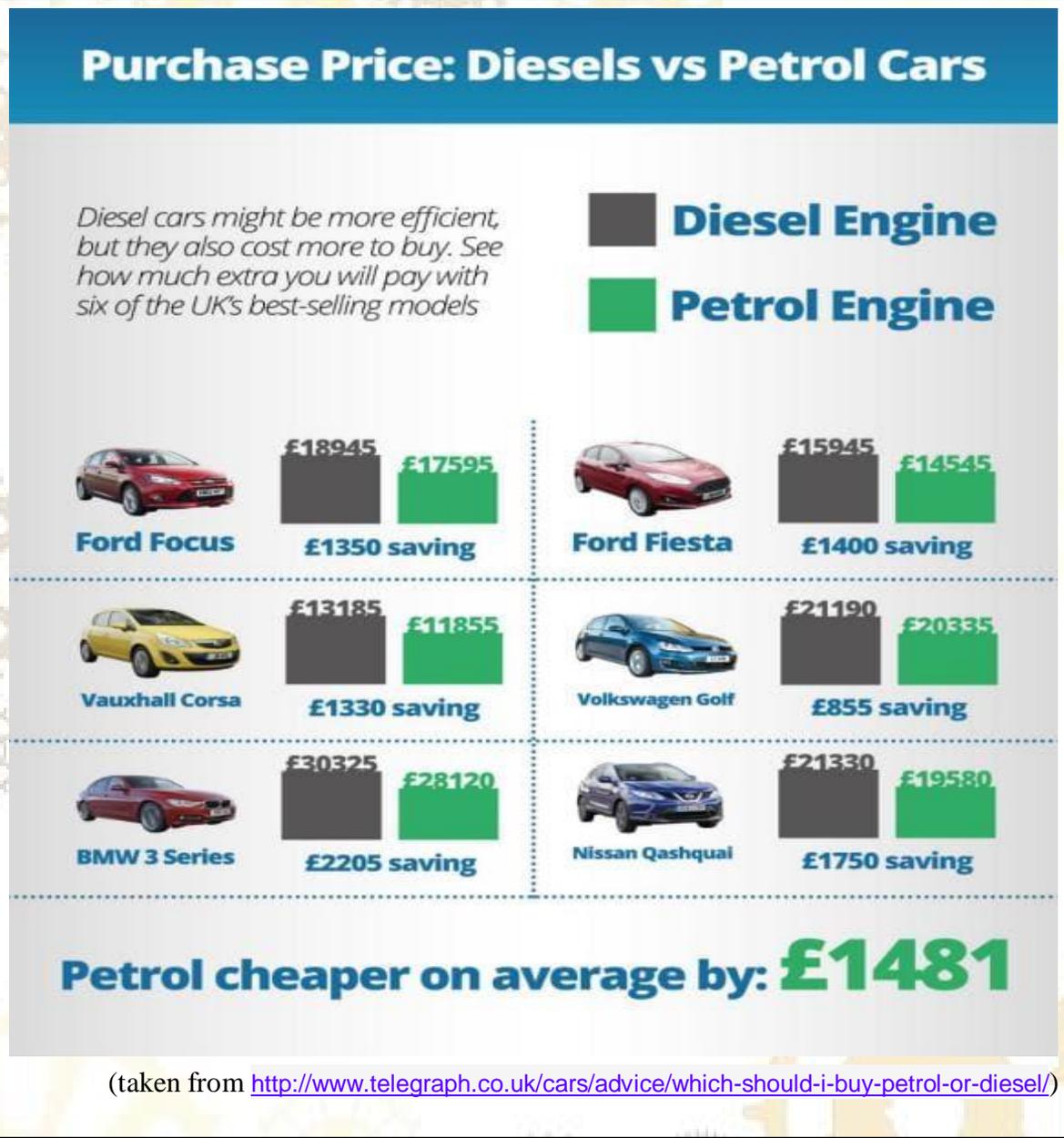
First, the combination of both types will be more economical than car using drum brake in all wheels or disc brake in all wheels.

In summary, the combination of disc brake at front wheels and drum brake at rear wheels is the best choice from economics, and safety.



**TASK 10**

Create an analytical exposition based on facts from the three picture series below.



## Cost of fuel for the first 30,000 miles

We've combined the cost of fuel (as of June 2014 prices) with the fuel-efficiency of six big-selling models to see how much they'll cost to run over 30,000 miles – the average distance covered during a three year period

■ Diesel Engine  
■ Petrol Engine



**Ford Focus**



**Diesel saving of: £435**



**Ford Fiesta**



**Diesel saving of: £226**



**Vauxhall Corsa**



**Diesel saving of: £370**



**Volkswagen Golf**



**Diesel saving of: £484**



**BMW 3 Series**



**Diesel saving of: £623**



**Nissan Qashquai**



**Diesel saving of: £851**

**Average saving of Diesel over Petrol: £498**

(taken from <http://www.telegraph.co.uk/cars/advice/which-should-i-buy-petrol-or-diesel/>)

## Resale value – Diesel vs Petrol

*Diesel cars might cost more to buy, but they'll also be worth more when you come to sell them. Our comparison chart shows how much you can expect to get back.*

**Diesel Engine**  
 **Petrol Engine**



(taken from <http://www.telegraph.co.uk/cars/advice/which-should-i-buy-petrol-or-diesel/>)

<b>Thesis</b>	
<b>Arguments</b>	
<b>Conclusion</b>	



**TASK 11**

Write your own analytical text based on one of the following topics.

- Topics:**
- Using a particular brand of lubricant
  - The advantages of carburettor
  - The advantages of fuel-injection
  - The advantages of electric fuel pump
  - The advantages of mechanical fuel pump

**REINFORCEMENT****TASK 12**

Look for an analytical text related to automotive and analyze the text based on the language features, social function and text structures. You may write new vocabulary.

**TASK 13**

To enhance your skill, rewrite the analytical text that you got in task 12 using your own words.

**REFLECTION****TASK 14**

Now, Let's  
do a



Give a tick in the following aspects based on what you have learnt.

No	Aspects	Yes	Neutral	No
1	Understanding the social function of the text			
2	Learning new vocabulary			
3	Understanding the language features and text structure of the text			
4	Being able to write a analytical text.			
5	Using present tense in writing a text.			
6	Getting knowledge related to automotive			

*The following table is the list of vocabulary that you get from this unit.*

### VOCABULARY LIST

Vocabulary	Pronunciation	Meaning
counterpart	/stɔ:l/	lawannya
stall	/ɪ'klɪps/	Kehilangan tenaga/berhenti
eclipse	/'vaɪtl/	Bayang-bayang
vital	/'ɪnə/	Vital/penting
inner	/'hɪli/	Dalam
hilly	/'feɪvə/	Berbukit
favour	/ə'weənəs/	Pilihan
awareness	/ə'lɜ:t/	Kesadaran
alert	/ə'lɜ:t/	Waspada
Disc brake	/dɪsk breɪk/	Rem cakram
Drum brake	/drʌm breɪk/	Rem tromol



# UNIT 2

## HOW IS YOUR EXPERIENCE?



Communicating with others is one of people needs. There are two types of communication: spoken and written. In this unit, you will learn written type of communication in the form of personal letter, which has already been used for a long time.

# UNIT 2

## how is Your Experience?



### WARM UP



### TASK 1

Find a partner and study the following pictures.



(adapted from [www.themotorreport.com.au/63298/2016-audi-a4-20-tfsi-quattro-review-stylish-swift-yet-subtle/](http://www.themotorreport.com.au/63298/2016-audi-a4-20-tfsi-quattro-review-stylish-swift-yet-subtle/))

Picture 2.1



([sub5zero.com/ultimate-factories-porsche-911-featured-national-geographic-video/](http://sub5zero.com/ultimate-factories-porsche-911-featured-national-geographic-video/))

Picture 2.2



([www.primeautocare.com.au/go/specialised-services](http://www.primeautocare.com.au/go/specialised-services))

Picture 2.3



## UNIT 2

### how is Your Experience?

**LET'S READ AND WRITE****TASK 2**

Read the letter below.

Jl. Kebon Agung, Seyegan  
Sleman 55561  
[August 29, 2016]

Toni  
Sanggrahan, Tirtoadi, Mlati  
Sleman 55286

Dear my best friend Toni,

Last time, I had an unforgettable experience. I had a chance to drive one of premium cars Audi A4 TFSI 2.0T Quattro. Here is my story....

This car was awesome. A unique feature of this car was its virtual cockpit. With 12,3 inch display as main controller, I really enjoyed that virtual cockpit. I even have no words to describe it.

Enough with the virtual cockpit, let's move to the performance. Audi A4 TFSI 2.0T Quattro use 7 speed automatic transmission. Equipped by engine I-4 turbocharged 2.0L, this car has 252 hp @ 5,000-6,000 rpm and 370Nm @ 1,600-4,500 rpm. Compared to its predecessors, the car performance is better. This car was almost soundless, when I increased its speed to 200 kph. However, to get the best settings was not easy. It was because I needed to be familiar with dual-clutch system combined with torque converter for automatic transmission

That's my experience. If I have a lot of money, I will definitely buy this model.

Yours sincerely,

*Adam.*

Adam

What I get from the passage are ....

1	the content of the text.	<input type="checkbox"/>
2	the meaning of the words in the text.	<input type="checkbox"/>
3	the tenses used in the text.	<input type="checkbox"/>
4	the social purpose of the text.	<input type="checkbox"/>
5	how to tell past experience.	<input type="checkbox"/>

Write more things that you do not know or you want to know further.

1	...
2	...
3	...
4	...
5	...



### TASK 3

Answer the questions below based on the text.

No	Items
1	What is the text about?
	...
2	What are the meaning of the underlined words in the text?
	...
3	What is the tense used in the text?
	...
4	What is the social purpose of the text?
	...
5	how does we create an analytical exposition text?
	....



## TASK 4

You've already read letter in task 2, now study the explanation of the letter carefully.

Jl. Kebon Agung, Seyegan  
Sleman 55561  
[August 29, 2016]

Sender Address

Date

Toni  
Sangrahan, Tirtoadi, Mlati  
Sleman 55286

Receiver Address

Dear my best friend Toni,

Salutation

Last time, I had an unforgettable experience. I had a chance to drive one of premium cars Audi A4 TFSI 2.0T Quattro. Here is my story....

Opening Paragraph

This car was awesome. A unique feature of this car was its virtual cockpit. With 12,3 inch display as main controller, I really enjoyed that virtual cockpit. I even have no words to describe it.

Enough with the virtual cockpit, let's move to the performance. Audi A4 TFSI 2.0T Quattro use 7 speed automatic transmission. Equipped by engine I-4 turbocharged 2.0L, this car has 252 hp @ 5,000-6,000 rpm and 370Nm @ 1,600-4,500 rpm. Compared to its predecessors, the car performance is better. This car was almost soundless, when I increased its speed to 200 kph. However, to get the best settings was not easy. It was because I needed to be familiar with dual-clutch system combined with torque converter for automatic transmission.

Body of the letter

That's my experience. If I have a lot of money, I will definitely buy this model.

Closing paragraph

Yours sincerely, → Closing

*Adam.*  
Adam

Signature

*Here is the arts of the text*

(adapted from <http://carvaganza.com/01/09/2016/test-drive-sensasi-audi-a4-2-0t-tfsi-quattro/>)

Components of a letter are:

- Sender address
- Date: when the letter is created
- Receiver address
- Salutation: My best friend, my buddy, and others.
- Opening paragraph: to introduce why writer send a letter to receiver
- Body of letter: information that writer wants to convey to the receiver
- Closing paragraph: to end body of the letter
- Closing
- Signature



## TASK 5

Match words in the left side with its Indonesians by connecting them using a line.

Vocabulary	Pronunciation	Meaning
cockpit	/'kɒkpɪt/	Pendahulu
clutch	/klʌtʃ/	Maya
torque	/tɔ:k/	Mewah
virtual	/'vɜ:tʃʊəl/	Kopling
premium	/'pri:mɪəm/	Momen gaya
predecessor	/'pri:dɪsesə/	Kokpit



## TASK 6

Read the passage.

Jl. Kebon Agung, Seyegan  
Sleman  
55561  
[August 29, 2016]

Joni  
Sangrahan, Tirtoadi, Mlati  
Sleman  
55286

Dear Jony,

Last time, I enjoyed the chance to visit the Toyota manufacturing plant in Karawang. The plant was so huge. There, the plant tour participants including me, were introduced with how a Toyota car was built. The production of Toyota car heavily relies on robotic-assisted technology. Therefore, time needed to create a Toyota car only took 22 hours.

At that time, the participants were guided by Mr. Eka as supervisor of assembly line division of PT Toyota Motor Manufacturing Indonesia (PT TMMIN). He told things related to production process, such as TPS & Pakayoke, Karakuri, Drop Engine, and Front axle line. In production plant, the concept of Just in Time was applied strictly. Every part to build the cars must be available with sufficient number in designated time. In the plant, PT TMMIN was using a supporting tool called Kanban. This tool is to give instruction to produce and deliver the goods and as a visual control to check the components availability.

Finally, I got a chance to visit Final Test division. According to the chief of the division, Toyota was applying the concept of Build in Quality. This concept means every product of each stage of production would be checked. The important stage before rolling out the car is quality inspection. At this stage, the car would be tested based on some parameters.

Well, That's all my experience in visiting Toyota Manufacturing Plant.

Your Sincerely

*Brad*

Brad

(adapted from <http://www.autobild.co.id/read/2016/05/10/16979/68/19/Mahasiswa-Intip-Pembuatan-Mobil-Tovota-di-TMMIN>)

Based on the passage above, decide whether the following statements are true or false.

Statement	True/ False	The correct statement	Part in the text
The writer did not enjoy the visit.	F	The writer enjoyed the visit	Opening paragraph
Mr. Eka is a supervisor of assembly line division.			
Kanban is a tool to give instructions to produce and to deliver the goods also as a visual control to check the components availability.			
Checking parts after each stage of production is optional			
Quality inspection is necessary.			



## TASK 7

Complete the following table.

Structure of the text	Purposes	Part of the passage
Addresses - Sender - Receiver		
Date		
Salutation		
Opening Paragraph		
Body of the letter		
Closing paragraph		
Closing		
Signature		


**Grammar Focus**

**TASK 8**

Study the explanation carefully and complete the following sentences.

**SIMPLE PRESENT TENSE****The Affirmative form of the simple past:**

I enjoyed the chance to visit the Toyota manufacturing plant in Karawang.

I	got	a chance to visit Final Test division.
I	enjoyed	the chance to visit the Toyota manufacturing plant.
The car	was	awesome
<b>S</b>	<b>V</b>	<b>C/O/Adv</b>

**The interrogative form of the simple past:**

did	you	get	a chance to visit final test division	?
did	you	enjoy	the chance to visit the Toyota manufacturing plant	?
was	the car		awesome	?
<b>To be/ Aux</b>	<b>S</b>	<b>V1</b>	<b>C/O/Adv</b>	<b>?</b>

**The negative form of the simple past:**

I	did	not	get	a chance to test drive a Toyota car.
I	did	not	enjoy	the chance to visit the Honda plant.
The car	was	not		terrible
<b>S</b>	<b>To be</b>	<b>not</b>	<b>V1</b>	<b>C/O/Adv</b>

**Correct the following text by putting correct form of the verb.**

Last year I **went** to England on holiday. (go) It \_\_\_\_\_ fantastic. (be) I \_\_\_\_\_ lots of interesting places. (visit) I \_\_\_\_\_ with two friends of mine. (be) In the mornings we \_\_\_\_\_ in the streets of London. (walk) In the evenings we \_\_\_\_\_ to pubs. (go) The weather \_\_\_\_\_ strangely fine. (be) It \_\_\_\_\_ a lot. (not / rain) We \_\_\_\_\_ some beautiful rainbows. (see) Where \_\_\_\_\_ your last holiday? (spend / you).



## TASK 9

**Arrange the jumbled sentences into a good passage.**

Jl. Kebon Agung, Seyegan, Sleman

I really enjoyed the internship at a Toyota workshop.

All Toyota technician received several standard training.

Sanggrahan, Tirtoadi, Mlati, Sleman

Last time, I had a chance to have internship at a Toyota workshop.

There, I got some experience.

They were taught from basic to advanced things.

At workshop, I worked with the professionals.

In addition to this, Internships had to meet the requirements too.

June 29, 2016

55286

Basically, difference between the professionals and us was the experience.

Yours sincerely,

The professionals were also learning about new features of Toyota.

55561

Dear Tony,

From what I got the internship is we have to improve ourselves in order to be ready for working

Tools at Toyota workshop were complete.

They had Special Service Tools (SST), Intelligent Tester and CO tester.

There were also supporting facilities, such as parts storage and tool rooms.

Yuda

*Yuda*



### TASK 10

Complete the following letter using the clues.

- Clues:
- Doni just visited an autoshow
  - He went there with his brother
  - He saw many cars being exhibited
  - He did a test-drive
  - He enjoyed his trip

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear Joko,

    Last Month, My brother and I visited an auto show. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Well, That's all about my visit in autoshow. \_\_\_\_\_

Your Sincerely

*Doni.*

Doni



## TASK 11

Write your own personal letter based on one of the following topics.

### Topics:

- Experience about test-drive a car
- Experience on Repairing car parts
- Experience on Replacing car parts
- Experience on Servicing car



*The Isuzu Panther is a multi-purpose vehicle and pickup truck manufactured in 1991 by Isuzu developed in Indonesia for the Southeast Asian market. The model is suited to carrying large loads of passengers or cargo. It was developed to meet local conditions in terms of climate, roads and family structure as a durable vehicle. It is now in its second generation. It is powered by the 4JA-1 Diesel Engine with an 81 hp or an 85 hp turbocharged version. The third generation is also equipped with Isuzu's Flex Ride Suspension System.*

(adapted from [www.wikipedia.com/isuzu\\_panther/](http://www.wikipedia.com/isuzu_panther/))

CAR  
FACTS

**REINFORCEMENT****TASK 12**

Look for a personal letter and analyze the text based on the language features, social function and text structures. You may write new vocabulary.

**TASK 13**

Write a personal letter to your and tell him about one of your past experiences

**REFLECTION**

Now, Let's do  
a reflection

**TASK 14**

Give a tick in the following aspects based on what you have learnt.



No	Aspects	Yes	Neutral	No
1	Understanding the social function of the text			
2	Learning new vocabulary			
3	Understanding the language features and text structure of the text			
4	Being able to write a analytical text.			
5	Using present tense in writing a text.			
6	Getting knowledge related to automotive			

*The following table is the list of vocabulary that you get from this unit.*



## Vocabulary List

Words	Pronunciation	Meaning
cockpit	/'kɒkpɪt/	Kokpit
clutch	/klatʃ/	Kopling
torque	/tɔ:k/	Momen gaya
virtual	/'vɜ:tʃʊəl/	Maya
premium	/'pri:mɪəm/	Mewah
predecessor	/'pri:dɪsəsə/	Pendahulu
internship	/'ɪn.tɜ:n.ʃɪp/	Magang

# UNIT 3

## HOW DO THINGS WORK?



Taken from <http://whd.ertb.biz/archives/1251.html>

As a student majoring in automotive, knowing everything inside a car is mandatory for you. Here, you will find several operations done inside a car. Moreover, you will learn how to create report texts related to your major.

## UNIT 3

# How do Things Work?

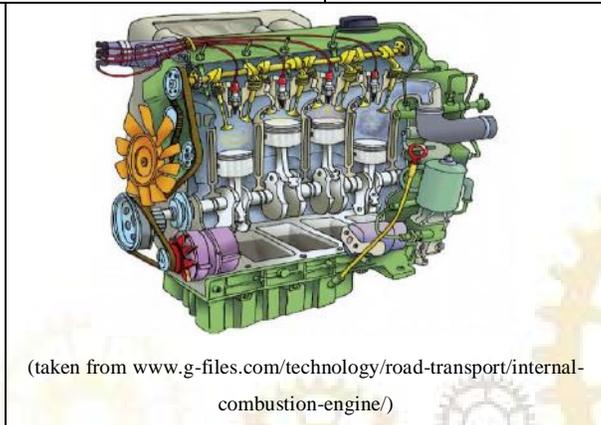
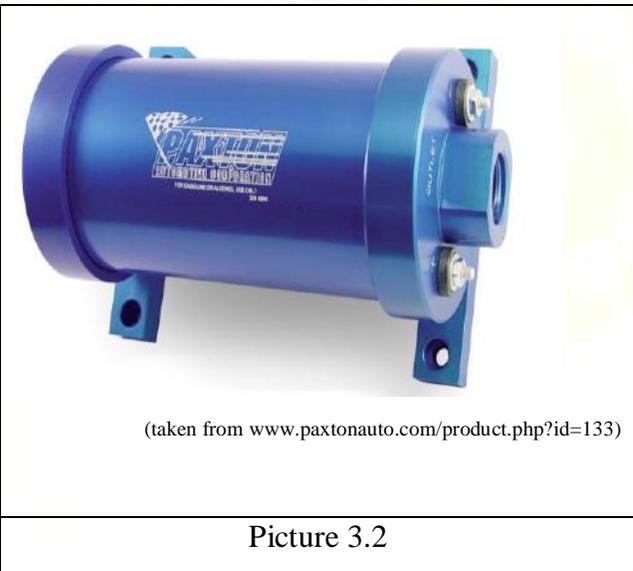


## WARM UP



## TASK 1

Study the pictures below and discuss them with your friends.



## UNIT 3

### How do Things Work?

Picture 3.3



## LET'S READ AND WRITE



### TASK 2

Read the passage below.

#### The Engine

An engine is the heart of a car. The function of engine is to convert heat from burning gas into mechanical force. How engine works is set in motion by a spark. The spark ignites a mixture fuel and air inside a cylinder. As the heat expands, there is sufficient power to drive pistons.

The engine consists of two basic parts: lower section called cylinder block and the detachable upper cover called cylinder head.

The cylinder block houses the crankshaft and camshaft. The crankshaft is used to convert the reciprocating motion of the pistons into rotary motion. The camshaft is to control mechanisms that open and close the valves in the cylinder head. The position of the camshaft is usually in the head or mounted above the block.

The cylinder head contains at least two valve-controlled passages. These passages act as the way of the mixture of air and fuel enters the cylinders and the gases produced by combustion exit.

There are three engine configurations: in-line engine, V-engine, and horizontally-opposed engine. Each layout has its own advantages. For example, in-line engine lay out is the simplest. V-engine lay out is more compact than others. Horizontally-opposed engine lay out achieve balance in some aspects and saving height.

The cylinders are cast into the block. This block is mountings for ancillary equipment, such as oil filter and fuel pump. An sump is bolted underneath the crankcase.

Both block and head are usually made of cast iron. However, aluminium sometimes is chosen for the head, because it is lighter and dissipates heat more efficiently.

(adapted from [www.howacarworks.com/basic/engine/](http://www.howacarworks.com/basic/engine/))

Give a tick on the following statements that you expect to get after reading the passage.

From the passage, I get....

1	the content of the text.	<input type="checkbox"/>
2	the meaning of the words in the text.	<input type="checkbox"/>
3	the tenses used in the text.	<input type="checkbox"/>
4	the social purpose of the text.	<input type="checkbox"/>
5	how to describe a phenomenon/thing.	<input type="checkbox"/>

Write more things that you do not know or you want to know further.

1	...
2	...
3	...
4	...
5	...



### TASK 3

Answer the questions below based on the text.

No	Items
1	What is the text about?
	...
2	What are the meaning of the underlined words in the text?
	...
3	What is the tense used in the text?
	...
4	What is the social purpose of the text?
	...
5	how does we create an analytical exposition text?
	....



## TASK 4

You've already read the text below, now study the explanation below carefully.

### Engine

An engine is the heart of a car. The function of engine is to convert heat from burning gas into mechanical force. How engine works is set in motion by a spark. The spark ignites a mixture fuel and air inside the cylinder. As the heat expands, it creates a sufficient power to drive pistons.

The engine consists of two basic parts: lower section called cylinder block and the detachable upper cover called cylinder head.

The cylinder block houses the crankshaft and camshaft. The crankshaft is used to convert the reciprocating motion of the pistons into rotary motion. The camshaft is to control mechanisms that open and close the valves in the cylinder head. The position of the camshaft is usually in the head or mounted above the block.

The cylinder head contains at least two valve-controlled passages. These passages act as the way of the mixture of air and fuel enters the cylinders and the gases produced by combustion exit.

There are three engine configurations: in-line engine, V-engine, and horizontally-opposed engine. Each layout has its own advantages. For example, in-line engine lay out is the simplest. V-engine lay out is more compact than others. Horizontally-opposed engine lay out achieve balance in some aspects and saving height.

The cylinders are cast into the block. This block is mountings for ancillary equipment, such as oil filter and fuel pump. An sump is bolted underneath the crankcase.

Both block and head are usually made of cast iron. However, aluminium sometimes is chosen for the head, because it is lighter and dissipates heat more efficiently.

(adapted from [www.howacarworks.com/basic/engine/](http://www.howacarworks.com/basic/engine/))

General Classification

Here is the parts of the text



Descriptions

General Classification: phenomena, things, and other that exist in the world. The topic is general, not specific.

Description: facts that describe the general topic.



## TASK 5

Match words in the left side with its Indonesians by connecting them using a line.

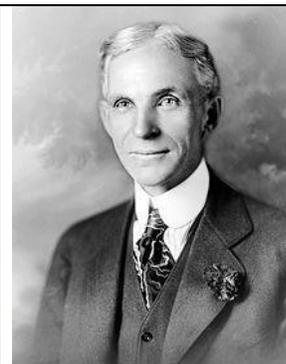
Vocabulary	Pronunciation	Meaning
Spark (n)	/Spark/	Tempat penampung oli
Valve (n)	/Vælv/	Dibentuk
Cast (v)	/kæst /	Katup
Sump (n)	/səmp /	mengeluarkan
Ancillary (n)	/ænsələri/	poros engkol
Dissipate (v)	/disəpet /	blok
Block (n)	/blak /	Poros bubungan
Crankshaft (n)	/kræŋkʃæft/	tambahan
Camshaft (n)	/kæmfæft/	percikan

**Henry Ford** (July 30, 1863 – April 7, 1947) was an American industrialist, the founder of the Ford Motor Company, and the sponsor of the development of the assembly line technique of mass production. During his life, Ford Motor Company had created two most successful car model: T model and A model.

At that time, Ford had two main labor philosophy, such as five dollar wage and the five day workweek. Ford had a philosophy that a country should be able to build vehicles without foreign trade.

As the developer of the assembly line technique of mass production, Henry Ford was infamous person both in Automotive industry and other industries.

(adapted from [https://en.wikipedia.org/wiki/Henry\\_Ford](https://en.wikipedia.org/wiki/Henry_Ford))



Henry Ford

PERSON FACTS

**TASK 6****Read the passage.****How A Fuel Pump Works**

As a car burns a mixture of fuel and air, the fuel is pumped from the tank and mixed with air in carburettor. In the fuel-injection system used on some engines, the fuel and air are mixed in the inlet manifold. The fuel pump can mostly be divided into two systems: mechanics and electric.

A mechanical fuel pump is driven by camshaft, or by a special shaft driven by the crankshaft. As the shaft turns, a cam passes under a pivoted lever and forces it up at one end. The other end of the lever which forms the floor of a chamber in the pump with diaphragm goes down and pulls the diaphragm with it. When the lever pulls the diaphragm down, it creates suction that draws fuel along the fuel pipe into the pump through a one-way valve. As the revolving cam turns further, so that it no longer presses on the lever, the lever is moved back by a return spring, relaxing its pull on the diaphragm. The lever does not push the diaphragm up, but there is a return spring that pushes against it. The diaphragm can move up only by expelling fuel from the chamber. The fuel cannot go back through the first one-way valve, so it goes out through another one leading to the carburettor. The carburettor admits fuel only as it needs it, through the needle valve in its float chamber.

An electric fuel pump has a similiar diaphragm and valve arrangement, but instead of the camshaft, a solenoid provides the pull on the diaphragm. The solenoid attracts an iron rod that Pulls the diaphragm down, drawing the fuel into chamber. At the end of its travel, the iron rod forces apart a set of contacts, breaking the current and relaxing the pull on diaphragm. When the return spring of the diaphragm raises the diaphragm, it also pulls the rod away from contacts. As a result, the reciprocating process continuously occurs.

Most mechanical and electrical systems pump fuel only when the carburettor needs it.

(adapted from [www.howacarworks.com/basic/how-a-fuel-pump-works/](http://www.howacarworks.com/basic/how-a-fuel-pump-works/))

Based on the passage above, decide whether the following statements are true or false.

Statement	True/ False	The correct statement	Part in the text
In injection system, the mixing process of fuel is taken place at carburettor.	F	The process is taken place at the inlet manifold	First paragraph, line two.
When the lever pulls the diaphragm down, the fuel goes through one-way valve.			
Solenoid has similar function as camshaft.			
The fuel can go back through the first one-way valve.			
Both mechanical and electrical pumps have diaphragm.			



## TASK 7

Complete the following table.

Structure of the text	Purposes	Part of the passage
General Statement		
Description		



# Grammar Focus




## TASK 8

Study the explanation carefully and complete the following sentences.

### PASSIVE VOICE

Simple Present	A mechanical fuel pump	is	driven	by camshaft.
Simple Past	The concept of Just in Time	was	applied	strictly.

#### Form of the passive voice:

**Subject + *to be* + Past Participle**

NOTE: The appropriate form of *to be* = To be is put in the the tense of the active voice main verb.

When rewriting active sentences in passive voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The form of the verb is the appropriate form of to be (the tense of the active voice main verb) + the past participle.
- The subject of the active sentence becomes the object of the passive sentence (or is dropped.)

#### Use of the passive voice:

1. Passive voice is used when the **focus is on the action**.
2. Sometimes a statement in passive is more **polite** than active voice.

**Let's write passive sentences (use the indications in brackets.)**

1. the picture /draw (Simple Present)

**The picture is drawn by Joni.**

2. the book/write

\_\_\_\_\_

3. the door /close (Simple Past)

\_\_\_\_\_

4. the car/buy

\_\_\_\_\_

5. the pump/fix

\_\_\_\_\_

**Rewrite the following sentences as suggested into passive voice:**

1. The boy writes poems.

**Poems are written by the boy.**

2. The man cuts the lumber

\_\_\_\_\_

3. The girl drove the blue car.

\_\_\_\_\_

4. I bought a new car.

\_\_\_\_\_

5. Her friend gave a book to her

\_\_\_\_\_

**TASK 9**

Arrange the jumbled sentences into a good passage.

### How The Steering System Works

The steering-box system has many moving parts, so it is less precise than rack and pinion system. As the name suggests, there is a box located at the base of the steering column. Inside the box, there is a worm gear. A worm is a threaded cylinder-like a short bolt. Turning the worm gear will move anything fitted into its thread. The moving parts of this system depend on the design used, such as a sector (like a slice of a gear wheel, a peg or a roller connected to a fork, or a large nut.

The steering effort passes to the wheels through a system of pivoted joints. These are designed to allow the wheels to move up and down with the suspension without changing the steering angle. They also ensure that when cornering, the inner wheel becomes more sharply angled. The joint must be adjusted very precisely, and even a little looseness makes the steering dangerously sloppy and inaccurate.

The rack-and-pinion system is simple, yet precise. As the name suggests, this system consists of rack and pinion. Pinion is located inside a housing. Its teeth mesh with a straight row of teeth on a rack, a long transverse bar. Turning the pinion makes the rack move from side to side. The ends of the rack are coupled to the road wheels by track rods. A universal joint in the steering column allows it to connect with the rack without angling the steering wheel awkwardly sideways.

There are two steering systems in common use: the rack and pinion and the steering box. On larger cars, either system may be power assisted to reduce further the effort needed to move cars.

On a heavy car, the steering may be heavy. To overcome such problems, there is a system called power-assisted steering. The engine drives a pump that supplies high pressure oil to the rack or the steering box. Valves in the steering rack or box open whenever the driver turns the wheel, allowing oil into the cylinder. The oil works as a piston that helps to push the steering in appropriate direction. As soon as the driver stops turning the wheel, the valve shuts, and the pushing action stops.



## TASK 10

Create a report text using this guidance below.

The engine cooling system

- Definition
- Functions
- Types & how they work
  - o Water-cooled cooling system
  - o Air-cooled cooling system



(adapted from [howacarworks.com](http://howacarworks.com))

General Statement	
Description	



### TASK 11

Write your own report text based on one of the following topics.

- Topics:
- how car air conditioning works
  - how car transmissions work
  - how car clutch works
  - how braking system works

**REINFORCEMENT****TASK 12**

Look for a factual report text related to your major and analyze the text based on the language features, social function and text structures. You may write new vocabulary.

**TASK 13**

To enhance your skill, rewrite the analytical text that you got in task 12 using your own words.

**REFLECTION****TASK 14**

Now, Let's  
do a



Give a tick in the following aspects based on what you have learnt.

No	Aspects	Yes	Neutral	No
1	Understanding the social function of the text			
2	Learning new vocabulary			
3	Understanding the language features and text structure of the text			
4	Being able to write an analytical text			
5	Using present tense in writing a text			
6	Getting knowledge related to automotive			

*The following table is the list of vocabulary that you get from this unit.*

## VOCABULARY LIST

Vocabulary	Pronunciation	Meaning
Spark (n)	/Spark/	Percikan
Valve (n)	/Vælv/	Katup
Cast (v)	/kæst /	membentuk
Sump (n)	/səmp /	Penampungan oli
Ancillary (n)	/ænsəleri/	Tambahan
Dissipate (v)	/disəpet /	Mengeluarkan
Block (n)	/blak /	Blok
Crankshaft (n)	/kræŋkʃæft/	Poros engkol
Camshaft (n)	/kæmʃæft/	Poros bubungan
mesh (v)	/meʃ/	Bertaut
Clutch (n)	/klʌtʃ/	Kopling
Bolt (n)	/bəʊlt/	Baut
Thread (n)	/θred/	Benang



## Bibliography

- <https://nurinuryani.wordpress.com/kumpulan-tugas/analytical-exposition-2/> accessed on Sept 13, 2016
- <http://www.goodletterwriting.com/personal-letters.html> accessed on Sept 13, 2016
- <http://www.englishindo.com/2012/03/report-text-penjelasan-contoh.html> accessed on Sept 13, 2016
- <http://www.toyota.astra.co.id/connect/news/article/mengenal-lebih-jauh-fasilitas-dan-standarisasi-bengkel-toyota/> accessed on
- <http://www.autobild.co.id/read/2016/05/10/16979/68/19/Mahasiswa-Intip-Pembuatan-Mobil-Toyota-di-TMMIN> accessed on Sept 16, 2016.
- <http://carvaganza.com/01/09/2016/test-drive-sensasi-audi-a4-2-0t-tfsi-quattro/> accessed on Sept 16, 2016
- <http://procarmechanics.com/differences-between-drum-brakes-and-disc-brakes/> accessed on Sept 16, 2016
- <http://www.howacarworks.com/basics/the-engine> accessed on Sept 15, 2016
- <http://www.howacarworks.com/basics/how-a-fuel-pump-works> accessed on Sept 15, 2016
- <http://www.howacarworks.com/basics/how-the-steering-system-works> accessed on Sept 15, 2016.
- <http://thenewswheel.com/10-fun-car-facts-you-probably-didnt-know/>. Accessed on Sept 30, 2016.

## Sources of the Pictures

### UNIT 1

- Awd vs rwd vs fwd : [https://www.youtube.com/watch?v=d\\_DiXWcrs50](https://www.youtube.com/watch?v=d_DiXWcrs50)
- Manual vs automatic : <http://blog.aisinsurance.com/2015/02/11/pros-cons-automatic-manual-cars/#.WAXSJ-V950s>
- Diesel vs petrol: <http://www.technoparktoday.com/tag/diesel-car-vs-petrol-car>
- Diesel vs petrol: [www.telegraph.co.uk](http://www.telegraph.co.uk).

### UNIT 2

- Audi A4 : [www.themotorreport.com.au/63298/2016-audi-a4-20-tfsi-quattro-review-stylish-swift-yet-subtle/](http://www.themotorreport.com.au/63298/2016-audi-a4-20-tfsi-quattro-review-stylish-swift-yet-subtle/)
- Factory : [sub5zero.com/ultimate-factories-porsche-911-featured-national-geographic-video/](http://sub5zero.com/ultimate-factories-porsche-911-featured-national-geographic-video/)
- Workshops: [www.primeautocare.com.au/go/specialised-services](http://www.primeautocare.com.au/go/specialised-services)
- Isuzu panther: [https://en.wikipedia.org/wiki/Isuzu\\_Panther](https://en.wikipedia.org/wiki/Isuzu_Panther); <http://mobil.mitula.co.id/mobil/isuzu-panther-1991>
- Honda civic : [https://en.wikipedia.org/wiki/Honda\\_Civic](https://en.wikipedia.org/wiki/Honda_Civic)

### UNIT 3

- Fuel pump: [www.paxtonauto.com/product.php?id=133](http://www.paxtonauto.com/product.php?id=133)
- Steering system : <http://www.automechanicinfairoaks.com/power-steering>
- Car cooling system: <http://www.howacarworks.com/basics/how-an-engine-cooling-system-works>
- Engine : [www.g-files.com/technology/road-transport/internal-combustion-engine](http://www.g-files.com/technology/road-transport/internal-combustion-engine)

**APPENDIX H.**  
**PERMIT LETTER**



PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: www.bappeda.slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 2199 / 2016

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.  
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/2107/2016  
Hal : Rekomendasi Penelitian

Tanggal : 18 Mei 2016

**MENGIZINKAN :**

Kepada :  
Nama : ANAS PUTRA PAMUNGKAS  
No.Mhs/NIM/NIP/NIK : 12202244020  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta  
Alamat Rumah : Cebongan Lor RT 01/04 Tlogoadi Mlati Sleman  
No. Telp / HP : 081804261036  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**DEVELOPING WRITTEN CYCLE LEARNING MATERIALS FOR GRADE XI  
OF AUTOMOTIVE ENGINEERING OF SMK N 1 SEYEGAN**  
Lokasi : SMK N 1 Seyegan Sleman  
Waktu : Selama 3 Bulan mulai tanggal 18 Mei 2016 s/d 17 Agustus 2016

**Dengan ketentuan sebagai berikut :**

1. Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

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

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

Dikeluarkan di Sleman

Pada Tanggal : 18 Mei 2016

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.  
Kepala Bidang Statistik, Penelitian, dan Perencanaan



Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Seyegan
5. Kepala UPT Pelayanan Pendidikan Kec. Seyegan
6. Ka. SMK N 1 Seyegan SlemandEKAN fbs uny